

VET POLICY RTO number 4580

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 RTO (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
- Ensure teachers of VET hold a current Cert IV Training and Assessment (TAE40116)
- Staff who are in a position to influence the management of the organisation will complete a Fit and Proper Person Declaration
- Comply with DET standards, AQTF and VRQA requirements and standards
- Counsel students on the best pathway for them
- Support VET in the same way we support VCE and VCAL

Included:

- Continuous Improvement
- Access and Equity
- Complaints and Grievance
- Quality Procedure Standards
- VET Code of Practice
- RPL & Credit Transfer
- Procedures
- Links
- Samples – current copies with VET coordinator

1 - Continuous Improvement Policy

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 and grievances from student, staff, parents and other stakeholders;
- By undertaking self-assessment against the AQTF Essential Standards;
- By undertaking Assessment Validation
- By attending external workshops

Relationship to AQTF 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 and to capture data to assist Kurnai College to continuously improve its operations.

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

The VET Coordinator 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 in accordance with the Kurnai College's Complaints and Grievance Policy. The National Training Complaints Hotline enables students to lodge complaints. The National Complaints Hotline is accessible on 13 38 73 or via email at skilling@education.gov.au. Any areas for improvement, which become apparent when handling a complaint, are documented in the Continuous Improvement Register.

Self-assessment

Kurnai College carries out self-assessment against all of the Essential Standards and Conditions of Registration 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 DET, VCAA and appropriate external VET training.

Staff are required to have the current Training & Assessment qualifications. Any improvement actions identified are documented in the Continuous Improvement Register.

Assessment Validation & Moderation

Kurnai College has an Assessment Validation procedure for undertaking assessment validation and any improvements identified are documented and actioned.

Validation is a **quality review process**. It involves checking that assessment tools produce valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the relevant aspects of the Training Package or accredited course had been met. It includes **reviewing and making recommendations for future improvements** to the assessment tool, process and/or outcomes

Moderation is the process of bringing assessment judgements and standards into alignment. It is a process that ensures the **same standards are applied to all assessment results** within the same Unit(s) of Competency. Improvements are added into the Continuous Improvement Register.

Industry participation

Kurnai College invites various industries to improve the training and assessment process. Industry includes Australian Council for Health, Physical Education and **Recreation (ACHPER)** and Victorian Information Technology Teachers Association (VITTA).

Kurnai College has a close working relationship with the Baw Baw Local Learning and Employment Network (LLEN) and shares facilities with Federation University, Apprenticeships Group Australia to provide quality education in the vocational sector.

Record Keeping

Continuous Improvement Files are maintained and include

- A copy of the Continuous Improvement Register
- Agendas and minutes of Committee meetings
- Version control measures

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.

Unique Student Identifier (USI)

When a student undertakes nationally recognised training delivered by a registered training organisation they are required to have a Unique Student Identifier (USI).

Once the student creates their USI they will need to provide this to Kurnai College so their training outcomes can be linked. A USI account will contain all the student's nationally recognised training records and results from 1 January 2015 onwards.

2 - Access and Equity Policy

Kurnai College is committed to ensuring that all prospective students 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 students.

See also;

- Student Welfare, Management and Engagement Policy
- Individual Student Pathway Policy
- Staffing Policy

Kurnai College will implement this Policy in accordance with the following general principles:

- the 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
- 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.

Student Support Services

Academic Support

Kurnai College, as an RTO, have the students complete a LLN test at the commencement of the VET course. This identifies any students that may require additional support.

Students who are experiencing difficulties with any aspect of their course are encouraged to contact their teacher/trainer in the first instance or a Kurnai College staff member. RTO teachers/trainers continually track the students' progress throughout the qualification online.

Welfare Support

Students sometimes require extra support to help them cope with their training course. Sometimes there can be personal issues that impact a student successfully completing the course. Our advocates and welfare team are accessible to students if required. Students who are experiencing issues that are impacting their studies are encouraged to contact their teacher/trainer or any Kurnai College staff member.

3 - Complaints and Grievance Policy – see School Policy file

4 - Quality Procedure Standards Policy

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.

