Public Schools NSW, Ultimo
Registered Training Organisation 90072

2015

Vocational Education and Training Handbook

Version 5 Implementation February 2015
Foreword

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation to deliver and assess vocational education qualifications and must comply with Australian Skills Quality Authority (ASQA) standards.

The Registered Training Organisation ensures quality systems are maintained through a continuous improvement approach. This handbook provides high school principals, vocational education and training (VET) coordinators and VET teachers with written policies and procedures that support the provision of quality training and assessment.

This handbook includes operational guidelines for school and RTO personnel, and supplements other departmental policy documents, regulations and memoranda.

I request that all RTO personnel be informed of this document and implement the guidelines into their school’s VET delivery and operations. In keeping with the RTO’s focus on continuous improvement your feedback and suggestions for future directions would be most appreciated.

Lynne Irvine
Chief Executive Officer
R/Director, Educational Services
Public Schools NSW, Ultimo
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</table>
1.0 RTO Management

1.1 Registered Training Organisation

RTO Code: 90072
RTO Name: Public Schools NSW Ultimo
RTO Manager: Riverwood Office
11 Union St
RIVERWOOD NSW 2100

Scope of Registration – can be accessed by visiting the site


1.2 RTO Contact Personnel

<table>
<thead>
<tr>
<th>Position</th>
<th>Location</th>
<th>Contact Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chief Executive Officer</td>
<td>Strathfield Office</td>
<td>Ph: 95826300</td>
</tr>
<tr>
<td>Director , Educational Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RTO Manager</td>
<td>Riverwood Office</td>
<td>Ph: 94088900</td>
</tr>
<tr>
<td>Senior Pathways Advisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RTO Officers</td>
<td>Arncliffe Office</td>
<td>Ph: 9582 2800</td>
</tr>
<tr>
<td>Senior Pathways Officers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RTO Officers</td>
<td>Glenfield Office</td>
<td>Ph: 9203 9900</td>
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<tr>
<td>Senior Pathways Officers</td>
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<tr>
<td>RTO Officers</td>
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<td>Ph: 9408 8900</td>
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<td>Senior Pathways Officers</td>
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<td></td>
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1.3 School Delivery sites

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<td>Alexandria Park Community School</td>
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<td>Ashcroft High School</td>
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<tr>
<td>Ashfield Boys High School</td>
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<td>Bankstown Girls High School</td>
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<td>Bankstown Senior College</td>
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<td>Campbelltown Performing Arts High School</td>
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<td>Canterbury Boys High School</td>
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<td>Elizabeth Macarthur High School</td>
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<td>Port Hacking High School</td>
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<td>Punchbowl Boys High School</td>
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<td>Randwick Girls High School</td>
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<td>Robert Townsend High School</td>
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<td>Rose Bay Secondary College</td>
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<td>Sarah Redfern High School</td>
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<td>Sefton High School</td>
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<td>Sir Joseph Banks High School</td>
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<td>St Johns Park High School</td>
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<td>Strathfield Girls High School</td>
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<td>Strathfield South High School</td>
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<td>Sunning Hill School</td>
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<td>Sydney Distance Education High School</td>
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<tr>
<td>Sydney Secondary College</td>
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<td>Blackwattle Bay Campus</td>
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<td>Sydney Technical High School</td>
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<td>Sylvania High School</td>
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<td>The Jannali High School</td>
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<td>Thomas Reddall High School</td>
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<td>Wiley Park Girls High School</td>
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<td>Woolooware High School</td>
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### 1.4 Overview of Vocational Education & Training (VET) in Schools

| Registered Training Organisation (RTO) Compliance | Support implementation of VET courses  
Maintain compliance with Australian Skills Quality Authority and the Standards for Registered Training Organisations (RTO) 2015 |
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<tr>
<td>VET Curriculum Provision</td>
<td>Increase provision and participation of students in vocational education and training.</td>
</tr>
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<td>Partnerships</td>
<td>Support curriculum breadth through trade training centres, trade skills centres, trade schools and school based apprenticeships and traineeships</td>
</tr>
<tr>
<td>Vocational Learning</td>
<td>Ensure appropriate focus on enterprise learning and employment related skills.</td>
</tr>
<tr>
<td>Teacher Networks</td>
<td>Strengthen teacher capacity to improve student learning and school leadership in vocational education and training.</td>
</tr>
<tr>
<td>Networks include:</td>
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</table>
Business Services  
Construction and Furniture Making  
Entertainment Industry and Screen and Media  
Hospitality  
Information and Digital Technology  
Metal & Engineering and Manufacturing  
Primary Industries  
Retail Services  
Sport Coaching |
1.5 RTO Management Structure

Management Committee
Director, Educational Services (1)
Senior Pathways Advisor (1)
Senior Pathways Officers (6)
Principal Representatives (8)
Industry Representatives (2)
Other Department of Education & Communities officers as required

Local VET in Schools Committees (3)
Arncliffe
Glenfield
Riverwood

VET Coordinator Networks (3)
Arncliffe
Glenfield
Riverwood

VET Course Teacher Networks (9)

Workplace Service Providers
## 1.5 RTO Personnel Role Statement

<table>
<thead>
<tr>
<th>Committee</th>
<th>Members</th>
<th>Responsibilities</th>
<th>Meeting Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>RTO Management Committee</td>
<td>▪ Senior Pathways Adviser / RTO Manager (1)</td>
<td>▪ RTO management</td>
<td>One meeting per school term</td>
</tr>
<tr>
<td>Chairperson:</td>
<td>▪ Senior Pathways Officers (6)</td>
<td>▪ Quality assurance and continuous improvement</td>
<td></td>
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<td></td>
<td>▪ Secondary Principal Representatives (8)</td>
<td>▪ Strategic directions</td>
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<td></td>
<td>▪ Industry Representatives (2)</td>
<td>▪ Consultation and communication to key stakeholders</td>
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<td></td>
<td>▪ Other education representatives as required</td>
<td>▪ Allocation of VET support funds</td>
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<td></td>
<td></td>
<td>▪ Allocation of teacher training</td>
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<td>▪ Implementation of DEC state policy</td>
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<tr>
<td>Position</td>
<td>Responsibilities</td>
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</tbody>
</table>
| **Chief Executive Officer**  
**Director, Educational Services** | ▪ Provide strategic advice and support to the Executive Director and participate in the planning and management of the provision of the delivery of VET in public schools.  
▪ Provide educational leadership for schools and principals ensuring student achievement and qualifications are maximised.  
▪ Work closely with schools and teaching and learning teams to address identified student needs in schools.  
▪ Develop and maintain effective relationships with staff, parents, unions, community groups, business, special interest groups, other government agencies and education sectors.  
▪ Promote public education within the broader community.  
▪ Manage delegated programs and policy areas including whole of government projects and community programs.  
▪ Ensure effective delivery and management of resources.  
▪ Facilitate innovative programs to ensure students’ effective transition through secondary education.  
▪ Support the development and implementation of all Government initiatives.  
▪ Provide high level advice and exercise sound judgement in the management and resolution of emergent and contentious issues.  
▪ Contribute to continuous safety improvement by promoting WHS policies, implementing safety strategies in consultation with stakeholders, ensuring compliance with WHS legislation and managing risk in all areas of responsibility.  
▪ Commitment to ethical practices, Equal Employment Opportunities and to the principles of Cultural Diversity. |
<table>
<thead>
<tr>
<th>Position</th>
<th>Responsibilities</th>
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</thead>
</table>
| Senior Pathways Advisor Principal Executive Officer, RTO manager | ▪ Provide high level policy and operational advice to principals and senior officers as executive officer for the RTO.  
▪ Lead and manage initiatives which strengthen and support quality vocational education.  
▪ Manage the scope of the RTO including the preparation of applications to ASQA and ensuring school delivery of VET is consistent with that scope.  
▪ Build partnerships with employer organisations, further education and training providers and Government agencies to source information on employment trends, skill shortages and opportunities for both students and teachers to gain industry experience.  
▪ Coordinate a program for internal audits of schools delivering VET.  
▪ Ensure that school delivery and assessment of VET qualifications comply with ASQA standards for RTO’s including maintaining records of teacher qualifications.  
▪ Initiate quality professional development, which ensures VET teachers maintain industry currency in order to enhance the vocational pathways of students.  
▪ Support principals and senior school executive with responsibility for VET by demonstrating the skills and knowledge required to ensure the delivery of VET courses is consistent with the BOSTES HSC VET syllabuses and competency based assessment. |
<table>
<thead>
<tr>
<th>Position</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| **Senior Pathways Officers (6)** | ▪ Promote and support the provision of effective VET programs for school students.  
▪ Support local consultative mechanisms to evaluate and plan for the provision of vocational education programs in and across schools.  
▪ Support the development and strengthening of local community and industry partnerships to support vocational education programs in schools, including work placements.  
▪ Support RTO registration and compliance with ASQA to enable schools to provide quality training and assessment.  
▪ Implement quality assurance mechanisms in relation to the delivery of VET courses to school students including coordinating internal audits and data validation of enrolment and assessment information held on the eBOS-VCS systems.  
▪ Liaise and negotiate with TAFE NSW Institutes to deliver high quality HSC VET provision to government school students.  
▪ Support teachers through professional development, networks and access to teacher training programs.  
▪ Knowledge and understanding of ethical practices, Equal Employment Opportunities and WHS policies, and the Ethnic Affairs Priorities Statement. |
| **School Based Apprenticeship and Traineeship Coordinator** | ▪ To promote School Based Apprenticeships and Traineeships (SBAT) within schools, as well as to industry and the broader community.  
▪ Capacity to facilitate communication networks to ensure effective partnerships between school, TAFE, other RTOs and State Training Services.  
▪ Support the establishment of SBAT’s by developing and monitoring the preparation of student training plans and ensuring that all paperwork to establish the arrangement is completed.  
▪ Monitor progress of SBAT’s and provide a link between school, employer, state training authority and Public Schools NSW.  
▪ Enhance and maintain electronic records of SBAT participation.  
▪ Report on SBAT participation, progress and challenges of the role on a bi-terminly basis.  
▪ Advice and support to SBATs. |
<table>
<thead>
<tr>
<th>Committee</th>
<th>Members</th>
<th>Responsibilities</th>
<th>Meeting Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Local Vocational Education in Schools Committees</strong>&lt;br&gt;Arndell Networks&lt;br&gt;Botany Bay, Georges River, Marrickville, Port Jackson, Port Hacking and Strathfield networks&lt;br&gt;<strong>Riverwood Networks</strong>&lt;br&gt;Bankstown, Canterbury, Fairfield and Liverpool networks&lt;br&gt;Glenfield Networks&lt;br&gt;Campbelltown, Glenfield, Macarthur, Woronora River and Wollondilly networks</td>
<td>May include:&lt;br&gt;• Directors&lt;br&gt;• Senior Pathways Advisers and Officers&lt;br&gt;• Principal and/or one executive from each school&lt;br&gt;• VET Coordinator from each school&lt;br&gt;• TAFE personnel as required.&lt;br&gt;• A variety of community, business industry partners and other interested personnel as required.</td>
<td>• Provide a direct communication link between key stakeholders&lt;br&gt;• Forum for promoting the VET agenda&lt;br&gt;• Professional Learning for school Vocational Education leaders.</td>
<td>One meeting per semester.</td>
</tr>
<tr>
<td><strong>VET Coordinators Networks</strong>&lt;br&gt;(3 across the RTO)&lt;br&gt;Arndell Networks&lt;br&gt;Botany Bay, Georges River, Marrickville, Port Jackson, Port Hacking and Strathfield networks&lt;br&gt;<strong>Riverwood Networks</strong>&lt;br&gt;Bankstown, Canterbury, Fairfield and Liverpool networks&lt;br&gt;Glenfield Networks&lt;br&gt;Campbelltown, Glenfield, Macarthur, Woronora River and Wollondilly networks</td>
<td>VET Coordinators from each of the local delivery sites (high schools)</td>
<td>• Development of quality management systems and continuous improvement in schools&lt;br&gt;• Coordination of VET programs&lt;br&gt;• Dissemination of relevant VET documentation to VET teachers.</td>
<td>One meeting per school term.</td>
</tr>
<tr>
<td><strong>VET Teacher Networks</strong>&lt;br&gt;Business Services&lt;br&gt;Construction and Furniture Making&lt;br&gt;Entertainment Industry and Screen &amp; Media&lt;br&gt;Hospitality&lt;br&gt;Information and Digital Technology&lt;br&gt;Metal &amp; Engineering and Manufacturing&lt;br&gt;Primary Industries&lt;br&gt;Retail Services&lt;br&gt;Sport Coaching</td>
<td>• VET Teachers&lt;br&gt;• Senior Pathways Officers</td>
<td>• Professional development support for teachers delivering VET in schools including&lt;br&gt;◦ Assessment Validation&lt;br&gt;◦ Industry currency&lt;br&gt;◦ Resourcing&lt;br&gt;◦ RTO client services</td>
<td>One meeting per semester / year</td>
</tr>
<tr>
<td><strong>Careers and Transition Advisers Network/s</strong></td>
<td>• Careers Advisers&lt;br&gt;• Senior Pathways Officers&lt;br&gt;• Transition Adviser&lt;br&gt;• Support Teacher Transition</td>
<td>• Current professional matters relating to Careers Advisers&lt;br&gt;• Coordination of Careers Expo&lt;br&gt;• Management and advice on matters pertaining to Workplace Learning, School to Work Transitions, Career Pathways and options for students&lt;br&gt;• Access &amp; visit industry as appropriate</td>
<td>One meeting per semester/ term.</td>
</tr>
</tbody>
</table>
### Workplace Service Providers

