



Hervey Bay
State High School

Vocational Education and Training
RTO Provider Number: 30299

Quality Assurance Manual 2018



Version: One, 2018

Review: November, 2018

Authorisation: HOD Senior Schooling

This handbook is correct at the time of publication but is subject to change.

Table of Contents

Introduction	3
Standards	
Standard 1 The RTOs training and assessment strategies and practices are responsive to industry and learner needs and meet the requirements of training packages and VET accredited courses.	5
Standard 2 The operations of the RTO are quality assured.	15
Standard 3 The RTO issues, maintains and accepts AQF certification in accordance with these Standards and provides access to learner records.	17
Standard 4 Accurate and accessible information about an RTO, its services and performance is available to inform prospective and current learners and clients.	21
Standard 5 Each learner is properly informed and protected.	23
Standard 6 Complaints and appeals are recorded, acknowledged and dealt with fairly, efficiently and effectively.	26
Standard 7 The RTO has effective governance and administration arrangements in place.	29
Standard 8 The RTO cooperates with the VET Regulator and is legally compliant at all times.	29
Appendices	
Schedules	
Schedule 1 Trainers and Assessor Requirements	36
Schedule 3 Fit and Proper Person Requirements	37
Schedule 4 Conditions of Use of VET Logo	38
Schedule 5 Application of the AQF Qualifications Issuance Police within the VET Sector	39
Schedule 6 Fee Protection	40
Glossary	42
Duty Statements	
Principal	48
Head of Department Senior Schooling (RTO Manager)	48
Senior Schooling Teacher Aide	49
Deputy Principal (Senior Schooling)	49
Business Services Manager (BSM)	50
Faculty Heads of Department	50
Trainers and Assessors	51
VET/SDCS Terminology	53

Introduction

The Vocational Education and Training (VET) system is a key driver of Australia's economic and social growth. For more than a decade, federal and state governments have worked with industry to develop a training system that provides high-quality, industry-aligned and nationally-recognised training to approximately one in eight working-age Australians. Through a network of public and private registered training providers, more than 3 million Australians from all ages, backgrounds and locations participate in VET each year.

The Australian Skills Quality Authority (ASQA) is the national regulator for Australia's vocational education and training sector. AQSA regulates courses and training providers to ensure nationally approved quality standards are met. The Queensland Curriculum and Assessment Authority (QCAA) manage the school's registration details as the delegate for ASQA. The VET Quality Framework (VQF) is the national set of standards which ensures consistent, high-quality training and assessment services for the clients of Australia's VET system. The current system is effective from April 2015, with amendments made from July 2017.

VQF Standards

There are eight Standards that form the basis of the VQF. The purpose of the Standards is to:

- outline the requirements that an organisation must meet in order to be an RTO,
- ensure that training products delivered by RTOs meet the requirements of training packages and have integrity for employment and further training,
- ensure RTOs operate ethically and with due consideration of learners' and enterprises' needs.

The VET system at Hervey Bay State High School operates according to these Standards. Alignment to these principles means that Hervey Bay State High School is:

- recognised as a RTO,
- able to train, assess and issue qualifications for those courses within its scope of registration.

An Overview of the VET System

Hervey Bay State High School has developed and implemented systems to plan for and provide quality training and assessment across all of its Vocational Training Areas (VTAs).

Policies and Procedures

The Quality Assurance Manual outlines the written policies and procedures under which Hervey Bay State High School will operate as an RTO. These policies and procedures will ensure quality training and assessment that is aligned with the principles of VQF and consistent with the RTO scope of registration.

Responsibilities and Accountabilities

The Chief Executive Officer (CEO) of Hervey Bay State High School is the person who holds the position of Principal. The Principal is ultimately responsible for ensuring the RTO complies with the Standards.

The Head of Department (HOD) Senior Schooling is the Registered Training Organisation Manager (RTOM) and is responsible for managing the school's VET system.

The HOD Senior Schooling:

- oversees the operation of the school's RTO status,
- liaises with the Queensland Curriculum and Assessment Authority (QCAA) concerning the RTOs status,
- informs the Principal of aspects of the RTO status,
- organises the collection and submission of Quality Indicator data, and
- co-ordinates the policies and procedures to ensure alignment with the Standards.

Faculty-specific responsibilities and accountabilities are delegated to faculty HODs and trainers and assessors so that the quality of training and assessment is maintained.

Faculty HODs:

- oversee all aspects of training and assessment to ensure compliance with all clauses in Standard 1 and relevant aspects of Standards 2-8;
- quality assure all aspects of training and assessment;
- evaluate the competency and currency of trainers and assessors against the requirements of Standard 1;
- action faculty practices (including data collection) in alignment with RTO policies.

Trainers and assessors:

- engage directly with training products and industry representatives to devise a relevant training and assessment program to ensure compliance with all clauses in Standard 1 and relevant aspects of Standards 2-8,
- develop, implement, monitor and evaluate high quality training and assessment strategies and practices that meet training package requirements,
- evaluate vocational competency and industry currency to an auditable standards and plan for and undertake relevant activities to maintain industry currency and professional development requirements related to VET, and
- support students' progression in their learning with clear written and verbal feedback and information about their program and support services.

All staff involved in the VET system are responsible for ensuring they understand and therefore comply with the Standards. It is the professional obligation of all VET staff (CEO, Deputy Principals, HODs and trainers and assessors) to engage directly with the Standards, the Users Guide to the Standards and school RTO materials to remain informed of their duties, responsibilities and accountabilities.

Detailed Duty Statements provide an overview of the inter-relatedness of roles and responsibilities in this VET system. Refer to the Appendix for a copy of the Duty Statements.

Standards for Registered Training Organisations (RTOs) 2015

Standard 1

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

Context

Learners, employers and industry must have confidence in the integrity, currency and value of certification documents issued by RTOs, through high-quality training and assessment practices that:

- meet the requirements of training packages;
- are responsive to industry and learner needs; and
- are delivered by appropriately qualified trainers and assessors with the right support services, facilities and equipment

The RTO's training and assessment strategies and practices must have regard to the amount of training required for the learner to gain the competencies as specified in the relevant training package. The amount of training will vary depending on the existing skills and knowledge of the learner, the mode of delivery and include any work placement arrangements.

To ensure thorough and rigorous assessment practices and results, RTOs must implement a comprehensive plan of systematic validation. RTOs must use a risk-based approach to developing the plan considering risk indicators such as the potential safety concerns to clients from an assessment outcome that is not valid, the mode of delivery, changes to training packages and/or licensing requirements.

Reference: <https://www.asqa.gov.au/standards/about-standards-rtos-2015/standard-one>

Policy Statement

Hervey Bay State High School will provide quality training and assessment for all qualifications listed on its scope of registration. Training and assessment practices will be systematically improved by:

- ensuring strategies for training and assessment meet the requirements of training packages (including staff, facilities, equipment) and are developed through effective consultation with industry,
- meeting the requirements of training packages with respect to staff, facilities, equipment, training and assessment,
- conducting training and assessment through vocationally competent and current staff, and
- undertaking assessment (including Recognition of Prior Learning) according to the Principles of Assessment and Rules of Evidence.

To ensure thorough and rigorous assessment practices and results, the RTO will implement a plan of systematic improvement. This will use a risk-based approach with a focus on constructive, tangible and aligned improvements.

Clauses 1.1 – 1.4: Training and Assessment Strategies

Training and assessment will be delivered for each qualification listed on the scope of registration, using an endorsed Training and Assessment Strategy (TAS) document. The training.gov.au (TGA) website must be accessed to ensure that the current versions of training packages are always in use.

The TAS document is a 'roadmap' for the training and assessment of a qualification. It needs to show how the requirements of the training package and industry will be met and learners' needs addressed.

The TAS will:

- reflect the requirements of training packages,
- be developed through effective consultation with industry,
- outline how the training and assessment strategies meet the needs of learners and industry,
- specify the volume of learning required,
- be consistently informed by ongoing industry consultation,
- be subject to rigorous validation processes,
- specify the human and physical resources,
- identify trainers and assessors,
- be reviewed annually and amended in accordance with validation outcomes and continuous improvement practices.

TAS Documents: Planning and Drafts

When planning a TAS, the course should be arranged to ensure that:

- units of competency that have the same or similar knowledge and skills are linked together,
- prerequisite and co-requisite competencies have been considered,
- prerequisite competencies are planned,
- competencies and any co-requisites are planned to be undertaken concurrently,
- the range of variables and evidence guide are specifically analysed.

For each unit for competency in the selected qualification, trainers and assessors need to:

- read the entire unit. The **unit description** provides a general guide to the purpose of the competency, but is not sufficient for understanding all aspects of the unit of competency. Units of competency must not be selected by title only.
- analyse each **element** within the unit by considering the **performance criteria**. Each aspect of the performance criteria must be addressed.
- identify the required knowledge and skills needed for each performance criteria.
- analyse and read the **range of variables**.
- identify **co-requisite** and **prerequisite** units of competency.
- identify the physical requirements needed to deliver and assess the competency. Ensure the RTO can meet these requirements.
- ensure that the selected units of competency relate to the same level of qualification.
- review the **assessment guidelines** and **competency standards** information contained in the training package for further information regarding resources, assessment and assessor requirements.
- use the qualification packaging rules to ensure that the units of competency selected will lead to a full qualification. This includes selecting prerequisite and co-requisite units of competency.

Effective consultation with industry must occur during the development of every TAS. This needs to be documented in the relevant section of the TAS. Each TAS is in draft until it is reviewed by the faculty HOD in consultation with the trainer and assessor. Once all checks have occurred and all sections completed, the TAS will be endorsed by the HOD Senior Schooling and Principal.

Trainers and assessors are required to use the TAS template. **Altered versions are not acceptable.** A digital copy needs to be stored in the appropriate V drive folder on the school network. Under no circumstance are TAS documents to be copied into faculty or personal folders or saved on USBs.

All trainers and assessors are expected to register for updates via QCAA and training.gov.au to ensure that any changes to training packages are actioned in TAS documents, training materials and assessment tools.

For a copy of the TAS template, refer to V drive.

Resources

Hervey Bay State High School has access to the staff, facilities, equipment, training and assessment materials required to provide the training and assessment services within its scope of registration. Faculty HODs are required to assess resources in order to accommodate learner numbers, learner needs, training methods and assessment requirements. The current training package must be used in evaluating resources.

A comprehensive Physical Resources and Environment list is compiled for every TAS. This combines training package requirements and/or the physical resources and facilities that will be used in the delivery and/or assessment of the training package.

Faculty HODs will ensure that:

- the most current version of training and assessment resources (handouts) are used and the RTO's version control processes are adhered to,
- budgets and Annual Improvement Plans (AIPs) are comprehensively developed allowing for the purchase or replacement of resources and/or equipment,
- quality assurance processes (i.e. validation meetings, industry consultation, Self-Assessment [Faculty] Meetings) are actioned in faculties,
- all relevant physical resources as outlined in the relevant training package are available,
- facilities are to a sufficient industry standard and concerns communicated to Line Managers where appropriate,
- industry placement and relevant professional development activities are planned and undertaken in order to meet the human resource requirements of the relevant training package.

If faculties are using or developing training or assessment resources, these need to be quality assured by the trainers and assessors and saved on V drive. Where faculties purchase commercial training and assessment resources, trainers and assessors should quality assure, contextualise and review these against the requirements of the training package and the needs of learners.

If, for whatever reason, the school RTO cannot maintain the relevant resources to deliver the training package, the school will attempt to provide students with alternative opportunities to complete the course and the related qualification. The school retains the right to cancel any course if it is unable to meet requirements.

For a copy of the Physical Resources and Environment list template, refer to V drive.

Mapping Tool

A Mapping Tool must be compiled in conjunction with a TAS. The Mapping Tool confirms both project viability and sufficient coverage of the training package and/or unit of competency requirements. The Mapping Tool will assist trainers and assessors in developing and delivering a qualification and is a quality assurance mechanism. The Mapping Tool must be used in validation.

For a copy of the Mapping Tool template, refer to V drive.

Clauses 1.5 – 1.6: Industry Relevance

Hervey Bay State High School will engage with a range of industry representatives to ensure training and assessment practices are relevant. Trainers and assessors should implement a variety of strategies for industry engagement and use the outcomes of this to enhance training and assessment practices and resources. Records of industry engagement are to be documented in the relevant section of the TAS.

Industry consultation should be undertaken when:

- planning, developing and reviewing a TAS,
- developing and reviewing assessment tools,
- evaluating physical resources and/or facilities.

