

# Brigidine College

RTO 30239



## VET Student Handbook



## Policies and Procedures

Updated March 2019

*Correct at time of Publication but subject to change*

# Brigidine College Certificate Courses

The following is a list of Certificate Courses offered by Brigidine College and External RTO providers. All qualifications will provide students with a vocational qualification upon successful completion. Further details can be found on both the Senior Subject Selection Handbook (available on SEQTA) and the external website.

## ***Brigidine College as a Registered Training Organisation (RTO 30239):***

CODE	QUALIFICATION	QCE Points
CUA31115	Certificate III in Visual Arts (RTO 30239)	8

## ***Partnerships with external Registered Training Organisations (RTO's):***

10432NAT	Certificate III in Christian Ministry and Theology (IFE, RTO 31402)	8
BSB30115	Certificate III in Business (Binnacle, RTO 31319)	8
SIS30315	Certificate III in Fitness (Binnacle, RTO 31319)	8

## **Additional VET opportunities for Brigidine College students**

Brigidine College is committed to ensuring that students can reach their potential and have success transitioning from school to work. Students can access additional VET opportunities which are delivered, assessed and managed by external RTO's (ie IFE, TAFE, Binnacle). All student interest and applications for VET opportunities are approved and managed by the Vet Coordinator. As per Standard 2.3, where courses are provided on behalf of a third-party, the provision of those services is the subject of a written agreement.

**School based apprenticeships or Traineeships (SAT).** Brigidine College supports the school-based apprenticeship and traineeship program. SAT allows students to continue studying school-based subjects while completing structured "on-the-job" training. The training and education is based on industrial competencies and results in nationally recognised qualifications. 2019 examples include the Certificate III Business course offered by Mission Australia.

**Vocational Education and Training through TAFE and other RTO's.** Students can access courses offered by TAFE and/or other Learning Providers (eg. Binnacle, IFE) while they are in Years 11 and 12.

Brigidine College discharges its VET responsibilities for compliance with the *Australian Quality Training Framework (AQTF) standards* for Registered Training Organisations (RTO's) and meets all AQTF compliance requirements for VET related courses. This includes a commitment to recognise the training qualifications issued by other RTO's.

*Refer to Appendix for the AQF Learning Outcomes.*

# Standard One

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

## Training and Assessment Policy

At Brigidine College, Training and Assessment Strategies will be developed for each qualification that is delivered and assessed. These strategies will be developed in consultation with industry and will be validated through the required review procedures. These strategies will reflect the requirements of the relevant Training Package.

Brigidine College 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 the number of students, student needs, delivery methods and assessment requirements.

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

### Assessment

*In developing the assessment (including RPL) for each qualification, the school will ensure: (Standards 1.8, 1.12)*

- compliance with the assessment guidelines from the relevant Training Package/accredited course (Standard 1.3)
- that assessment leads to a qualification or statement of attainment under the Australian Qualifications Framework (AQF)
- that assessment complies with the *principles of competency-based assessment* (ie. assessment/s are **fair, flexible, valid, and reliable**) and informs the student of the context and purpose of the assessment (Standard 1.8-1). The *rules of evidence* will also comply with the assessor ensuring all assessments have **validity, sufficiency, authenticity and currency** (Standard 1.8-2). Brigidine will plan for the ongoing systematic validation (at least once every 5 years) of assessment practices and judgements for each unit offered on its Scope (Standards 1.9, 1.10). At least 50% of the Units will be validated within the first three years of each five-year cycle (Standard 1.10). External validation will be undertaken by persons not involved in delivery but have industry and vocational competency experience/s (Standards 1.11, 1.25).
- 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 (eg. dress, communicating with supervisors, etc.)

In conjunction with the Brigidine College Program Leader Learning Enhancement, teachers will meet to discuss any individual learning needs which may need to be set in place to assist students in meeting course requirements (as per Standards 1.3(b), 1.7).