4.1 Governance

The Principal of Kurnai College ensures that the RTO complies with the AQTF Essential *Conditions and Standards for Continuing Registration* and any national guidelines that the Australian Industry and Skills Committee AISC (is an industry-led body that provides advice on the implementation of national VET policies, the committee has the authority to approve industry-defined training qualifications) decides upon across all of its operations within its scope of registration as listed on www.training.gov.

4.2 Interactions with the registering body

The Principal and Chief Executive Officer of RTO 4580 will ensure that the RTO cooperates with its registering body, VRQA (and DET), 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.

4.3 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.

4.4 Insurance

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

4.5 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 rather external schools who pay two instalments half yearly.

4.6 Certification and issuing of qualifications and Statements of Attainment

Kurnai College has a Certificate Issuance Procedure in place to ensure that information in relation to issuing qualifications and issuing statements of attainments is checked annually to AQF requirements.

4.7 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 the VET course booklet, 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.

4.8 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. Written permission for the use of student's images are collected on Cases – only consenting students from Kurnai College may have their image used for marketing

4.9 Transition to Training Packages/expiry of accredited courses

Kurnai College has registered with training.gov.au to receive updates on any changes to Training Packages on our scope of registration to ensure that Kurnai college delivers only currently endorsed Training Packages or currently accredited courses.

Email address: kurnai.co@edumail.vic.gov.au / sarah.pedlow@education.vic.gov.au

Password: Kurnai4580

5 - 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 an 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.

6 - Recognition of Prior Learning

Recognition of Prior Learning (RPL) is the process of equating an individual's prior learning to the learning outcomes/units of competence offered by a training organisation. Recognition of Prior Learning (RPL) acknowledges the full range of an individual's skills and knowledge, irrespective of how it has been acquired. This includes competencies gained through formal study, work experience, employment and other 'life' experiences.

Students enrolling in courses through Kurnai College are NOT offered RPL. - Kurnai College does not believe that school students have the required knowledge and skills to successfully apply for RPL for Kurnai College's VETiS courses.

Credit Transfer - Kurnai College recognises qualifications and statements of attainment issued by other Registered Training Organisations and will accept original certificates as proof of completion of whole Units of Competency. Certificates and Statements of Attainments may need to be verified by Kurnai College before Credit Transfer is granted.

QUALITY PROCEDURES

Access and equity procedures - 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 VET Course Booklet (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. Credit transfer 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

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

In developing the assessment for each qualification, Kurnai 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 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

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.

The senior campus leadership team will collect, collate and analyse data. The team will bring this information to 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

A complaint or grievance can be made to the school / RTO regarding the conduct of:

- *the school RTO (Registered Training Organisation) staff*
- *students of the RTO (Registered Training Organisation)*
- *any third parties providing services on behalf of the school RTO (Registered Training Organisation)*

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 a Person of Responsibility (Advocate, VET Coordinator for VET issues, Principal or HR Manager) to assist with informal resolution.
3. If resolution is still not reached, then a formal complaint should be made in writing to a Principal or HR Manager outlining the exact nature of the grievance in as much detail as possible.
4. The Principal or HR Manager will contact an appropriate independent person as outlined above to investigate. 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 be provided at the time of the original investigation.
7. The appeal must be made in writing to a Principal or HR Manager 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, a Principal or HR Manager will check that the appeal complies with 6.a & 6.b. If, in the opinion of the Principal or HR Manager, the appeal does not comply with 6.a & 6.b, the matter will be referred to the College Principal to determine whether the appeal will be rejected or a Grievance Appeals Committee (comprised of staff from different campuses with differing roles and responsibilities) 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 applicant 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 applicant 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 send 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 procedures

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 less than 18 years of age.

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.

Learning and assessment procedures

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 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.

Kurnai 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, Kurnai 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.

Contracts

Where Kurnai College engages or is engaged by another organisation for VET assessment & training a written agreement will be completed with the other organisation. Kurnai College shall keep a copy of all such agreements and shall forward a copy of the agreement to the other organisation. (VET contracts are standard through the Department of Education (DET) with Baw Baw LLEN school cluster approved changes).