Clause 1.7: Learner Support

Hervey Bay State High School will provide for individual support of students through a range of welfare and learner support mechanisms. This support will allow for the needs of learners to be assessed so they can successfully complete their training and assessment program. It is expected that specific, explicit training episodes are planned and delivered to allow students sufficient time to learn and practice new skill sets before they are assessed.

The following school processes support the needs of individual learners, prior to enrolment in a VET course:

- SET Plans,
- Subject selection processes,
- Guidance services.

Once enrolled in a VET course, trainers and assessors will identify the needs of learners and provide services and programs to support these. Trainers and assessors will provide programs that offer:

- Language, Literacy and Numeracy support,
- equipment, resources and/or programs to increase access for learners with disabilities,
- flexible scheduling and delivery of training and assessment,
- referral to counselling services,
- Information Technology (IT) support,
- learning materials in alternative formats (e.g. large print) and
- learning and assessment that is customised to the workplace.

Learners' needs will be regularly assessed in a variety of ways and through different mechanisms. Trainers and assessors need to:

- gather information about each learners' needs prior learning (and encourage RPL applications),
- access existing data sets (NAPLAN, One School Reports, S1 Forms) and
- complete formal and/or diagnostic testing to evaluate literacy and numeracy skills.

Trainers and assessors are expected to develop, implement, monitor and adjust learning strategies to support learners' needs.

Specific data is regularly gathered to gauge the progress each student is making towards the completion of their qualification. This includes:

- VET profiles,
- VET spreadsheets,
- VET Competency Tracking,
- Quality Indicator Data, and
- TraQCEr.

Clauses 1.8 – 1.12: Assessment

A VET assessment system is a co-ordinated set of documents and policies (including materials and tools) to ensure that assessments are consistent and based on the *Principles of Assessment* and the *Rules of Evidence*. The school RTO has developed an Evidence-gathering Framework that clearly specifies the protocols required in relation to this assessment system. All trainers and assessors must ensure that assessment practices align with the expectations in the Evidence-gathering Framework and this Quality Assurance Manual.

Evidence-gathering tools provide evidence that forms the basis of making judgments. There must be a clear link between the evidence-gathering tool and the project, task or activity. There is usually more than one evidence-gathering technique per project.

For a copy of the Evidence-gathering Framework, refer to V Drive.

Training packages describe the requirements for assessment for students, including any specific environments or equipment that must be used.

'Assessment methods must ensure that only properly skilled students are determined as competent. When using 'simulated' workplace environments, ensure they fully replicate the resources, environment and any time and productivity pressures that exist in the actual workplace. It is important to ensure that the development and use of simulated environments is confirmed by consultation with industry stakeholders. This helps to ensure relevance with industry'. (Users Guide – Standards for Registered Training Organisations 2015 v2: p. 39)

Assessment activities must be fair, well-explained and helpful feedback provided in written and verbal format.

Hervey Bay State High School will meet the requirements of training packages and:

- conduct assessment that is valid, reliable, flexible and fair,
- collect sufficient, valid, authentic and current evidence,
- focus on the application of knowledge and skills to the standard of performance required in the workplace, and
- confirm workplace and regulatory requirements are met.

Planning and Designing Assessment Tools

In planning and designing assessment tools, trainers and assessors are expected to ensure all assessment tools comply with the current training package and units of competency as well as the endorsed TAS document.

All assessment techniques basically fall into the following categories:

- direct observations of student activity,
- questions (written, online, verbal, direct), and
- a review of items students produce (project work, folios, artefacts online materials, produces, services).

In addition, there may be third-party reports.

As units of competency require the gathering of both performance and knowledge evidence that meet performance criteria standards, there needs to be:

- a clear link between evidence gathered and the project/activity/task,
- at least two evidence-gathering methods for each project/activity/task,
- relevant observations, questions and product specifications checklists, and
- clear decision-making rules (marking guides) to ensure equity, transparency and consistency of judgments to meet the Rules of Evidence.

The VET cover sheet and evidence-gathering tool templates **MUST** be used for all assessment tools. These documents must be comprehensively developed using the training package and unit of competency specifications. It is an expectation that all evidence-gathering tools have sufficient, auditable-quality information to meet the requirements of the Standards and the VQF.

It is an expectation that any regulatory or licensing authority requirements that relate to specific units or qualifications are met. Faculty HODs and trainers and assessors are required to be vigilant in this regard.

While responsibility for the completion of these tasks is delegated to trainers and assessors, faculty HODs are ultimately accountable for ensuring that quality assurance practices are actioned in VET courses.

Workflow requirements:

- All assessment tools are available in digital format for trainers and assessors to pre-populate
- Digital copies are to be worked on and saved in the TA Inbox for the teacher aides to access. This will ensure version control is maintained.
- **ALL** sections are to be thoroughly completed and must align with the training package and industry feedback
- **Draft** Assessment tools must be provided to the teacher-aide for formatting
- Once formatted and professionally presented, the faculty HOD will quality assure the assessment package to ensure that it is aligned with the TAS and thoroughly completed
- Faculty HODs will retain an Evidence-gathering Tool Register to map and monitor this process.

Under no circumstance is any assessment tool to be distributed to or available to any learner with undergoing the above process.

For a copy of the evidence-gathering templates, refer to V drive.

Assessment Policy

Hervey Bay State High School has an Assessment Policy, through which aspects relevant to VET are incorporated. All students have access to reassessment on appeal.

Further details regarding appeals are available under Standard 6, Complaints and Appeals.

Principles of Assessment and Rules of Evidence

All assessment must conform to the Principles of Assessment and Rules of Evidence. Details of these critical aspects are outlined in the two tables below.

All assessment tools and practices should be regularly reviewed to ensure compliance with the Principles of Assessment and the Rules of Evidence.

Principles of Assessment

Fairness	The individual learner's needs are considered in the assessment process. Where appropriate, reasonable adjustments are to account the individual learner's needs. Learners are informed about the assessment process and provided with the opportunity to challenge the result of the assessment and be reassessed if necessary.
Flexibility	Assessment is flexible to the individual learner by: <ul style="list-style-type: none"> • reflecting the learner's needs; • assessing competencies held by the learner no matter how or where they have been acquired; and • 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.
Validity	Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner. Validity requires: <ul style="list-style-type: none"> • assessment against the unit/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 • 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

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 enable 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.

Determining Performance Standards

In determining competence, trainers and assessors are expected to utilise competency standards and assessment guidelines. Through consultation with industry, trainers and assessors should understand the characteristics of a competent candidate as well as industry-specific requirements.

The following aspects should be considered when developing assessment tools:

- any unusual circumstances that may arise,
- any competing pressures learners need to manage, and
- any specific requirements learners need to know such as legislation or operating procedures.

By addressing these requirements all the dimensions of competency should be effectively covered in both training and assessment.

Assessment Validation

A Validation Plan will be implemented for each training product on the scope of registration. This will ensure that there is ongoing, systematic validation of assessment practices and judgments for every course. The Validation Plan outlines:

- when assessment validation will occur,
- which training products will be the focus of validation,
- who will lead and participate in the validation,
- how the outcomes of these activities will be documented and acted upon.

The Validation Plan outlines the 5 year cycle for validation of every training product on the scope of registration. By the end of year three of the current five year cycle (1 April 2018) at least 50% of the training products on the scope of registration will be validated. This plan will take into account the relative risks of all training products on the scope of registration, including those risks identified by the QCAA.

Factors considered in determining the level of risk associated with validation include:

- level of qualification,
- performance indicators,
- student feedback,
- use of machinery,
- high risk activities.

The school RTO Validation Plan is complemented by a faculty-specific Validation Plan as outlined in each TAS. The faculty-specific Validation Plan details the training products under quality review along with a rectification table.

For a copy of the school RTO Validation Plan, refer to V drive or the relevant pages of the TAS.

Validation Personnel

Systematic validation of assessment practices and judgments must be undertaken by one or more persons who are not directly involved in the delivery and assessment of the training product being validated. Validation needs to be an objective and 'arm's length' process. Validation can be undertaken by an individual or through a team approach as long as the persons involved have:

- vocational competencies and current industry skills relevant to the assessment being validated,
- current knowledge and skills in vocational training competency and currency,
- TAE40110 Certificate IV in Training and Assessment.

When arranging a validation the above requirements need to be verified through the provision of a current Trainer and Assessor Profile or other relevant documentation. Trainers and assessors (in conjunction with faculty HODs) will ascertain the validator's alignment with the above and provide the current TAS, assessment tools, expected responses, mapping tool and Staff Profiles to the validator. Validation outcomes are to be recorded in the relevant section of the TAS and acted on to improve the planning and delivery of each training product.

While validation processes are planned and monitored by trainers and assessors, faculty HODs are responsible for quality assuring these are undertaken as outlined in Standard 1 and in the relevant sections of the TAS document.

Validation Processes

Validation is a planned activity which systematically evaluates assessment tools and judgments to elicit auditable-quality information against the Principles of Assessment and Rules of Evidence.

A sample of assessment tools must be validated from each qualification. The sample size must be large enough to enable **reasonable judgements** to be made on the **quality** of the **assessment tools used to gather evidence** of competency for this qualification.

Assessment tools are made up of the documents explaining the assessment process and the evidence-gathering tools that record the student's performance. A project document will have instructions on what the student and assessor is expected to do. The observation, direct questioning and product specification checklists will record the student's performance or products produced. Marking guides must be included as part of the Validation process.

It is expected that Validation Meetings are planned and all documents are available in hard copy format and easily accessible to the Validation Team. Trainers and assessors are responsible for ensuring the sufficiency and accuracy of assessment tools for inclusion in the portfolio of Validation materials. Validation outcomes are to be clearly recorded in the TAS, actioned by identified personnel and outcomes quality assured by the faculty HOD.

Clauses 1.12: Recognition of Prior Learning (RPL)

All students have access to and are offered Recognition of Prior Learning (RPL). Students are made aware of the RPL policy at the class-specific induction upon enrolment in a course. Trainers and assessors will remind students of this policy regularly and will provide opportunities to engage in the RPL process.

When approached by a student seeking RPL, trainers and assessors will follow the procedure below:

- discuss the student's skills or knowledge and provide verbal feedback on the procedure,
- provide the student with information about the types of evidence that can be used to support an RPL application, and an RPL Application Form,
provide the student with a RPL Evidence Form that specifies the types of evidence that might be provided,
- evaluate the application and notify students of the outcome,
- update the student's records if RPL is granted,
- retain copies of all evidence – and the application form for the required timeframe as stipulated in the ASQA General Direction – **Retention requirements for completed student assessment items**.

Clauses 1.13 – 1.16: Trainers and Assessors

Hervey Bay State High School recognises that all trainers and assessors need to meet nationally agreed competency requirements as per National Skills Standards Council (NSSC) Schedule. These requirements specify that trainers and assessors have:

- vocational competencies to at least the level being delivered and assessed,
- current industry skills directly relevant to the training and assessment being provided,
- current knowledge and skills in vocational training and learning that informs their training and assessment.

These requirements will guide decisions made by the Deputy Principal (Senior Schooling) and faculty HODs during the construction of the timetable and the allocation of classes.

Further information is available at Standards for Registered Training Organisations (RTOs) 2015 or www.comlaw.gov.au

National Skills Standards Council (NSSC) Determination for trainer and assessor competencies policy:
www.nssc.natese.gov.au

Recruitment Procedures

The recruitment of trainers and assessors at Hervey Bay State High School will be guided by the following principles:

- all prospective staff will be made aware during recruitment that they will undergo a faculty VET induction if employed by the school,
- any teachers recruited to train and assess a particular qualification will meet the requirements of the relevant training package or have the ability to meet this standard **before** commencing the training and assessment of the qualification and they will meet **and** continue to meet the requirements of this clause.

Prospective trainers and assessors will also be informed that they will need to document via the Trainer and Assessor Profile:

- unit-by-unit verifiable evidence of vocational competence for all units of competency planned for delivery and assessment,
- unit-by-unit verifiable evidence of current industry skills directly related to all units of competency planned for delivery and assessment, and
- a verified copy of the TAE40110 and units of competency transcript.

Professional Log Books

Professional Log Books are a vital component of the RTO's compliance with this clause. The Professional Log Book consists of:

- Trainer and Assessor Profile,
- verified copies of qualifications and result transcripts (including university courses, TAE40110 and other relevant qualifications),
- verified evidence of vocational competence,
- verified evidence of industry placement,
- verified copies of relevant non-vocational professional learning activities,
- Trainer and Assessor Acknowledgement form.