The NSW Government, through DEC, will contract these not for profit organisations to provide structured Workplace Learning opportunities to DEC schools.

<table>
<thead>
<tr>
<th>Workplace Service Provider</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Connections</td>
<td>9773 4933</td>
</tr>
<tr>
<td>MWLP</td>
<td>4625 1863</td>
</tr>
<tr>
<td>School Industry Partnership Penrith</td>
<td>4725 0310</td>
</tr>
<tr>
<td>South West Connect</td>
<td>9822 9370</td>
</tr>
<tr>
<td>Southern Sydney Business Education Network</td>
<td>9521 0500</td>
</tr>
<tr>
<td>Illawarra Schools Workplace Learning Program</td>
<td>4862 5683</td>
</tr>
</tbody>
</table>
1.6 Australian Skills Quality Authority (ASQA)

ASQA is the national regulator for Australia’s vocational education and training sector and will regulate courses and training providers to ensure nationally approved quality standards are met.

Functions
- registering training providers as ‘registered training organisations’ (RTOs)
- recommending RTOs as CRICOS providers—providers that can enrol international students
- accrediting vocational education and training (VET) courses
- ensuring RTOs comply with the conditions and standards for registration, including compliance audits.

One of the core conditions of registration is that relevant applicants and RTOs comply with the requirements set out in the VET Quality Framework.

VET Quality Framework

The VET Quality Framework is aimed at achieving greater national consistency in the way providers are registered and monitored and how standards in the VET sector are enforced.

Comprises:
- the Standards for Registered Training Organisations (RTO) 2015
- the Fit and Proper Person Requirements (FPPR)
- the Financial Viability Risk Assessment Requirements
- the Data Provision Requirements
- the Australian Qualifications Framework (AQF)

Standards for registered training organisations (2015)

These Standards are the Standards for Registered Training Organisations 2015. These Standards form part of the VET Quality Framework, a system which ensures the integrity of nationally recognised qualifications. These Standards should be read in conjunction with the:
- Standards for Training Packages
- Standards for VET Accredited Courses
- Standards for VET Regulators

Standard 1 The RTO’s training and assessment strategies and practices are responsive to industry and learner needs and meet the requirements of Training Packages and VET Accredited Courses

Standard 2 The Operations of the RTO are quality assured.

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

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

Standard 5 Each learner is properly informed and protected.

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

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

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

The Data Provision Requirements outline the requirements for applicants and Registered Training Organisations (RTOs) to capture and provide data to ASQA.

The data required relates to registration and performance information, including quality indicators (Competency Completion rates, Learner and Employers Satisfaction) data and information derived from the Australian Vocational Education and Training Management of Information Statistical Standard (AVETMISS). For further information visit www.asqa.gov.au.

1.7 School Delivered Stage 6 VET

BOSTES has developed Industry Curriculum Frameworks (ICF) for delivery to students as part of the Higher School Certificate or Record of School Achievement (RoSA). Each course is based on a national industry training package, which leads to qualifications under the Australian Qualifications Framework (AQF). The courses are based on national competency standards which have been determined by industry. They are designed to ensure national consistency in the standard of skills and knowledge required to gain a qualification at a particular AQF level. Students will receive credentials from BOSTES on behalf of the RTO which may include Statement of Attainment or Certificate I, II or III.

The requirements of each ICF are prescribed on the BOSTES syllabus at website: www.boardofstudies.nsw.edu.au

**Industry Curriculum Framework Courses:**
- are Category B, Board Developed Course for the purposes of meeting HSC requirements;
- are written and assessed using competency based terms;
- provides clear pathways to employment and further education and training through recognition arrangements with TAFE, other Registered Training Organisations and Industry;
- articulate with Apprenticeships and Traineeships where they exist;
- require mandatory workplace learning, as specified in each BOSTES syllabus
- may contribute to the Australian Tertiary Admission Rank (ATAR) when students sit for the optional HSC exam.

The Industry Curriculum Frameworks currently available are:
- Business Services
- Construction
- Entertainment Industry
- Hospitality
- Information and Digital Technology
- Metal & Engineering
- Primary Industries
- Retail Services

**Board Endorsed Courses:**
- are Board Endorsed purposes of meeting HSC requirements HSC
- but do not contribute towards an Australian Tertiary Admission Rank (ATAR).
- are written and assessed using competency based terms;
- provides clear pathways to employment and further education and training through recognition arrangements with TAFE, other Registered Training Organisations and Industry;
- articulate with Apprenticeships and Traineeships where they exist;

The Board Endorsed Courses currently available are:
- Furniture Making
- Screen and Media
- Sport Coaching
1.8 School Delivered Stage 5 VET

Program Outline
Stage 5 VET has been endorsed for delivery by BOSTES. The RTO has scope of registration for Certificate I in Agri-foods Operations, Certificate I in Business, Certificate I in Construction, Certificate I in Hospitality, Certificate I in Information and Digital Media Technology, Certificate I in Manufacturing (Pathways), and Certificate I in Retail Services. These courses can lead to further VET course in the same Industry area. Students should be able to study in the same industry area from Year 9 to Year 12.

All Industry Curriculum Framework courses delivered to Stage 5 students will be Early Commencement of Stage 6. Students will be concurrently enrolled in Stage 5 and 6. Students are required to complete the BOSTES course *All My Own Work* prior to beginning the Stage 6 course.

Training for Teachers
Schools planning for a new Stage 5 VET course should ensure sufficient teachers are trained. If additional teachers are required schools should submit applications for VET teacher retraining in the second round of applications in May of the previous year. The requirements for industry currency are the same as for Stage 6 VET.

Funding
Each year VET support funds are allocated to each school based on VET enrolments from the previous year (data taken from eBOS). Stage 5 students will be counted together with Stage 6 to allocate funds.

Implementation
Schools are required to submit an Application to Run (ATR) for all new VET courses including Stage 5 VET. The RTO will complete Quality Assurance checks before an Authority to Deliver can be granted. The Senior Pathways Officers responsible for each school will support the implementation and are available to assist in all VET related matters.

For further information:

1.9 Quality Assurance

The RTO upholds a policy and commitment to continuous improvement. In order to demonstrate this, the RTO uses a range of strategies and systems. The Director Educational Services, with responsibility for Vocational Education, will monitor, evaluate and guide risk assessment processes and improvement actions. RTO Management Committee will consider such matters and make decisions accordingly. The RTO officers will ensure continuous improvement processes are implemented and communicated to all schools. Processes include:

- Annual Internal Audit Process, Recommendations and Reporting;
- Annual Self-Assessment Tool
- Assessment Validation Processes
- RTO Management Committee
- Local VET in Schools meetings
- Delivering VET Teacher network meetings
- Completion of ICIIGs and BECCIG’s checklists annually
- Collection of School VET Profile annually
- Teacher Improving Industry Engagement documents
- Student feedback and evaluation
- Workplace learning employer/student feedback;
- Student, Teacher and Parent Satisfaction surveys;
1.10 Industry Curriculum Information Guides (ICIG) and Board Endorsed Course Curriculum Information Guides (BECCIG)

The ICIG and BECCIG quality assurance process ensures teacher qualifications and resources align with units of competency being taught.

