

SCHOOL VET HANDBOOK

INFORMATION FOR VET STAFF
PRAIRIEWOOD HIGH SCHOOL

2021

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NB If school personnel add additional information to the School VET handbook, it is the school's responsibility to update information to remain current.

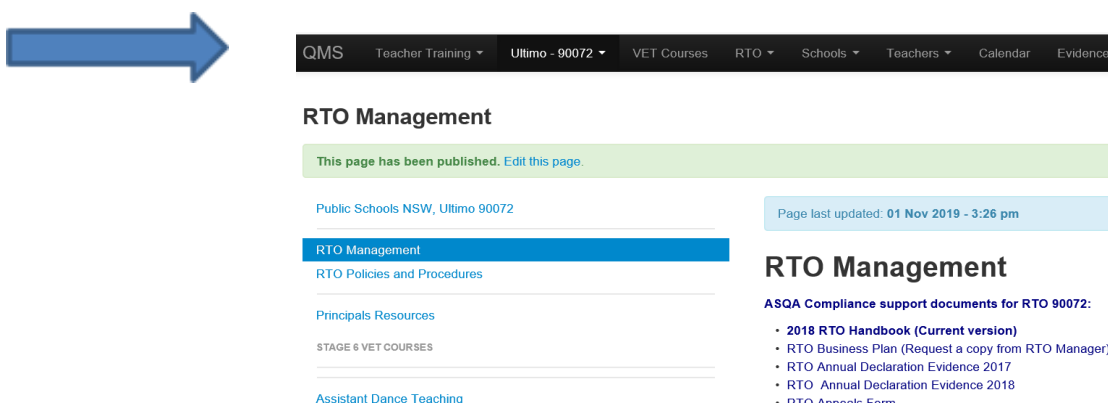
Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by the NSW Education Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a qualification recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers e.g. TAFE NSW and Universities and will assist students to move easily between various education and training sectors and employment.

Public Schools NSW, Ultimo 90072 operates as a Registered Training Organisation (RTO) to deliver and assess VET qualifications to secondary students. Prairiewood High School is a delivery site of RTO 90072. The School VET Handbook is intended to support teachers delivering and assessing VET courses within the school by RTO 90072 only. It is not intended for use by external providers of VET courses.

1.1 Quality Management System (QMS)

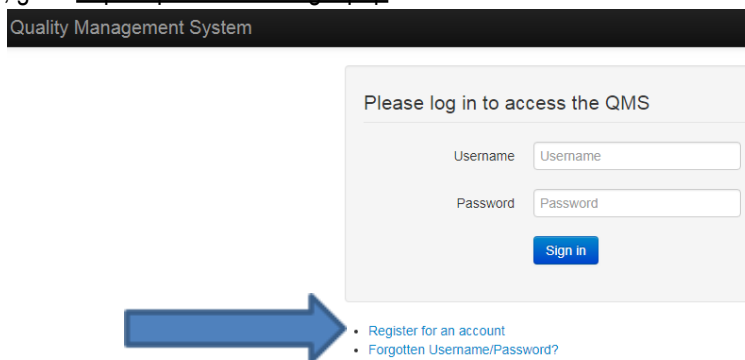
Throughout the School VET Handbook, you will find file paths to documents on QMS. The file path will start with QMS and the next words in the path refer to the black menu at the top of the screen:



The image shows a screenshot of the Quality Management System (QMS) website. A blue arrow points to the top navigation menu, which includes: QMS, Teacher Training, Ultimo - 90072, VET Courses, RTO, Schools, Teachers, Calendar, and Evidence. Below the menu, the page title is "RTO Management". A green banner states "This page has been published. Edit this page." Below this, there are links for "Public Schools NSW, Ultimo 90072" and "Page last updated: 01 Nov 2019 - 3:26 pm". The main content area is titled "RTO Management" and lists "ASQA Compliance support documents for RTO 90072:" with a bulleted list: "2018 RTO Handbook (Current version)", "RTO Business Plan (Request a copy from RTO Manager)", "RTO Annual Declaration Evidence 2017", "RTO Annual Declaration Evidence 2018", and "RTO Annual Declaration Evidence 2019". On the left side, there is a sidebar with links for "RTO Management", "RTO Policies and Procedures", "Principals Resources", "STAGE 6 VET COURSES", and "Assistant Dance Teaching".

Most supporting documents will be located on the Quality Management System (QMS). All members of the VET team should register for a QMS account to access RTO resources (the exception is Careers and Transition Advisers who should access the Microsoft Teams space).

To register for a QMS account, go to <https://qmsveis.info/login.php>



The image shows a screenshot of the Quality Management System (QMS) login page. The page title is "Quality Management System". The main content area is titled "Please log in to access the QMS". Below this, there are two input fields: "Username" and "Password". A blue "Sign in" button is located below the password field. Below the login form, there are two links: "Register for an account" and "Forgotten Username/Password?". A blue arrow points to the "Register for an account" link.

The following documents should be used in conjunction with the School VET Handbook to support RTO compliance with the National Regulator Australian Quality Skills Authority (ASQA):

- The **Quality Manual** provides an overview of the quality systems implemented and management responsibility to those systems for all Public Schools RTOs. *File path: QMS Quality Manual*
- The **RTO Handbook** provides operational guidelines for high school principals, Vocational Education and Training (VET) Coordinators, VET teachers and RTO personnel with written policies and procedures supporting the provision of quality training and assessment. It supplements other departmental policy documents, regulations and memoranda.

File path: QMS Ultimo – 90072 RTO Management

1.2 School Background and Training Products offered

Prairiewood High School (established in 1984) is a co-educational, local, comprehensive and partially selective high school of just over 1200 students in South Western Sydney.

The student population is almost 80% NESB with the largest cultural groups being Vietnamese and Arabic at about 17% of the student population each. The multicultural diversity of students and staff (representing almost fifty different cultural backgrounds) fosters the development of an inclusive and harmonious environment that acknowledges and celebrates cultural differences.

Sixty academically selective places are available on a competitive basis in each of the years 7 to 12 and demand for placement is high. Demand is also high for out-of-area enrolments but availability is very limited.

Prairiewood High School offers students a diverse curriculum which includes innovative stage 5 electives such as Astronomy, Dig it and Eat and Philosophy as well the full complement of HSC courses including extension 1 and 2. A comprehensive range of VET, Board Developed and Board Endorsed courses are also offered allowing us to personalise learning options for individual students.

Academic performance across the whole student body has shown steady improvement in all measures over the last 4 years with some talented and hard working students achieving outstanding results.

There is a strong school focus on student welfare and wellbeing with a team of more than thirty staff involved in providing wellbeing and learning support to students.

Wellbeing and Learning Support Teams are highly effective in coordinating whole school and individual student programs and they provide essential services that complement a culture of high expectations in regard to student behaviour, respect, cooperation and effort. Our students are a credit to their school and their families.

A comprehensive range of leadership development and extra-curricular enrichment programs (including public speaking, debating, music, drama and sport) with many students performing at regional, state and national levels.

The school has exceptional teaching and support staff who are highly skilled, passionate about their own learning and who value professionalism, collegiality and collaboration as the foundation upon which effective student learning and the creation of a dynamic learning community can be laid.