## Trainers and Assessors Policy

Brigidine College ensures all VET trainers and assessors engaged by the school for the delivery of VET qualifications and/or accredited courses meet the requirements of the AQF standards, and retains evidence of this for all trainers and assessors of the school RTO (Standards 1.3, 1.13-1.16, 1.21-1.24).

Trainers without appropriate training and assessment qualifications work under the supervision of a qualified trainer and assessor for the delivery of the qualification. Regarding the assessment, this is always conducted by someone with training and assessment qualifications (Standards 1.17-1.20, 1.23b, 1.24).

In the event that Brigidine College does not have a qualified staff member for VET qualifications or accredited courses, the qualification or course will not start.

Trainers and assessors must complete and maintain current records of their qualifications. This could be done by trainers and assessors completing competence and currency documents (or staff profile or other school approved format), outlining their own vocational qualifications, training and assessment qualifications AND currency activities in their industry area, as well as VET and training and assessment.

### **Transition to Training Packages and Expiry of Accredited Courses (Standard 1.26)**

Brigidine College must manage the transition from superseded Training Packages within 12 months of their publication on the www.training.gov.au site. Brigidine College will also manage the transition from superseded accredited courses so that it delivers only currently endorsed Training packages or currently accredited courses.

*Therefore, Brigidine College will:*

- During the 12-month transition period, take action to review the status and progress of exiting students to determine which students can complete their studies. Students who cannot complete their studies (within the transition period) should be transitioned to the new qualification.
- Advise students and employers about the revised qualification and the requirement to complete studies within the transition period or transition to the new qualification. Ensure employers are aware that Brigidine College cannot issue a qualification after the expiry of the teach-out period, therefore a student must complete their studies or transition.

### **Summary: Brigidine College Human Resources Policy (Standards 1.21-1.24)**

***All trainers and assessors/teachers assessing students' vocational competencies will hold:***

- ✓ Workplace Assessor (TAE Cert IV; Currently TAE40116 Certificate IV in Training and Assessment)
- ✓ Vocational competencies in the course they are delivering, at least to the level being assessed.

***All trainers and assessors/teachers delivering training will hold:***

- ✓ Workplace Assessor (TAE Cert IV; Currently TAE40116 Certificate IV in Training and Assessment)
- ✓ Vocational competencies in the course they are delivering, at least to the level being assessed.

***Trainers and Assessors/Teachers will also fulfil the requirements of the training package relevant to their course in terms of:***

- ✓ Industry experience.
- ✓ Professional development.

The Vocational Education Coordinator will keep a record of vocational teacher qualifications which will be regularly updated. Trainers and assessors/teachers involved in delivering and assessing VET at Brigidine College will be responsible for keeping an accurate and up to date record of 'Currency' and professional development activities on their Staff Profiles. The Staff Profile will be updated regularly and before internal reviews and internal audits.

# **Standard Two**

*The operations of the RTO are quality assured.*

## **Continuous Improvement Policy**

Brigidine College has a commitment to providing a quality service and a focus on continuous improvement. It values feedback from students, staff and industry representatives for incorporation into future programs. Brigidine College participates in external monitoring and audit processes as required by the VET Regulatory Authority.

Brigidine College ensures it complies with the Standards within its scope of registration (Standard 2.1).

## **Data collection, analysis and actions**

*Brigidine College systematically collects data on the following in order to inform the processes of (Standards 2.2, 2.4):*

- compilation of the school's Quality Indicators data
- improvements to all aspects of training
- professional development of staff (ensuring Industry currency)
- improvements to assessment
- improvements to client services
- monitoring and improving RTO systems.

*The data is systematically analysed for relevance to possible improvements to (Standards 2.2, 2.4):*

- assessment items and methodology
- selection of competencies in qualifications
- appropriateness of training methods
- the need for staff professional development
- the need to improve client services and information
- appropriateness of College systems.

