Policy Statement
VET in Schools (VETIS) is designed to expand opportunities and pathways for senior secondary students, and improve educational outcomes in line with the Victorian Government's objective to increase the number of young people completing Year 12 or equivalent. VETIS also addresses the skills and employment needs of industry in Victoria.

Introduced in 1994, VETIS comprises nationally recognised VET certificates undertaken by secondary school students as part of their Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL). VETIS provides a vocationally oriented program of studies leading to a senior secondary certificate. VETIS programs are typically delivered through partnership between schools, industry and Registered Training Organisations, and often include opportunities for students to participate in structured workplace learning.

Students enrolled in VETIS may also combine study and employment through School Based Apprenticeships and Traineeships which allow students to do an apprenticeship or traineeship while they undertake their VCE or VCAL.

Our College will:
- Appoint a VET coordinator to oversee the students and program.
- Counsel students on the best pathway for them.
- Support VET in the same way we support VCE

Implementation:

VET Continuous Improvement

The purpose of this policy is to affirm the commitment of Kurnai College to the ongoing process of quality improvement.

Opportunities for continuous improvement can be identified from varied sources:
- Formal and ad hoc feedback from students and staff;
- Complaints from student, staff and other stakeholders;
- By undertaking an annual self-assessment against the AQTF Essential Standards;
- By undertaking Assessment Validation
- By attending external workshops

Relationship to AQTF2007/10 and the Essential Standards
This policy and procedure is designed to put in place a continuous improvement approach to the implementation of VET programs delivered by Kurnai College as required by Essential Standard 3.1 and to capture data to assist Kurnai College to continuously improve its operations as required by Essential Standards 1.1 and 2.1

Sources of relevant data for continuous improvement
Feedback and evaluations:
Students and staff are encouraged to provide feedback about the quality of Kurnai College’s programs, facilities and resources.

- Students are encouraged to provide verbal and written feedback throughout their training through Evaluation Forms supplied at various stages during the course and via ad hoc feedback to their trainer or assessor.
- Trainers and assessors are encouraged to provide feedback during scheduled meetings as well as ad hoc feedback forms supplied at the end of each term.

The Training Manager will collect and analyse all feedback for consideration as part of the ongoing quality improvement process. Where possibilities for improvement are identified it will be recorded in the Continuous Improvement Register.

Complaints
When Kurnai College receives a complaint it is dealt with under the Complaints & Grievance section. Any areas for improvement, which become apparent when handling a complaint, are documented in the Continuous Improvement Register.

Self-assessment
Kurnai College carries out a self-assessment against all of the Essential Standards and Conditions of Registration at least annually (see VET Calendar) to measure compliance and highlight opportunities for improvement. A review of all policies and procedures is also carried out at this time. Any improvement actions identified are documented in the Continuous Improvement Register.

Training & Assessment
Staff are required to continuously update their industry knowledge and experience.
Staff are encouraged to attend external workshops to assist their personal development. Including those run by DEECD and the VO Ced group.
Staff are required to have the current Training & Assessment qualifications Improvements to be documented in the Continuous Improvement Register.

Assessment Validation
Kurnai College has a policy and procedure for undertaking assessment validation at least annually and any improvements identified are documented and actioned. Improvements are entered into the Continuous Improvement Register.

Industry participation
Kurnai College invites various industries to improve the training and assessment process. Industry includes ACHPER and VITTA.
Kurnai College also has a partnership with TAFE, Apprenticeships Group Australia and Monash University to provide better quality Education in vocational sector.

Record Keeping
A Continuous Improvement File is maintained and includes:
- A copy of the Continuous Improvement Policy and Procedure
- A copy of the Continuous Improvement Register
- Agendas and minutes of Continuous Improvement Committee meetings
- Version control register master

This policy was last ratified by School Council in May 2014
Records of all continuous improvement activity shall be maintained for a period of at least two years after the continuous improvement action has been completed to allow for the purposes of self-assessment and for review by external auditors.