<https://schoolfinder.education.nsw.gov.au/>

Where principals acknowledge the Authority to Deliver (ATD) on QMS in an annual declaration, they agree to the school's capacity to meet all requirements of the training packages including equipment and staffing. **Principals should not agree to offer a course unless they are committed to resourcing according to the training package requirements.**

VET courses may be either Industry Curriculum Frameworks (ICF) or Board Endorsed Courses (BEC). The syllabus for ICFs and course description for BECs are located on the NESA site at:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet>

The school has Authority to Deliver (ATD) the following nationally recognised training products which are embedded within NSW Education Standards Authority (NESA) approved VET courses.

Training Product (Include code and name of qualification)	NESA course name	NESA course status ICF/BEC	NESA code	Cohort	Teacher/s qualified to deliver and listed on current school ATD
SIT20416 - Certificate II in Kitchen Operations	Hospitality	ICF	26511	2020-2021	Lisa Hoang
SIT20416 - Certificate II in Kitchen Operations	Hospitality	ICF	26511	2021-2022	Lisa Hoang
SIT10216 - Certificate I in Hospitality	Hospitality – Stage 5	BEC	89486	2021 Stage 5	Karen Hernandez/Lisa Hoang
SIR30216 Certificate III in Retail	Retail Services	ICF	26911	2020-2021	Reynold Chandra/Alan Mtashar
SIR30216 Certificate III in Retail	Retail Services	ICF	26911	2021-2022	Reynold Chandra/Alan Mtashar
CPC20211 Certificate II in Construction Pathways	Construction	ICF	26201	2020-2021	Molly Beatriz
CPC20211 Certificate II in Construction Pathways	Construction	ICF	26201	2021-2022	Molly Beatriz
SIS30519 - Certificate III in Sport Coaching (Release 1)	Sports Coaching	BEC	50418	2021-2022	Kieran Fisher/Alison Pool
AHC10216 Certificate I in AgriFood Operations	AgriFood Operations – Stage 5	BEC	82401	2021 Stage 5	Garrick Mulcahy
AHC20116 Certificate II in Agriculture	Primary Industries	ICF	26811	2021-2022	Garrick Mulcahy

Where the white card course is delivered by a Construction teacher from the school:

Training Product	Course name	Cohort	List qualified trainers and Trainer ID
Statement of Attainment towards CPC10108 Certificate I in Construction for the accredited unit of competency CPCCWHS1001 Prepare to work safely in the construction industry	SafeWork NSW - General Construction Induction Training	Stage 5-6 work experience students over the age of 14.	Molly Beatriz TR21197

Curriculum Information Guides (CIGs):

- The CIG provides details of equipment and resources required to deliver the course and should be completed by a qualified VET teacher, checked by the faculty Head Teacher and authorised by the principal. It is due at the end of Term 1 each year as part of the School HSC monitoring requirements. Download CIGs at:
QMS RTO VET courses
- Completed CIGs should be uploaded to: **QMS Evidence School folder VET Management**.
Directors Educational Leadership will be advised of any CIGs which are not fully completed by the end of term 1 annually.

Qualified teachers/trainers:

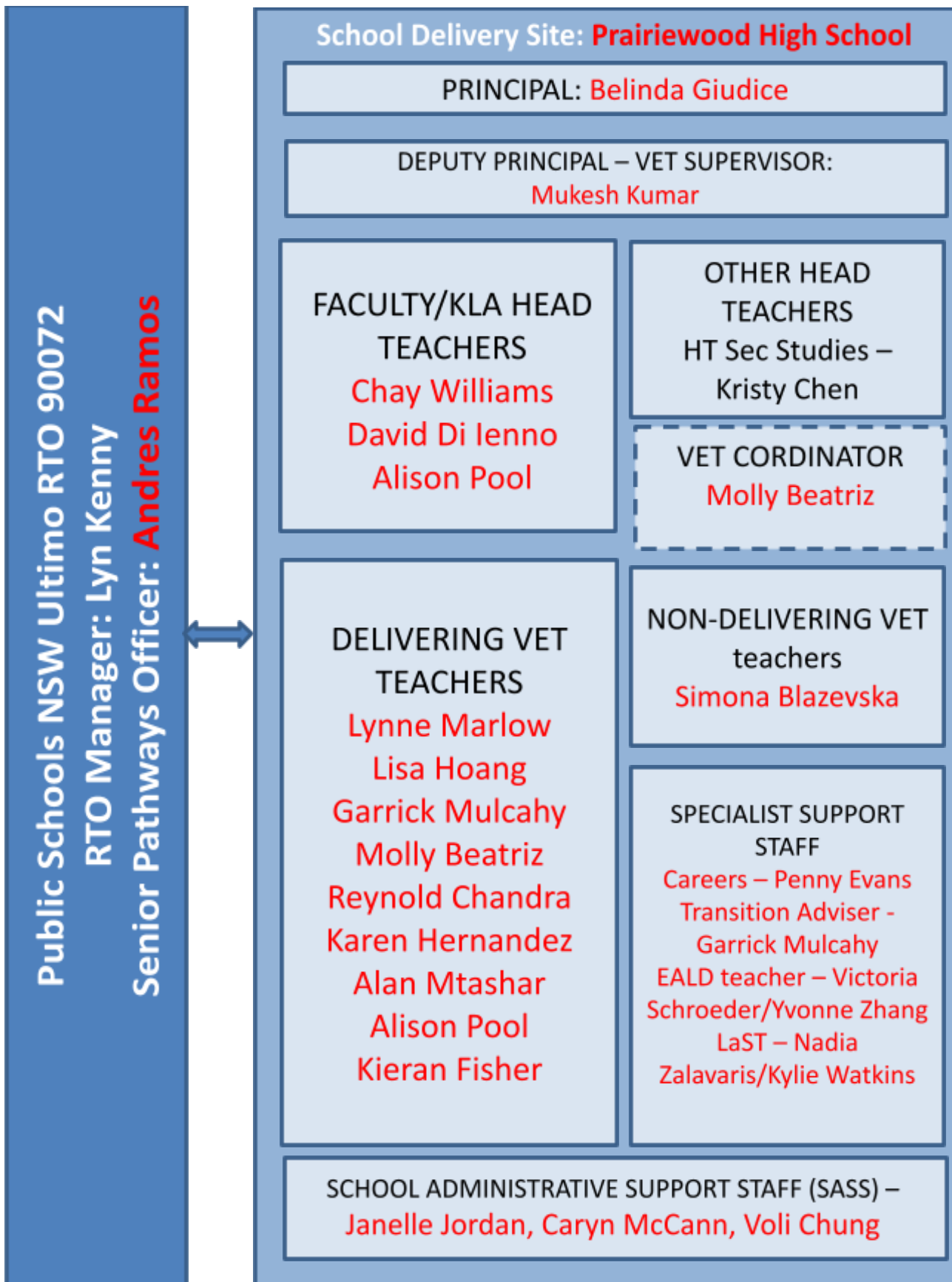
ONLY teachers who appear on the current ATD should be timetabled onto a VET class. A copy of the current ATD indicating qualifications and teachers who are authorised to deliver the VET course can be downloaded from:

QMS Schools Authority to Deliver

When new VET teachers arrive in a school an amendment may be made to the Authority to Deliver. Consult your Senior Pathways Officer.

1.3 VET Management Structure and Organisational Chart:

The school VET team is supported by the Senior Pathways Officer from the School Services Directorate. The school VET team consists of:



All VET team members have specific duties.