In Term 1 each year, Principals are required to complete the Principal’s confirmation of Quality Assurance and checklists for each course delivered by the school. Resource checklists are to be read in conjunction with the resource/equipment requirements found in the general section of the ICIG and BECCIG. The checklists can be accessed at https://qmsveis.info/atr.php

Principals will confirm that all HSC requirements are being met by all students and that the VET Quality Management System checklists have been completed.

RTO officers can access these documents from the QMS. Online reference for completed documents at: https://qmsveis.info/icig.php

1.11 School VET Profile

Each high school will complete the School VET Profile each year. The purpose of the Profile is to collect data regarding School VET personnel, teachers and student participation in school delivered VET. This data assists in projecting AQF outcomes and preparing the VET Statistics Overview for the RTO management Committee. The Profile is the one of the source of information to check the location and transfer of trained VET teachers. This data is compared to the data held on the QMS.

1.12 Internal Audit Process

Internal Audits have a dual purpose:

- to assess and verify each secondary school’s compliance with Standards for RTO’s 2015.
- to identify areas for continuous improvement for each school and the RTO.

Process
School will submit evidence aggregated into common focus areas. This assists schools to overcome the repetition of evidence required across the Standards.

Focus Areas are:
1. School Management of VET
2. Learning and Assessment
3. Client Services
4. Workplace Learning – DEC and BOSTES requirements only

Internal Audits will occur at all secondary schools across the RTO on a 3 year cycle. Schools not being audited in a calendar year will complete a self-assessment. The Vocational Education Internal Audit 2014-2016 – Information Package for Secondary Schools is provided annually to schools and is available on the QMS.
1.13 TAFE delivered VET (TVET)

Students enrolled in Government high schools can access Vocational Education and Training through the option of TAFE delivered VET.

These include Industry Curriculum Frameworks and other Board Endorsed Courses. Contact TAFENSW directly for further information or access the information on the website.

1.14 RTO Finance Management

VET support funds are provided by DEC each financial year for schools delivering VET. Funding is received for RTO compliance and VET support, School to Work - Creating Future Pathways, Teacher Networks, VET Teacher Training, School Based Apprenticeships and Traineeships and WorldSkills. DEC financial accountability will be required for these funds. Schools are responsible for allocation of teacher relief through Professional Learning Funds in schools.

1.15 School Based Apprenticeships and Traineeships (SBAT)

A School Based Apprentice or Trainee is a student studying at school who also undertakes an apprenticeship or traineeship. The formal training component usually provides HSC unit credit.

A School Based Apprentice or Trainee works for an employer and attends formal training at a TAFE college, Trade School, Trade Training Centre, High School or other Registered Training Organisation.

School Based Traineeship (SBT)
- may be completed in a minimum of 15 months and must be completed before the end of the HSC;
- are required to complete minimum 100 days of work;
- students are accredited with Certificate II in their industry area.

School Based Apprenticeships (SBA)
- may be completed in a minimum of 5 years (2 years as part of the HSC is first year of apprenticeship and 3 years post HSC);
- are required to complete various number of days in the workplace depending on the industry (minimum of 100 days);
- will be accredited with Certificate III (Trade Certificate) in the relevant industry area at the completion of the 5 years.

More details regarding the Guidelines for School Based Apprenticeships and Traineeships can be located at: http://www.sbatinnsw.info/
Although they vary from one industry to another, all apprenticeships and traineeships require the following:

- paid employment;
- a training agreement or indenture that is signed by both the employer and apprentice/trainee and is registered with the NSW Department of Education and Communities;
- a formal training program, delivered by a Registered Training Organisation, that meets the requirements of a declared traineeship in NSW and leads to a nationally recognised qualification and;
- training plans to be submitted and signed by the school and RTO personnel
- the time students spend at work for a School Based Apprenticeship and Traineeship may vary from one industry area to another and from one week to another. The actual pattern of time spent at work will be negotiated between the employer, the student and the school.
- work may need to be after school, on weekends, during school vacations or after the completion of HSC examinations as well as during school time to complete the work requirement of the traineeship. Completion must be no later than 31 December of the HSC year.
- the Industrial Award under which the trainee is indentured will determine the training wage.

The Department of Education and Communities, has identified Certificate II and III level apprenticeships and traineeships available for school based delivery.

Public schools NSW employs School Based Apprenticeship and Traineeship Coordinators who supports schools with training plan preparation and sign off, monitors apprentice and trainee progress and general advice.

1.16 Private Provider Agreements

USE OF PRIVATE PROVIDERS FOR DELIVERY OF VET COURSES

Principals are responsible for monitoring the efficient delivery and high quality student outcomes of Vocational Education and Training (VET) courses.

Students completing HSC VET courses should access these courses either through a school, as part of the Registered Training Organisation (RTO) or through TAFENSW.

In some instances students may benefit from the delivery of a particular HSC course that cannot be delivered by a school or TAFENSW. In this circumstance approval must be sought from DEC before a private or community RTO is approached.

The Department’s procedures are outlined in Private or Community Registered Training Organisations providing HSC VET courses. Document can be downloaded at


Schools have the responsibility of developing an application for a new VET Endorsed course which must be submitted and approved prior to arrangements with a private provider being endorsed. Guidelines can be downloaded from

2.0 RTO Policy Statements

2.1 Client Services

2.1.1 Access & Equity Policy Statement

The RTO applies access and equity principles across all of its operations and has a particular focus on increasing the participation and success of indigenous students, students with disabilities and other socially disadvantaged students. Schools in the RTO promote the interests of all students regardless of background, race, gender or disabilities. Within the context of DEC policies, the school provides support for all students wishing to enrol in vocational courses.

1. Objectives

1.1 Aboriginal and Torres Strait Islander Students

The RTO and its staff is committed to ensuring equal access to all vocational education courses and improving the educational attainment and wellbeing of Aboriginal and Torres Strait Islander students so that their achievements match or better the outcomes of the broader student population. All school personnel are responsible for supporting Aboriginal students. There are a number of key personnel who are employed to assist Aboriginal students in gaining literacy skills and reaching outcomes of comparable levels with non-Aboriginal students. Aboriginal Education Assistants are located at schools where significant numbers of Aboriginal students are enrolled. Aboriginal Community Liaison Officers are located in education offices across the state. They work in close partnership with RTO personnel to ensure the participation of the Aboriginal community in their children’s schooling.

1.2 Culturally and Linguistically Diverse (CALD) Students

The RTO and its staff promote a shared vision of Australia based on cultural understanding and community harmony. Multicultural education, including vocational education, aims to equip all students with the knowledge, skills and values needed to participate successfully in Australia's culturally diverse society. The RTO will make available to students and their families translated documents published by Department of Education upon request. Schools will ensure inclusive teaching practices which recognise and value the backgrounds and cultures of all students and promote an open and tolerant attitude towards different cultures, religions and world views.

1.3 English as a Second Language

The RTO staff recognises that learning English is an essential requirement for success both at school and for further education, training and employment for students who speak a Language Other Than English (LOTE) as their first language. The English as a Second Language (ESL) program in schools aims to develop ESL students' English language competence and improve their learning outcomes throughout the curriculum to a level where they can fully participate in schooling and independently pursue further education and training. Selected RTO high schools have Intensive English Centre's (IECs) to deliver ESL programs to meet the different needs of ESL students at different stages of learning English. They include intensive and post-intensive English language support to both newly arrived and continuing ESL students from Kindergarten to Year 12. All students who transition from IEC to mainstream classes may choose vocational education courses.

1.4 Students with a disability

The RTO recognises the term disability includes students with an intellectual disability, physical disability, vision impairment, hearing impairment, language disorder, mental health conditions or autism. The RTO staff understand students with learning needs including students with learning difficulties, a behaviour disorder and/or a disability need additional support to achieve educational outcomes. These students have diverse abilities and learning needs and are catered for individually
by additional school staff including Learning Support Teams, School Counsellors, and Support Teacher Transition.
All students have equal access to vocational courses. The extent to which a student may participate fully in the course selected will depend on the nature of the course and the identified disability. The Vocational Education courses available through BOSTES have special provisions for students with disabilities. These students may be eligible to gain access to the Special Program of Study and Special Provisions for examinations.
Support and adjustments to curriculum delivery and assessment (provided they do not alter the level of communication, literacy and numeracy skills expected in the performance of that element of competency in the workplace) occur for students with special needs.
Close liaison between the course teacher and the host employer occurs to ensure that the workplace is ready to accommodate the uniqueness of the individual students when mandatory Work Placement is being organised.

1.5 Students experiencing financial hardship

Students who are experiencing financial hardship and are unable to pay resources and consumable fees for vocational courses should seek Student Assistance from their school.

2. **Audience and applicability**

2.1 This policy applies to all students, schools delivering training on behalf of the RTO and all RTO staff

3. **Context**


4. **Responsibilities and delegations**

4.1 The owner of this policy is the Chief Executive Officer (CEO) of the RTO

4.2 The RTO Management Committee is responsible for approving additions to this policy

4.3 The RTO Manager is responsible for the development of policy related implementation documents

5. **Monitoring, evaluation and reporting requirements**

5.1 The RTO Manager will provide the RTO management committee with an annual statistical report outlining the participation of students from significant equity groups in vocational education course delivered by the RTO

5.2 The RTO manager will liaise with other Department of Education officers with responsibility for Aboriginal Education, Students with a Disabilities and Multicultural Education.

5.3 This policy will be reviewed when the Department of Education implement a new version of Access and Equity Policies

6. **Contact**

6.1 The RTO Manager (02) 9408 8900
2.1.2 Client Feedback Policy Statement

Surveys are conducted annually by the RTO for feedback purposes and continuous improvement. The RTO conducts varying stakeholder surveys. The results are collated and reported through a number of mechanisms. Quality Indicators reports are submitted annually to the National regulatory body.

1. Objectives

1.1 Year 11 and 12 vocational education students complete a satisfaction survey during Term 3
1.2 The Workplace Service Providers administer and return the Employer Satisfaction Survey to the RTO
1.3 Year 12 vocational education students complete the Post School Pathways Survey
1.4 Year 11 and 12 vocational education students complete Early Exit Survey
1.5 The RTO conducts a Parent & Caregiver Survey annually
1.6 RTO staff complete a satisfaction Survey annually

2. Audience and applicability

2.1 This policy applies to students, parents and caregivers, employers and staff delivering training on behalf of the RTO.