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Access and Equity

Kurnai College is committed to ensuring that all prospective clients are able to participate and have the opportunity to build on their potential, make choices and receive responsive and appropriate products and services. Whilst the destination for all learners may be the same (i.e. demonstrating competence to the standard required), the journey may be different. Kurnai College aims to provide equal opportunities and promote inclusive practices and processes for all their clients.

See also

Student Welfare and Engagement Policy
Individual Student Pathway Policy
Staffing Policy

Kurnai College will implement this Policy in accordance with the following general principles:
- the client (student) recruitment and admission process is bias-free and non-discriminatory
- curriculum is inclusive of a range of participant needs
- the assessment process is fair, valid, reliable and consistent
- support is provided to those with special needs
- avoiding a ‘one size fits all’ solution to training and assessment and being flexible and responsive
- grievances are addressed in a fair and equitable manner
- adaptive technology is developed and used where possible.
- Identify and respond to individual learning needs
- providing a supportive learning environment
- adjusting assessments to meet individual circumstances
- implementing policies on fee reduction and hardship wherever possible
- developing and using inclusive training materials.
using inclusive environments and materials that acknowledge and value the differences between people and cultures; they include rather than exclude.

**Grievance and Complaint Procedure**

Kurnai College recognises the need for students and staff to have confidence that the College will deal with grievances in a fair and equitable manner. The College describes a grievance as a complaint arising from any situation within the control of the College which causes a student or staff member serious discomfort, concern, or distress.

**PRINCIPLES**

The College will deal with grievances according to the following principles:

- Grievances to be resolved informally where possible.
- Grievances must be fully described by the complainant.
- People will be given the details of any allegation against them and will be given the opportunity to put their side of the story before any resolution is attempted.
- Proceedings will be conducted honestly, fairly, promptly and without bias, and in the case of a grievance against a staff member, in accordance with the appropriate DE&T guidelines.
- Where appropriate, an independent mediator, such as the VET Coordinator or Principal from a neighbouring school, may act as mediator.

**PROCEDURES**

1. If possible, the person with the grievance should discuss the matter directly with the person responsible.

2. If unresolved, or if it is not possible to approach the person responsible, the person with the grievance should contact the VET Coordinator to help with informal resolution.

3. If resolution is still not reached, then a formal complaint should be made in writing to the VET Coordinator outlining the exact nature of the grievance in as much detail as possible.

4. The VET Coordinator will contact an appropriate independent person as outlined above to investigate the grievance. All people involved will be given the opportunity to give their side of the story.

5. The independent person investigating the grievance will make a written recommendation within five working days of hearing the matter.
6. If the person with the grievance is not satisfied with the outcome he/she may appeal on the following grounds:
   a. The case was not heard on its merits.
   b. New evidence is available which could not reasonably been provided at the time of the original investigation.

7. The appeal must be made in writing to the VET Coordinator in the following format:
   a. State the grounds on which the appeal is made.
   b. Details of new evidence, if appropriate.

8. On receiving the written appeal, the VET Coordinator will check that the appeal complies with 6.1 & 6.2. If, in the opinion of the VET Coordinator, the appeal does not comply with 6.1 & 6.2, the matter will be referred to the College Principal to determine whether the appeal will be rejected or a Grievance Appeals Committee be convened to hear the appeal. Where the appeal is not rejected, it will be forwarded to the Grievance Appeal Committee.

9. A meeting of the Committee will be convened within 10 working days of the lodgement of the appeal. All participants will be given at least 5 working days notice of the time, date, and place at which the appeal is to be heard.

10. The student will be given the opportunity to appear in person, and may be accompanied by an advocate who is not a member of the Committee and is not a legal practitioner.