Role	Responsibilities
Principal	Overall responsibility for VET in the school. Attend VEiS meetings twice per year.
Deputy Principal	Liaises closely with the Head Teacher Administration/VET Coordinator and the VET team in conjunction with the Principal, as part of the school's faculty support process to establish and monitor processes and policies to ensure RTO compliance
VET Coordinator	Role statement is in the RTO Handbook 3.1.2 (See extract included below)
Delivering VET teachers	Promote, develop, deliver, monitor and evaluate VET courses and assess VET student progress. Attend PL, maintain industry currency, and currency of credentials and knowledge of RTO compliance
Non-delivering VET teachers	Attend PL, maintain industry currency, and currency of credentials and knowledge of RTO compliance
Head Teachers supervising VET teachers within the faculty	Each VET teacher is supervised by their faculty Head Teacher who supports subject selection, program and resource development, course evaluation, student progress and support, HSC monitoring and PDPs.
Specialist support as required e.g. Careers and Transition Advisers Learning and Support Teacher (LaST), EAL/D teachers	Provide specialist support for VET students as required
School Administrative Officer (SAO) and/or School Administrative Manager (SAM) and/or Head Teacher Administration and/or Business Manager	Responsibility for VET administrative procedures including USI verification, QMS uploads, Schools Online entries, administration of Student Placement Records (...add extra duties as required)

Financial Management Procedures:

- School financial management operates within the policy guidelines of NSW Department of Education. The principal has the responsibility and authority for ensuring compliance with financial management policy and procedures.
- The SAM/Vet Coordinator manages funds related to the purchase of resources for each course.
- The VET Coordinator manages funds related to other aspects of VET, such as funds available to assist staff in supervising work placement, funds to support students with disabilities and other VET Support Funds.
- Accounts are audited as requested by the Department of Education and reports are available on request.
- LMBR UI Codes have been added to the top right hand corner of the assessment schedule for each cohort to assist schools to generate invoices to students. These may be downloaded from:
QMS Ultimo – 90072 RTO Management Assessment

Timelines

Details of specific tasks and timeframes are included in calendars which are located at:

QMS Ultimo 90072 RTO Management

The Careers and Transition Advisers calendar is available on the Careers and Transition Advisers Microsoft Teams space

NESA provides a timetable of actions for schools encompassing the administrative procedures associated with Schools Online:
<http://educationstandards.nsw.edu.au/wps/portal/nesa/about/key-dates/actions-for-secondary-schools>

1.4 The Role of the VET Coordinator:

1. Coordinate VET programs

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

2. Promote VET within the school

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

3. Liaise with VET teachers

- support and advise VET teachers and disseminate information
- encourage and facilitate professional development of VET teachers to support industry currency
- facilitate and encourage assessment validation activities at school level
- coordinate school VET meetings/agenda, at least once a term
- record Teacher Qualifications and maintain copy of qualifications held for each teacher
- keep relevant VET records, CIG, work placement documentation, course profiles, student details
- monitor Schools Online entries, monitor and maintain school system for central recording of competencies – delivered and achieved, including electronic backups
- ensure all students have provided a USI to the teacher and stored on NESA prior to credentialing.
- ensure all VET teachers have and maintain electronic competency records for all cohorts
- advise and assist with school VET assessment procedures

4. Work placement

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

5. Funding

- liaise with SASS / Head Teachers/ Business Manager/ Principal
- oversee allocation and maintain appropriate expenditure
- complete applications / submissions as required

6. Vocational Education in Schools Committee

- be an active member of the local VEiS
- encourage the Principal to liaise with local VEiS members via the Principal representative on the RTO Management Committee

7. Support VET students

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

Source: Public Schools NSW Ultimo RTO 90072 2018 Vocational Education and Training Handbook

1.5 VET Team Meetings

The school VET team meets regularly, at least once per term. Meetings are held each term Week 5, Period 5 Friday (Week B) and are scheduled on the school calendar. The team meets in CAFE. Meeting agendas and the minutes of previous meetings are stored in the VET folder on the school server 8560 Faculty drive > VET. The VET Coordinator will upload meeting minutes after each meeting.

Regular VET Team meeting agenda items include:

- Information from RTO VET Coordinator and VEIS meetings
- RTO compliance - status report of previous audit report recommendations, addressing deficiencies, goals for current year are based on areas identified in the previous audit report or Self-Assessment Package
- Work Health and Safety e.g. signage, Personal Protective Equipment (PPE), identification of risks
- Work placement issues
- Budget including resources required and teacher training
- Professional Learning of trainers and industry currency opportunities
- Reminders e.g. QMS uploads, Schools Online updates, follow the VET teacher calendar

Additional resources for VET Coordinators are located at: QMS Ultimo 90072 RTO Management

Templates and support documents including:

- VET meeting templates
- Checklist when teachers leave and arrive at your school
- Purchasing Plan – all VET courses are represented
- A summary of administrative roles associated with VET

2.1 Subject Selection – information course descriptors, flyers

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator (Molly Beatriz) or Careers Adviser (Penny Evans) before choosing the course to ensure they are fully aware of the requirements.

The VET Coordinator liaises with appropriate Senior Executive/Head Teachers to determine course offerings for the following year. Only the courses which the school has Authority to Deliver are included in the offerings. The school may apply to add a new qualification to the Authority to Deliver via the Application to Run a new VET course process. This is completed in consultation with the Senior Pathways Officer and should be finalised by May in the year prior to introducing the new course. The Application to Run is available at: **QMS Ultimo – 90072 RTO Management**

VET Coordinators will access the current RTO Course Descriptors for the following year and Head Teachers will adjust the RTO Course Descriptors to include all fees (e.g. consumables, white card courses, PPE or uniforms, tools and equipment) as well as the pro rata refund procedure. The Deputy will consult with the VET Coordinator and Head Teacher to confirm advice to students and parents is accurate prior to publishing.

RTO resources including Jump Ahead brochures and Course Flyers will be distributed to students at subject selection events.

2.2 Fees and Refunds

Course fees are determined by faculty Head Teachers in consultation with VET teachers and the Principal each year. Students must be informed of the required fees prior to choosing VET subjects. The subject selection handbook issued to students during the subject selection process will include fees for each course. Additionally, students pay for the cost of travel during work placement. Students in financial hardship situations may be able to access the Student Assistance Scheme by application to the Principal. The uniform for Hospitality must be paid for or rented from the school by the student (a payment plan is available for the uniform).

If a student withdraws from a VET course the student may apply for the refund of some or all the fees paid in advance. This will generally be on a term by term basis. Student refunds are dependent on the length of time that students are enrolled in a course e.g. if a student leaves a course half way through the school year, the student may be entitled to a refund of 50% of contributions paid. The following may also be taken into consideration:

- the reason for withdrawal from the course
- costs incurred in setting up the course, and
- amount of course completed.

The decision will be made by the faculty Head Teacher and the VET teacher.

3.1 Student Induction

All students who are newly enrolled in a VET course must complete the Student Induction.