3. Context

3.1 This policy aims to ensure that client feedback is acted on systematically.

4. Responsibilities and delegations

4.1 The owner of this policy is the Chief Executive Officer (CEO) of the RTO
4.2 The RTO Management Committee is responsible for approving additions to this policy
4.3 The RTO Manager is responsible for the development of policy related implementation documents

5. Monitoring, evaluation and reporting requirements

5.1 Results are used to inform school and RTO decisions about improving client services.
5.2 The RTO Manager will monitor the administration and evaluation of all client feedback mechanisms
5.3 The RTO manager will report survey statistics to ensure continuous improvement
5.4 This policy will be reviewed when the requirements of the national regulatory body are updated

6. Contact

6.1 The RTO Manager (02) 9408 8900
2.1.3 Client Service Agreement Policy Statement

The RTO client service agreement is based on the Department of Education and Communities enrolment and attendance policies.

Clients for the RTO are students enrolled in a public school and as such follow the enrolment policy of the Department of Education & Communities. Students complete an application to enrol in a public school using the form found at http://www.schools.nsw.edu.au/media/downloads/gotoschool/enrolment/detsef.pdf. Students will be allocated an individual Enrolment Registration Number (ERN) that will remain with that student until exiting school. Students can apply to transfer to another government school.

1. Objectives

1.1 Year 10 students are offered individual counselling during the subject selection process. The RTO provides schools mandated Course Descriptors to inform student of vocational education courses on offer at the school. The schools must insert the costs and fees associated with the course including consumables, uniforms and equipment.

1.2 Vocational education students must attend vocational courses per the Department of Education & Communities attendance policy found at https://detwww.det.nsw.edu.au/policies/student_admin/attendance/sch_polproc/PD20050259_i.shtml?level=

1.3 The RTO provides students with an information brochure at the beginning of a vocational course.

1.4 Payment of fees and subsequent refunds of fees is the responsibility of the school.

1.5 RTO staff follow school policy on marking class rolls and follow up when student attendance becomes a concern.

2. Audience and applicability

2.1 This policy applies to students, parents and caregivers and staff delivering training on behalf of the RTO.

3. Context

3.1 This policy outlines the RTO client services agreement within the context of a government school.

4. Responsibilities and delegations

4.1 The owner of this policy is the Chief Executive Officer (CEO) of the RTO

4.2 The RTO Management Committee is responsible for approving additions to this policy

4.3 The RTO Manager is responsible for the development of policy related implementation documents

5. Monitoring, evaluation and reporting requirements

5.1 The RTO Manager will monitor the administration and evaluation of all client service agreement mechanisms

5.2 This policy will be reviewed as enrolment and attendance policies in government schools change

6. Contact

6.1 The RTO Manager (02) 9408 8900
2.1.4 Complaints Handling Policy Statement

The RTO Complaints Handling Policy statement is underpinned by the Department of Education & Communities Complaints Handling Policy. The RTO staff are required to follow the Department of Education & Communities (DEC) Complaints Handling Policy. This policy provides guidelines for handling complaints. While most complaints can be resolved informally, there are provisions for the use of formal procedures depending on the nature and seriousness of the complaint. This policy sets out the framework for a professional response according to the seriousness of the suggestion, complaint or allegation. Complaints Handling Policy


1. Objectives
1.1 Complaints from students, staff, employers and RTO staff follow the Complaints Handling Policy and guidelines
1.2 Complaints are dealt in a fair and transparent manner

2. Audience and applicability
2.1 This policy applies to all students, schools delivering training on behalf of the RTO and all RTO staff.

3. Context
3.1 This policy aims to ensure that Complaints are handled according to the Department of Education & Communities guidelines.

4. Responsibilities and delegations
4.1 The owner of this policy is the Chief Executive Officer (CEO) of the RTO
4.2 The RTO Management Committee is responsible for approving additions to this policy
4.3 The RTO Manager is responsible for the development of policy related implementation documents

5. Monitoring, evaluation and reporting requirements
5.1 The school will maintain all complaints records and report serious complaints to the RTO
5.2 The RTO Manager will monitor complaints received by students and schools in regards to this policy and present to RTO Management Committee
5.3 This policy will be reviewed when Department of Education & Communities when a new version is implemented

6. Contact
6.1 The RTO Manager (02) 9408 8900

Document history and details
VET Handbook Version 5 Implementation 2015
Approving Officer
RTO Manager
Implementation date
1 February 2015
Superseded documents
2.1.5. Credit Transfer and Transition Policy Statement

Credit transfer is a process that provides credit for a unit of competency previously achieved.

1. Objectives
   1.1 Students can be granted credit transfer for units of competency within AQF VET qualifications
   1.2 Students can be granted credit transfer for units of competency achieved in another VET course, whether the VET course is undertaken as a part of their school studies or as an independent activity outside school
   1.3 Students are not required to undertake additional units of competency to meet VET course indicative hour requirements when a student is granted credit transfer for units of competency in one or more VET courses
   1.4 Students can be granted credit transfer for VET course outcomes and content as defined by the indicative hour requirements of NSW BOSTES VET courses. School staff should enter credit transfer on the student’s achievement on the eBOS system.
   1.5 Students can be granted credit transfer for mandatory work placement requirements

2. Audience and applicability
   2.1 This policy applies to students, and RTO staff
   2.2 This policy applies when the RTO is required to transition from a superseded training package allowing students to gain credit transfer for equivalent units of competency in previous VET courses to ensure no disadvantage occurs

3. Context
   3.1 This policy aims to ensure that students and RTO staff follow credit transfer processes

4. Responsibilities and delegations
   4.1 The owner of this policy is the Chief Executive Officer (CEO) of the RTO
   4.2 The RTO Management Committee is responsible for approving additions to this policy
   4.3 The RTO Manager is responsible for the development of policy related implementation documents

5. Monitoring, evaluation and reporting requirements
   5.1 The school will record all credit transfer on student electronic records
   5.2 The RTO Manager will monitor transition to new training packages so students are not disadvantaged
   5.3 This policy will be reviewed when the NVR standards are updated

6. Contact
   6.1 The RTO Manager (02) 9408 8900

Credit Transfer and Transition Procedures are available on the QMS
2.1.6. Marketing Policy Statement

Vocational Education is marketed to students in NSW government schools during the subject selection process. The strategy includes promoting the value for students undertaking vocational courses and being accredited with an Australian Qualification, gaining specific industry experience, skills and knowledge and being aware of possible post school pathways.

1. Objectives
1.1 The RTO ensure that all marketing materials to students is ethical, accurate and consistent with the scope of registration
1.2 Students are informed about vocational education courses offered by the RTO through the RTO Jump Ahead Brochure and promotional DVD
1.3 The RTO publish a set of course descriptors for each course on the scope of registration
1.4 Students have access to careers advisers and VET coordinators to further explain available patterns of study to suit their individual needs
1.5 Students are assisted with course decisions through support staff available in schools
1.6 The RTO does not use unauthorised logos on marketing materials

2. Audience and applicability
2.1 This policy applies to all students, schools delivering training on behalf of the RTO and all RTO staff

3. Context
3.1 This policy operates within the context of the vocational education courses delivered in schools within the RTO
3.2 This policy operates to support the Standards for Registered Training Organisations

4. Responsibilities and delegations
4.1 The owner of this policy is the Chief Executive Officer (CEO) of the RTO
4.2 The RTO Management Committee is responsible for approving additions to this policy
4.3 The RTO Manager is responsible for the development of policy related implementation documents

5. Monitoring, evaluation and reporting requirements
5.1 The RTO Manager will review and present new marketing materials to the RTO management committee for endorsement
5.2 This policy will be reviewed when marketing of vocational courses is ineffective

6. Contact
6.1 The RTO Manager (02) 9408 8900

Marketing Procedures are available on the QMS

Document history and details
VET Handbook Version 5 Implementation 2015
Approving Officer
RTO Manager
Implementation date
1 February 2015
Superseded documents
2.1.7 Recognition of Prior Learning (RPL) Policy Statement

Recognition of Prior Learning (RPL) is an assessment process that assesses the student’s non-formal and informal learning to determine the extent to which that individual has achieved the competency standards. The student should demonstrate their skills and knowledge taking into account when, where and how learning was undertaken. By undertaking the RPL process individuals can achieve units of competency towards a qualification. An application form for Recognition of Prior Learning can be obtained from the RTO.

1. Objectives
1.1 Students must be informed of the process for accessing RPL at the beginning of the course. The RTO Student Information brochure explains RPL to students
1.2 All RPL applications should be relevant to the course being undertaken by the students.
1.3 The application form also needs additional evidence. Acceptable forms of evidence could be references from previous or current employers outlining skills for the Units of Competencies and work samples or photo evidence
1.4 RPL determination may be assisted by the administration of challenge tests to ascertain competence
1.5 Workplace Learning is the most common area for RPL for secondary students
1.6 RPL documentation should be archived by the school and uploaded to the QMS as evidence of assessment

2. Audience and applicability
2.1 This policy applies to students, employers and staff delivering training on behalf of the RTO

3. Context
3.1 This policy aims to ensure that students and RTO staff are well informed of the RPL process and documents are archived appropriately

4. Responsibilities and delegations
4.1 The owner of this policy is the Chief Executive Officer (CEO) of the RTO
4.2 The RTO Management Committee is responsible for approving additions to this policy
4.3 The RTO Manager is responsible for the development of policy related implementation documents

5. Monitoring, evaluation and reporting requirements
5.1 The school will maintain all RPL records and report to the RTO
5.2 The RTO Manager will monitor RPL received by students and present to RTO Management Committee
5.3 This policy will be reviewed when the NVR standards regarding assessment are updated

6. Contact
6.1 The RTO Manager (02) 9408 8900

Recognition of Prior Learning Procedures are available on the QMS
2.1.8 Student Appeals Policy Statement

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

- The student does not agree with the competency decision
- The assessment process did not provide them with a fair and reasonable opportunity to demonstrate their competency;
- They were not informed in advance of the conditions and method of assessment;
- The process used was discriminatory in some way;
- They were ill or suffered misadventure at the time of assessment (must be supported by a medical certificate).