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. signatures of the CEOs of both organisations
- h. dates for the period of the agreement
- i. fees related to the agreement.

Record-keeping procedures

Kurnai 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
- all documentation necessary to develop, implement and maintain a quality system.

All current relevant documents are kept in the VET Coordinators office, in files on the computer or backed up to the administration U drive; the backup copy is securely stored.

Kurnai College will issue AQF qualifications and Statements of Attainments within thirty 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 saved and backed up to the administration U drive.

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

Kurnai College is responsible for assessing and managing risks associated with all aspects of the school operations, including that as an RTO. *See also Kurnai College OHS Policy & College risk assessment register.*

Version control procedures

All documents are to indicate the version number, location and date. Current versions should be communicated to all relevant staff. Trainers and /or the VET Coordinator 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-

- version number
- date created

Kurnai College will ensure all industry areas within the 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.

Administration

Kurnai College will;

- Maintain systems for recording students' enrolments, attendance, completion, assessment outcome (*including 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 commenced as an RTO will be sent to VRQA – Australian Skills Quality Authority.*)
- 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.
- 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 Training & Assessment
- Industry 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 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 regulations.

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.

Testamurs and Record of Results will include the following:

- Name of the provider & RTO Code 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 logos

Kurnai College will include the following information on a Statement of Attainment:

- Name of the RTO, RTO code as shown on the Certificate of Registration
- Name of the person receiving the qualification
- The words 'A Statement of Attainment is issued by a Registered Training Organisation when an individual has completed one or more accredited units'
- Name of the course/training package qualification as shown on the scope of registration with the list of units of competence achieved
- Logo of Issuing RTO organisation
- The words 'These competencies form part of '{code and title of qualification(s) / courses(s)'
- Authorised signatory of the Training Organisation
- Date Issued
- Imprint of the relevant training logos
- NRT (National Recognised Training) logo

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
- Grievance Procedure
- Facilities and Equipment

Students are required to have a current VSN (Victorian Student Number) and are to supply their USI (Unique Student Identifier) number to Kurnai College (RTO). Results cannot be issued unless a USI is provided. An individual's USI account will allow all of their training records to be linked, ensuring the student's records are not lost. Instructions on how to apply for a USI are provided to students via 'What is VET' information sheet, VET Booklet and VET Application and Consent.

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

Links:

- Commonwealth/State legislation and regulatory requirements
 - VRQA www.VRQA.gov.au
 - VRQA www.vrqa.vic.gov.au
 - VCAA www.vcaa.vic.edu.au
 - AQTF www.training.com.au
 - AQF www.aqf.edu.au
 - DET www.education.vic.gov.au
 - Training.gov www.training.gov.au
 - Kurnai College policies file ; see also College website <https://kurnai.co>
- Glossary and acronyms- These can be found at the Australian Training Products website:
<https://australiantrainingproducts.com.au/wp-content/uploads/2018/05/VET-Glossary-5th-ed-2017.pdf>

Certificate Issuance

Kurnai is responsible for complying with the requirements of the Australian Qualification Framework (AQF) to issue eligible students a Certificate and Record of results or Statement of attainment.

Upon successful completion of all the units of competency in their course of study, students will be issued a Certificate and Record of results. A student who successfully completes some but not all of the units of competency in their course of study will be issued a Statement of Attainment indicating the units they have successfully completed.