Trainer and Assessor Profile

The Trainer and Assessor Profile is demonstrable evidence of how trainers and assessors meet the requirements of this clause. **ALL** trainers and assessors must develop a comprehensive Trainer and Assessor Profile and provide verifiable evidence of how this clause is met before being timetabled to **ANY** classes where nationally recognised training and assessment is delivered.

The Trainer and Assessor Profile must include:

- unit-by-unit **explanations** of how vocational **competence** for all units of competency planned for delivery has been met. An explicit and strong link between the training package, evidence and explanations must be made. This involves **ALL** units of competency listed on the current TAS document.
- unit-by-unit **verifiable evidence** of vocational **competence** for all units of competency planned for delivery. This involves **ALL** units of competency listed on the current TAS document.
- unit-by-unit **explanations** of how vocational **currency** for all units of competency planned for delivery has been met. An explicit and strong link between the training package, evidence and explanations must be made. This involves **ALL** units of competency listed on the current TAS document.
- unit-by-unit **verifiable evidence** of vocational **currency** for all units of competency planned for delivery. This involves **ALL** units of competency listed on the current TAS document.
- **mapped professional learning** with specific dates, times, presenters and content that are relevant to the delivery and assessment of general VET knowledge and skills, competency-based training and assessment and other related learning that supports the delivery of VET (e.g. Literacy, Numeracy, PBL).
- **verifiable evidence** of **professional learning** activities that demonstrate continued development of general VET knowledge and skills, competency-based training and assessment and other related learning that supports the delivery of VET (e.g. Literacy, Numeracy, PBL).

A general rule of thumb is to write these for an audience that has minimal knowledge of the tertiary subjects, industry area and the training package. The explanations in the Trainer and Assessor Profile must be of sufficient depth to explain how both vocational competency and currency have been demonstrated. **ALL** entries in a Trainer and assessor Profile **MUST** be supported by verifiable and readily available evidence.

NOTE:

The explanations in the Trainer and Assessor Profile need to be to an auditable standard. The statements must clearly and explicitly reference the descriptors in the training package and be of sufficient depth to meet the requirements of the relevant clauses. Faculty HODs quality assure Trainer and Assessor Profiles and the provided evidence to determine whether these provide demonstrable evidence to the Clauses. Where relevant, further elaboration, explanation or professional learning will be required if gaps are identified or information is not sufficient.

Trainers and assessors are responsible for maintaining an accurate and current record of activities in their Trainer and Assessor Profile. Updates should be made every term. Professional learning and currency will be deemed to have a currency of two years.

Trainers and assessors **MUST** provide verified copies of all qualifications, certificates and other relevant evidence used to meet the requirements of this clause. The faculty HOD will scan evidence and save in specific folders on V drive. Hard copies will be filed in the Professional Log Book. When trainers and assessors gain additional qualifications, these should be verified and provided for upload on the network. The faculty HOD, HOD Senior Schooling and Deputy Principal (Senior Schooling) will review the Trainer and Assessor Profile and the supplied evidence to determine whether the clause is met by trainers and assessors. Where appropriate, profiles will be returned to trainers and assessment for amendment.

Verification needs to be undertaken by a Justice of the Peace or a Commissioner for Declarations prior to inclusion in the Professional Log Book.

For a copy of the Trainer and Assessor Profile template, refer to V drive.

Continuous Development and Currency of Competencies

In order to demonstrate verifiable evidence of the continuous development of competencies and currency and VET generally, trainers and assessors are expected to fulfil their professional obligations within the school RTO. These professional obligations are outlined on the Trainer and Assessor Acknowledgement Form.

To fulfil professional obligations, trainers and assessors are expected to:

- read, refer to and engage with the Standards for Registered Training Organisations (2015), the Quality Assurance Manual and all learning materials (whether self-paced or explicitly delivered),
- read, respond and action all VET-related emails whether from the CEO, RTOM or faculty HOD,
- consistently maintain a Trainer and Assessor Profile and review vocational currency for every unit of competency delivered,
- identify specific VET-relevant activities for inclusion in the **Annual performance development plan (APDP)**
- seek feedback on VET training and assessment practices via the **Reflective Feedback Observation Protocols (RFOP)**,
- seek, plan and undertake relevant professional learning activities very year,
- subscribe to AQSA, QCAA and www.training.gov.au to remain informed of changes in the VET sector,
- plan and undertake Industry Placement **EVERY** year,
- clearly target specific units of competence as per the Trainer and Assessor Profile to ensure that currency is demonstrated for every unit of competency over a two-year cycle,
- identify a relevant business in which to undertake Industry Placement. This must have an 'arm's length' approach without connections to relative, spouses, own businesses or substantive employment in the school,
- discuss with the workplace representative (prior to engagement in industry placement) the identified currency needs and negotiate relevant activities or experiences. This will ensure targeted development of industry knowledge, skills and currency,
- undertake the Industry Placement,
- comprehensively document specific activities undertaken during Industry Placement in the Trainer and Assessor Profile,
- update the Annual Performance Development Plan (APDP) as appropriate, and
- provide verifiable evidence of how industry engagement confirms currency of knowledge and skills for specific units of competency and save on V drive and in the Professional Log Book.

The following process is to be followed for Industry Placement:

Prior to Industry Placement trainers and assessors need to:

- identify currency gaps in the Trainer and Assessor Profile,
- select a reasonable number of units of competency in consultation with the faculty HOD,
- discuss the general requirements of the units of competency with the workplace representative and negotiate, relevant activities or experiences, and
- complete the **Industry Placement – Form A** with sufficient detail to allow release.

After Industry Placement trainers and assessors need to:

- complete the **Industry Placement – Form B** with sufficient detail to verify industry currency for the identified units of competency and return to the faculty HOD,
- update the Trainer and Assessor Profile with detailed explanations and elaborations as to how the activities have provided currency, and
- save the verified evidence of Industry Placement on V drive and file the hard copy in the Professional Log Book.

Trainers and assessors are responsible for reviewing their own currency and arranging Industry Placement. Faculty HODs will review the sufficiency of the Trainer and Assessor Profile and whether it meets the requirements of this Clause via Line Management and will use this when timetabling. Trainers and assessors who cannot provide verifiable evidence of the requirements of either competency or currency will not be timetabled to any classes where nationally registered training is delivered.

As part of the quality assurance of this clause, an Industry Currency Register is developed. All trainers and assessors will be listed on the register along with the name and contact details of Industry Placement and the dates for which this is planned. Faculty HODs will manage this process in conjunction with trainers and assessors.

Note: Verifiable evidence from businesses must be provided on a company letterhead that contains the ABN.

Clauses 1.26: Transition of Training Products

Hervey Bay State High School will ensure that each vocational training area maintains a plan for the transition of students into new or revised training products. This will safeguard new learners so they are not enrolled in a training product that has been removed or deleted. It is the responsibility of each faculty HOD to plan for the transition to new or revised training packages as they are endorsed.

- Where a training product has been superseded, all learners will complete their training and assessment and receive relevant AQF documentation with the period of ONE YEAR from the date the new product is released on <https://www.training.gov.au>
- Where a qualification has been removed or deleted, without being superseded, all learners will complete their training and assessment and receive relevant AQF documentation within the period of TWO YEARS from the date the qualification was removed or deleted on <https://www.training.gov.au>
- Where a unit of competency, skill set or accredited short course has been removed or deleted, without being superseded, all learners will complete their training and assessment and receive relevant AQF documentation within the period of ONE YEAR from the date of unit of competency, skill set or accredited short course was removed or deleted on <https://www.training.gov.au>
- Where the packaging rules require the delivery of a superseded unit of competency, the above does not apply.

Transition procedures

Transition procedures are managed by faculty HODs, in conjunction with trainers and assessors. Faculty HODs will be aware of transition requirements by regularly monitoring updates to training packages via subscriptions to the relevant Industry Skills Councils (www.ics.org.au) and <https://www.training.gov.au>. In addition, all faculty HODs and trainers and assessors should subscribe to QCAA memoranda and be cognizant of the details outlined for transition of training products. Once a training package has been revised or superseded, faculty HODs should:

- discuss the requirements with the Deputy Principal (Senior Schooling) and HOD Senior Schooling regarding the final dates for the enrolment of new learners and any possible timetabling implications,
- work with the HOD Senior Schooling to ensure compliance with the submission of QCAA forms as well as the requirements for SDCS enrolment and certification, and
- ensure the Subject Selection Guide and Subject Selection forms outline the transition arrangements for current and prospective students.

Note:

If the new qualification is equivalent, the QCAA will register the school RTO for the latest qualification automatically.

If the new qualification is NOT equivalent or the school RTO wishes to add units of competency not listed, then the school RTO will need to fill in either of the following forms:

- **Application to change RTO scope of registration form,**
- **Application to add units of competency.**

Both students and parents/carers will be advised of these arrangements prior to delivery. If learners cannot complete their training in the required time frame, then a statement of attainment for the units completed will be awarded and these credit-transferred (CT) to the new qualification, if equivalent. If not equivalent, new units (closely matching existing units) will be chosen by the trainer and assessor and any gaps addressed.

Standard 2

The operations of the RTO are quality assured.

Context

The RTO is ultimately responsible for ensuring quality training and assessment within their organization and scope of registration, regardless of any third party arrangements where training and/or assessment is delivered on their behalf. RTO must have a written agreement with any party that delivers services on its behalf.

The RTO is responsible for developing, implementing, monitoring and evaluating quality training and assessment strategies and practices that meet training package and VET accredited course requirements. 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.

Reference: <https://www.asqa.gov.au/standards/about-standards-rtos-2015/standard-two>

Policy Statement

Hervey Bay State High School will ensure that it complies with the Standards for Registered Training Organisations (RTOs) 2015 at all times. Quality assurance processes and management practices exist at all levels in the VET system to facilitate compliance. Staff are expected to meet their obligations within this VET system so that training and assessment is conducted as per the Standards and current training packages and supportive practices are actioned.

Clauses 2.1 – 2.2: Quality Assurance Procedures

A process of continuous improvement is enacted to enhance training and assessment practices and management systems. A calendar is developed and actioned through the RTO Schedule of Activities and RTO Schedule Matrix. Through this, key activities and responsible personnel are identified.

Quality assurance and management systems will be consistently implemented by:

- communicating (verbally and in written format) to relevant staff,
- Self-Assessment – RTO and Faculty processes,
- documenting policies, and
- reviewing key data sets.

A key aspect of quality assurance is the school RTO Line Management processes.

All HODs are line managed by a member of the Executive. Through this, the leadership and management of programs (including VET) are monitored.

HODs, in turn, are responsible for line managing teachers, including VET trainers and assessors. In this way, a clear line of sight from the Executive to teachers is maintained and quality assurance actioned.

It is expected that all staff involved with VET are conversant with the content of the Quality Assurance Manual and engage directly with all communication (including emails) about all aspects of the VET system.

Self-Assessment (Faculty)

An annual systematic evaluation via a Self-Assessment (Faculty) will be undertaken for each course on the scope of registration against relevant Standards. This process will assist with systematic quality assurance and review processes. It guides the faculty to objectively review its practices against the Standards for Registered Training Organisations (2015) and build a concise and thorough record of self-assessment outcomes. The faculty HOD in conjunction with trainers and assessors will meet to conduct this review and identify areas requiring amendment or rectification. This process should inform any transition arrangements that may be required. Rectifications must include a timeframe for completion. The faculty HOD is responsible for documenting rectifications and monitoring the implementation of these. Rectifications may be delegated where relevant to trainers and assessors.

Each Self-Assessment (Faculty) should thoroughly review practices and artefacts against all elements of Standard 1 (and relevant aspects of the other Standards) using the template provided and data such as:

- Quality Indicator data (per course),
- validation outcomes,
- feedback (learners, trainers and assessors, industry), and
- complaints and/or appeals.

The Self-Assessment (Faculty) will assess a range of faculty processes and artefacts such as:

- TAS document,
- Professional Log Books (including Trainer and Assessor Profiles and verifiable evidence),
- Validation Meetings and actions,
- assessment tools, moderation practices and expected responses,
- stakeholder feedback (parent, learner, industry),
- marketing materials,
- data collection processes (including USIs), and
- protection, information and support offered to learners.

Note:

It is important that an objective self-assessment process is conducted that matches evidence to the Standards. This quality assurance process requires that all members of the Self-Assessment team are familiar with the Standards and Clauses under review and that evidence is evaluated to an auditable level.