1. Objectives

1.1 All appeals need to be based on identified problems with the assessment process rather than an unsuccessful assessment result
1.2 Students may lodge an informal appeal with the classroom teacher. These may be resolved without a formal appeal being lodged
1.3 All formal appeals must be lodged in writing to the classroom teacher
1.4 The school must deal with formal appeals within 10 school days
1.5 The school will inform the RTO of all formal appeals through the internal audit process

2. Audience and applicability

2.1 This policy applies to all students, schools delivering training on behalf of the RTO and all RTO staff

3. Context

3.1 This policy operates within the context of the vocational education courses delivered in schools within the RTO.
3.2 This policy operates in conjunction with each schools appeals process for students

4. Responsibilities and delegations

4.1 The owner of this policy is the Chief Executive Officer (CEO) of the RTO
4.2 The RTO Management Committee is responsible for approving additions to this policy
4.3 The RTO Manager is responsible for the development of policy related implementation documents

5. Monitoring, evaluation and reporting requirements

5.1 The RTO Manager will provide the RTO management committee with a report outlining all appeal outcomes
5.2 This policy will be reviewed when the appeal process becomes ineffective

6. Contact

6.1 The RTO Manager (02) 9408 8900

Document history and details
VET Handbook Version 5 Implementation 2015
Approving Officer
RTO Manager
Implementation date
1 February 2015
Superseded documents
2.1.9. Work Placement Policy Statement

All workplace learning programs are to comply with the NSW Department of Education & Communities 'Workplace Learning Policy'. This can be found at: https://www.det.nsw.edu.au/vetinschools/worklearn/worklearnpolicy.html

All requirements of the Workplace Learning Policy 2005 and Associated Documents and Forms must be followed. Compliance with Child Protection and Work Health Safety (WHS) legislation underpins the implementation of this policy for schools.

Mandatory work placement for students undertaking an Industry Curriculum Framework VET course is organised by a contracted Workplace Service Provider (WPSP). Schools may arrange work placements for other students undertaking Board Endorsed Courses or transition programs in schools e.g. year 10 work experience or special needs placements.

Critical aspects of work placement management are:

- Preparation of students through work ready programs
- Student Placement Record (SPR)
- Workplace Learning Emergency Card Procedures
- Supervision of students and Duty of Care
- The Workplace Learning Guide for Parent and Carer’s
- The Workplace Learning Guide for Employers
- Student Guide to Workplace Learning
- Student Work Placement Record: Using Current Employment for Mandatory Work Placement
- Student Responsibilities
- Student Travel Arrangements
- Record keeping of contact with employer and student during placement
- Non Payment of Students
- Industrial Requirements
- Industrial Disputes
- Accidents Involving Students
- Insurance Claims and Legal Proceedings
- Post placement follow up activities
- Guidelines for students participating in particular industries
- Prohibited activities

1. Objectives

1.1 Student Workplace Learning Programs

1.1.1 Students undertaking a VET course as part of their school studies are required to undertake work placement

1.1.2 Work placement is a mandatory requirement for most VET courses. Work placement must be completed prior to the student’s completing the Higher School Certificate, in most cases this would be the student’s last external examination

1.1.3 Mandatory hours for work placement for each VET course are detailed in the syllabus

1.1.4 Most students complete 70 hours of work placement as part of 240 hour Board Developed Industry Curriculum Framework course requirement

1.1.5 Failure to complete work placement will render the student ineligible for the unit credit towards the Preliminary and HSC Credential

1.1.6 Students undertaking a Stage 5 VET course and some Stage 6 Board Endorsed Courses are not required to complete work placement

1.1.7 All staff and students undertaking workplace learning are covered under the Department of Education & Communities insurance.

1.1.8 The student may be asked to complete a workplace learning journal
1.2 Teacher responsibilities

1.2.1 The RTO provides annual training to ensure staff follow the Workplace Learning Policy.

1.2.2 School staff are responsible for ensuring students are work ready and have the necessary skills to enter the workplace safely. The RTO provides a Work Ready program to support this.

1.2.3 The staff in schools have the responsibility to match the student to appropriate work placements.

1.2.4 The teacher must contact the employer during the placement either in person or by telephone.

1.2.5 The teacher can use evidence from the workplace journal as supplementary third party evidence where necessary.

1.2.6 The school is required to store the original copy of the signed Student Placement Record for seven years. This should be in a secure central student record/archive.

All placement records connected with accident reports, claims for damages and allegations of harassment or sexual abuse while on, or arising from, placements must be retained until the student is 25 years of age or for 7 years after the last action, whichever is the greater. A copy of the related Student Placement Record should be attached to the relevant records of any such reports of accidents, claims or allegations and stored accordingly. Further, it is advisable to put an additional copy of these records of serious matters relating to the placement with each individual student’s Pupil Record Card. These retention periods represent the minimum requirements. Records may be kept for longer periods, if desired.

2. Audience and applicability

2.1 This policy applies to students, employers and staff on behalf of the RTO.

3. Context

3.1 This policy aims to ensure that students and RTO staff follow the Department of Education and Communities Workplace Learning Policy for all mandatory work placements for VET courses.

4. Responsibilities and delegations

4.1 The owner of this policy is the Chief Executive Officer (CEO) of the RTO.

4.2 The RTO Management Committee is responsible for approving additions to this policy.

5. Monitoring, evaluation and reporting requirements

5.1 The RTO Manager will monitor and report to RTO Management Committee.

5.2 This policy will be reviewed when the DEC policy or contracted services are amended.

6. Contact

6.1 The RTO Manager (02) 9408 8900
2.2 Training and Assessment

2.2.1 Assessment Policy Statement

1. Objectives

1.1 Competency Based assessments for vocational courses must meet training package requirements within the Australian Qualification Framework (AQF).

1.1.1 Students are given the opportunity to develop skills over time and have multiple opportunities to demonstrate competence to qualified assessors.

1.1.2 Assessors should give consideration to set up costs when conducting alternative attempts to achieve competency.

1.1.3 Schools are expected to provide students with a range of assessment methods to meet different learning styles and provide reasonable opportunity for students to demonstrate competence.

1.1.4 Evidence of competence will be gathered on an ongoing basis and at specific assessment events. Evidence will be collected through a range of assessment activities using direct, indirect and supplementary methods.

1.2 The RTO delivers and assesses vocational courses endorsed by BOSTES.

1.2.1 The RTO delivers and assesses vocational courses to students enrolled in a VET course at school

1.2.2 Schools must follow assessment rules set by BOSTES including requirements for mandatory work placement. Students who do not meet BOSTES requirements may be issued an “N” Award.

1.2.3 Assessment for the Higher School Certificate may also include the optional HSC examination for Australian Tertiary Admission Rank (ATAR) purposes. Examinations are only available for 240 hour Industry Curriculum Framework courses.

1.2.4 Schools must determine a HSC examination estimate which should be based two formal examinations during the 240 hour course.

1.3 The RTO has developed Training and Assessment Strategies (TAS) for schools delivering VET courses.

1.3.1 Training and Assessment Strategies include the RTO assessment plan and schedule for each VET course

1.3.2 Adjustments to the RTO TAS must be negotiated with the RTO staff to ensure appropriately trained staff and resources required for delivery and assessment is available.

1.3.3 School delivery sites must indicate adjustments that are made to TAS to accommodate students with special needs.

1.4 The RTO engages best practice teachers to develop assessment tools

1.4.1 Assessment tasks are holistic and assess “clusters” of units of competency to meet BOSTES indicative hour requirements.

1.4.2 Evidence and Answer Guides are provided to moderate, standardise and benchmark assessment decisions

1.4.3. Mandated assessment tools which include an Assessment Task and Evidence and Answer Guides are available on the QMS website.

1.5 RTO provides each school with assessment schedules to distribute to students on an annual basis

1.5.1 The RTO will provide information to schools when changes to assessment schedules occur as a result of training package changes or transition to current qualifications is necessary.

1.6 The RTO validates assessment systematically to ensure that assessment of competencies is consistent across all delivery sites and must demonstrate the four principles of assessment.

1.6.1
1.6.2 The RTO validates assessment by reviewing, comparing and evaluating the assessment process, evaluating tools and evidence contributing to judgements made by a range of assessors against the standards.

1.6.3 Assessment Validation occurs within school sites using peer assessors, across the RTO using assessors from a different school, with industry and other RTOs.

1.6.3 The RTO documents any action taken to improve the quality and consistency of assessment.

2. Audience and applicability

2.1 This policy applies to students and staff delivering training on behalf of the RTO

3. Context

3.1 This policy aims to ensure that students are assessed according to the standard NVR SNR 15

4. Responsibilities and delegations

4.1 The owner of this policy is the Chief Executive Officer (CEO) of the RTO

4.2 The RTO Management Committee is responsible for approving additions to this policy

4.3 The RTO Manager is responsible for the development of policy related implementation documents

5. Monitoring, evaluation and reporting requirements

5.1 The RTO Manager will present competency completion data to the RTO Management Committee and the National Regulatory Body

5.2 This policy will be reviewed in accordance with changes to BOSTES VET courses or when there are changes to the Standards for Registered Training Organisations.

6. Contact

6.1 The RTO Manager (02) 9408 8900

Document history and details
VET Handbook Version 5 Implementation 2015
Approving Officer
RTO Manager
Implementation date
1 February 2015
Superseded documents
2.2.2 Teacher Training for VET Delivery Policy Statement

This RTO policy works in conjunction with the Department of Education & Communities, Teacher Training Policy and contains information relating to the professional development opportunities available to teachers to gain and retain VET teaching accreditation. The RTO only delivers AQF Qualifications to students enrolled in a NSW Public School. Teachers are accredited to deliver AQF Qualifications within the context of NSW BOSTES courses.

1. Objectives

1.1 Teachers undertaking training to deliver AQF qualifications

1.1.1 Teachers employed by the Department of Education & Communities must apply to undertake training to deliver qualifications within the RTO scope. There are two opportunities for teachers to apply each year, during Term 1 and Term 2. Priority is given in term 1, to emergency replacement situations when a vacancy occurs because of transfer or leave circumstances.

1.1.2 Teacher training applications and their funding source are endorsed by the school Principal. Funding can be sourced through NSW Department of Education and Communities, the RTO, the school or the teacher or a combination of these funding sources.

1.1.3 Applicants will be funded on the basis of local needs and priorities of the RTO. The RTO considers a priority to applications for teachers to be trained in a new industry area.

1.1.4 Teachers must reach the relevant benchmark (as set out in the VET Teacher Training Program Handbook) to be accepted for the training. Requirements for each training program can be found in the Industry Curriculum Information Guides found at: https://detwww.det.nsw.edu.au/directorates/vet_schools/vet-in-Schools/frameworks.html

1.1.5 Teachers can apply for Recognition of Prior Learning (RPL) by supplying certified copies of qualifications or outlining recent knowledge and skills in the specific industry area.

1.1.6 Teachers are required to complete orientation, AQF qualification, Certificate IV in Training and Assessment and where required, industry placement within a six month period.