Results procedure

1. Copy and paste last year's Certificates to new year certificate folder (Desktop / VET / Year required / Certificates / Blank certificate) and change dates to current year
2. Check AQF website for changes <http://www.aqf.edu.au>
3. Update certificates to AQF regulations if required
4. Copy and paste last year's Certificate Registers into current year certificate folder (Desktop / VET / Year required / Certificates / both IDMT and Sport & Recreation Register)
5. Update UoCs, certificate codes if required in Certificate Register
6. Update students in Certificate register from Instructors lists
7. Create new merge fields in certificates
8. Merge



Kurnai College - Continuous Improvement Register - RTO 4580

Register Number	Date	Specific area to be improved	Suggested Improvement, Reason for Improvement	Improvement Suggestion Category i.e. Feedback, Audit Feedback, Validation Feedback, ongoing compliance	Solution, Action and supporting documents	Person Responsible

VALIDATION TEMPLATE	
Qualification code and title	
Unit code and title	
Date of validation	
Purpose of validation (select more than one if required)	<input type="checkbox"/> reviewing assessment practice <input type="checkbox"/> reviewing assessor judgements <input type="checkbox"/> review of tool before it is put into use <input type="checkbox"/> review of tool for suitability of purpose
Version number of the assessment tool being validated	
What components of the tool are being reviewed? (tick all documents being reviewed, including student samples where applicable)	<input type="checkbox"/> Assessors Guide <input type="checkbox"/> Observation Checklist <input type="checkbox"/> Delivery Plan <input type="checkbox"/> Student Assessment <input type="checkbox"/> Assessment Requirements <input type="checkbox"/> Student Work Samples <input type="checkbox"/> Unit Mapping <input type="checkbox"/> Task Instructions <input type="checkbox"/> Assessment Plan <input type="checkbox"/> Student Results <input type="checkbox"/> other: _____

Details of all validation participants in attendance

Name	Position	Credentials or experience in relation to this unit	Current competencies in training and assessing in VET?
		Subject matter expert? <input type="checkbox"/> Yes <input type="checkbox"/> No Train and assess this unit? <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
		Subject matter expert? <input type="checkbox"/> Yes <input type="checkbox"/> No Train and assess this unit? <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
		Subject matter expert? <input type="checkbox"/> Yes <input type="checkbox"/> No Train and assess this unit? <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
		Subject matter expert? <input type="checkbox"/> Yes <input type="checkbox"/> No Train and assess this unit? <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
		Subject matter expert? <input type="checkbox"/> Yes <input type="checkbox"/> No Train and assess this unit? <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

PRINCIPLES OF ASSESSMENT

Does the assessment use the principles of assessment to provide quality outcomes, by ensuring assessment is Valid, Reliable, Flexible and Fair?	Outcome		Opportunities for improvement
Is it Valid?			
Elements and Performance Criteria are addressed	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Assesses the Performance Evidence	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Assesses the Knowledge Evidence	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Assessment conditions are met including context, environment and (where relevant) consistency of assessment	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Addresses the physical resource requirements listed in the unit	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Assessment methods are appropriate for the AQF level	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Assessment methods chosen are appropriate for the content of the unit(s)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Allows for integrating assessment of performance and knowledge	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Assessment tasks are based on realistic workplace activities	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Assessment tasks are conducted according to any sufficiency requirements stated	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
The assessment meets any licensing or regulatory requirements associated with the unit	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Is it Reliable?			
Students are provided with clear and consistent information in their instructions	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Instructions are written in 'plain English.'	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
When providing work samples as assessment evidence, students have clear instructions on how to ensure their work samples meet all the requirements of the unit (including authenticity processes and currency)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Instructions are appropriate for both the AQF and LLN levels	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Supported by clear information for assessors about assessment requirements including: • Administering the assessment tool (including resources required, context, environment, allowing for RPL and reasonable adjustment, etc.)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
• Checklist or other tools such as marking guides, for supporting judgements	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
• Rules for making decisions regarding competency	<input type="checkbox"/> Yes	<input type="checkbox"/> No	

• Assessment processes such as documenting the assessment, providing feedback to learners, retaining assessment and recording results	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Is it Flexible?			
Draws from a range of assessment methods	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Assessment approach allows for reasonable adjustment to meet various student needs	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Instructions are provided to assessors about reasonable adjustment	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Allows for assessment in different environments or under different conditions where required (including on and off the job assessment)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Is it Fair?			
Students are provided with clear information about what is expected of them	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Students are provided with information on assessment methods, procedures, the criteria against which they will be assessed, when and how they will receive feedback and the mechanism for appeal	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Ensures students are provided with objective assessment feedback	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Allows for appeal of assessment decisions	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Allows for resubmission if submissions are deemed not yet competent	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Provided avenues for feedback from students	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Reasonable adjustments can be made to the assessment tool while still maintaining the integrity of the outcomes	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Assessment is non-discriminatory and inclusive	<input type="checkbox"/> Yes	<input type="checkbox"/> No	