11. The student must be given the opportunity to hear any evidence of any witnesses called before the Committee.

12. The Committee must hear the matter on its merits, taking account of all the circumstances of the case.

13. After consideration all available evidence, the Committee shall reach its decision by consensus or by majority vote if consensus cannot be reached.

14. The Committee may:
   a. Confirm the decision against which the appeal was lodged;
   b. Uphold the appeal.

15. The Committee will then document the decision and the reasons for the decision, and sent a copy of this document to all appropriate parties.

16. There is no further appeal against the decision of the Grievance Appeals Committee to any other officer or body within the College.

Confidentiality will be strictly observed throughout the grievance process.
**Quality Procedure Standards**

**SECTION 1**


**SECTION 2**

**OBJECTIVES**

It is Kurnai College’s objective to provide opportunities for students to undertake VET in their chosen interest / career area. Kurnai College strives to manage its VET programs effectively and adhere to AQTf/ VRQA requirements. – See VET Code of Practice Policy

**SECTION 3**

**CODE OF PRACTICE IN RELATION TO VOCATIONAL EDUCATION AND TRAINING – See also VET Code of Practice Policy**

1. **Governance**

The Principal of the Kurnai College ensures that the RTO complies with the AQTf 2007 *Essential Standards for Registration* and any national guidelines approved by the NQC across all of its operations within its scope of registration as listed on the NTIS. The Principal delegates responsibility to the VET executive to oversee the operation of the registered training organisation (RTO)

2. **Interactions with the registering body**

The Principal will ensure that the RTO cooperates with its registering body (VRQA / DEET / NTIS) in the conduct of audits and the monitoring of its operations, the provision of accurate and timely data relevant to measures of its performance and information about significant changes to its operations and in the retention, archiving, retrieval and transfer of records as required.

3. **Compliance with legislation**

Kurnai College will comply with all relevant Commonwealth and State legislation and regulatory requirements as relevant to the RTO’s operations and its scope of registration. The delegated person will ensure that staff and students are fully informed of these requirements where they affect their duties and participation in vocational education and training.

4. **Insurance**

Kurnai College holds public liability insurance as well as worker’s compensation, building and contents insurances to safeguard their operations. (DEET)

5. **Financial Management**

Accounts are certified by a qualified accountant to Australian Accounting Standards annually and a certificate of accounts can be provided on request or a full audit report of financial accounts from a qualified and independent accountant, if this is deemed necessary.

It is not necessary for Kurnai College to have processes in place in relation to protecting fees paid in advance as fees are not paid by individual students and external schools pay two instalments half yearly. School cluster arrangements are agreed upon collectively for conditions of fair and reasonable refunds.

6. **Certification and issuing of qualifications and Statements of Attainment**
Kurnai College has processes (VET calendar – yearly schedule of events) in place to ensure that information in relation to issuing qualifications and issuing statements of attainments is checked annually to AQF requirements.

7. Recognition of qualifications issued by other RTOs

Kurnai College recognises the AQF qualifications and statements of attainment issued by any other RTO and will seek verification of the certification from the relevant RTO where there is some ambiguity. Students are given information prior to beginning the course in course booklets and enrolment forms. Verification of the qualification will give the student exemption for the identified units of competency and student records will be updated accordingly.

8. Accuracy and integrity of marketing

The School/College is committed to ensuring that all marketing and advertising associated with AQF qualifications to prospective clients is ethical, accurate and consistent with its scope of registration and the NRT logo is used in accordance with specifications.

9. Transition to Training Packages/expiry of accredited courses

The School/College has procedures in place to manage the transition from superseded Training Packages within 12 months of their publication on the NTIS. Such procedures also relate to the transition process from superseded accredited courses to ensure that it delivers only currently endorsed Training Packages or currently accredited courses.

10. International Students

As a CRICOS registered institution, the School/College complies with the National Code of Practice 2007 for Registration Authorities and Providers of Education and Training to Overseas Students. The National Code is established under the Education Services for Overseas Students (ESOS) Act 2000.