Self-Assessment (RTO)

An annual Self-Assessment (RTO) will be conducted for the overall VET system. This review will focus on evaluating policies and procedures to ensure compliance with the Standards for Registered Training Organisations (RTO) 2015. During this review, updates to RTO policies and documents will occur. These updates will involve some or all of the following:

- findings from each faculty- based Self-Assessment Report,
- Quality Assurance Manual and VET Student handbook,
- policies and procedures ,
- certification procedures,
- validation outcomes,
- complaints and/or appeals, and
- stakeholder feedback.

A report will be compiled by the HOD Senior Schooling and submitted to the Principal. Rectifications will include a timeframe for completion which will be reviewed at the next Self-Assessment.

For a copy of the Self-Assessment templates, refer to V drive.

Clauses 2.3 – 2.4: Third Party Arrangements

Hervey Bay State High School will ensure there is a written agreement for the provision of services to learners by a third party. This agreement will outline the roles and responsibilities of each party.

Procedures

Where applicable, the faculty HOD will work with the partner organisation to complete a Memorandum of Understanding (MOU) to specifically outline the details of the arrangement. A copy of this is to be saved in the relevant folder on V drive.

In consultation with the relevant RTO personnel, the faculty HOD will complete and submit (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 RTOs behalf. Note this is a new arrangement that has not been previously reported,
- any change to the reported details of an arrangement with another organisation to deliver services on the school RTOs behalf. Note: this involves an arrangement that has been previously reported, and
- cessation of a previously reported arrangement with another organisation to deliver services on the school RTOs behalf.

Standard 3

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

Context

To maintain the integrity and national recognition of training products, AQF certification must be consistent in presentation and RTOs must accept the certification issued by other RTOs. This is the purpose of nationally agreed requirements about the nature of certification content and presentation and maintenance. Learner needs should be met through timely issuance of AQF certification documentation and access to their records.

Reference: <https://www.asqa.gov.au/standards/about-standards-rtos-2015/standard-three>

Policy Statement

Hervey Bay State High School will issue, maintain and accept AQF certification documentation to maintain the integrity of the national training system. Compliance will be managed through strict protocols that allow students to access current and accurate records of their participation and progress.

Trainers and assessors are expected to provide student access to their records so that they can review their progress in VET courses.

Each faculty delivering VET is required to align with the school's procedures for systematically collecting, recording and storing records of student participation and progress. While VET trainers and assessors have a clear role in accurate and timely record keeping, it is the faculty HOD who is ultimately responsible and accountable for quality assuring their faculty procedures and ensuring these are robust and compliant.

Student enrolments and results are recorded on student profiles and need to reflect evidence in folios. Faculty HODs are responsible and accountable for the actioning of processes that quality assures faculty results.

Record Keeping: Folios

- Trainers and assessors are required to maintain accurate and current records of each student's progress towards a qualification.
- All students must have a folio where completed assessment tasks and evidence of competency are filed. Faculties must purchase manila folders for this purpose.
- Profiles are a critical aspect of records management. The profile is used to:
 - map and monitor student progress through a unit of competency,
 - map student progress through a qualification.
- All trainers and assessors are expected to use a profile to monitor student progress. The profile is to be attached to folios, and should be stored with student work samples.
- Trainers and assessors are required to mark and return assessment within a two-week time period from submission. Written and verbal feedback is to be provided.
- Trainers and assessors are expected to transfer student results from the VET task sheets to the profile as evidence towards competency is gathered and verified. The profile needs to be discussed with students on the return of assessment results. The focus of this should be on the evidence a student needs to demonstrate in order to be deemed competent.
- Faculty HODs are required to regularly review VET folios to ensure that profiles are completed, accurate and current.

- Folios should be distributed to students at least once per term. Folios should be used to store completed and graded assessment and securely stored. These **MUST** be distributed to and available only to the student and not accessed by other students.

Note: Folios **MUST** be stored in faculty HOD filing cabinets for security purposes. Faculty HODs are expected to explicitly monitor the security of folios and to ensure that profiles are completed, assessment is filed and folios are distributed to students in a structured way.

Record Keeping: VET Spreadsheets and Results

VET activity (enrolments and results) are regularly collected throughout a calendar year, in accordance with QCAAs advertised dates.

- a. At the start of each year, VET spreadsheets are compiled by the HOD Senior Schooling and Senior Schooling Teacher Aide using current OneSchool class lists.
- b. For courses that continue from Year 11 into 12, results are recorded in a different colour for differentiation.
- c. Draft VET spreadsheets are distributed to faculty HODs for checking and/or amendment. Faculty HODs are responsible for checking the accuracy of enrolments and results (if applicable) and identifying any instances of Credit Transfer (CT).
- d. Hard copies of VET spreadsheets are distributed to faculty HODs in line with dates advertised on the school calendar. Two copies are provided:
 - Working copy,
 - Clean copy.

A detailed Memo is always provided to clarify procedures and deadlines.

- e. Faculty HODs are responsible for managing the collection of enrolments and results from trainers and assessors. Faculty HODs should provide a 'working' copy of the VET spreadsheet to trainers and assessors. The 'working' copy should be regularly updated by trainers and assessors once students enrol or exit courses or demonstrate competence.
- f. 'Clean' VET spreadsheets are re-distributed to Faculty HODs approximately one week prior to the deadline for the submission of the VET spreadsheet.
- g. Faculty HODs are expected to meet with trainers and assessors to complete their 'clean' copy of the VET spreadsheet using the information on the trainer and assessor 'working' copy
- h. Where the trainer and assessor is providing an assessment grade, the faculty HOD is expected to review the folio. Through this, the faculty HOD will verify the evidence in the folio and ensure that VET task sheets are completed and profiles are current.
- i. The faculty HOD needs to sign, date and submit the completed VET spreadsheet to the HOD Senior Schooling's pigeonhole by the advertised deadline.
- j. Submitted VET spreadsheets are reviewed by the HOD Senior Schooling and those which are incomplete or display anomalies will be returned to the relevant HOD for amendment.
- k. A global view of each student's progress is provided by VET Competency Tracking after the submission of each VET spreadsheet.
- l. When the trainer and assessor has determined that the student has demonstrated sufficient evidence towards the award of a certificate, the faculty HOD will review all of the evidence in the folio to ensure that all aspects have been graded and completed.
- m. The faculty HOD will complete the awarded column of the VET spreadsheet, using the date the evidence in the folio was verified. This date is the one that will be used to ensure the school RTO adheres to the legislation with respect to the issue of certificates and statements of attainment.
- n. Students who exit the school prior to completing a certificate, will be provided with a statement of attainment for completed units of competency as identified on VET spreadsheets by trainers and assessors and verified by the Faculty HOD.

Record Keeping: SDCS

- VET activity is regularly entered to SDCS by the Senior Schooling Teacher Aide and reviewed by the HOD Senior Schooling.
- The Senior Schooling Teacher Aide uses the updated VET spreadsheets to enter data on SDCS:
 - maintain enrolments
 - update student results
- The HOD Senior Schooling reviews the updated VET spreadsheet and SDCS to monitor accuracy of data and student progress.
- The Senior Schooling Teacher Aide updates VET Competency Tracking Sheets for all VET students and courses. This information is saved in V drive.

Record Keeping: Quality Indicators

The school RTO regularly maintains accurate records of enrolments and completions in qualifications and units of competency.

- a. Quality Indicator Data is managed by Excel on VET Spreadsheets that track enrolments and results.
- b. Quality Indicator Data is updated after the submission of each VET spreadsheet.
- c. At the end of each calendar year, Quality Indicator data is finalised in preparation for the submission of data the following year.
- d. Learner Satisfaction Surveys are distributed to all Year 12 VET students in Term Three, so that feedback on VET courses can be collected.
- e. Survey data is entered on relevant software and reports printed. Quality Indicator Data is provided by faculty HODs for analysis and evaluation. This data is available for examination by the Executive and discussion during Line Management Meetings.
- f. Quality Indicator data sets are uploaded to QCAA by 30 June each year.

Record Keeping: Analysing Data

A range of VET data sets is readily available and provide current information on student progress.

- Faculty HODs should review the updated VET spreadsheets and VET Competency Tracking forms to assess student progress.
- When student progress is of concern, the faculty HOD and trainer and assessor will need to contact parents and develop strategies to assist the achievement of student outcomes. Academic Good Standing (AGS) processes need to be undertaken where appropriate.
- VET data sets are analysed by the HOD Senior Schooling and concerns or anomalies discussed with the relevant faculty HOD and Deputy Principal Senior Schooling.
- VET data is available for the Executive and discussion in Line Management Meetings.

All documents relating to student records and achievement of qualifications are to be archived. Faculty HODs are responsible for ensuring that profiles and folios are securely stored in alignment with the school's quality assurance policies and VET system archival procedures and DET's retention of student results and assessment records policy.

The HOD Senior Schooling is responsible for archiving spreadsheets, SDCS print outs and other related materials. Hard copies and electronic archives are utilised.

Clauses 3.1 – 3.4: Certification

Hervey Bay State High School will only issue AQF qualifications and statements of attainment for courses listed on its scope of registration. All qualifications and statements of attainment issued are recorded in a register of qualifications.

Students successfully achieving all qualification requirements will be provided with a qualification and record of results within 30 days of completion of the qualification. Students who achieve at least one unit (but not the full qualification) will receive a statement of attainment. The school RTO uses OneSchool, to print AQF documentation. In addition, watermarked paper is used to ensure that fraudulent use of AQF qualifications is mitigated.

AQF certification documentation will be retained in accordance with Schedule 5 of the Standards for Registered Training Organisations (RTOs) 2015 and may be accessed by current and past learners. An AQF certificate will only be issued to students with a verified USI.

Refer to the Appendix for information on Schedule 5.

Replacement certificates

Requests for a replacement qualification or statement of attainment must be in writing (via email) to the HOD Senior Schooling. Proof of identity must be supplied as appropriate. The replacement will identify that it is a re-issued version as well as follow all requirements for printing and issuing qualifications and statements of attainment. A fee may be incurred with this service. This fee is available from the Business Services Manager (BSM) on request.

Clauses 3.5: Recognition of AQF certification

Hervey Bay State High School will recognise all AQF qualifications issued by any other RTO. The trainer and assessor will seek verification of the certification from the relevant RTO where there is some ambiguity. The following procedure should be followed:

- Trainers and assessors will inform students that any existing AQF qualifications or statements of attainment they possess will be recognised by the school. Trainers and assessors are expected to remind student of this policy at the beginning of each school term.
- If a student presents an AQF qualification or statement of attainment to trainers and assessors, this will be provided this to the faculty HOD.
- The faculty HOD will verify the authenticity of the qualification or statement of attainment, copy it (two copies needed) and arrange for it to be verified by a Justice of the Peace or Commissioner for Declarations. One verified copy of the qualification or statement of attainment needs to be placed in the folio and the other provided to HOD Senior Schooling for filing with S1 Forms.
- Once the qualification or statement is verified, the trainer and assessor will result the student for the unit(s) of competency or module(s) identified in the qualification or statement of attainment and update the student's records accordingly.
- The results will be entered into SDCS using the Credit Transfer option.

This process is also complemented by the school RTO data processes.

Clauses 3.6: Unique Student Identifier (USI)

From 1 January 2015, any student enrolling in a VET qualification must have a Unique Student Identifier (USI). VET qualifications and statements of attainments will only be issued to students who have a verified USI.

All Year 10 students have the opportunity to complete the USI application process in the Certificate I in Information Digital and Media Technologies (IDMT) class. Students who enrol at the school without completing the Certificate I IDMT will complete the USI process in VET classes, either the Certificate II IDMT or Certificates II or III in Business or

Certificate II in Rural Operations. It is the responsibility of the trainer and assessor to complete the USI application process with the student.

Copies of identity documents (birth certificates, Medicare Card) will be supplied. Once completed, students are to forward the USI office email to the Senior Schooling Teacher Aide who will then enter and verify the USI on OneSchool - a secure site. Once verified the USI is transferred to the Registration and Banking System (RABS). Confidentiality is maintained throughout this process, with identity documents shredded once used and all systems storing USIs secure.

In situations where a USI is not verified by OneSchool, the Senior Schooling Teacher Aide will work with the trainer and assessor, student, parent/carer and USI office to resolve. Students who present without identity documents will be contacted via email and SMS to provide these to the school. All students are informed that a certificate will not be issued unless a verified USI is available.