RULES OF EVIDENCE

Would the assessment tasks for this unit produce materials that meet the rules of Evidence being Valid, Authentic, Current and Sufficient?	Outcome		Opportunities for improvement
Valid evidence			
The assessment tool allows for evidence to be collected that can directly relate to the unit of competency	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Assessment evidence required is appropriate to the AQF level	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
The assessment tool allows for assessment in a real or simulated work environment and consists of realistic workplace activities	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Assessment evidence required addresses the dimensions of competency	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Authentic evidence			
Systems are in place to ensure that assessment evidence submitted by the learner is their own work	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Current evidence			
Assessment evidence demonstrates current knowledge and skills of the learner (from the present or recent past)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Assessment allows for evidence that is consistent with current industry standards	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Sufficient evidence			
Time and frequency aspects of the Unit of Competency are addressed	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Sufficient assessment evidence is gathered before competency is determined (quantity)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Sufficient assessment evidence is gathered on the consistency of performance (quality)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Sufficient and relevant evidence is gathered overall	<input type="checkbox"/> Yes	<input type="checkbox"/> No	

Are all components of the Mapping document completed?			
Performance Criteria	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Foundation Skills	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Performance Evidence	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Knowledge Evidence	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Assessment Conditions	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Miscellaneous			
Note the correct version of the Assessment Tool	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Note any gaps to indicate whether the following legal and ethical instructions were provided:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
<ul style="list-style-type: none"> • WHS • Anti-discrimination 			

Does the documentation of assessment processes ensure quality and reliable outcomes?	Outcome		Opportunities for improvement
Instructions to the assessor include:			
• How to prepare the students for assessment	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
• How to gather the evidence	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
• Guidelines on making decisions	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
• Guidance on reviewing the assessment process	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
• Guidance on providing feedback to students	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
• Appeals or complaints processes	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
• How to collect feedback from students	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
• Record keeping processes	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
• Processes for retention of student work	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
• Validation and moderation processes	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
• The RPL process	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
The steps involved in the assessment process are clear	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
The confidentiality and privacy processes have been documented	<input type="checkbox"/> Yes	<input type="checkbox"/> No	

Validation Action Plan

Summarise the opportunities for improvement from above into actionable items in the table below.

List these in order of priority*.

No	Recommendation	Responsibility	Due date
1			
2			
3			
4			

Validators declaration (all present must record name and signature)

I participated actively in this validation process and agree with the findings and outcomes documented.

Name	Signature

Evaluation

This policy will be reviewed as part of the College’s four-year review cycle.

Date Implemented	Week 3 – Term 2 – 2014 – Version 1
Approval Authority (Signature and date)	
Dates Reviewed	Week 3 – Term 1- 2015 – Version 2 Week 3 – Term 2 – 2015 – Version 3 Week 3 – Term 4 – 2017 – Version 4 Week 7 – Term 2 - 2018 – Version 5 Week 7 – Term 4 - 2019 – Version 6 Week 4 – Term 2 – 2021 – Version 6.1 Week 3 – Term 2 – 2023 – Version 6.2
Responsible for Review	VET Coordinator