SECTION 4

QUALITY PROCEDURES

Access and equity procedures (Standards 2.2, 2.4)

Kurnai College is inclusive of all students regardless of sex, race, impairment, or any other factor. The Principal has access and equity as a nominated part of his duties.

Staff and students, in their induction are made aware of the RTO’s access and equity policy.

Kurnai College will provide student information in the Student Handbook and through an induction process to each student on enrolment for a course. This will include:

a. course information, including content and vocational outcomes
b. provision for language, literacy and numeracy assistance
c. student support, welfare and guidance services
d. flexible learning and assessment procedures
e. appeals and complaints procedures
f. disciplinary procedures
g. RPL procedures
h. recognition of AQF qualifications and statements of attainment issued by other RTOs
i. confidentiality of student records and student access to records
Advertising and marketing procedures (Standards 2.2, 3.2, 3.3)
Kurnai College will approve all advertising and marketing material referencing VET, with particular regard to:

a. the content of courses that include VET qualifications, clearly identifying the VET qualification

b. if another RTO provides a course for the organisation, the RTO is identified

c. all VET qualifications advertised are within the RTO’s scope of registration

d. for any VET qualification delivered, the organisation has written permission to offer the course from its owner

e. if the organisation advertises VET qualifications that it is seeking registration for, it clearly identifies that in the advertising, e.g. through a disclaimer ‘... this course is subject to registration and will only proceed once the school/college is registered’

Assessment procedures (Standards 1.2, 1.5, 2.4, 3.2)
In developing the assessment (including RPL) for each qualification, the school/college will ensure:

a. compliance with the assessment guidelines from the relevant Training Package/ Accredited Course

b. assessment leads to a qualification or statement of attainment under the Australian Qualifications Framework (AQF)

c. assessment complies with the principles of competency-based assessment

d. assessment is valid, reliable, flexible and fair and informs the student of the context and purpose of the assessment

e. there is a focus on the application of knowledge and skills to the standard expected in the workplace, including skills for managing work tasks, contingencies and the job environment (e.g. dress, communicating with supervisors, etc.)

f. sufficient evidence is gathered to enable a fair and accurate judgment of each student’s competence

g. timely and appropriate feedback is given to students

h. compliance with the school/college’s access and equity policy

Continual improvement procedures (Standards 1.1, 2.1, 2.3, 3.1)
A planned, systematic and documented process will be implemented to review all aspects of the school/college’s operation: to assess its compliance with the standards, to measure client satisfaction and to seek ways of improving training and assessment.

At meeting times throughout the year the school/college will:

a. examine documents and systems such as policies and procedures, student and staff handbooks, teacher qualifications and staff profiles

b. examine records of actual training conducted

c. peruse a sample of student’s files

d. analyse resources for delivery and assessment required by the relevant Training Packages and/or Accredited Course, including assessment tools

e. conduct questionnaires with management, trainers, learners, employers
f. report on student outcomes

g. review Learning and Assessment Strategies and Partnership arrangements

h. review risk assessment procedures

i. review assessment process, methods and tools

Data will be gathered from student surveys, destination studies, questionnaires, interviews, industry representatives and staff delivering training and assessment at the school/college or in partnership with the school/college.

A team will be appointed to collect, collate and analyse data. The team will bring this information to advertised meetings for discussion and to inform the school/college of performance criteria being achieved and/or areas requiring improvement. Recommendations for improvement and implementation timelines will be signed and noted. The school/college will use this data to improve its focus on continuous improvement and review of policies and procedures.

Sample agenda, list of performance indicators and minutes of meetings will be filed and stored.

The induction meeting and staff meetings will be used to inform teachers of recommendations. Implementation of recommendations will be noted at regular staff meetings.