Standard 4

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

Context

The RTO is ultimately responsible for ensuring transparent and accurate information about RTO services and performance is accessible to prospective and current learners and clients of the RTO, regardless of any arrangements to have this information distributed on behalf of the RTO.

Transparent and accurate information about RTO services and performance enables prospective and current learners and clients to make informed decisions regarding their training and/or assessment needs. The information about RTO services and performance provided by the RTO must be relevant to and reflect the needs of the client which will vary from RTO to RTO.

Reference: <https://www.asqa.gov.au/standards/about-standards-rtos-2015/standard-four>

Policy Statement

Hervey Bay State High School will ensure that marketing of Australian Qualifications Framework (AQF) qualifications to prospective students is ethical, accurate, accessible and consistent with its scope of registration. Material will include the school's RTO provider code as well as the code and the full title of the qualification as listed on the National Register (<http://www.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, *arrangements for third parties 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 VQF. This includes any marketing in print media, electronic media or social networking.

Clause 4.1: Marketing procedures

All AQF qualification marketing is managed by the Deputy Principal (Senior Schooling) in conjunction with the HOD Senior Schooling. Marketing materials, such as the Subject Selection Guide, include a date of publication, version number and the following statement, '*correct at time of publication but subject to change*'. The Deputy Principal Senior Schooling will obtain written permission from other organisations to market qualifications on their behalf.

When approving marketing material, the Deputy Principal (Senior Schooling), in conjunction with the HOD Senior Schooling (as delegated by the Principal), will ensure 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,
- 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 Deputy Principal Senior Schooling, and
- information about the service agreement is detailed For example:

This is a two year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and VET information provided on the student drive. Students successfully achieving all qualification requirements will be provided with a qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a statement of attainment.

Standard 5

Each learner is properly informed and protected.

Context

The RTO is ultimately responsible for ensuring transparent and accurate information about RTO services and performance is accessible to prospective and current learners and clients of the RTO, regardless of any arrangements to have this information distributed on behalf of the RTO.

Transparent and accurate information about RTO services and performance enables prospective and current learners and clients to make informed decisions regarding their training and/or assessment needs.

Reference: <http://www.asqa.gov.au/standards/about-standards-rtos-2015/standard-five>

Policy Statement

Hervey Bay State High School will ensure that students are properly informed and protected. Through the Senior Education and Training Plan (SET plan) process, the school RTO ensures that all VET students have been provided with sufficient advice regarding the appropriateness for them of the qualification 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. 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 may 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.

If another person or organisation is providing student information under a third party agreement with the school RTO, the third party arrangements will be applied.

Clause 5.1 – 5.5: Student information procedures

The HOD Senior Schooling has responsibility and authority for the VET student information systems (under the delegation from the Principal). This responsibility includes the following:

- liaising with the Principal, Deputy Principal (Senior Schooling) and faculty HODs regarding student information documentation, subject selection and course information,
- ensuring that subject selection and subject change forms include the following statements: *'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'* and *'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 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.'*,

- adequately informing students about the appropriateness of the qualification and whether it meets students' needs through the SET Plan process,
- ensuring all students have been advised regarding their rights and obligations and the school 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), and
- monitoring educational services to cater for student needs. This includes reviewing 'overlaps' where students are enrolled in more than one VET qualification at the school RTO or another RTO and undertaking corresponding adjustments to the training and assessment strategies, student enrolments and scope of registration (if required).

The Deputy Principal (Senior Schooling) will:

- they liaise with faculty HODs regarding VET enrolments,
- all subject selection and subject change forms have been signed by both the student and the parent/carer

Trainers and assessors are expected to provide all learners with a comprehensive Course Overview that details:

- Course code and title
- Relevant background
- Units of competency (codes and titles) and whether these are core or elective
- Assessment information for Years 11 and 12
- Materials and equipment

For a copy of the Course Overview template, refer to V drive.

Students will receive the following information prior to enrolment on the SDCS, through the documents and/or activities given in the following table. The school calendar outlines the timing of these activities.

No	Documentation description	Document name
1	Subject selection and enrolment procedures	Enrolment form Subject Selection Guide SET Plans VET Student Handbook
2	Qualification or accredited course information, including: <ul style="list-style-type: none"> • code, title, currency of qualification/accredited course (as per training.gov.au) • code and title of the units of competency to be delivered (as per training.gov.au) • estimated duration • training/assessment locations • mode/s of delivery • work placement arrangements (if required) • obligations to the students (i.e. being responsible for the quality of the training/assessment, the issuance of certification) • entry requirements or pre-requisites (if applicable) • student obligations related to any materials or equipment they must provide • 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) • 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 • details of the RTO's complaints and appeals process • 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) 	Subject Selection Guide VET Student Handbook School website School Facebook page Course Overview VET Student Induction PowerPoint Complaints and appeals policy Quality Assurance Manual

No	Documentation description	Document name
3	Fee information (whether collected directly or through a third party) for each qualification prior to their enrolment in SDCS specifying: <ul style="list-style-type: none"> • fee information (amount, terms/conditions, deposits, refunds) • student rights as a consumer, including cooling-off period (if applicable) • student right to obtain a refund if the enrolment is terminated early or services not provided. 	Subject Selection Guide VET Student Handbook School website Course Overview
4	How VET qualifications and courses differ from other school courses and criteria-based assessment, by including: <ul style="list-style-type: none"> • work-like activities • competency-based training and assessment • competency standards, which are an industry-determined specification of performance that sets out the skills, knowledge and attitudes required to operate effectively in employment. 	Subject Selection Guide VET Student Handbook School website Course Overview
5	Student support, welfare and guidance services	Subject Selection Guide Case Management and support services
6	Recognition of prior learning (RPL) procedures	VET Student Handbook School network
7	Recognition of Australian Qualifications Framework (AQF) credentials, and statements of attainment issued by other RTOs	VET Student Handbook USI procedure
8	School RTO's obligations to the student in regard to providing quality training and assessment, and issuance of AQF certification	VET Student Handbook USI procedure
9	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. This document should include the following (adapted to your school's circumstances): <ul style="list-style-type: none"> • 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). • Students who enter the course after the start date will have a negotiated package of units that will lead to a statement of attainment. • 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. 	VET Student Handbook School website Documented third party arrangements policy and procedure (if applicable)

All documents in the above table are available on:

- Website,
- school network and
- the school office.

Standard 6

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

Context

RTOs must implement a transparent complaints and appeals policy that enables learners and clients to be informed of and to understand their rights and the RTO's responsibilities under the Standards.

Reference: <https://www.asqa.gov.au/standards/about-standards-rtos-2015/standard-six>

Complaints and Appeals Policy

Hervey Bay State High School, as an RTO, has a complaints and appeals policy specific to its RTO operations.

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 the complaints and appeals policy and procedures.

A **complaint** can be made to the school RTO regarding the conduct of:

- the school RTO, its trainers, assessors or other school RTO staff,
- students of the RTO and/or,
- any third parties providing services on behalf of the school RTO (if relevant).

Complaints may be made to any member of staff.

An **appeal** can be made to the school RTO to request a review of a decision, including assessment decisions.

Appeals should be made to the trainer/assessor in the first instance, but can also be made to Heads of Department or the HOD Senior Schooling.

Hervey Bay 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.

1. Any staff member can receive a complaint or appeal. Where possible, complaints are resolved immediately.
2. All complaints and appeals are heard and resolved within 60 calendar days of receipt.
If the school RTO considers that 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 for the extended timeframe in writing and will be regularly updated on the progress of the matter.
3. The school RTO will maintain a secure Complaints and Appeals Register, documenting all complaints and appeals received, as well as actions taken and decisions made.
4. The school RTO will undertake a continuous improvement process that includes reviewing both the details in the Complaints and Appeals Register, and the complaints and appeals policy and procedures, and taking appropriate corrective action to eliminate or mitigate the likelihood of the same problems occurring again.

Complaints and Appeals Procedures

1. If a complaint relates to a report about harm or safety, refer to your school's appropriate Student Protection procedures or Case Manager.
2. On receipt of a verbal complaint:
 - Resolve the complaint if possible, documenting the complaint, its cause, actions taken and decisions made in the secure Complaints and Appeals Register.
 - If the complaint cannot be promptly and simply resolved, advise that an appropriate staff member will deal with the complaint, but a written record of the complaint is required.
3. To put a complaint/appeal in writing, advise the complainant/appellant that:
 - they may use the support of a third party in progressing the complaint/appeal
 - they can either put the complaint/appeal in writing themselves using the form available at V:\Form & Templates, or
 - you can make a written record for them to sign. In this case
 - note whether the complainant/appellant wants the support of a third party
 - ensure the complainant signs and dates the form
 - identify yourself, and your role within the school RTO
 - sign and date the form yourself.
4. On receipt of a written complaint/appeal:
 - if the complaint/appeal is not in relation to the HOD Senior Schooling
 - forward it to the HOD Senior Schooling
 - enter it into the secure Complaints and Appeals Register.
 - if the complaint is in relation to the HOD Senior Schooling
 - forward it to the Deputy Principal Senior Schooling
 - enter it into a separate secure Complaints and Appeals Register, which is kept separate from the main Register.
 - send a prompt written acknowledgement to the complainant from the Deputy Principal responsible for the Senior School.
5. To resolve the complaint or appeal, the HOD Senior Schooling and/or Deputy Principal Senior Schooling:
 - discuss the issue/s with the staff member to whom the complaint/appeal was made
 - give the complainant/appellant an opportunity to present their case (they may be accompanied by other people as support or as representation)
 - give the relevant staff member, third party or student (as applicable) an opportunity to present their case. They also may be accompanied by other people as support or as representation.
 - if necessary, convene an independent panel, the Complaints and Appeals Committee, to hear the complaint/appeal.

The committee must not have had previous involvement with the complaint/appeal, and must include:

 - a representative of the Principal
 - one or more representative/s of the teaching staff
 - an independent person.
 - deal with the issue/s
 - communicate the outcome/decision to all parties in writing within 60 days of receipt of the complaint/appeal
 - document the complaint/appeal — including the cause, actions taken and decisions made — in the appropriate secure Complaints and Appeals Register.

6. If the complaint/appeal is not finalised within 60 calendar days of its receipt, inform the complainant/appellant of the reasons in writing and regularly update them on the progress of the matter.
7. If the procedures fail to resolve the issue/s, the complainant/appellant may have the outcome reviewed (on request) by an appropriate party independent of the RTO.
8. If the complainant is still not satisfied, the Principal will refer them to the QCAA website for further information about making complaints (<https://www.qcaa.qld.edu.au/senior/vet/rto-registration-audits/appeals-complaints-enforcement>).
9. The school RTO will undertake a continuous improvement process that includes:
 - reviewing the details in the Complaints and Appeals Register
 - reviewing the complaints and appeals policy and procedures
 - taking appropriate corrective action to eliminate or mitigate the likelihood of the same problems occurring again.

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

The complaints and appeals policy is available on the website at <http://www.herveybayshs.eq.edu.au>

Standard 7

The RTO has effective governance and administration arrangements in place.

Standard 8

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

Context

Business viability is critical to the ongoing sustainability of an RTO and the investment it makes in its services. If RTOs are not viable, then this negatively impacts on the quality of its training and assessment outcomes and on learners. Operational and financial business standards therefore provide important protective measures for the learner and RTOs, as well as acting as a disincentive for underprepared organizations to enter the market.

RTOs need to comply with the requirements of the RTO Standards as well as other relevant Commonwealth, State and Territory legislation. This is critical if RTOs are to deliver training products that have integrity and which fulfil their obligations to their clients.

It is important that third party arrangements are documented and transparent to facilitate the Regulator's knowledge that such arrangements exist. This will enable them to factor this into the risk profile they apply when enforcing compliance with the Standards and to review, in the context of RTO audits, the terms of the third party arrangements and the effectiveness of the arrangements in facilitating compliance with these Standards.

Reference: <https://www.asqa.gov.au/standards/about-standards-rtos-2015>

Policy Statement

Hervey Bay State High School will ensure that it adheres to the obligations of the governance, data provision requirements and administration arrangements outlined in the VQF. ASQA is the national VET regulator and QCAA as delegate for ASQA registers and audits Queensland school RTOs.

The Principal is ultimately responsible for ensuring compliance with the VQF. This applies to all of the operations within the RTO's scope of registration, as listed on the National Register. While many of the obligations are covered by the requirements of Education Queensland and the Queensland College of Teachers, the information below clarifies compliance measures.