Appendix 2 Self-Assessment - Conditions for Continuing Registration

Condition 1 – Governance							
No	Requirement	Evidence Type	Location	Compliant Yes or No	Responsible Officer	Compliant Date	Review Date
1.1	<p>The RTO’s Chief Executive must ensure that the RTO complies with the AQTF Essential Conditions and Standards for Continuing Registration and any national guidelines approved by the National Quality Council or its successors. This applies to all of the operations within the RTO’s scope of registration, as listed on the training.gov.au website.</p> <p>The RTO’s senior officers and directors or substantial shareholders who are in a position to influence the management of the organisation must satisfy fit and proper person requirements unless these requirements have already been met through other legislative provisions.</p>						
1.2	The RTO must also explicitly demonstrate how it ensures the decision making of senior management is informed by the experiences of its trainers and assessors.						
Condition 2 – Interactions with the Registering Body							
2.1	<p>The RTO’s Chief Executive must ensure that the RTO co-operates with its registering body:</p> <ul style="list-style-type: none"> • in the conduct of audits and the monitoring of its operations • by providing accurate and timely data relevant to measures of its performance • by providing information about significant changes to its operations • by providing information about significant changes to its ownership • in the retention, archiving, retrieval and transfer of records consistent with its registering body’s requirements • by providing a statement demonstrating its financial viability and/or its annual financial statements and/or a business plan on request of the registering body. 						

Condition 3 – Compliance with Legislation							
3.1	The RTO must comply with relevant Commonwealth, State or Territory legislation and regulatory requirements that are relevant to its operations and its scope of registration. It ensures that its staff and clients are fully informed of these requirements that affect their duties or participation in vocational education and training.						
Condition 4 – Insurance							
4.1	The RTO must hold insurance for public liability throughout its registration period.						
Condition 5 – Financial Management							
5.1	The RTO must be able to demonstrate to its registering body, on request, that it is financially viable at all times during the period of its registration. The RTO must provide the following fee information to each client: <ul style="list-style-type: none"> • the total amount of all fees including course fees, administration fees, materials fees and any other charges • payment terms, including the timing and amount of fees to be paid and any non-refundable deposit/ administration fee • the nature of the guarantee given by the RTO to complete the training and/or assessment once the student has commenced study in their chosen qualification or course • the fees and charges for additional services, including such items as issuance of a replacement qualification testamur and the options available to students who are deemed not yet competent on completion of training and assessment, and • the organisation’s refund policy. 						
5.2	Where the RTO collects student fees in advance it must ensure it complies with one of the following acceptable options: <ul style="list-style-type: none"> • (Option 1) the RTO is administered by a state, territory or commonwealth government agency, or 						

	<ul style="list-style-type: none"> • (Option 2) the RTO holds current membership of an approved Tuition Assurance Scheme, or • (Option 3) the RTO may accept payment of no more than \$1000 from each individual student prior to the commencement of the course. Following course commencement, the RTO may require payment of additional fees in advance from the student but only such that at any given time, the total amount required to be paid which is attributable to tuition or other services yet to be delivered to the student does not exceed \$1,500, or • (Option 4) the RTO holds an unconditional financial guarantee from a bank operating in Australia for no less than the full amount of funds held by the RTO which are prepayments from students (or future students) for tuition to be provided by the RTO to those students, or • (Option 5) the RTO has alternative fee protection measures of equal rigour approved by the registering body. 						
5.3	<p>The RTO must have its accounts certified by a qualified Accountant to Australian Accounting Standards at least annually, and provide the certificate to its registering body on request. If the registering body reasonably deems it necessary, the chief executive must provide a full audit report on the RTO’s financial accounts from a qualified and independent accountant.</p>						
Condition 6 – Certification & Issuing of Qualifications & Statements of Attainment							
6.1	<p>The RTO must issue to persons whom it has assessed as competent in accordance with the requirements of the Training Package or accredited course, a qualification or statement of attainment (as appropriate) that:</p> <ul style="list-style-type: none"> • meets the Australian Qualifications Framework (AQF) requirements • identifies the RTO by its national provider number from the training.gov.au website • includes the Nationally Recognised Training (NRT) logo in accordance with the current conditions of service. 						
6.2	<p>The RTO must retain client records of attainment of units of competency and qualifications for a period of thirty years.</p>						