## **Resources Consistent with Industry Standards Policy**

Brigidine College has access to all relevant physical resources as outlined in the relevant Training Package or course. If, for whatever reason, the College cannot maintain the relevant resources to deliver the Training Package or course, the College will attempt to provide students with alternative opportunities to complete the course and the related qualification. The school retains the right to cancel the course if it is unable to meet requirements.

# Standard Three

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

## **Qualifications and Statements of Attainment issued by Brigidine College Policy**

Brigidine College issues AQF qualifications (Certificates and Statements of Attainment) within a reasonable time, in accordance with current state and federal legislation (Standard 3.3). Brigidine College will issue one-off statements, if required (eg. for school transfers or for those students exiting the school or qualification early). All qualifications and statements of attainment issued by the College are recorded and held by the College. It will be ensured that each student has had their USI verified prior to any issuance of any certification (Standard 3.6). Brigidine College will retain client records of attainment of units of competency and qualifications for a period of **30 years**, as required by legislation (Standard 3.4).

**Replacement of Brigidine College Certification Documentation Procedure** - Requests for a replacement qualification or statement of attainment (within the 30-year period) are handled in a timely manner.

## **USI - Unique Student Identifier Number (10 characters, combination of letters and numbers):**

Standard 3.6: For students, the USI will build an online record of their nationally recognised training. Students **MUST** have a USI before they can be issued with a Statement of Attainment or Certification. As an RTO, Brigidine College will ensure that each vocational student has a Unique Student Identifier.

To obtain a USI, students must log onto [www.usi.gov.au](http://www.usi.gov.au). Additionally, **one** of the following approved ID documents will also be required: Australian Passport, Australian Birth Certificate, Australian Driver's Licence, Medicare Card, Certificate of Registration by Descent, Citizenship Certificate, Immicard. Students can do this at any time, either prior to commencing a VET program or after commencing.

Once obtained, students must ensure that their Vocational trainer has their USI and that it has been correctly entered onto the VET Certificate enrolment (this will be used for Verification). It is the student's responsibility to keep this USI in a very safe place as it is yours for life. Any questions regarding the USI can be directed to the RTO Manager.

The USI will be used when reporting AVETMISS data via SDCS or another program to QCAA. All USI information will be stored on the school RTO's secured network.

## **Students will receive credits for units of competency completed by AQF certification issued by other RTO's (Standard 3.5a).**

**Recognition of Qualifications Issued by other RTO's Policy** - Brigidine College will recognise all qualifications issued by any other RTO. The College will seek verification of the certifications from the relevant RTO if there is any ambiguity.

# Standard Four

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

## **Marketing and Advertising Policy**

Brigidine College ensures that the marketing of Australian Qualifications Framework (AQF) qualifications to prospective students is ethical, accurate, accessible and consistent with its scope of registration, and includes the school's RTO provider code (30239).

All marketing material will include the code and the full title of the qualification or accredited course as listed on the National Register ([www.training.gov.au](http://www.training.gov.au)). The school RTO will not advertise VET qualifications, accredited courses, or units of competency for which it is seeking registration.

If another person or organisation is delivering training or recruiting students under a third-party agreement with the school RTO, *the Third party arrangements policy and procedures* will be applied.

The school RTO does not advertise AQF qualifications to prospective students on behalf of other RTO's without their consent.

The Nationally Recognised Training (NRT) logo will be used in marketing material in accordance with its conditions of use specified in Schedule 4 of the Standards.

The Principal (as CEO) of the school RTO is ultimately responsible for ensuring that the school RTO complies with the VET Quality Framework (VQF). This includes any marketing in print media, electronic media or social networking.