- **Step 1: Complete Student Induction PowerPoint presentation and read the brochure**
Resources may be downloaded from: **QMS Ultimo 90072 RTO Management Student Induction**
Student Induction brochures are distributed annually during VET Coordinators meetings.
- **Step 2: Create or find Unique Student Identifier (USI) at:** <https://www.usi.gov.au/>
For students requiring support to create a USI, the VET teacher books students into the computer room and arranges for them to have a suitable form of identification or a picture of it (e.g. Medicare card, passport, drivers licence), to enable students to create a USI at school. USI forms may be securely destroyed once the USI has been verified and uploaded to Schools Online
- **Step 3: Complete Student Enrolment Agreement**
All students must complete and submit the Student Enrolment Agreement and Privacy Statement issued as an insert with the Student Induction brochure. The VET Teacher collects all required forms including the signed VET Student Enrolment and Privacy Notice (including parental signature for students under the age of 18 years). The SAO retains all Student Enrolment Agreement and uploads them to:
QMS Evidence School evidence folder VET management
The original should be destroyed after students have completed the entire course.
Complete all fields of the VET Student Enrolment Agreement form including the USI. The form can be located at: **QMS Ultimo 90072 RTO Management Student Induction**
- **Step 4:** Complete LLN assessment of students which may include the LLN Robot quiz (Refer to 4.1 for more information)

3.2 Uploading verified Unique Student Identifier (USI) to NESA

- Identify staff member/s responsible for:
 - Liaising with students to create/find the USI: Classroom/framework teacher responsibility
 - Verify the USI: Janelle Jordan/Caryn McCann
 - Upload the verified USI to Schools Online: Janelle Jordan/Caryn McCann
- **Step 1: Student creates the USI**
When creating the USI, direct students to submit evidence to the school e.g.
 - forward the confirmation email from the Australian Government to their classroom teacher.
 - print the confirmation letter (and submit as a PDF) to their classroom teacher.
 - provide a screenshot/photo
 - NB Hand writing the USI in the student enrollment form is not sufficient by itself because it may not be legible and accurate.
- **Step 2: Set up the verification process**
Establish roles and responsibilities for verification of the USI.
- **Step 3: Verify student USIs**
The Student Enrolment Agreement form submitted by students includes all details required to verify the USI. The VET SAO go to www.usi.gov.au to verify each student's USI. (NB The new process using QMS which replaces the AUSKey will be outlined at the start of 2021 to school staff).
- **Step 4: Upload USIs to NESA**
Upload CSV file to QMS as per instructions for Schools Online OR enter USIs for individual students.
- **Step 5: Access the USI transcript service for students applying for Credit Transfer**
By signing the Student Enrolment Agreement students have given school and RTO personnel access to the transcript service on the USI site. Where students apply for credit transfer for any units of competency they have completed after 2016 this can be checked via the USI registry.

3.3 Schools Online

The principal authorises Schools Online access for appropriate personnel and determines the level of access of staff members. The important processing dates are disseminated and monitored by the Supervising Deputy Principal and published in the School Calendar. Enrolment entries are timed to meet advertised deadlines (HSC and RoSA timetable of actions for schools from the NESA website). Processing dates are generally as follows, but schools should check NESA for specific dates and events:

DATE	EVENT
January - March	Enter students to VET courses
March - April	Submit Stage 5, Preliminary & HSC credential and competency enrolments
August - September	Submit HSC Estimated Marks for VET Examinations
September - November	Submit outcomes for VET Course Competencies and work placement hours

Source: <http://educationstandards.nsw.edu.au/wps/portal/nesa/about/key-dates/actions-for-secondary-schools>

VET teachers provide accurate information via the completed Electronic Competency Record (ECR) to facilitate this process. ECRs should be located at: 8560 Faculty drive > VET.

Janelle Jordan enters data on Schools Online website once a term. Data is checked for accuracy by the VET teacher and the Supervising Deputy Principal as required, at least once per term.

Work placement hours and course competency entries are made by the SAO Manager at the time of school reports i.e. twice per year. Schools are encouraged to use the revised ECR to generate student reports directly from the data entered by teachers.

Entering **Preliminary Units of Competency (UOC) and Outcomes**

- The assessment schedules indicate the UOCs to be entered for each VET course. Only enter UOCs which will be studied in the Preliminary year, do not enter all UOCs for the 240 Hour course.
- At the end of Year 11, outcomes for all competencies must be entered. Enter ACHIEVED if the student has achieved a UOC. If a student does not achieve a Preliminary unit of competency, click CONTINUING
- Generate and save a report from: **Schools Online My Files VET Student Course Competencies**, to have a record of all student competency outcomes.
- All outcomes that signify achievement (i.e. ACHIEVED, RPL, Credit Transfer etc.) stay in the Schools Online system and do not have to be re-entered in the HSC course.
- If the student has a verified USI stored on NESAs Schools Online these outcomes will be listed on the VET Statement of Attainment students receive with the Record of Achievement at the end of the Preliminary course.
- If no "Achieved" outcomes are entered, no VET credential will be issued. The VET credential is important to students exiting the course or leaving school.

Entering **HSC Units of Competency and Outcomes**

- Enter all HSC UOCs, **plus** any Preliminary units. Schools Online will automatically recognise any UOCs achieved in the Preliminary year.
- All units of competency are given an outcome for students to receive the appropriate VET credential for the HSC only if the student has a verified USI stored on NESAs Schools Online.
- "Continuing" is not to be used as an outcome in the final year of study, including Stage 5 courses.

Use the following table as a guide to the appropriate outcome to record for each student:

NESA Outcome	NCVER Outcome	Explanation (source: AVETMISS Data Elements definitions, Edition 2.2 April 2013)
Achieved	Competency achieved / pass	Student has been assessed and satisfies all the requirements for the unit of competency
Not Achieved	Competency not achieved / fail	Student has attempted all requirements for the assessment and has been assessed as not competent in one or more of the requirements of the competency
Continuing	Continuing enrolment	The student has engaged in learning activity, but has not completed all the training and assessment criteria by the end of the collection period
Withdrawn	Withdrawn / discontinued	(a) The student has engaged in some learning activity, then notified the RTO of their withdrawal before completing all the assessment criteria (b) The student has engaged in some learning activity then stopped attending or submitting assessments without notifying the RTO
RPL	Recognition of Prior Learning Granted	The student has been assessed and RPL has been granted
Credit Transfer	Credit transfer / National Recognition	The student can supply evidence of the same or an equivalent competency, and credit transfer is awarded. This is used where there is no delivery of training or assessment of the student's knowledge.
Did Not Start	NIL	Student was enrolled in the unit of competency, but no training or assessment occurred. WILL NOT BE REPORTED OR APPEAR ON THE USI

- Students completing Industry Curriculum Framework courses should also be entered to the HSC examination. It is recommended all students be entered to the HSC examination. Students may choose to withdraw from the HSC examination later in the year.
- The HSC examination has a different course number and for students studying IDT, Hospitality and Automotive the exam number for the correct Stream must be entered:

3.4 Recognition of Prior Learning (RPL) and Credit Transfer (CT)

If a VET student has already completed part of the course elsewhere, or have previous life or work experience in the relevant industry, he or she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.

Students can appeal against an RPL determination to the school Principal. Following review by the Principal, if a student is still not satisfied, the student may appeal to the RTO against the RPL determination.

For more information and to download the RPL application form go to:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/recognition-of-prior-learning>

If a student has completed a unit of competency with another RTO prior to 2016 (common examples include a white card course, first aid certificate or a barista course), and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded. For units of competency completed after 2016 the USI transcript service may be used, provided the student has signed the Student Enrolment Agreement.

4.1 Identifying and providing support for students with additional learning needs

Students with additional learning needs may come from a cultural background such as English as an Additional Language or Dialect (EAL/D) or Aboriginal and Torres Strait Islander students. All staff should follow school procedures for referral to appropriate learning support staff including the Learning and Support Teacher (LAST) and English as a Secondary Language (EAL/D) teachers and Aboriginal Coordinators within the school.

The RTO has purchased an online platform intended to support specialist staff in schools to provide appropriate targeted support for students to reach the appropriate Australian Core Skills Framework (ACSF) level to successfully participate in the VET qualification.