1.1.7 On completion of all training components the relevant NSW Department of Education & Communities staffing code will be added to the School Staffing database. The RTO can access this information from the Quality Management System (QMS).

1.1.8 The RTO quality assures teacher qualifications prior to delivering training to students.

1.1.9 The RTO manages electronically copies of teacher qualifications on QMS.

1.2 Teachers delivering an AQF qualification

1.2.1 The RTO conducts annual Professional Development for all newly trained VET teachers.

1.2.2 Teachers are required to deliver the AQF qualifications within the vocational courses endorsed by the NSW BOSTES.

1.2.3 Teachers are required to deliver and assess units of competency and qualifications outlined in the RTO Training and Assessment Schedules for each course.

1.2.4 The RTO provides specific information and Professional Learning when training package qualifications are superseded and when transition arrangements are required.

1.2.5 The RTO provides Professional Learning opportunities for teachers to maintain knowledge and skills in their specific industry area. Industry currency can be maintained by participation in professional development, relevant work in the industry, participation in industry networks activities, planning and developing assessment tools, participation in assessment validation and industry contact and liaison through work placement visits.

1.2.6 Teachers are required to maintain and keep records of their knowledge, skills and industry currency. Teachers are required to complete this record annually and upload to the QMS.

1.2.7 Teachers have access to RTO, BOSTES and training.gov websites to ensure current training package qualifications are being delivered.

Section 2 – RTO Policy Statements
1.3 Teachers undertaking additional training to deliver AQF qualifications

1.3.1 The RTO determines teachers who require additional training as a result of qualification packaging rules. This data is stored on the Quality Management System (QMS).

1.3.2 Additional training opportunities will be offered to teachers after the endorsement of the relevant Training Package and the development of the revised BOSTES syllabus.

1.3.3 Teachers are required to complete all components of training prior to students completing the vocational course.

1.3.4 Additional training to deliver new AQF qualification will contribute to Professional Learning and industry currency for teachers.

1.3.5 Teachers who do not undertake the additional training within the prescribed period of time will have the relevant NSW Department of Education & Communities staffing code removed from the School Staffing database and their status listed on the QMS as expired.

1.3.6 The RTO will review individual applications for additional training when required.

1.3.7 The RTO requires copies of qualifications following additional training and maintains these electronically.

2. Audience and applicability

2.1 This policy applies to staff delivering training on behalf of the RTO.

3. Context

3.1 This policy aims to ensure that RTO staff are appropriately trained to deliver AQF qualifications.

4. Responsibilities and delegations

4.1 The owner of this policy is the Chief Executive Officer (CEO) of the RTO.

4.2 The RTO Management Committee is responsible for approving additions to this policy.

4.3 The RTO Manager is responsible for the development of policy related implementation documents.

5. Monitoring, evaluation and reporting requirements

5.1 The RTO Manager will monitor and report to the RTO Management Committee.

5.3 This policy will be reviewed when NSW Department of Education & Communities VET Teacher Training Policy is amended.

6. Contact

6.1 The RTO Manager (02) 9408 8900

Professional Development and Currency Procedures are available on the QMS.
2.3 Administration and Management

2.3.1. Application to Run (ATR) and Authority to Deliver (ATD) Policy Statement

The ATD and ATR forms part of a quality assurance process by which the RTO confirms the school has the trained teacher and resources necessary for the delivery and assessment of the VET courses. The ATD is determined by the RTO for each school after conducting checks of teacher training and resource requirements. All VET teachers, VET coordinators and school principals have access to the QMS.

1. Objectives

1.1 Application to Run a VET course in schools

1.1.1 Applications will be considered if the school has:

- an appropriately trained VET teacher with Certificate IV in Training and Assessment and an industry specific qualification at least to the level being delivered
- or be enrolled to complete above qualifications
- and documented access to the appropriate facilities

1.1.2 Schools may only apply to add a qualification and its related BOSTES course if the qualification appears on the RTOs Scope of Delivery. The RTO's Scope at www.training.gov.au

1.1.3 Schools may apply to add a course to their Scope of Delivery by completing an Application to Run and submitted to the RTO in the previous year. RTO staff will carry out a quality assurance check on the information provided in the application and make a recommendation to the RTO Manager.

1.1.4 The RTO Manager will notify the principal the outcome of the ATR Application

1.1.5 The school has the responsibility to notify the RTO of any changes which would affect their ability to comply with the requirements of the delivery and assessment of a VET course. This may include changes to staff (e.g. leave) or resources which occur during the year.

1.2 School's Authority to Deliver

1.2.1 The school should check and sign the ATD annually.

1.2.2 The RTO manager may remove a course from the school's scope under the following circumstances:

- The courses has not been delivered for 2 years
- The school no longer has access to an appropriately qualified teacher
- On the recommendation of the RTO Management committee or the Chief Executive Officer where a school has not complied with RTO policy within a specified timeframe

1.3 Shared Delivery

1.3.1 The school will notify the RTO of staff changes that result in the school needing support to deliver the course.

1.3.2 RTO staff will arrange for alternative delivery of courses unable to be delivered at school sites.

1.3.3 TAFE NSW is the preferred RTO for shared delivery
2. **Audience and applicability**
2.1 This policy applies to all RTO staff

3. **Context**
3.1 This policy aims to ensure that school delivery sites have appropriately trained staff to deliver vocational courses on the RTO scope

4. **Responsibilities and delegations**
4.1 The owner of this policy is the Chief Executive Officer (CEO) of the RTO
4.2 The RTO Management Committee is responsible for approving additions to this policy
4.3 The RTO Manager is responsible for the development of policy related implementation documents

5. **Monitoring, evaluation and reporting requirements**
5.1 The RTO will maintain and manage school ATR information
5.2 The RTO Manager will report annually to RTO Management Committee new courses to be delivered in schools
5.3 This policy will be reviewed when processes for the RTO or BOSTES change.

6. **Contact**
6.1 The RTO Manager (02) 9408 8900

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**Document history and details**

**VET Handbook Version 5 Implementation 2015**

**Approving Officer**
RTO Manager

**Implementation date**
1 February 2015

**Superseded documents**
2.3.2 Financial Management Policy Statement

1. Objectives
   1.1 The RTO is a publicly funded RTO
   1.2 The RTO receives funding from the NSW Department of Education and Communities
   1.3 The RTO allocates funds to support the delivery of VET in each delivery school
   1.4 The RTO receives funding for teachers to be trained to deliver VET courses
   1.5 The delivery school manages VET funds including student fees for resources and consumables
   1.6 The RTO completes the financial administration of the General Construction Induction Course
   1.7 The RTO management committee oversees the allocation of funds to schools for teacher training and VET course delivery

2. Audience and applicability
   2.1 This policy applies to all RTO staff and students enrolled in VET courses

3. Context
   3.1 This policy aims to ensure that financial management is effective and is consistent with Department of Education & Communities policies

4. Responsibilities and delegations
   4.1 The owner of this policy is the Chief Executive Officer (CEO) of the RTO
   4.2 The RTO Management Committee is responsible for approving additions to this policy
   4.3 The RTO Manager is responsible for the development of policy related implementation documents

5. Monitoring, evaluation and reporting requirements
   5.1 The RTO Manager will monitor funding policies and make recommendation to the RTO Management Committee
   5.3 This policy will be reviewed when funding allocation from Department of Education & Communities changes

6. Contact
   6.1 The RTO Manager (02) 9408 8900
2.3.3 Governance Policy Statement

1. Objectives

1.1 The Chief Executive Officer of the RTO is the chair of the RTO Management Committee. This committee operates as the RTO governance committee. Main functions include:

- Setting strategic directions
- Consultation and communication to key stakeholders
- Quality assurance and continuous improvement
- Implementation of DEC policy
- Development of policy and procedures
- Allocation of funds
- Allocation of teacher training

1.2 The RTO delivering sites are divided into 15 Networks and then grouped according to the RTO officers who support that network. These are Arncliffe, Glenfield and Riverwood. Each has two scheduled meetings per year. Membership of the Vocational Education in Schools Committees may include Directors, School Principals and VET Coordinators. Invitations may be extended to other stakeholders including Workplace Service Providers, TAFE NSW and BOSTES Liaison Officer as appropriate. Main functions include:

- Providing a direct communication link between key stakeholders
- Promotion of the VET agenda
- Professional Learning for Vocational Education leaders

1.3 The RTO delivering sites appoint a VET coordinator who is the main communication link between the RTO and the delivery site. The VET coodinators meet each term. The VET coordinators main role is to:

- Implement quality management systems and continuous improvement in schools
- Coordinate VET programs
- Disseminate relevant VET information and documentation to VET teachers

2. Audience and applicability

2.1 This policy applies to all RTO staff

3. Context

3.1 This policy aims to ensure that the RTO has a governance and management structure appropriate to its size

4. Responsibilities and delegations

4.1 The owner of this policy is the Chief Executive Officer (CEO) of the RTO

4.2 The RTO Management Committee is responsible for approving additions to this policy

4.3 The RTO Manager is responsible for the development of policy related implementation documents

5. Monitoring, evaluation and reporting requirements

5.1 The RTO Manager will monitor the membership of each RTO committee

5.2 The RTO manager will report directly to the CEO on governance matters

5.3 This policy will be reviewed when RTO structures change

6. Contact

6.1 The RTO Manager (02) 9408 8900

Document history and details

VET Handbook Version 5 Implementation 2015

Approving Officer
RTO Manager
Implementation date
1 February 2015
Superseded documents
2.3.4 Record Management Policy Statement

The RTO manages and stores records centrally on behalf of all delivery sites. These include: Quality Indicators, Internal Audit Reports, Delivery Site Self-Assessment Audit, Teacher Qualification, Teacher Training applications, Annual VET Profile data, Teacher Network attendance, Survey data, Industry Curriculum Information Guides, Board Endorsed Course Curriculum Information Guides, Authority to Deliver new courses, approved variation to training and assessment strategy.

The RTO delivery sites maintain records that are created on behalf of the RTO. The school is responsible for securely storing and disposal of records within the appropriate timeframe.

These records could be either a hard copy or digital information.

1. Objectives

1.1. The RTO manages the collection and storage of the Quality Indicators on an annual basis. Learner and Employer surveys collected and recorded. The RTO reports on the results of the surveys to the RTO regulator each year.

1.2. The RTO collects and stores electronically student, parent and teacher survey data and reports to the RTO management.

1.3. The RTO stores electronically and hard copy school delivery site Internal Audit Reports and provides the RTO management with a summary of findings.