Standard 7 – Clauses 7.1 – 7.5: Governance procedures

The Principal

The Principal will ensure compliance with all VQF requirements by:

- delegating responsibility and sufficient authority for day-to-day RTO operations to the school high managerial agent, the HOD Senior Schooling as outlined in the duty statement,
- meeting each term with the Deputy Principal (Senior Schooling) 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 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** and a **Chief Executive Statutory Declaration** when required,

- ensuring that no course delivered under Hervey Bay State High School's scope of registration requires students to pay fees in excess of \$1500, and
- holding public liability insurance that covers the scope of its operations throughout the registration period.

The Executive Team

The Executive Management Team will ensure compliance with all VQF requirements by:

- monitoring and evaluating the outcomes of the school RTO training and assessment strategies and practices via established Line Management protocols,
- progressing on any actions taken to meet compliance as well as actions taken for TAS document improvements, trainer and assessor professional development and other relevant items related to the Standards, and
- ensuring and supporting ongoing compliance with the VQF.

The Executive Team as the RTO decision-making body will ensure the school RTO acts on any opportunities for improvement.

HOD Senior Schooling

The HOD Senior Schooling (as the RTOM) has responsibility and authority for the day-to-day management of the school RTO 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
- informing the Principal and Deputy Principal (Senior Schooling) of all matters regarding the school's RTO status
- managing (in conjunction with faculty HODs) the systematic monitoring of the school's training and assessment strategies and practices, and
- providing evidence of satisfying the Fit and Proper Person Requirements and Chief Executive Statutory Declaration Requirements when necessary.

Faculty HODs

Faculty HODs are responsible for the leadership and management of all aspects of Standard 1 (and where relevant other Standards) at faculty level, including:

- aligning faculty practices with the school RTO Quality Assurance Manual,
- managing the development of draft TAS documents and editing to ensure all aspects are comprehensively completed prior to endorsement,
- monitoring the quality of training and assessment methods to an industry-standard,
- reviewing trainer and assessor competence and currency (including Trainer and Assessor Profile updates, verifiable, auditable-quality evidence for vocational competency and vocational currency and non-vocational competency and currency),
- enacting transition procedures, and
- meeting deadlines, including accurate data submissions.

Trainer and Assessors

Trainers and assessors are responsible for the delivery of quality training and assessment aligned to the Standards, school RTO policies and procedures including:

- regularly engaging with the school RTO Quality Assurance Manual,
- developing draft TAS documents using the current version of training packages in consultation with industry,
- delivering quality of training and assessment methods to an industry-standard,
- reviewing trainer and assessor competence and currency (including Trainer and Assessor Profile updates, verifiable, auditable-quality evidence for vocational competency and vocational currency and non-vocational competency and currency),

- enacting transition procedures, and
- meeting deadlines, including accurate data submissions.

Interactions with ASQA and QCAA

The Principal as CEO will ultimately be responsible for ensuring that the school RTO complies with the VQF. Interactions with the QCAA are managed by the HOD Senior Schooling as RTOM.

The school RTO will cooperate with the QCAA by:

- engaging constructively with the 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 the within 90 calendar days, including but not limited to:
 - substantial changes to its operations
 - change of Principal (CEO) or HOD Senior Schooling (or RTOM)
 - significant changes to ownership
- ensuring information on training.gov.au is correct (see below for detailed procedures),
- complying with the Standards the regarding the retention, archiving, retrieval and transfer of records,
- 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, and
- providing any other information as requested in writing by the QCAA.

Updating RTO details

As a condition of registration, Hervey Bay State High School will notify the QCAA in writing of any changes to contact details and changes or events that affect the operation of the RTO.

As a condition of registration, The HOD Senior Schooling will notify the QCAA in writing of:

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

All forms are available from the QCAA website: <https://www.qld.edu.au>

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**.

Contact details

The HOD Senior Schooling, in consultation relevant RTO personnel, will submit (within 90 calendar days) the **Notification of change of provider details** form to the QCAA with respect to:

- change of details for registration enquires person on <https://www.training.gov.au> (i.e. RTO Manager),
- change of public enquiries person on <https://www.training.gov.au> (i.e. RTO Manager),
- changes to any contact details, and/or
- changes to permanent RTO delivery sites.

Material change of events

The HOD Senior Schooling in consultation with relevant RTO personnel will complete and submit (within 90 calendar days) the **Notification of material change of event** form to the QCAA with respect to:

- change of Principal (chief executive officer),
- change of RTOM (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, and
- 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 HOD Senior Schooling, 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), and/or
- cessation of a previously reported arrangement with another organisation to deliver services on the school RTO's behalf.

Legal and Financial Management

Policy statement

Hervey Bay State High School complies with relevant Commonwealth and state legislation, as well as regulatory requirements that are relevant to its operations as an RTO and its scope of registration.

Commonwealth legislation (available at <https://www.comlaw.gov.au>):

- *Copyright Act 1968*
- *Privacy Act 1988*.

State legislation (available at <https://www.legislation.qld.goc.au>):

- *Anti-Discrimination Act 1991*
- *Child Protection Act 1999*
- *Vocational Education, Training and Employment Act 2000*, Chapter 4: Vocational placement
- *Workplace Health and Safety Act 1995*.

Hervey Bay State High School holds public liability insurance as well as demonstrates that it is financially viable at all times, as also required by Education Queensland and the Non-State Schools Accreditation Board. ASQA has waived the requirement for schools seeking registration and renewal of registration with QCAA as delegate of ASQA to submit to an assessment of financial viability. The waiver is granted on the grounds that the financial viability risk for Queensland's secondary school is considered low.

This policy will be reviewed annually as part of continuous improvement processes.

Legislation procedure

The Principal as CEO will ultimately be responsible for ensuring that Hervey Bay State High School complies with the *VQF and relevant Commonwealth and State legislation, as well as regulatory requirements relevant to RTO operations*. Under delegation from the Principal, the HOD Senior Schooling will inform staff and students of the requirements that affect their duties or participation in VET. This will happen via the Quality Assurance Manual, student VET handbooks, and information on the internet, intranet and school network. A key aspect of this governance will be staff subscription to ASQA, QCAA and training.gov.au.

Insurance procedure

The Principal will ultimately be responsible for ensuring that Hervey Bay State High School complies with the *VQF*.

The school holds public liability insurance (as required by Education Queensland and the Non-State Schools Accreditation Board). A copy of the Certificate of Insurance is available on V drive under Governance.

Financial management procedure

The Principal will ultimately be responsible for ensuring that Hervey Bay State High School complies with the *VQF*. The school demonstrates that it is financially viable at all times during the period of its registration (as covered by the requirements of Education Queensland and the Non-State Schools Accreditation Board).

The following fee information is provided to each client throughout the enrolment (VET Student Handbook) and/or subject selection processes (Subject Selection Guide):

- the total amount of all fees, including course fees, administration fees, materials fees and any other charges,
- payment terms, including the timing and amount of fees to be paid, and any non-refundable deposit/administration fee,
- the nature of the guarantee the organisation will give to complete the training and/or assessment once the student has started study in their chosen qualification or course,
- the fees and charges for additional services, including such items as the issuing of a replacement qualification or statement of attainment, and the options available to students who are deemed not yet competent upon completion of training and assessment, and
- the organisation's refund policy.

With regards to collecting fees in advance from students:

- when Hervey Bay State High School collects fees in advance, it will comply with Option 1: the RTO is administered by a state, territory or Commonwealth government agency. This is covered by the requirements of Education Queensland and the Non-State Schools Accreditation Board.

Financial accounts are certified by a qualified accountant at least annually (as covered by the requirements of Education Queensland and the Non-State Schools Accreditation Board).

If the registering body reasonably deems it necessary, the school will provide a full audit report on its financial accounts from a qualified and independent accountant. This is also covered by the requirements of Education Queensland.

Appendices



Schedules

Schedule 1

Trainer and assessor credentials (Note: only credentials relevant to the school RTO have been included below)

Item	Standard	Training and assessment credentials
1	1.11 1.14 1.15 1.24	The following credential: <i>TAE40110 Certificate IV in Training and Assessment</i>
2	1.11 1.14 1.15 1.24	One of the following credentials: Credential: <i>TAE40116 Certificate IV in Training and Assessment or its successor</i> or Credential: <i>TAE40110 Certificate IV in Training and Assessment, and one of the following:</i> <i>(i) TAE LLN411 Address adult language, literacy and numeracy skills or its successor or</i> <i>(ii) TAE LLN401A Address adult language, literacy and numeracy skills</i> <i>and one of the following:</i> <i>(iii) TAE ASS502 Design and develop assessment tools or its successor or</i> <i>(iv) TAE ASS502A Design and develop assessment tools or</i> <i>(v) TAE ASS502B Design and develop assessment tools.</i>
3	1.14 1.15	The following credential: <i>A diploma or higher level qualification in adult education.</i>
4	1.11 1.15	The following credential: a) <i>TAESS00001 Assessor Skill Set</i>
5	1.11 1.15	One of the following credentials: Credential: <i>TAESS00011 Assessor Skill Set or its successor</i> or Credential: <i>TAESS00001 Assessor Skill Set,</i> <i>and one of the following:</i> <i>(i) TAE ASS502 Design and develop assessment tools or its successor or</i> <i>(ii) TAE ASS502A Design and develop assessment tools or</i> <i>(iii) TAE ASS502B Design and develop assessment tools.</i>

Schedule 3

Fit and proper person requirements

Criteria for Suitability

In assessing whether a person meets the Fit and Proper Person Requirements, the VET Regulator will have regard to the following considerations:

- whether the person has been convicted of an offence against a law of the Commonwealth or a State or Territory of Australia, or of another country, and if so, the seriousness of the offence and the time elapsed since the conviction was recorded;
- whether the person has ever been an executive officer or high managerial agent of an RTO at a time that the RTO had its registration on the National Register cancelled or suspended by its VET Regulator for having breached a condition imposed on its Registration;
- whether the person has ever been an executive officer or high managerial agent of an RTO at a time that the RTO was determined to have breached a condition of its registration under the Education Services for Overseas Students Act 2000 or the Tertiary Education Quality and Standards Agency Act 2011;
- whether the person have ever become bankrupt, applied to take the benefit of a law for the benefit of bankrupt or insolvent debtors, compounded with his or her creditors or assigned his or her remuneration for the benefit of creditors, and if so, the time elapsed since this event occurred;
- whether the person has ever been disqualified from managing corporations under Part 2D.6 of the Corporations Act 2001, and if so, whether the disqualification remains in place;
- whether the person was involved in the business of delivering courses or other services on behalf of a person that was the subject of regulatory action described in points b) or c) above, and if so, the relevance of the person's involvement;
- whether the person has ever provided a VET Regulator with false or misleading information or made a false or misleading statement to a VET Regulator, and if so, whether it is reasonable to assume that the person knew that the statement made or information provided to the VET Regulator was false or misleading;
- whether the person has ever been determined not to be a fit and proper person as prescribed under any law of the Commonwealth or of a State or Territory of Australia, and if so, whether that determination remains in place;
- whether the public is likely to have confidence in the person's suitability to be involved in an organisation that provides, assesses or issues nationally recognised qualifications;
- Whether the person has ever been an executive officer or high managerial agent of an RTO at a time that the RTO was determined to have breached a government training contract; and
- any other relevant matter.

Schedule 4

Conditions of use of NRT logo

The Nationally Recognised Training (NRT) Logo is a distinguishable mark of quality for promoting and certifying national vocational education and training leading to AQF certification documentation. The NRT Logo is a registered trade mark.

The following describes a range of situations and conditions for using the NRT Logo.

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

1. RTOs registered by any VET Regulator may use the NRT Logo to promote nationally recognised training provided that training is within the RTO's scope of registration.
2. Impressions must not be created that may lead an observer to conclude the NRT Logo applies to all training provided by the RTO, if this is not the case. The NRT Logo cannot be used by an RTO where the training is accredited, but is outside the scope of registration of the RTO. Where Training is being promoted and does not meet the requirements stipulated in the VET Quality Framework or is outside the RTO's scope of registration, it must be made clear the NRT Logo is not associated with that training.
3. Use of the NRT Logo is only permitted where there is a direct relationship to an AQF qualification and/or unit of competency as specified within training packages or VET accredited courses.

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

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

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

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

Certificates, Statements of Attainment and other testamurs

6. The NRT Logo must be depicted on all AQF certification documentation issued by the RTO. These can only be issued by an RTO when the qualification and/or unit of competency are within the RTO's scope or registration. The NRT Logo must not be depicted on other testamurs or transcripts of results.