- **Step 1:** Students completed the online quiz via the LLN Robot during the Student Induction. The link to the specific school platform is <https://8560.lln.training>
- **Step 2:** The Administrator generates a completion report
- **Step 3:** The LLN Robot site generates an individual learner supplement as required for each student. A link will be sent to the Administrator to forward to the student.
- **Step 4:** The VET teacher together with any specialist staff support provides the student with any additional support deemed necessary for the student to have a successful learning outcome. This may be documented in the Individual Learning Plan (ILP).

4.2 Reasonable adjustment

VET teachers should work closely with Learning and Support Teachers to make reasonable adjustments for students requiring differentiation and learning support. Due to competency based assessment there is no "Life Skills" in VET. Students must be prepared to demonstrate competence regardless of disability.

The underlying principle is the integrity of the task must be maintained and any reasonable adjustments must be fair for all students. Adjustments made to tasks should not prevent the task from being used to assess the entire unit of competency. For more information refer to the PowerPoint presentation which has been developed and is available on the QMS:

QMS Ultimo – 90072 RTO Management

Any adjustments made for whole cohorts and for individual students must be recorded in:

- Training and Assessment Strategy (TAS)
- Assessment tasks for the individual student
- Evidence and Answer Guide (EAG) for the cohort.

5.1 VET teacher training

There are two opportunities for teachers to apply for training each year, during Term 1 and Term 2. Priority is given in Term 1, to emergency replacement situations when a vacancy occurs because of transfer or leave circumstances. (Source: RTO Handbook 2.2.2)

Succession planning should be considered in consultation with VET teachers to determine plans where possible e.g. retirement, extended leave. Semester 2 training applications are due in early May and should consider planning to ensure sufficient teachers are available to meet demands the following year.

When completing the application form the school should consult with the Senior Pathways Officer. Details of the online VET teacher training forms can be accessed on **QMS Teacher training**

Teachers who successfully apply for VET teacher training are required to:

- Attend a 1-day Methodology Orientation to VET with presentations by NSW Educational Standards Authority (NESA), VET Teacher Training officers and experienced VET teacher facilitators.
- Complete Industry specific training (including Industry Placement) to acquire the relevant qualification
- Complete the Certificate IV Training and Assessment qualification.
- Attend the RTO Induction which is held early Term 1 for new teachers to learn the policies and procedures of RTO 90072.

5.2 VET teacher industry currency

Industry currency is a requirement of the RTO Standards 2015 as well as the Australian Professional Teaching Standards. The RTO encourages VET teachers to consider including a VET related goal in the Performance Development Plan (PDP) which will be monitored by the faculty Head Teacher. The Improving Industry Engagement (IIE) form identifies a range of activities VET teachers may use to maintain industry currency. It links the activity to units of competency being delivered, assists teacher to analyse the quality of the professional learning and encourages them to address gaps over time. The IIE form addresses the currency of professional learning undertaken in training and assessment.

Forms downloaded from: **QMS Ultimo – 90072 RTO Management Improving Industry Engagement**

<https://deptofeducation.formstack.com/forms/iie2020>

5.3 Supervised Delivery Plans

A Supervised Delivery Plan is required for situations when teachers delivering a national training product to students for a short period of time are not qualified trainers or accredited. The supervised delivery plan will detail all aspects of the replacement arrangements and will identify a supervisor, who is a qualified VET teacher. The plan may be required when the VET teacher is in training, or when a casual teacher is placed on the class when the regular teacher is absent for a short period of 4-10 weeks.

The RTO encourages mentors from neighbouring schools (including Trade Training Centres) to support these arrangements.

Forms downloaded from: **QMS Ultimo – 90072 RTO Management Supervised Delivery Plan**

5.4 Training and Assessment Strategy (TAS), training resources, teaching programs

Competency-based training is based on performance standards that have been set by industry. The Training and Assessment Strategy (TAS) may be downloaded from QMS and adjusted for local needs for each cohort. It informs VET teachers about suitable training resources provided by the RTO which may be used in course delivery e.g. Passing Lane, Didasko. All VET courses should have a teaching program as part of NESA and HSC requirements. Teachers should download the teaching program template from QMS. The TAS should be uploaded to QMS: **Evidence School Evidence Folder VET Management**

5.5 Competency based assessment

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge they need to complete workplace activities in a range of different situations and environments, to an industry standard of performance that is expected in the workplace. Principles of Assessment and Rules of Evidence embedded in the RTO Standards 2015 are incorporated into all mandated validated assessment tasks. The school Vocational Education and Training (VET) assessment procedure is also based on NESA guidelines.

All VET courses follow Preliminary and HSC Assessment Policies which include a schedule of assessment tasks, 'N Determination' notification and appeals procedures.

VET courses contain both core and elective units of competency (UOCs). A UOC may be an elective for the AQF but mandatory for the HSC (and vice versa). Assessment of VET courses has two distinct purposes:

Assessment for the Australian Qualification Courses (AQF):

- Applies to all VET courses, and provides a means for industry recognition.
- To gain a Statement of Attainment towards an AQF Certificate I, II or III, students must provide evidence that they have reached the competency standards for at least one unit in the VET course.
- To be eligible for the full qualification students must satisfactorily complete all assessment requirements for every UOC included to meet qualification packaging rules.
- It should be noted that additional units of competency may be included in VET courses to satisfy NESA requirements.
- Students may attempt assessment tasks more than once, but at the end of the course if the student has been unable to demonstrate competence the final determination will be “Not Achieved” for the unit of competency.

1. Assessment for Higher School Certificate (HSC)

- Standard school assessment procedures must be followed.
- Students must complete all HSC content and mandatory work placement. For more information about satisfactory completion of VET Courses go to: <https://ace.nesa.nsw.edu.au/ace-8028>
- Students wanting to include an Industry Curriculum Framework course in the Australian Tertiary Admission Rank (ATAR) must complete the optional HSC examination (only available for students completing the 240 hour Industry Curriculum Framework course).

It is expected that all VET teachers provide effective feedback following assessment to explain to students:

- How they are going
- Where they are going
- How are they going to get there

For more information about effective post assessment feedback, go to:

QMS Ultimo-90072 RTO Management Assessment feedback

5.6 Version control of training and assessment documents

All school documents and handbooks relating to VET will be updated regularly to ensure accurate and current advice is issued to students and parents. The following documents will be checked by the VET Coordinator, Molly Beatriz to ensure RTO compliance:

- Assessment booklets
- Subject Selection booklet
- Training and Assessment Strategies
- Assessment Tasks
- Evidence and Answer Guides
- School VET Handbook
- School report templates

The school VET Coordinator ensures that information and documentation are the most current available through version control. The VET Coordinator ensures the currency of:

- Footers including page numbering and evidence of the date of issue/circulation/publication:
- Assessment events/tasks
- Syllabus documents/excerpts
- All information from DoE/ RTO (and logos used)
- ACE references

Follow school procedure for the distribution of assessment documents to students and sign a register if any changes are required to show students have received the current information. Upon receipt of an update, all redundant information is discarded.