1.3. The RTO stores electronically school delivery site Self-Assessment and provides the RTO management with a summary of findings.

1.4. The RTO collects and stores electronically VET Profile data annually and provides the RTO management with a data report.

1.5. The RTO has access to the Industry Curriculum Information Guide and Board Endorsed Course Curriculum Information Guides for VET courses delivered.

1.6. The RTO stores in hard copy applications to deliver a new VET course and provides the RTO management with a summary report.

1.7. The RTO collects and stores variations to Training and Assessment Strategies.

1.8. The RTO collects and stores electronically teacher qualifications in relation to their trainer and assessor qualifications.

1.9. The RTO collects and stores electronically bi-annual applications for VET teacher training and provides the RTO management with a summary.

1.10. The RTO collects data and maintains a database of VET teacher network attendance.

1.11. The RTO maintains a database of students completing the General Construction Induction Course. The RTO collects and stores required WorkCover documentation for three years. The school is responsible for archiving required WorkCover documents at the school site in a designated file.

1.12. The RTO advises school delivery sites to maintain, store and subsequently destroy student assessment records according to the national regulators standards.

1.13. The RTO advises students to contact the NSW BOSTES to access their credentials which are available for 30 years.

1.14. The RTO advise all school personnel to follow the Department of Education & Communities Workplace Learning Policy in regards to maintaining and archiving of students placement record.

2. Audience and applicability

2.1. This policy applies to staff delivering training on behalf of the RTO and RTO management staff.

3. Context

3.1. This policy aims to ensure that the RTO collects stores and destroys records appropriately.

4. Responsibilities and delegations

4.1. The owner of this policy is the Chief Executive Officer (CEO) of the RTO.

4.2. The RTO Management Committee is responsible for approving additions to this policy.

5. Monitoring, evaluation and reporting requirements

5.1. The RTO Manager will monitor and present to RTO Management Committee any additions.
5.3 This policy will be reviewed when additional records are required to be maintained

6. Contact
6.1 The RTO Manager (02) 9408 8900

Record Management Procedures are available on the QMS

Document history and details
VET Handbook Version 5 Implementation 2015
Approving Officer
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Implementation date
1 February 2015
Superseded documents
2.3.5 Version Control Policy Statement

Version Control is the term used to describe how a school ensures that information and documentation used and issued is the most current. The process is an essential component of quality control and management. The internet and DEC intranet is used as an essential source of version control for policy, procedures and legislation for all RTO staff.

1. Objectives

1.1 The RTO Manager communicates version changes to RTO documents through a number of communication strategies including meetings with RTO management committee, Vocational Education in Schools Committees, VET Coordinators meetings and teacher network meetings. The RTO manager also communicates changes electronically when necessary.

1.2. The RTO ensures that all current documents are available on the QMS for staff access.

1.3 Schools must ensure that all relevant documents and handbooks are updated.

1.4 The RTO will insert footers on each document to ensure version control is maintained.

1.5 All out-dated documents should be discarded.

1.6 The school VET coordinator's role includes ensuring all VET staff are aware when updated documents become available. These include legislation, BOSTES syllabus, training packages, RTO training and assessment strategies, assessment tools, student placement records, course descriptors, policy and procedure contained in the RTO handbook.

2. Audience and applicability

2.1 This policy applies to all RTO staff.

3. Context

3.1 This policy aims to ensure that students and RTO staff are using the most up to date version of RTO documents.

4. Responsibilities and delegations

4.1 The owner of this policy is the Chief Executive Officer (CEO) of the RTO.

4.2 The RTO Management Committee is responsible for approving additions to this policy.

4.3 The RTO Manager is responsible for the development of policy related implementation documents.

5. Monitoring, evaluation and reporting requirements

5.1 The RTO Manager will monitor and report to RTO Management Committee.

5.2 This policy will be reviewed when additional version control measures are necessary.

6. Contact

6.1 The RTO Manager (02) 9408 8900

Document history and details
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1 February 2015
Superseded documents
3.0 School Delivery Site Management

3.1 School VET Management

The RTO extends from Moss Vale in the south to Glenmore Park in the west throughout the inner west, eastern and south western suburbs of Sydney. It comprises 98 high schools which are delivery sites. There are 15 networks of schools organised geographically based on high schools and their primary feeder schools.

VET delivery in DEC secondary schools, operates within the guidelines established by the Registered Training Organisation (RTO). BOSTES issues qualifications and statements of attainment on behalf of the RTO and Public Schools NSW.

The RTO is externally assessed by Australian Skills Quality Assurance (ASQA) to determine whether it is operating in accordance with national principles, standards and protocols and within the scope of its registration. This compliance assessment may involve all schools delivering VET courses.

A school VET management team will usually comprise of the VET Coordinator/s and all VET trained teachers. Senior management of VET in each school is led and guided by the Principal and/or a Deputy Principal. The Principal and school VET Coordinator are responsible for RTO management within the school site and are connected to the RTO through local Vocational Education in Schools Committee meetings and VET Coordinator Network meetings. School VET meetings are required at least once a term involving all VET staff. Records of the meeting agenda and minutes must be kept on file.

3.1.1 Role of the School VET Management Team

- consult with the Principal about the provision of VET in the school
- promote VET to all key stakeholders including parents, the community and industry
- further increase the opportunities for Vocational Education to the full range of students
- liaise with other organisations (nearby schools, TAFE NSW, private providers) to enhance the implementation of VET in the school
- develop close links with Senior Pathways Officers
- coordinate VET provision including appropriate funding allocations for each VET course
- ensure quality work placements are occurring for students participating in VET. This includes a working relationship with the school’s relevant Workplace Service Provider
- identify and prioritise VET teacher training needs for the school
- submit an Application to Run (ATR) for new courses or courses that have not been delivered at the school for the past two years
- support teachers in the implementation of VET courses
- develop school VET plan to reflect school needs and aligning this with the school plan
- identify appropriate VET course provision for students with special needs
- implement quality processes as guided by the RTO management committee
- encourage all VET teachers to undertake upgrading of qualifications
- support the VET Coordinator in the school
- monitor and evaluate VET provision in the school.
- implement school workplace learning procedures in accordance with DEC policy
3.1.2 Role of the School VET Coordinator

1. Coordinate VET programs
   - coordinate school delivery site obligations and responsibilities for RTO compliance
   - prepare and organise school VET team for internal RTO audits and external ASQA audits of the school site
   - complete the Authority to Deliver process annually (ATD)
   - coordinate responses to the RTO e.g. School Profile, ICIG, BECCIG
   - liaise with Senior Pathways Officers
   - advise and anticipate teacher training needs
   - submit an Applications to Run (ATR) for new courses
   - facilitate the collection of client feedback and evaluation on behalf of the RTO
   - oversee record keeping which includes student assessments, WorkCover and work placement records

2. Promote VET within the school
   - lead the school VET committee
   - liaise with Careers Advisers/Curriculum Coordinators/Head Teachers/Support Teachers/Learning Support Team
   - liaise with timetable committee regarding delivery and workplace learning needs

3. Liaise with VET teachers
   - disseminate information
   - support and advise VET teachers
   - encourage and facilitate professional development of VET teachers to support industry currency
   - facilitate and encourage assessment validation activities at school level
   - coordinate school VET meetings/agenda, at least once a term
   - record Teacher Qualifications and maintain copy of qualifications held for each teacher
   - keep relevant VET records, ICIG, BECCIG, WPL documentation, course profiles, student details
   - Monitor eBOS entries, monitor and maintain school system for central recording of competencies – delivered and achieved, including electronic backups
   - ensure all VET teachers have and maintain electronic competency records for all cohorts
   - advise and assist with school VET Assessment Policy

4. Work placement
   - ensure VET work placements are aligned to the DEC Workplace Learning Policy
   - oversee and implement VET student Work Readiness Program in consultation with the Careers Adviser and key personnel
   - set up processes for matching of students, monitoring and timetabling of work placement
   - liaise with local Workplace Service Providers, provide feedback and evaluation regarding issues occurring at host employer site
   - oversee record keeping and central archiving of Student Placement Records (SPR).

5. Funding
   - liaise with SASS / Head Teachers
   - oversee allocation and maintain appropriate expenditure
   - complete applications / submissions as required

6. Local Vocational Education in Schools Committee
   - be an active member of the local VEiSC
   - liaise with local VEiSC members

7. Support VET students
   - facilitate subject selection
   - manage work placement issues
   - provide information to parents
   - support special needs
   - liaise with relevant Head Teacher and/or senior executive
   - assist with VET appeals, RPL and refunds.
3.2 Course Organisation

It is the responsibility of the school to deliver Vocational Education courses in accordance with the BOSTES syllabus and DEC, ICIG, BECCIG requirements. Each school site is responsible for the provision and accessibility of resources to support course delivery. Schools should only deliver courses for which they have an Authority to Run approved by the RTO and for which they have appropriately qualified staff.

Each accredited teacher is responsible for complying with the BOSTES curriculum for Industry Curriculum Frameworks and Board Endorsed Courses.

Teachers are also responsible for delivering training and assessment strategies that meets the needs of their students and this is supported with written scope and sequence which integrates units of competency delivered. Teaching programs should detail assessment events. The RTO has developed a Training and Assessment Strategy (TAS) for each course as Training Packages are revised.

Teaching takes place within the context of the school timetable with variations to allow full assessment of the course arranged including:
- regular timetabled classes
- off line classes
- off site classes
- on the job training and assessment

3.3 Financial Management

School Financial Management operate within the policy guidelines of DEC NSW

The financial resources for Vocational Education are sourced from the school budget and from DEC grants. Grants to schools from DEC VET funding will be used in accordance with the guidelines provided. These grants should be managed to ensure accountability.

Generally fees and refunds are dealt with as a matter of general school policy. Fees paid for VET courses are advertised by schools in advance as part of subject selection process.

Fees
To supplement the contribution made by the school to cover consumable costs, fees are levied depending on the nature of each course. The fees charged are for the recovery of consumables only.

Prior to the commencement of the course, students are informed about costs associated with the course. This would include any hire or purchase of equipment necessary for completion of the course, e.g. Hospitality requires the purchase or hiring of a chef’s uniform and tool kit and Personal Protective Equipment (PPE).

Students or parents are invoiced for these consumable fees each year. Fees are payable at the administration office and receipts are distributed. Students experiencing financial difficulties may apply to the Principal for support. As a significant number of schools have students from disadvantaged backgrounds, cost recovery is often waived.