Schedule 5

Application of the AQF Qualifications Issuance Policy within the VET sector

RTOs must meet the requirements of the AQF for issuing AGF qualifications and statements of attainment, in addition to the following requirements.

1. Issuing AQF Qualifications

RTOs must include the following information on the testamur, in addition to the requirements of the AQF Qualifications Issuance Policy:

- a) the name, RTO code and logo of the issuing organisation;
- b) the code and title of the awarded AQF qualification; and
- c) the NRT Logo in accordance with the current conditions of use contained in Schedule 4.

2. The following elements are to be included on the testamur as applicable:

- a) the State/Territory Training Authority logo (only where use of the logo is directed by State/Territory Training Authorities, e.g. within User Choice contracts);
- b) the industry descriptor, e.g. Engineering;
- c) the occupational or functional stream, in brackets, e.g. (Fabrication);
- d) where relevant, the words, 'achieved through Australian Apprenticeship arrangements' and;
- e) where relevant, the words, 'these units/modules have been delivered and assessed followed by a listing of the relevant units/modules.

3. RTOs must not include the learner's Student Identifier on the testamur consistent with the *Student Identifiers Act 2014*.

4. RTOs will:

- a) retain registers of AQF qualifications they are authorised to issue and of all AQF qualifications issued;
- b) retain records of AQF certification documentation issued for a period of 30 years; and
- c) provide reports of Records of qualifications issued to its VET Regulator on a regular basis as determined by the VET Regulator.

Issuing a Statement of Attainment

5. RTOs must include the following information on a statement of attainment:

- a) the name, RTO code and logo of the issuing organisation;
- b) 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;
- c) the authorised signatory;
- d) the NRT Logo;
- e) the issuing organisation's seal, corporate identifier or unique watermark;
- f) the words 'A statement of attainment is issued by a Registered Training Organisation when an individual has completed one or more accredited units';

6. 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 qualifications(s)/course(s)]'
- the words 'These competencies were attained in completion of [code] course in [full title]'; and
- where relevant, the words, 'these units/modules have been delivered and assessed followed by a listing of the relevant units/modules.

7. RTOs must not include the learner's Student Identifier (USI) on the statement of attainment, consistent with the Student Identifier Act 2014.

RTOs will:

- a) maintain registers of all statements of attainments issued;
- b) retain records of statements of attainment issued for a period of 30 years; and
- c) provide reports of its records of statements of attainment issued to its VET Regulator on a regular basis, as determined by the VET Regulator.

Schedule 6

Requirements for protecting fees prepaid by individual learners, or prospective learners, for services

These requirements do not override obligations and requirements of the Education Services for Overseas Students Act 2000 (Cth).

Type of RTO	Requirement
Government entity or an Australian university	<p>The RTO implements a policy addressing learner fee protection arrangements. This policy details how, if the RTO is unable to provide services for which the learner has prepaid, the learner will:</p> <ul style="list-style-type: none"> • be placed into an equivalent course such that: • the new location is suitable to the learner; and • the learner receives the full services for which they have prepaid at no additional cost to the learner; or • be paid a refund of any prepaid fees for services yet to be delivered above the threshold prepaid fee amount.
All other RTOs	<p>The RTO addresses learner fee protection by implementing one or more of the following arrangements.</p> <p>The RTO holds an unconditional financial guarantee from a bank operating in Australia where:</p> <ul style="list-style-type: none"> • the guarantee is for an amount no less than the total amount of prepaid fees held by the RTO in excess of the threshold prepaid fee amount for each learner for services to be provided by the RTO to those learners; and • all establishment and ongoing maintenance costs for the bank guarantee are met by the RTO. <p>The RTO holds current membership of a Tuition Assurance Scheme approved by its VET Regulator which, if the RTO is unable to provide services for which the learner has prepaid, must ensure:</p> <ul style="list-style-type: none"> • the learner will be placed into an equivalent course such that: • the new location is geographically close to where the learner had been enrolled; and • the learner receives the full services for which they have prepaid at no additional cost to the learner; or • if an equivalent course cannot be found, the learner is paid a refund of any prepaid fees for services yet to be delivered above the threshold prepaid fee amount. <p>Any other fee protection measure approved by the VET Regulator.</p>

Glossary

In these Standards, unless the contrary intention appears:

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

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

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

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

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

Assessment system is a coordinated set of documented policies and procedures (including assessment materials and tools) that 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.

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

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

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

Authenticated VET transcript has the meaning given in the Student Identifiers Act 2014.

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

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

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

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

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

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

- pre-enrolment materials'
- study support and study skills programs;
- language, literacy and numeracy (LLN) programs or referrals to these programs;

- equipment, resources and/or programs to increase access for learners with disabilities and other learners in accordance with access and equity;
- learning resource centres;
- mediation services or referrals to these services;
- flexible scheduling and delivery of training and assessment;
- counselling services or referrals to these services;
- information and communications technology (ICT) support;
- learning materials in alternative formats, for example, in large print;
- learning and assessment programs contextualised to the workplace; and
- any other services that the RTO considers necessary to support learners to achieve competency.

Executive officer means:

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

Financial Viability Risk Assessment Requirements means the requirements made under section 158 of the National Vocational Education and Training Regulator Act 2011 or equivalent requirements made or adopted by the VET Regulator of a non-referring State as the case requires.

Government entity means:

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

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

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

- are not employed or subcontracted by the RTO to provide training and assessment; and
- have no other involvement or interest in the operations of the RTO.

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

- enterprise/industry clients, e.g. employers;

- group training organisations;
- industry organisations;
- industry regulators;
- industry skills councils or similar bodies;
- industry training advisory bodies; and
- unions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

RTO means a Registered Training Organisation.

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

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

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

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

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

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

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

Student Identifier has the meaning given in the Student Identifiers Act 2014.

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

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

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

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

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

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

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

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

VET means vocational education and training

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

VET Quality Framework comprises:

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

VET Regulator means:

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

Duty Statements

Principal (CEO)

The Principal is ultimately responsible for the RTO meeting the VET Quality Framework which includes the Standards for Registered Training Organisations 2015. This will occur by:

- delegating responsibility for day-to-day operations to the HOD Senior Schooling,
- meeting regularly with the HOD Senior Schooling and/or Deputy Principal (Senior Schooling) to keep informed of those operations, and
- signing appropriate documentation and report data as required.

The Principal will also:

- ensure policies are developed, implemented and reviewed with respect to the school's responsibilities as an RTO,
- review compliance against AQF with respect to Self-Assessment (RTO), Self-Assessment (Faculty) and External Audit reports,
- endorse, by way of signature and comment on, results and rectification outcomes of to Self-Assessment (RTO) and Self-Assessment (Faculty) documentation,
- recruit vocationally competent and current staff and allow opportunities for ongoing currency and development,
- ensure provision of adequate professional development opportunities through the school RTO budget and approval of applications (where this duty is not delegated) and,
- ensure appropriate assessment and management of risks associated with all aspects of the School RTO operations (including that as an RTO) occurs.

For further descriptors about the obligations associated refer to QCAA's publication: ***Obligations of a Chief Executive Officer of a Registered Training Organisation***.

HOD Senior Schooling (RTO Manager)

The HOD Senior Schooling is the high managerial agent with responsibility for the day-to-day management of the RTO. The HOD Senior Schooling as the RTO Manager (RTOM) will:

- liaise with the CEO on aspects of the school's RTO status and provide support for actioning the VQF via established school and faculty procedures,
- remain informed of the VQF via updates from ASQA, QCAA and relevant bodies such as Voc Ed Learning Group (VELG),
- register for digital updates from ASQA, QCAA, VELG, training.gov.au and the USI Office,
- ensure that the school RTO operations comply with the VQF which includes the Standards for Registered Training Organisations 2015 (*or its successor*),
- assist in the development, implementation and review of Hervey Bay State High School's policies and procedures as they relate to its running as a RTO,
- liaise with the QCAA with regards to the scope of registration and status as an RTO,
- manage all communications with respect to the QCAA External Audit processes and disseminate all material and communications to relevant staff and as required,
- provide materials to school RTO staff for professional learning purposes,
- develop and update the school RTO Quality Assurance Manual, VET Student Handbook and all VET templates for use within the school RTO,
- co-ordinate the registration process for VET courses and extensions to the scope of registration,
- manage the Self-Assessment (RTO) and participate in External Audit processes,
- develop and maintain a business plan (through the AIP or similar where necessary) in reference to VET requirements,

- assist in the implementation and compliance with relevant legislation and regulations,
- assess and manage risks associated with all aspects of Hervey Bay State High School's operations as an RTO,
- maintain a VET-specific network drive as a record management process, utilising version control and archival procedures,
- implement and oversee the process and maintenance of records associated with confidentiality of student information,
- implement and maintain a process for the management of complaints and appeals concerning the manner in which Hervey Bay State High School conducts its responsibilities as an RTO (including maintaining a Register of Complaints),
- develop a process so students are aware of Hervey Bay State High School policies regarding Recognition of a Qualification issued by another RTO,
- assist in the development, implementation and review of a policy and process for addressing Access and Equity and Client Services,
- in conjunction with the Deputy Principal (Senior Schooling) update Subject Change forms, Subject Selections forms and other relevant enrolment details to protect and inform learners,
- develop, co-ordinate and review a process for disseminating information to students (VET Student Handbook and Induction),
- compile in conjunction with faculty HODs the marketing of VET courses with accuracy and integrity and in accordance with Hervey Bay State High School's advertising and marketing procedure prior to the final approval by the Deputy Principal (Senior Schooling),
- quality assurance in conjunction with faculty HODs, each VTA's Training and Assessment Strategy (TAS) document,
- develop and monitor the school RTO Validation Plan,
- support HODs to manage transition processes with respect to training products,
- enact a process of continuous improvement across the school RTO,
- disseminate, collect and report on the following each year:
 - VET surveys - students, staff and parents (where relevant)
 - National tools for the collection of data for the Quality Indicators
- action processes to collect and store VET data and print AQF qualifications, and
- use Logos appropriately in accordance with the NRT Logo Specifications.

Senior Schooling Teacher Aide

The Senior Schooling Teacher Aide provides administrative support to ensure key aspects of the school RTO are facilitated with respect to documents and data provision requirements. The Senior Schooling Teacher Aide will:

- develop VET spreadsheets and disseminate to faculty HODs as per the school calendar
- enter VET student enrolments and results into the school's QCAA Senior Data Capture System (SDCS),
- enter VET data into SDCS in a timely and efficient manner ensuring provision of accurate data to QCAA as per published collection dates,
- maintain an enrolment system which clearly identifies students undertaking VET and specific VET courses being undertaken (NB: this is done by default by simply entering students enrolled in VET onto the SDCS),
- register student USI's with OneSchool, the Registration and Banking Service (RABS) for verification and assist in the resolution of USI errors,
- issue certificates and statements of attainment to students who have met all course requirements and have a verified USI. All VET certification is issued within 30 calendar days of students being assessed as meeting the requirements of the program, and
- maintain a register of certificates and statements of attainment issued.

Deputy Principal (Senior Schooling)

The Deputy Principal (Senior Schooling) works with the RTOM and line manages faculty HODs with responsibility for VET. The Deputy Principal (Senior Schooling) will:

- line manage the RTOM and faculty HODs via established school protocols to maintain a clear line of sight between the school executive, faculty HODs, trainers and assessors and classrooms,
- maintain communication with the HOD Senior Schooling regarding VET qualifications on offer each school year,
- assist the HOD Senior Schooling in the management of issues arising as they relate to the school's status as an RTO,
- liaise with the HOD Senior Schooling regarding the provision of appropriate financial, human and administrative resources where necessary in order to ensure compliance against the Australian Qualifications Framework (AQF) (<https://www.aqf.edu.au>),
- approve the final version of any advertising/marketing of VET Qualifications (inclusion of information in the Subject Selection Guide) with accuracy and integrity and in accordance with the School's Advertising and marketing procedure,
- approve and support the applications for professional development of trainers and assessors to ensure that teachers are able to demonstrate verifiable evidence of vocational competency and currency to an auditable level,
- recruit vocationally competent and current trainers and assessors and work with faculty HODs to timetable vocationally competent and current staff to VET classes,
- act as the nominated, responsible Access and Equity Officer, and
- act as the nominated, Complaints and Appeals Officer.