Note cohort differences on the QMS, for all assessment schedules and tasks. This may be particularly important for VET courses affected by the Transition and Teach Out rule. Delivering VET teachers should access the most current version of all VET training and assessment documents from the QMS: www.qmsveis.info

QMS Ultimo-90072

Business Services

This page has been published. [Edit this page.](#)

Public Schools NSW, Ultimo 90072

Page last updated: 20 Feb 2018 - 6:43 pm

RTO Management

Principals Resources

STAGE 6 VET COURSES

Assistant Dance Teaching

Business Services

Construction

Entertainment Industry

Hospitality - Food & Beverage

Hospitality - Kitchen Operations

Hospitality - Specialisation

Information and Digital Technology

Metal & Engineering

Primary Industries

Retail Services

Screen and Media

Sport Coaching

STAGE 5 VET COURSES

Agri-food Operations

Business Services - Cert I

Construction - Cert I

Hospitality - Cert I

Information and Digital Literacy

Manufacturing (Pathways) - Metal Stream

Retail Services - Cert I

- 2018 - 2019 Training and Assessment Strategy 240 hrs x 2 years
- 2018 - 2019 Training and Assessment Strategy 240 hrs x 1 year
- Assessment Tools
 - Cluster A
 - Assessment task
 - Evidence and answer guide
 - Cluster B
 - Assessment task
 - Evidence and answer guide
 - Cluster C
 - Assessment task
 - Evidence and answer guide
 - Cluster D
 - Assessment task
 - Evidence and answer guide
 - Cluster E
 - Assessment task
 - Evidence and answer guide
 - Cluster F
 - Assessment task
 - Evidence and answer guide
 - Electronic Competency Record
 - Improving Industry Engagement
- 2017 - 2018 Training and Assessment Strategy
- Assessment Tools
 - Cluster A
 - Assessment task
 - Evidence and answer guide
 - Cluster B
 - Assessment task
 - Evidence and answer guide
 - Cluster C
 - Assessment task
 - Evidence and answer guide
 - Cluster D
 - Assessment task
 - Evidence and answer guide
 - Cluster E
 - Assessment task
 - Evidence and answer guide
 - Cluster F
 - Assessment task
 - Evidence and answer guide
 - Electronic Competency Record
 - Improving Industry Engagement
- BlogEd
- Industry Curriculum Information Guide (ICIG)
- Student Placement Record
- Teaching Resources - Passing Lane
- Additional Resources -
 - BSBINN201 Contribute to workplace innovation
 - BSBITU307 Develop keyboarding speed and accuracy
 - BS Guide and additional financial records resource
 - TLIIP2029 prepare and process financial documents

Assessment Schedules

Assessment Schedules are distributed separately to VET Coordinators at the commencement of the Prelim and HSC course at:

QMS Ultimo-90072 RTO Management Assessment Schedule

If changes occur mid-course the changes will appear in the Assessment Schedules distributed to VET Coordinators during Term 3-4. The TAS may also be re-issued as version 2.

Assessment schedules must be customised for local site delivery:

- For each Industry Curriculum Framework VET course, insert the % weighting for each exam in the right hand column prior to printing and distribution to students. The RTO recommends two exams should be used to determine the final estimate exam mark for the HSC. The final estimate exam mark will only be used in the case of accident or misadventure.
- In the left hand column schools can insert due dates of tasks
- Delete elective options which will not be delivered and only include UOCs which will be delivered to your students

Assessment Tasks

Before issuing assessment tasks to students:

1. Add school logo
2. Adjust any parts of the tasks in red font to customize the task for local needs

Upon receipt of the task students must:

1. Indicate if learning support is required and seek support for specific learning needs
2. Complete all parts of the task
3. Follow instructions and marking criteria

Upon submission of the assessment teachers should:

1. Sign the teacher declaration on the EAG
2. Record observations on checklists and complete the EAG
3. Make an assessment judgement based on all evidence and in the case of Hospitality in consultation with someone who satisfies the 3 years' industry experience requirement.
4. Parts of a task will be deemed either Satisfactory or More Evidence Required (MER)
5. Indicate the outcome as either Competent or Not Yet Competent and advise students about resubmission (as required)
6. Provide effective feedback
7. Sign the task to verify the completion of the assessment

8. Return the completed task to the student to sign

The student has an opportunity to provide feedback following the assessment and acknowledges the assessment outcome

The completed assessment task is stored according to the archive procedure below in section 6.3.

5.7 Assessment validation

Validation is a quality review process that confirms the RTO's assessment system can consistently produce valid assessment judgements. The validation process involves reviewing a statistically valid sample of the assessments and making recommendations for future improvements to the assessment tool, process and/or outcomes if applicable.

The RTO has developed a NESA registered course entitled **VET Assessment Validation** which is available on MyPL. This is an instructor led course for three hours, which details the validation processes for a Registered Training Organisation's (RTO) assessment practices and judgements. This course is inclusive of all VET courses. Participants will focus on:

- The process of assessment validation and how it relates to RTO practices in schools.
- The training products that will be validated using RTO mandated assessment tasks and evidence and answer guides.
- How the outcomes of the validation activities will be documented and acted upon.

Schools may choose to implement the principles of VET assessment validation in a local professional learning activity. Download the PowerPoint developed by the RTO at: **QMS Ultimo-90072 RTO Management Assessment Validation**

The RTO assessment validation schedule is embedded in the procedures document and is available at:

QMS Quality Manual Procedure documents Validation

5.8 Work Health and Safety (WHS)

VET learning spaces are a simulated industry setting and as such should comply with industry standards. All VET learning areas must display appropriate, relevant, industry specific signage to support the promotion of WHS procedures. Learning spaces should be managed by staff as they would be in industry in terms of site induction, safe use of equipment, use of PPE. WHS is the responsibility of all staff and students. Many learning activities for VET courses require students to conduct WHS site inspections. Where WHS issues are raised by students because of site inspections these should be raised with the schools WHS committee following school processes. The WHS committee representative is (insert name).

5.9 Hospitality Alternative Assessment Model (HAAM) – Teachers with 3 years Industry experience will be identified on the school VET profile

The Hospitality Alternative Assessment Model is embedded in each Hospitality TAS, and is to be completed annually, or if any staff changes during the year a new TAS will be uploaded for each cohort. It is to be completed by the delivering Hospitality teacher in consultation with the faculty Head Teacher and VET Coordinator.

The Hospitality Alternative Assessment Model Implementation Guide is linked on the QMS for each Hospitality course at:

QMS Ultimo -90072 Stage 5/6 VET Hospitality (respectively)

Hospitality teachers are encouraged to promote links with local industry partners.

5.10 School Based Apprenticeships and Traineeships (SBATs)

Where the school is the RTO delivery site for a student completing an SBAT the VET teacher (trainer) should:

- retain a copy of the Training Plan
- adjust the Training and Assessment Strategy to show there is an SBAT in the cohort
- indicate via Schools Online the student is completing an SBAT and enter the TCID number.
- regularly update competency completion on Schools Online for employer's information and if mandatory work placement is required to satisfy NES requirements enter hours completed as 70 once the student has completed 10 work days
- contact the RTO **SBAT Coordinator [Insert Name]** if there is any concern about the student's progress

6.1 Electronic Competency Record (ECR)

The Electronic Competency Record (ECR) for each new cohort should be downloaded from the QMS. The names of students and all competency completion data should be entered on the "Competency Register" sheet ONLY. Data entered will populate the

remaining sheets of the ECR. Students may request to see this record at any time to determine their progress and seek advice about options for further training and assessment if deemed not yet competent for any unit of competency. For a student to achieve competency in a unit all assessment requirements must be addressed.

Once the cohort information has been added, the ECR should be stored on a central location on the school server 8560 Faculty drive > VET. The ECR should be located centrally to allow for Janelle Jordan/Caryn McCann to access the current version. Individual VET teachers are strongly encouraged to maintain a backup of ECRs.