6.3	The RTO must provide returns of its client records of attainment of units of competency and qualifications to its registering body on a regular basis, as determined by the registering body.						
6.4	The RTO must: <ul style="list-style-type: none"> • obtain full AVETMISS data according to the requirements, and subject to any applicable exemption, provided under the National VET Provider Collection Data Requirements Policy; • submit data compliant with AVETMISS according to the requirements, and subject to any applicable exemption, provided under the National VET Provider Collection Data Requirements Policy; and • comply with any other data provision requirements set out in the National VET Provider Collection Data Requirements Policy. 						
6.5	The RTO must meet the requirements for implementation of a national unique student identifier.						
Condition 7 – Recognition of Qualifications Issued by Other RTOs							
7.1	The RTO must recognise the AQF qualifications and Statements of Attainment issued by any other RTO.						
Condition 8 – Accuracy and Integrity of Marketing							
8.1	The RTO must ensure its marketing and advertising of AQF qualifications to prospective clients is ethical, accurate and consistent with its scope of registration. The NRT logo must be employed only in accordance with its conditions of use.						
Condition 9 – Transition to Training Packages/Expiry of Accredited Courses							
9.1	The RTO must manage the transition from superseded Training Packages within 12 months of their publication on the National Register. The RTO must also manage the transition from superseded accredited courses so that it delivers only currently endorsed Training Packages or currently accredited courses.						

Standards for Continuing Registration

Standard 1: The RTO provides quality training and assessment across all of its operations							
No	Requirement	Evidence Type	Location	Compliant Yes or No	Responsible Officer	Compliant Date	Review Date
1.1	The RTO collects, analyses and acts on relevant data for continuous improvement of training and assessment.						
1.2	Strategies for training and assessment meet the requirements of the relevant Training Package or accredited course and are developed in consultation with industry.						
1.3	Staff, facilities, equipment and training and assessment materials used by the RTO are consistent with the requirements of the Training Package or accredited course and the RTO's own training and assessment strategies.						
1.4	Training and assessment is delivered by trainers and assessors who: (a) have the necessary training and assessment competencies as determined by the National Quality Council or its successors, and (b) have the relevant vocational competencies at least to the level being delivered or assessed, and (c) can demonstrate current industry skills directly relevant to the training/assessment being undertaken, and (d) continue to develop their Vocational Education and Training (VET) knowledge and skills as well as their industry currency and trainer/assessor competence.						
1.5	Assessment including Recognition of Prior Learning (RPL): (a) meets the requirements of the relevant Training Package or accredited course (b) is conducted in accordance with the principles of assessment and the rules of evidence (c) meets workplace and, where relevant, regulatory requirements (d) is systematically validated.						

Ver. 6.2

*This policy was last ratified by School Council in May 2021
 Department of Education and Training Victoria
 CRICOS Provider Code 00861K*

Standard 2: The RTO adheres to principles of access and equity and maximises outcomes for its clients.							
No	Requirement	Evidence Type	Location	Compliant Yes or No	Responsible Officer	Compliant Date	Review Date
2.1	The RTO establishes the needs of clients, and delivers services to meet these needs.						
2.2	The RTO continuously improves client services by collecting, analysing and acting on relevant data.						
2.3	Before clients enrol or enter into an agreement, the RTO informs them about the training, assessment and support services to be provided, and about their rights and obligations.						
2.4	Employers and other parties who contribute to each learner's training and assessment are engaged in the development, delivery and monitoring of training and assessment.						
2.5	Learners receive training, assessment and support services that meet their individual needs.						
2.6	Learners have timely access to current and accurate records of their participation and progress.						
2.7	The RTO provides appropriate mechanisms and services for learners to have complaints and appeals addressed efficiently and effectively						

Standard 3: Management systems are responsive to the needs of clients, staff and stakeholders, and the environment in which the RTO operates.							
No	Requirement	Evidence Type	Location	Compliant Yes or No	Responsible Officer	Compliant Date	Review Date
3.1	The RTO's management of its operations ensures clients receive the services detailed in their agreement with the RTO.						
3.2	The RTO uses a systematic and continuous improvement approach to the management of operations.						
3.3	The RTO monitors training and/or assessment services provided on its behalf to ensure that it complies with all aspects of the AQTF Essential Conditions and Standards for Continuing Registration.						
3.4	The RTO manages records to ensure their accuracy and integrity.						