Complaints procedures (Standard 2.6)

Any person wishing to make a complaint against the School/college concerning its conduct as an RTO, whether a complaint, appeal or other matter, shall have access to the complaints procedure. All formal complaints will be heard and decided within 15 working days of the receipt of the written complaint by the school/college. Kurnai College will keep a ‘Register of Complaints’ which documents all formal complaints and their resolution. Any substantiated complaints will be reviewed as part of the continuous improvement procedure.

Persons with a complaint concerning the manner that the School/college conducts its responsibilities as an RTO, have access to the following procedure:

Informal complaint:

a. the initial stage of any complaint shall be for the complainant to communicate directly with the teacher, who will make a decision and record the outcome of the complaint

b. person(s) dissatisfied with the outcome of the complaint to the teacher may then complain to the VET coordinator then Advocates who will make a decision and record the outcome

c. person(s) dissatisfied with the outcome of the complaint to Kurnai College may initiate a ‘formal complaint’.

Formal complaint:

a. formal complaints may only proceed after the informal complaint procedure has been finalised

b. the complaint and its outcome shall be recorded in writing

c. on receipt of a formal complaint the Principal shall convene an independent panel to hear the complaint; this shall be the ‘complaint committee’

d. the complaint committee shall not have had previous involvement with the complaint and should include representatives of:

1. the school/college’s leadership team

2. the teacher/s

3. an independent person
e. the complainant shall be given an opportunity to present his/her case to the committee and may be accompanied by one other person as support or as representation

f. the relevant teacher shall be given an opportunity to present his/her case to the committee and may be accompanied by one other person as support or as representation

g. the complaint committee will make a decision on the complaint

h. the complaint committee will communicate its decision on the complaint to all parties in writing within 5 working days of making its decision.

Confidentiality procedures (Standards 2.5, 3.3)
Information about a student, except as required by law or as required under the Standards for Registered Training Organisations, is not disclosed without the student’s written permission and that of their parent or guardian if the student is under 18 years of age. Where a student consents to disclosure of information, this consent is kept on the ‘Register of Consent’

Students have access to their personal records.

People external to the RTO who act on its behalf, e.g. on complaints committees or technical experts in internal audits, are made aware of these procedures before they begin work with the organisation.

Human resource procedures (Standards 1.3, 1.4)
Recruitment of VET staff will be guided by the following principles:

a. all prospective staff will be made aware during recruitment that they will undergo a VET induction process if employed by school/college

b. any teacher recruited to deliver and assess a Training Package or Accredited Course will either meet the requirements of the relevant Training Package or Accredited Course or have the ability to meet this standard before commencing the delivery and assessment of the qualification. If a teacher does not have the required competencies they will receive regular guidance, support and direction from a person designated by the RTO who does hold those training competencies.

All staff will undergo a VET induction procedure on employment by the school/college or when they become involved with VET. The induction procedure will include an introduction to:

- the VET quality system and essential standards
- VET courses at the school/college
- explanation of staff handbook, including RPL, complaints and appeals
- assessment and reporting procedures; student profiles and portfolios
- human resource requirements for VET
- professional development roles and responsibilities for staff and the organisation
- relevant policies and procedures of the organisation relating to VET – any developed policies need to be approved by school council and uploaded to the school website.
- competency-based training and assessment
- apprenticeship and traineeship requirements
- access and equity policy.
All staff of the school/college involved in VET will undergo an annual refresher course on the policies and procedures of the RTO relating to VET. The school/college will ensure that all staff delivering and/or assessing VET will meet the human resource requirements before beginning delivery and/or assessment. The VET Coordinator or their delegated representative will ensure that staff have an understanding of their relevant Training Package or Accredited Course including course outline and core and elective units of competency.

A staff matrix showing which teachers deliver and assess which units of competency will be completed by the VET Coordinator or their delegated representative. All teachers shown on the staff matrix must have an up-to-date staff profile on file. Teachers will be responsible for maintaining a record of currency activities and the staff profile will be updated annually. The staff profile must illustrate how content, industry relationship and currency requirements specifically relate to the relevant units of competency delivered and assessed by the teachers.