The ECR must be updated by VET teachers after the assessment task has been marked and a judgement of competency has been made. Teachers should indicate the date assessment decisions were made. Teacher should adjust any changes to the assessment decision as a result of resubmissions of tasks and record the date the student was deemed competent.

The student report pages on the ECR may be issued to students during the reporting period. Additional functions of the ECR are to:

- Calculate the estimated HSC exam mark by inputting the % weighting used to calculate the estimate
- Record host employer details for real work placement and calculate hours completed for real and simulated work placement

In the event students withdraw from a VET Course do not remove the student from the ECR as they may return. Indicate the date the student withdrew from course and record the assessment outcome as "Withdrawn".

The VET teacher will be asked to confirm competency outcomes before a student withdraws from a VET course on Schools Online. When a student leaves school or withdraws from a VET course the class teacher must supply an up to date record of competencies achieved and work placement hours to the VET Coordinator to provide to SAO for Schools Online entry. A Statement of Attainment or VET Credential may be generated at the request of the Deputy Principal as part of the exit procedure outcomes must be accurate.

6.2 Student reports

Student reports embedded in ECR's meet all requirements and the RTO encourages schools to use the ECR for all VET student reports.

VET reports will be completed using the ECR reporting system.

For students undertaking VET courses in the Preliminary year, there is a Semester 1 interim report (end Term 1) and a Preliminary end of course report issued early Term 4.

For HSC students, there is a Semester 1 report (Mid-Course Report) issued early Term 2 and a final report issued at graduation. Copies of school reports are filed in the student files.

Requirements for school report templates:

- Work placement hours completed (/35 for Preliminary and /70 for HSC students)
- No mark and ranking (except an exam)
- Outcomes should align with NESA outcomes (see pg10)
- Correct qualification code and title
- Correct NESA course name
- RTO name/number
- Correct UOC codes and titles
- Teacher comment on progress

In the event there are enrolments from other schools in VET courses delivered at your school (e.g. as part of Trade Training Centre partnerships), contact the VET Coordinator in the other school to manage student reports.

6.3 Archival Procedure/QMS Uploads

Student assessment evidence includes:

- Completed RTO mandated validated assessment tasks
- Assessment undertaken for General Construction Induction Training courses and First Aid courses delivered by RTO 90072 trainers.
- Recognition of Prior Learning (RPL)
- Evidence submitted for Credit Transfer
- Evidence and answer guide (with teacher declaration signed)
- Additional evidence e.g. Photos/videos

“An RTO is required to securely retain, and be able to produce in full at audit if requested to do so, all completed student assessment items for each student... for a period of six months from the date on which the judgement of competence for the student was made.”

Completed student assessment items:

The actual piece(s) of work completed by a student or evidence of that work, including evidence collected for an RPL process. An assessor’s completed marking guide, criteria, and observation checklist for each student may be sufficient where it is not possible to retain the student’s actual work. However, the retained evidence must have enough detail to demonstrate the assessor’s judgement of the student’s performance against the standard required.

Securely retain:

To retain records in a manner that safeguards them against unauthorised access, fire, flood, termites or any other pests, and which ensures that copies of records can be produced if the originals are destroyed or inaccessible. Records may be in hard copy or electronic format.

(Source:

https://www.asqa.gov.au/sites/g/files/net2166/f/GENERAL_DIRECTION_Retention_requirements_for_completed_student_assessment_items.pdf

The RTO requires all student assessment tasks to be stored in a secure environment and is accessible to RTO staff outside normal school hours. The QMS satisfies all these requirements. Completed student assessment tasks, evidence and answer guides and additional evidence are uploaded to QMS directly after they are marked by Voli Chung.

QMS Evidence School folder Student Folder Cohort VET Course Cluster

Electronic Competency Records (ECRs) may also be archived by the school.

Student Work Placement Documentation

A range of documents support workplace learning including:

- Student Placement Records (SPRs)
- student work placement journals – NB attendance pages ONLY are required to be retained
- documents completed when a student suffers an accident or injury during work placement
- record of contact with employers and students during work placement (ECR)
- information concerning any incident, complaint or grievance which occurs during work placement

During work placement, SPR’s and evidence of the completion of work placement hours are managed by the VET teacher. Upon completion of work placement, Student Placement Records are given to Voli Chung (SAO) who organises for placement of the documents centrally into the individual student files. Individual student files are located in individual student’s files located in the front office. Student Placement Records are stored for a 7-year period from the time of completion. When a student suffers an accident or injury during Work Placement all documentation including teacher contact with the student during the placement must be kept for 25 years. The school archive is managed by the School Administration Manager (SAM). At the end of the student’s school enrolment personal files are transferred to the school archives by the SASS staff. Disposal of documents is organised by the School Administration Manager and authorised by the Principal.

For more information about archival of workplace learning records go to:

Teaching and learning

Function/activity and authority number	Description and examples	Action
Careers and work placement FA387 1.0.1	Records relating to careers counselling, work experience placements and traineeships. Records include: careers counsellor notes, agreements with employers, workplace risk assessment, student attendance diaries. An incident report must be retained for 25 years for any incidents that occur on work placement .	Retain minimum of 3 years after action completed, then destroy.

Source:

<https://education.nsw.gov.au/inside-the-department/information-management-for-schools/documents-and-records/retention-schedules-for-documents-and-records#Accidents0>

General Construction Induction Training Records

Upon completion of the General Construction Induction Training (White Card), for work experience and Construction students, all documents as specified by the RTO are to be stored for a period of 3 years. Hard copy records should be stored according to RTO procedure in a clearly labelled filing cabinet in the TAS staffroom or electronically on QMS at:

QMS Evidence school folder VET Management White card Cohort (2021, Molly Beatriz)

6.4 Student Reviews/Appeals

Students have access to an appeals process if they are dissatisfied with the assessment process. The student should first discuss the issue with their VET teacher. If still not satisfied, the student should discuss the issue with the Faculty Head Teacher. If the issue is not resolved the student has a right to formally appeal the process as detailed in 2.1.8 Student Assessment Appeals Procedure statement in the RTO Handbook. The full process is available for download at:

QMS Ultimo 90072 RTO Policies and Procedures RTO Appeals Guidelines and Form/RTO Complaint Guidelines and Form

6.5 Procedures for implementation and collection of RTO Surveys

The following surveys are conducted each year:

- **VET Staff Survey:** All VET teachers are invited to complete a VET teacher online survey in Term 3 every year. The VET coordinator is responsible for distributing the link to this survey. The link is available on the QMS in Term 2.
- **VET Student Surveys:** Year 9-11 VET students are required to complete an online survey in Term 3 each year. VET teachers are responsible for distributing the link to this survey.
- **HSC Student Surveys:** students who are completing the second year of a 240 hour course are required to complete a separate survey via ChalkPort Smarter data. The survey is completed in Term 2 each year and results are collated as part of the RTO Quality Indicator data submission to ASQA which is due in June.
- The VET Course Early Exit Survey is embedded in the student surveys and is not required to be submitted separately.

The results are published and feedback given to the school in Term 1 the following year. Results are used to inform school decisions about curriculum offerings, Training and Assessment Strategy reviews, delivery site resources and facility upgrades, equipment and professional learning directions for teachers.