Business Services Manager (BSM)

The Business Services Manager (BSM) manages budgets, resourcing and facilities. The Business Services Manager (BSM) will:

- maintain a financial records systems,
- ensure that the RTO complies with its financial management policies and maintains Public Liability Insurance,
- monitor and report on compliance with financial management policies and procedures,
- when requested, provide QCAA with a formal assurance that the RTO has sound financial management standards for matters relating to the RTO's scope of registration and scale of operations,
- document and implement systems to protect any fees paid in advance, and
- ensure the school has a fair, reasonable and transparent refund policy.

Faculty Head of Department

Faculty Heads of Department (HOD) line-manage faculties to ensure that faculty practices align with the VQF, the Standards and the policies, procedures and documents in the school RTO. Faculty HODs will:

- regularly read and refer to the Standards for Registered Training Organisations (RTOs) 2015 (or its successor),
- regularly read and refer to the school RTO Quality Assurance Manual,
- access school RTO materials to maintain a knowledge and understanding of the Standards for Registered Training Organisations (RTOs) 2015,
- action school RTO policies and procedures at a faculty level to ensure compliance with the Standards for Registered Training Organisations (RTOs) 2015,
- monitor training and assessment in accordance with the requirements of the current training package
- monitor and facilitate industry engagement to obtain and use industry advice in the development of current training and assessment practices that reflect industry needs and environments,

- work with trainers and assessors to develop, review and update the Training and Assessment Strategy (TAS),
- endorse the Training and Assessment Strategy (TAS) taking into account any updates to the Training Package or Units of Competency,
- work with trainers and assessors to develop and maintain accurate Mapping Tools to review the sufficiency of unit of competency coverage,
- monitor faculty VET Student Induction processes (including the provision of a comprehensive Course Overview) to ensure that learners are properly informed and protected in relation to their VET course,
- quality assure assessment tools (including RPL) using the Principles of Assessment and the Rules of Evidence,
- quality assure marking guides and moderation processes,
- work with trainers and assessors to organise, facilitate and monitor Validation Meetings as per the school RTO Validation Plan and policy,
- maintain accurate student folios and profiles,
- record student results on VET spreadsheets in a timely and accurate manner,
- verify student results using the evidence in folios prior to approving the issue of a statement of attainment or certificate,
- plan, manage and implement the transition to new/revised Training Packages as they are endorsed in consultation with trainers and assessors, the RTOM and Deputy Principal (Senior Schooling),
- review each staff member's Trainer and Assessor Profile to determine whether verifiable evidence of:
 - vocational competence for all units of competency planned for delivery is documented to a auditable level and sufficient to meet the requirements of clauses 1.13 – 1.16
 - vocational currency for all units of competency planned for delivery is documented to a auditable level and sufficient to meet the requirements of clauses 1.13 – 1.16
 - professional learning is documented to a auditable level and sufficient to meet the requirements of clauses 1.13 – 1.16
 - vocational competency is stored in Professional Log Books (digital and hard copy)
 - vocational currency is stored in Professional Log Books (digital and hard copy)
 - professional development certificates are stored in Professional Log Books (digital and hard copy)
- work with each staff member to evaluate the Trainer and Assessor Profile to identify gaps in vocational currency and plan for relevant industry placement activities,
- compile the Industry Placement Register to plan for and undertake relevant, authentic industry placement every year,
- arrange via the Executive appropriate dates for teacher release to Industry,
- review Form A and Form B documentation to ensure accountable and verifiable evidence of industry placement and how this directly supports currency as per specific units of competency planned for delivery and assessment,
- fax Form A and Form B documentation to the Principal Advisor as per the footer on the final page,
- ensure the requirements of Clauses 1.13 – 1.16 can be met prior to timetabling staff to VET courses,
- lead, document and monitor the annual Self-Assessment (Faculty) Meetings,
- participate fully in any QCAA VET External Audits (including the preparation processes),
- align with the school RTO policy of recognising AQF certification,
- provide accurate and current marketing in consultation with trainers and assessors for all promotional material related to VET courses,
- align with the school RTO policy on complaints and appeals,
- align with the school RTO policy on records management,
- develop, implement and monitor faculty budgets so that resources and facilities are compliant with the requirements of the training product,
- action processes in relation to VET spreadsheets in a timely fashion and enact quality assurance with respect to student folios and profiles,

- disseminate, collect and report on the following each year:
 - VET surveys - students, staff and parents (where relevant)
 - National tools for the collection of data for the Quality Indicators
- ensure that a comprehensive Course Overview is developed and distributed to students to enable informed and protected learners,
- participate (where required) in the school's RPL processes,
- maintain focus on VET and review progress and tasks in alignment with the RTO Schedule of Activities, and
- maintain the Physical Resources and Environment List.

Trainers and Assessors

Trainers and assessors have a clear role in ensuring that high quality training and assessment is delivered to learners through professional alignment with the VQF, the Standards and the policies, procedures and documents in the school RTO. Trainers and assessors will:

- read, refer and comply with the Standards for Registered Training Organisations (RTOs) 2015 (*or its successor*),
- read and refer to the school RTO Quality Assurance Manual,
- read and refer to the school RTO VET Student Handbook,
- access school RTO materials to maintain a knowledge and understanding of the Standards for Registered Training Organisations (RTOs) 2015,
- identify professional learning requirements and apply for professional development in order to continually improve my knowledge of vocational training and assessment,
- register with ASQA, QCAA and training.gov.au to remain informed with respect to all aspects of nationally recognised training,
- deliver training and assessment in accordance with the requirements of the current Training Package,
- engage with industry to gain and use industry advice in the development of relevant and current training practices that reflect industry needs and environments,
- develop, implement, monitor, review and update the endorsed Training and Assessment Strategy (TAS),
- develop and maintain accurate Mapping Tools to ensure sufficiency of unit of competency coverage,
- provide a comprehensive Course Overview so that learners are properly informed and protected,
- facilitate a VET Student Induction in the first lesson of every semester using the school RTO materials (PowerPoint and VET Student Handbook),
- facilitate a VET Student Induction to new students upon enrolment in a VET course, regardless of entry point,
- deliver explicit training episodes to develop student knowledge and skills before **ANY** assessment in commenced,
- develop, implement and review comprehensive evidence-gathering tools to ensure compliance with the Principles of Assessment and the Rules of Evidence,
- adhere completely to the Workflow process for designing and format of assessment and evidence gathering tools,
- provide adequate and appropriate written and verbal feedback to students on assessment,
- document the review process for assessment items and strategies,
- develop, implement and review appropriate assessment validation strategies,
- develop and utilise marking guides and engage in moderation activities,
- engage in Validation Meetings as per the school RTO Validation Plan and policy,
- offer Recognition of Prior Learning (RPL) to all students as per school RTO policy and processes,
- action school RTO procedures regarding Recognition of Qualifications issued by other RTOs,
- provide appropriate and timely written and verbal feedback on assessment tools,

- maintain accurate student folios and profiles,
- record student results on VET spreadsheets in a timely and accurate manner,
- manage transition processes in consultation with faculty HODs,
- develop and update a comprehensive Trainer and Assessor Profile that:
 - maps unit-by-unit verifiable evidence to a sufficient and auditable level of vocational competence for all units of competency planned for delivery
 - maps unit-by-unit verifiable evidence to a sufficient and auditable level of vocational currency for all units of competency planned for delivery
- initiate updates to the Trainer and Assessor Profile to document relevant professional learning,
- provide verified copies of vocational competence to faculty HODs for review and storage in Professional Log Books,
- provide verified copies of vocational currency to faculty HODs for review and storage in Professional Log Books,
- provide verified copies of professional development certificates to faculty HODs for review and storage in Professional Log Books,
- use the Trainer and Assessor Profile to identify gaps in vocational currency and plan for relevant industry placement activities,
- plan for and undertake relevant and authentic industry placement every year,
- supplement annual Industry Placement with relevant activities,
- complete comprehensive Form A and Form B documentation to provide accountable and verifiable evidence of industry placement and how this directly supports currency as per specific units of competency planned for delivery and assessment,
- provide Form A and Form B documentation to the faculty HOD so this can be faxed to the Principal Advisor as per the footer on the final page,
- develop, with the faculty HOD, a professional development plan for maintaining both training and Assessment competency and currency, and Vocational competency and currency (may occur via the APDP),
- participate fully in annual faculty Self-Assessment Meetings,
- participate fully in any QCAA VET External Audits (including the preparation processes),
- align with the school RTO policy of recognising AQF certification,
- arrange for VET students to complete the Unique Student Identifier (USI) application process as per the school RTO policy,
- maintain confidentiality of identity documents as per the school RTO policy,
- provide accurate and current marketing in consultation with faculty HODs for all promotional material related to VET courses,
- communicate the school RTO policy on complaints and appeals,
- participate in the complaints/appeals processes as-needed,
- be aware of and implement relevant legislation,
- assist faculty HODs in developing and implementing the VET budget,
- disseminate, collect and analyse:
 - Student Agreement
 - National tools for the collection of data for the Quality Indicators

VET / SDCS Terminology

VET/SDCS Terminology	Brief Explanation
AVETMISS	The Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) offers a nationally consistent standard for the collection and analysis of vocational education and training information throughout Australia.
Competency Achieved	The student has been assessed and satisfies all the requirements for the unit of competency.
Not Competent	The student has been assessed as not satisfying all the requirements for the unit of competency.
Withdrawn	<i>Withdrawn</i> is reported for those student who commence training in a course but withdraw before completing the assessment and are not competent in all the assessable criteria of a Unit of competency.
Recognition of Prior Learning	Recognition of Prior Learning (RPL) involves the assessment of previously unrecognised skills and knowledge an individual has achieved outside the formal education and training system. RPL is an assessment process that assesses the individual's non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes or competency outcomes. For national reporting, RPL does not include any additional training at the Unit of competency level. If a Unit of competency has any training activity associated with it, then 'Recognition of Prior Learning Granted' or 'Recognition of Prior Learning Not Granted' must not be used.
Credit Transfer	<i>Credit Transfer</i> is training credit for a unit of competency previously completed by a student and includes granted application for mutual recognition. Credit Transfer and a granted application for mutual recognition are essentially administrative processes and not formal enrolments
Continuing Enrolment	<i>Continuing Enrolment</i> is training activity in a unit of competency that continues, for a student, into a subsequent collection period and the student has not completed all their assessment criteria by the end of the collection period and so no final outcome is able to be entered.
Enrolment Activity End Date	The date that training activity ends for a unit of competency enrolment. If the <i>Enrolment activity end date</i> is unknown, then the expected end date should be reported.
Enrolment Activity Start Date	The date that training activity starts for a unit of competency enrolment. The <i>Enrolment activity start date</i> must not be blank. If the date is unknown, the expected start date must be reported.
Qualification Completed	Recognised qualification awarded to a student on successful completion of a qualification or course.
Certificate Issued	Indicates whether a student has been issued with a recognised credential (document) for the successful completion of a recognised qualification or course.
Qualification Partial	The student has successfully completed some Units of Competency; they qualify for a Statement of Attainment.
Provider	A registered training organisation (RTO) providing training and assessment towards a recognised qualification within the Australian Qualifications Framework. For purposes of reporting, the "Provider" is the RTO that will grant the qualification or Statement of Attainment.
Completed	Only a "Yes" in this column will allow the outcomes data for this Unit of competency to be transferred from SDCS to the student's learning account in SLIMS.
SLIMS	Senior Learning Information Management System. Years 10, 11 and 12 students need to be registered on SLIMS. Schools then use SDCS to provide enrolment and result information. SDCS passes the information electronically into the Registration and Banking Systems (RABS). For the transfer of information to occur, students' learner unique identifies (LUIs) must be recorded in SDCS.
RABS	Registration and Banking Systems (see RABS User Guide at http://www.qcaa.qld.edu.au/1161.html)

References:

www.QCAA.qld.edu.au

www.asqa.gov.au

QCAA VET RTO Complaints and Appeals Sample. August 2016

QCAA VET Evidence-gathering Framework. May 2016

QCAA VET Project Task Framework. May 2016

QCAA VET Governance and Data Sample. March 2015

QCAA VET RTO Marketing Sample. March 2015

QCAA VET RTO Student Information Sample. March 2016

QCAA Training and Assessment Strategy (TAS) Model. October 2016.

Standards for Registered Training Organisations (RTOs) 2015. (Compilation No 1). Compilation date: 6 July 2017.

Users' Guide for the Standards for Registered Training Organisations (RTOs) 2015. (Version 2). November 2017.

Voc Ed Learning Group Self-Assessment Tool. January 2016.