The teacher’s profile must be maintained and qualifications copied and certified and placed on file with the VET coordinator or their delegated representative. Professional development will be arranged if teachers need to update qualifications or maintain currency.

The Learning and Assessment Strategy will reflect the units of competency being delivered by teachers and will be adjusted as new teachers are recruited. The school/college will purchase an up-to-date copy of Training Packages/Accredited courses and associated documents as required. Vocational teachers will ensure that physical resources are consistent with the requirements of the Training Packages/Accredited courses and will make suggestions as to resources to purchase to enhance delivery of their industry course.

**Learning and assessment procedures (Standards 1.2, 1.3)**

Learning and assessment strategies will be developed for the delivery and assessment of all VET courses by the relevant vocational area. These strategies will be developed in consultation with industry and will be validated and moderated through the continual improvement procedures.

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

All teachers of the qualification or course will document minutes of moderation meetings where they review, compare and evaluate the assessment processes, tools and evidence contributing to their judgments.

The VET Coordinator and teaching staff will review and evaluate the assessment processes, tools and evidence contributing to judgments at least annually. This committee will also review plans for the transition to new or revised Training Packages and Accredited Courses.

The school/college will ensure that students have access to all relevant physical resources as outlined in the relevant Training Package or Accredited Course. Staff are provided with the resources necessary to meet the physical resource requirements of the relevant Training Package or Accredited Course. If, for whatever reason, the school/college cannot maintain the relevant resources to deliver the Training Package or Accredited Course, the school/college will attempt to provide clients with alternative opportunities to complete the course and the related qualification.

The school/college retains the right to cancel the course if it is unable to meet requirements.

**Partnership procedures (Standards 2.3, 3.2)**
Where the school/college engages or is engaged by another organisation for VET assessment, training and/or certification services, a written agreement will be documented with the other organisation. The school/college shall keep a ‘Register of Partnerships’ of all such agreements and shall forward a copy of the agreement to the other organisation.

Written agreements with other organisations will include the following:

a. the name and address of both organisations
b. the name of the chief executive officer (CEO) of both organisations
c. the name and contact details of the primary contact at the other organisation
d. the program offered, including the relevant Training Package qualification or accredited course including code and the units of competency or modules, including the code and title
e. a list of services offered by the other organisation, e.g. training and/or assessment
f. a statement outlining the level of service offered
g. a statement acknowledging that the RTO is always responsible for training, assessment and certificates issued in its name
h. a verified copy of the Certificate of Registration and Scope Certificate will be required from private providers
i. signatures of the CEOs of both organisations
j. dates for the period of the agreement
k. fees related to the agreement.

Kurnai College will enter the details of the agreement on the ‘Register of Partnerships’ and ensure the other organisation has a copy of the agreement and understands its responsibilities. The effectiveness of the partnership arrangement will be reviewed annually and student outcomes documented for discussion.

Recognition of prior learning procedures (Standards 1.5, 2.4)
All students shall have access to, and be offered Recognition of Prior Learning (RPL).

During the student induction the teacher shall make students aware of the RPL policy of Kurnai college and provide opportunities to engage in the RPL process.

When approached by a student seeking RPL, teachers will:

a. provide the student with copies of an RPL Application Form
b. provide the student with information about the types of evidence that can be used to support an RPL application
c. make a prompt decision and notify students of the outcome of the RPL process
d. update the student’s records if RPL is granted
e. keep an RPL register

Record-keeping procedures (Standard 3.3)
The school/college has effective administrative and records management systems in place to secure the accuracy, integrity and currency of records, to keep documentation up to date, and to safeguard any confidential information obtained by the school/college and committees, individuals or organisations acting on its behalf.
Records are maintained of:

- student enrolments
- staff profiles detailing qualifications and industry experience
- fees paid and refunds given
- all documentation necessary to develop, implement and maintain a quality system.
- a risk identification register is maintained and teachers are expected to advise Kurnai College of any potential or actual risk or hazard.