Refunds
All schools are to have a refund policy which is fair. Students are informed of the refund policy prior to commencement of the course. Students may apply for a refund if they withdraw from a course. This will be assessed and will depend upon the advice of the Head Teacher relating to:
- the reasons for withdrawal from course.
- costs incurred in setting up the course.
- amount of course completed.

Financial Records
The school maintains financial records.
3.4 VET Subject Selection

The RTO provides the ‘Jump Ahead’ VET promotion brochure, DVD, posters and HSC course descriptors to each school. It is mandatory for schools to use the RTO course descriptor when promoting VET courses in the subject selection process. This process generally occurs during year 10. The descriptors incorporate information provided by BOSTES. Schools should only make additions to the fees section to indicate additional consumable costs.

Schools carry out an extensive program of student and parent information dissemination through literature and forums. All students are given the opportunity to seek further information about courses.

Schools develop their curriculum pattern by an open subject selection process to establish the subject lines based on student demand or establish subject lines and ask students to select a subject from each line.

Upon commencement of a VET course, students will be issued the RTO’s ‘Student Information Booklet’ which includes a student induction section to be completed and filed at the school. Students are supported throughout the process to ensure they maximise their post school options. Counselling is available via the VET Class Teacher, Head Teacher, Year Adviser, Careers Adviser and Head Teacher Welfare.

At all times the school will try to meet the student’s needs. If a course appears to be unsuitable, the school will engage the above support personnel to provide advice to students regarding access to alternative courses or providers. If a VET course is unavailable at a school, investigation of alternatives is recommended.

3.5 Archiving

3.5.1 Student Assessment Records

Every school must develop and document an ‘Archive Policy’ indicating roles and responsibilities within the school for the delivering VET teacher, VET coordinator, faculty Head Teacher and school administrative staff and the Principal. Timelines for the process must also be evidenced.

The RTO and ASQA require each school to maintain assessment records for each VET student until 6 months after the completion of assessment.

Records include completed individual student assessment tasks and evidence and answer guides. All other records that were used to determine student’s competency should also be kept. This may include:

- Assessment records as per Record Management Policy Statement (p36)
- photographic and video evidence
- A hard copy or electronic copy of the completed competency records for each VET cohort.
- Individual student reports generated from eBOS of competencies entered and achieved.
- BOSTES issues the qualifications on behalf of the RTO and school delivery sites and archives these credentials for 30 years.

3.5.2 WorkCover Records

Construction and Entertainment Industry post notification, Evidence of Identity Forms, school statement supporting of student identification, Assessment Tool, sample of student work and evaluations are archived in the appropriate staff room for 3 years as per WorkCover requirements.
3.5.3 Student Workplace Learning Records

The following documents must be archived by the school in the student’s central record:

- Student Placement Record for each work placement undertaken by the student. *All signatories must be evidenced.*

- Documents completed when a student suffers an accident or injury during the placement. All placement records connected with accident reports, claims for damages and allegations of harassment or sexual abuse while on or arising from, placements must be retained until the student is 25 years of age or for 7 years after the last action, whichever is the greater. A copy of the related Student Placement Record should be attached to the relevant records of any such reports of accidents, claims or allegations and stored accordingly. Further, it is advisable to put an additional copy of these records of serious matters relating to the placement with each individual student’s Pupil Record Card. These retention periods represent the minimum requirements. Records may be kept for longer periods, if desired.

- Teacher record of phone calls and visits relating to arranging, supervising and following up on workplace learning undertaken by students.

3.6 Mutual Recognition of Qualifications

Schools should provide students with information regarding mutual recognition of qualifications and recognition of prior learning prior to commencing the course.

This may occur when a:

- student is transferring from another DEC school or a non-Government school
- student completed the Construction Induction Course during year 9 or 10
- student re-enrolls in school after a period of absence who has undertaken prior TAFE or RTO studies
- student repeats a year of senior study within the same school or from any of the above situations

Schools should ensure that the student presents evidence of competency achievement or TAFE transcript for the VET recognition sought. The school should keep a copy of this application for student records.

The school is to verify the evidence presented with the relevant sector and assessors and authorise the outcome decision. The RTO will be contacted when an appeal is lodged.
### 3.7 Work Health and Safety

All delivery sites to display appropriate, relevant, industry specific signage to support the promotion of WHS procedures within the learning spaces where VET courses are delivered. All WHS as required by the syllabus and DEC policy will be maintained in learning spaces. Students participating in Information and Digital Technology and Business Services courses or related courses which require sustained use of computer workstation will be reminded and explicitly carry out ergonomic exercises when the time seated is longer than 50 minutes.


School WHS committees should include regular monitoring of VET learning spaces in review of their school site.

**General Induction Training**

All students intending to go on a construction worksite for work placement or work experience must:

1. be trained and deemed competent in the Unit of Competency, CPCCOHS1001A Work Safely in the Construction Industry.
2. apply to WorkCover for a WorkCover NSW Construction Induction Card.

This Unit of Competency can be delivered as part of an Industry Curriculum Framework course. The RTO is registered with WorkCover to deliver this training. Students in Years 9 and 10 may undertake the training by arrangements within the school or with an external RTO.

The credential, The WorkCover in NSW Construction Induction Card, is issued by WorkCover NSW and is recognised nationally. The administration of this process is quality assured by an officer of the RTO.

Schools are required to notify the relevant Senior Pathways Officer of the intention to conduct training by submitting a Pre-Notification Form, 21 days before training is due to commence.

### 3.8 Privacy

The RTO operates in accordance with the Privacy and Personal Information Protection Act 1998. Delivering teachers, VET Coordinators and principals at delivery sites must act in accordance with the act. The confidentiality and privacy of the students within the schools must be protected.

Documentation issued for workplace learning and other evidence maintained within the school must remain confidential and records kept through secure storage procedures. Permission must be sought from the student and the student’s parent/carer prior to the release of the information to a third party. This includes the use of photographs of students.

Privacy notices must remain part of every Student Placement Record (SPR) completed for each workplace learning experience. This is a requirement of the Privacy and Personal Information Protection Act 1998. A copy of the student placement record (SPR) can be found at [https://detwww.det.nsw.edu.au/directorates/vet_schools/school-to-Work/work-Placement/index.html](https://detwww.det.nsw.edu.au/directorates/vet_schools/school-to-Work/work-Placement/index.html)
APPLICATION TO RUN A NEW VET COURSE FLOW CHART

**START**

Principal identifies student need for new VET course and consults ICIG for mandatory resources required for delivery. School completes 'Application to Run (ATR) a new VET course' form by 30 May (the year prior to commencing).

RTO prepares a ASQA Variation to Scope application

- **No**
  - RTO checks teacher qualifications on the QMS
  - Teacher training process begins

- **Yes**
  - Is course on RTO Scope?
  - RTO checks school resources
  - Does the school have qualified staff?
    - **No**
      - Send students to TAFE or private RTO
    - **Yes**
      - Does the school have the necessary resources?
        - **No**
          - Can the school provide a plan for the purchase of required resources?
            - **No**
              - Course is not added to school’s ATR
            - **Yes**
              - RTO provides ATD and RTO adds course to school’s ATD
        - **Yes**
          - RTO checks school resources

**END**
RECOGNITION OF PRIOR LEARNING (RPL)

Student applies for RPL to VET Teacher as per application form provided on BOSTES

Evidence assessed by school RPL panel including school VET coordinator

Outcome of the RPL panel Discussed with applicant

DECISION FAVOURABLE

RPL GRANTED

DECISION UNFAVOURABLE

Appeal to RTO

Further evidence collected and application to be re-submitted

UPHELD

REJECTED

RPL NOT GRANTED
School/delivering teachers explain rights of appeal to students prior to selection and at commencement of course and assessment process.

Teacher receives informal appeal from student → Appeal is resolved → YES → No Further Action required

NO → Mediation by teacher’s direct Supervisor – H.T. Appeal resolved. → YES → No Further Action required

NO → Formal appeals process initiated. Student lodges formal appeal to Principal within 5 days → Appeal is upheld - YES → Re – assessment process by school commences

Appeal is NO - rejected → School Appeal Panel convene with Student and Assessor input within 10 days

Student receives NYC on record → Appeal to ASQA
ACRONYMS

AAC  Australian Apprenticeship Centre
ACE  Assessment, Certification and Examination
AER  Annual Enrolment Return
AIG  Australian Industry Group
AQF  Australian Qualification Framework
ASQA Australian Skills Quality Assurance
ATAR Australian Tertiary Admissions Rank
ATD  Application to Deliver
ATR  Authority to Run
BDC  Board Developed Course
BEC  Board Endorsed Course
BECCIG Board Endorsed Course Curriculum Information Guides
BOSTES Board of Studies, Teaching and Educational Standards
CALD Culturally and Linguistically Diverse
DEC  Department of Education and Communities
DIR  Department of Industrial Relations
eBOS Electronic Board of Studies
EEO  Equal Employment Opportunity
ELA/D English Language and other Dialects
ESL  English as a Second Language
HSC  Higher School Certificate
ICIG Industry Curriculum Information Guides
ISC  Industry Skills Council
MOU  Memorandum of Understanding
NESB Non English Speaking Background
OTEN Open Training and Education Network
PC  Performance Criteria
PL  Professional Learning
NQC  National Quality Council
NSSC National Skills Standards Council
QMS  Quality Management System
RCC  Recognition of Current Competency
RPL  Recognition of Prior Learning
RTO  Registered Training Organisation
SBAT School Based Apprentice or Trainee
SP  Senior Pathway
STS  State Training Services
STT  Support Teacher Transition
SWL  Structured Workplace Learning
TAFE  Technical and Further Education
TGA Training.gov.au
TP  Training Package
TSC  Trades Skills Centre
TTC  Trade Training Centre
TVET TAFE delivered Vocational Education & Training
UAC University Admissions Centre
UOC  Unit of Competency
VCS  Vocational Credentialing System
VET  Vocational Education and Training
VTO  Vocational Training Order
WHS  Work Health & Safety
WSA  Worldskills Australia
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<th>WEBSITE</th>
<th>NAME</th>
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<td>VET NETWORK</td>
<td>NATIONAL PEAK BODY SUPPORTING VOCATIONAL EDUCATION AND TRAINING</td>
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<td>SYLLABUS DOCUMENTS</td>
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<td>STATE TRAINING SERVICES</td>
<td>AVAILABLE SCHOOL BASED APPRENTICESHIPS &amp; TRAINEESHIP COURSES</td>
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### Forms and Documents location

Please go to the Quality Management System:

https://qmsveis.info/index.php