Survey links are located at:

QMS Ultimo 90072 RTO Management Surveys

Person responsible for implementation of RTO surveys is: VET Coordinator

7.1 Work Placement/Student Placement Record

Work placement is a mandatory HSC requirement. "If a student fails to undertake any mandatory work placement component it may be determined that the student has not made a genuine attempt to complete course requirements. In this case the principal can indicate that the course has not been satisfactorily completed and the student may be issued with a **non-completion ('N') determination.**" <https://ace.nesa.nsw.edu.au/ace-8028>

In general, required hours of work placement are equal to 35 hours for each 120 hours of the course. Students who do not complete the required hours of work placement will not have the course recognised by NESA. This will affect the HSC outcome.

In accordance with the NSW Workplace Learning Policy 2005 no placements may take place during the summer school holidays. The policy can be located at:

<https://education.nsw.gov.au/Procedure-library/policies/workplace-learning-Procedure-for-secondary-students-in-government-schools-and-tafe-nsw-institutes>

Mandatory documents for the implementation of the policy (including Student Placement Records, *Workplace Learning Guide for Employers* and *Workplace Learning Guide for Parents - last updated 2019*) are located at:

<https://education.nsw.gov.au/teaching-and-learning/curriculum/career-learning-and-vet/workplace-learning/guides-and-forms>

Workplace learning guides and emergency contact cards are printed centrally and distributed by courier. At the start of each year, (or when there is a version change) order forms are submitted to the Senior Pathways Team in Term 4 each year. Sufficient guides should be ordered to meet all the requirements for VET work placement (refer to VET Coordinator) and work experience students (refer to Careers Advisor).

Placements for Industry Curriculum Framework courses are coordinated by Work Placement Service Providers (WPSPs). Students will be provided with the procedures for registration through their classroom teacher during the induction process.

Most WPSPs provide a copy of the SPR with the host employer completed on Pages 2-3. These may be accessed by attachments sent by the WPSP. Signatures on SPRs should be accessed sequentially i.e. *student host parent school*

It is most important the parent signature is accessed after the host. For SPR's where a blanket signoff is used students are required to contact the host employer 1 week prior to the placement to ensure correct contact details for the supervisor are included on the SPR. Any adjustments to work placement hours require a new SPR to be completed by all signatories and resubmitted.

All details must be completed (including school contact details and tick boxes) before the form is signed by the school representative.

7.2 School Emergency Contact Procedure

Students are issued with a work placement Safety and Emergency Procedures Student Contact Card containing emergency contact phone details of key personnel. (NB Variations are available for schools delivering Entertainment Industry or Construction)

- The school office hours are: 8:00am-2:30pm
- During school hours students should contact the school on 9725 5444
- After school hours and during normal business hours (i.e. 9 am – 5 pm) students should contact VET Coordinator, Molly Beatriz, on the school VET mobile phone 0484 302 860

Parents should be contacted as the emergency contact outside of normal business hours. Any issues requiring investigation should be referred to the school for follow up action.

7.3 Work Readiness Program

VET teachers are responsible for determining if students are "work ready". Students will complete a work readiness program and VET teachers will arrange for students to complete all work placement documentation at least one week prior to the commencement of the placement.

Who: All students undertaking VET studies in 2021. Required teachers will be advised closer to the date.

What: Go2workplacement website, USI website and SWConnect registration.

Where: Dance Hall and various classrooms

When: TBA

How: Presentation of Induction and registrations will occur in individual classes.

Why: In order to be deemed ready to undertake mandatory work placement, students must demonstrate safe and appropriate behaviour and attitude as required in an industry setting. Students must be deemed work ready by their VET teacher in order to participate in work placement.

At the completion of the Work Ready program successful students will receive a Work Ready Certificate

7.4 Satisfying HSC and ATAR requirements

Board Developed VET courses are classified as Category B subjects and ONLY ONE may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the optional HSC examination.

Board Developed VET courses have specified workplace requirements and include industry specific mandatory work placement (35 hours per 120 hours of delivery) or occasionally simulated workplace hours at school.

Board Endorsed VET courses do count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have either mandatory or recommended industry specific work placement.

For a VET course to contribute to a student's ATAR a student must:

- follow the standard procedures set down by NESA for satisfactory completion of a HSC course
- successfully complete the mandatory work placement hours, and HSC content
- attempt the optional HSC examination.

7.5 “N” Warning for VET courses

Students undertaking a VET course must meet the requirements of NESA for the Higher School Certificate along with the requirements of the AQF for the award of a certificate of attainment or a statement of attainment. The rules and processes related to an “N” award for a Board Developed Course are applicable to students undertaking a VET course.

NESA has mandated work placement as a requirement of the HSC for most VET courses. Students must satisfactorily complete the hours of work placement required for the course undertaken as it may be determined that they have not made a genuine attempt to complete course requirements. VET teachers must maintain appropriate documentation and follow the school's procedures when a student is not meeting course requirements.

Successful work placement requires the student to complete the mandatory hours of work placement to the satisfaction of the employer and the school. If a student does not attend or complete the work placement provided, the student must receive an “N” Warning Letter. The student is then responsible for identifying an alternative work placement. The VET Coordinator and class teacher must approve the work placement before it is undertaken by the student. The VET teacher is responsible for ensuring the student arranges the makeup work placement in the appropriate period of time.

In the event of illness or misadventure which hinders the student's attendance at work placement for one or more days, the student must follow the illness/misadventure procedures in the assessment booklet.

The procedure requires that the student:

- notifies the employer of the absence on the morning of the absence before normal work start time by telephone
- notifies the class teacher on the morning of the absence by telephone, and
- completes the illness/misadventure form found in the Preliminary and HSC Assessment handbooks with a medical certificate attached. This must be given to the class teacher on the first day the student returns to school after completing work placement, to be approved by the VET Coordinator.

Students who do not satisfactorily complete work placement requirements by the end of the course will be deemed to have not satisfied course requirements. They will not be eligible for the HSC in that course until rectified and the “N” determination has been resolved.

The VET Coordinator enters students who failed to complete work placement on Sentral and notifies teachers of the dates of the students' absence. The VET Coordinator also enters dates on the school calendar.

Student advises all their class teachers when they will be absent from school at work placement and arranges for all assessment tasks and catch up work missed.

7.6 Optional HSC Examination

Every 2 Unit VET course that is a 240 course Industry Curriculum Framework has an optional external HSC examination. The external exam is based on a sample of the knowledge, skills and understanding outcomes of the NESA syllabus. The HSC examination:

- has no impact on student eligibility for AQF qualifications
- is optional for VET students
- is a two hour written paper, and
- results may contribute to the calculation of the student's ATAR.

All students enrolled in the 240 hour industry Curriculum Framework course will be entered to the HSC examination.

Students who do not need an ATAR do not need to sit the optional HSC examination.

Any student who does not wish to sit for the HSC external examination must advise their VET teacher during the HSC year.

Students who do not choose to complete the optional HSC examination should complete the form HSC Examination Withdrawal located at: **QMS > RTO Management > Withdraw from HSC examination**

The form should be submitted to VET coordinator or SAO who will check the impact of withdrawal from the examination on the student's program of study.

Janelle Jordan or Caryn McCann (SAO) will withdraw the student from the examination via Schools Online.

Withdrawal from the examination does not affect requirements for completing the VET course satisfactorily for the HSC. If a student has satisfactorily completed the VET course but has not undertaken the external examination, the student will have the VET subject listed on their HSC, but there will be no examination mark and the VET course will not contribute to the calculation of their ATAR.

VET teachers preparing students for the optional HSC examination should refer to the HSC examination preparation PowerPoint presentations to assist with revision and exam preparation:

QMS Ultimo-90072 RTO Management HSC exam preparation PowerPoints