The ‘Register of Complaints’, ‘RPL register, ‘Register of Documents’, ‘Register of Consent’ and the ‘Register of Partnerships’ are held in the VET Coordinators office of the Kurnai College.

A profile is kept and regularly updated for all students enrolled in vocational education and training courses. Electronic files are kept up-to-date and backed up regularly, with the backup copy being securely stored.

_The School/college will issue AQF qualifications and Statements of Attainment within twenty-one days of course completion. All qualifications and Statements of Attainment issued by the organisation will comply with the specified standards for the AQF and NRT logo specifications. All qualifications and statements of attainment issued will be recorded in the “Register of Qualifications Issued”._

Student scripts are filed until the time for appeal expires: one term after the issuing of a Qualification or Statement of Attainment. Learning and Assessment Strategies, delivery materials, student information and assessment instruments related to a particular vocational area are listed on a Register of Documents and all versions electronically filed for the endorsement period of the Training Package or Accredited Course; usually seven years. Changes and modifications to materials should be evident, should reflect review recommendations and provide evidence towards continual improvement.

The teacher is responsible for recording student progress on student profiles. A student folio is used to gather evidence in relation to competency. All records are kept up-to-date and secure. Only the student has access to his or her records.

**Risk management procedures (Standards 1, 2 and 3)**

Kurnai College is responsible for assessing and managing risks associated with all aspects of the RTO’s operations, including that as an RTO. Kurnai College will develop a risk identification register to manage risks against the AQTF 2007 standards.

**Version control procedures (Standard 3.3)**

All documents are to indicate the version issue status, amendment status, location and review date. The current version should be communicated to all relevant staff. Documents will be listed on the Document Register and will indicate when documents have been archived. Kurnai College reviews documents such as AQTF Manual, VET staff and student handbooks, Subject Selection Handbook, Risk identification and partnership agreements before adding them to the register. The VET Coordinator or their delegated representative reviews Learning and Assessment Strategies, staff profiles and qualifications, assessment tools, student profiles, subject specific promotional flyers and physical resource list.

All documents developed by the school/college will include a footer showing:

- file location
- version number
The school/college will ensure all industry areas within Kurnai College are consistent in the way they document version controls, record the version history of a document and ensure that all relevant people within the organisation are using the current version to inform their practices.

Version controls should be implemented for policies and procedures, website information and course information. The induction processes will ensure staff and students are aware of the current version of all documents and materials. The continual improvement procedure will review all materials and make recommendations for changes and hence the need for a new version to be developed.

- **Continual improvement tools**
  - questionnaires / surveys
  - Destination surveys (see on Track data & MIPS)
  - Meeting minutes
  - Continuous Improvement Register
- **Staff Induction** – see RTO Staff Induction Manual and General staff induction Manual
- **VET Calendar of meetings**
- **Forms**
  - RPL form
  - Assessor supervision form
  - Validation form
- **Register of documents**
- **Version control checklist**
- **Modification of assessment template**
- **Staff profile**
- **Registers – Consent, RPL, Complaints and Partnerships**

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**VET Code of Practice**

The purpose of this policy is to ensure Kurnai College manages its VET programs effectively and adheres to AQTF requirements. The provisions in this policy are mandatory for programs where the College is a Registered Training Organisation (RTO). Where programs are outsourced the College undertakes to work cooperatively with the responsible RTO to achieve the Policy aims.

**Guidelines**

The College will implement AQTF requirements and seek to achieve best practice in the following areas – Administration, Course delivery, staff, environment, qualifications, marketing, course selection processes (Recruitment), student grievances, quality assurance and general AQTF requirements.
Implementation

General AQTF Requirements
Kurnai College will:
- Maintain adequate and appropriate insurance including public liability and work cover.
- Advise VRQA in writing within 10 days of any changes to the information contained in the Registration application
- Allow the VRQA or its agent’s access to training records, delivery locations and staff for the purpose of auditing performance or verifying compliance with the Conditions of Registration.
- Pay the VRQA all recognition fees within 30 days of these fees being due and payable.

Administration
Kurnai College will;
- Maintain systems for recording students’ enrolments, attendance, completion, assessment outcome (including Recognition of Prior Learning, results qualification issued, grievances and the archiving of records. In the event that the Kurnai College ceases operations all records of results dating from the time the College commence as a Private Provider will be sent to AQTF).
- Supply AQTF with delivery details for each training package qualification and unit of competence in the Scope of Registration and student details including enrolments, participations and completions in accordance with AQTF requirements (VASS).
- Maintain confidentiality of all records.

Course Delivery
Kurnai College will:
- Ensure that a current copy of the accredited course curriculum/endorsed Training Package and information regarding the program of study, availability of the learning resources and appropriate support services are available to students.
- Ensure that training and assessment occur in accordance with the requirements of the accredited course/training package.

Staff
Kurnai College will ensure that teachers and trainers have:
- Demonstrated competencies at least to the level of those being delivered.
- Demonstrated achievement of Certificate IV in Assessment & Workplace Training.
- Industrial experience that is current and relevant to the particular courses/training packages or units of competence that they are involved in delivering.

Kurnai College will ensure that:
- Responsibility for the management of Recognition of Prior Learning applications and assessments is clearly identified and undertaken by a person with relevant qualifications.
- Responsibility for the management and coordination of training delivery, assessment, staff selection and professional development is clearly identified and undertaken by a person with relevant qualifications and experience.

Training Environment
Kurnai College will:
- Comply with all laws relevant to the operation of training premises including Occupational Health and Safety regulation.

Qualifications
Kurnai College will issue credentials and/or statements of attainment to students who satisfactorily complete the requirements of the accredited courses/training packages within the Scope of Registration. AQF guidelines to be followed

- Credentials and Statement of Attainment will include the following:
  - Name of the provider as shown on the Certificate of Registration
  - Name of person receiving the qualification
  - Name of the course/training package qualification as shown on the Scope of Registration
  - Date issued
  - Authorised signatory of the Training Organisation
  - Imprint of the relevant training logs
  - Identification of units of competence achieved (Statement of Attainment).

Marketing
Kurnai College will:

- Market courses within the Scope of Registration with integrity, accuracy and professionalism, avoiding vague and ambiguous statements. No false or misleading comparisons will be drawn with any other provider of course.
- Not state or imply that courses other than those within the Scope of Registration are recognised by the VQA.

Course Selection Process
Kurnai College will advise prospective students of its

- Scope of Registration
- Application processes and selection criteria
- Fees and costs involved in undertaking training
- Qualifications to be issued on completion or partial completion of courses
- Competencies to be achieved during training
- Assessment procedures, including recognition of Prior Learning
- Grievance Procedure
- Facilities and Equipment

Kurnai College will recruit students in an ethical and responsible manner and ensure that application and selection processes are explicit and defensible, and equity and access principles are observed.

Student Grievances
- Refer to Grievance Section

Links:

- Commonwealth/State legislation and regulatory requirements (hyperlinks to relevant websites recommended)
  - AQF  [www.aqf.edu.au](http://www.aqf.edu.au)
Evaluation
This policy will be reviewed as part of the College’s four year review cycle.

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<tr>
<th>Date Implemented</th>
<th>Week 3 – Term 2 - 2014</th>
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<tr>
<td>Approval Authority (Signature and date)</td>
<td>John 23/5/2014</td>
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<tr>
<td>Date Reviewed</td>
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<tr>
<td>Responsible for Review</td>
<td>VET Coordinator</td>
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