## ***Marketing procedure***

- All AQF qualification marketing is managed by the RTO Manager.
- The staff induction program includes information about how to ensure that marketing is accurate, ethical and is not misleading.
- All marketing (including within subject selection documentation) includes a date of publication and the following statement, 'correct at time of publication but subject to change'.
- All marketing materials are submitted to the RTO Manager for approval.
- The RTO Manager checks that marketing materials meets the mandatory requirements as defined in the Standards:
  - accurately represents the services and qualifications on the scope of registration
  - includes the RTO code of the school
  - includes the NRT logo in accordance with its conditions of use defined in Schedule 4 of the Standards)
  - includes the correct and current qualification code and title, and lists the correct and current units of competency that the students will study (within packaging rules and as per current scope of registration)
  - only advertises current qualifications and units of competency that remain on the National Register
  - clearly differentiates VET qualifications from other forms of learning (eg. QCAA syllabus)
  - identifies if the school RTO is delivering the qualification or units of competency on behalf of another RTO (and that there is a written and signed third party agreement)
  - identifies if another school is delivering the qualification or units of competency on behalf of the school RTO (and that there is a signed third party agreement)
  - if the qualification (or part of a qualification) is through an outside provider, the outside RTO is identified and the outside RTO's provision of a record of consent is acknowledged

- does **not** guarantee that:
    - a student will successfully complete the qualification or units of competency
    - a student will obtain a particular employment outcome
    - a qualification or unit of competency can be completed in a manner that does not meet the Standards (clauses 1.1 and 1.2)
  - consent has been obtained from any person or organisation referred to
  - any other requirements as directed by the RTO Manager.
- The RTO Manager (as delegated by the Principal) gives the final approval to all VET marketing, regardless of the format or the audience.
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Brigidine College markets Vocational Education and Training courses with integrity, accuracy and professionalism, avoiding vague and ambiguous statements. In the provision of information, no false or misleading comparisons are drawn with any other training organisation or training product.

- All advertised VET qualifications are within the school's scope of registration.
- All VET courses (meeting the above criteria) are advertised to students through the Brigidine College Subject Selection Guide available both on SEQTA and the external website.

Curriculum Middle Leaders will approve all advertising and marketing material for their subject area. The final advertising of VET will be the responsibility of the Vocational Education Coordinator (RTOM) in consultation with the Deputy Principal Curriculum. The marketing and advertising of VET Subjects should include:

- Content of the course (i.e. competencies)
- The VET qualification that will be achieved, including any Statement of Attainment (for a partially completed course)
- Vocational and further training pathways
- If the school advertises a VET qualification that is seeking an addition or extension to its existing scope, it clearly identifies this through a disclaimer 'this course is subject to registration'.

### **Summary: Template Requirements for Qualifications (Certificates or Statements of Attainment)**

*Qualifications should include the following elements (Standard 4.1):*

- national provider number of the school RTO as well as the school name and school logo
- National Recognised Training (NRT) logo
- Australian Qualification logo
- name of the student
- code and title of qualification
- date obtained – must be after the date the final competency was achieved
- date issued – date that the copy of the qualification was printed
- authorised signatory (i.e. Principal)
- a record of results detailing the units of competency completed as part of the qualification
- an embossed College seal as an anti-fraud mechanism.

*NOTE: A student's USI will not be placed on the Certificate documentation*

# Standard Five

*Each learner is properly informed and protected.*

## Policy Statement

Brigidine College ensures that all VET students are properly informed and protected. Through the SET plan process, the College will ensure that all VET students have been provided with sufficient advice regarding the appropriateness for them of the qualification and/or accredited courses they would like to be enrolled in (as per Standard 5.1). The advice takes into account each student's existing skills and knowledge prior to the finalisation of subject selection to ensure that students are able to make informed decisions before undertaking training in a VET qualification or accredited course. In addition, students at Brigidine have access to support and guidance services.

Brigidine College is committed to completing the outlined training and assessment once students have started study in their chosen qualifications or courses from the course start date. This includes delivery by a third party on the school RTO's behalf. Students who enter the course after the start date will have a negotiated package of units that will lead to a Statement of Attainment.

The Principal (as CEO) of the school RTO, is ultimately responsible for ensuring that student and parents/carers are provided with the required information prior to enrolment on the Student Data Capture System (SDCS). This includes detail about the course training, assessment/s, the services they are to receive, their rights and obligations, and the RTO's responsibilities. This will be covered by an Induction program run by the VET trainer (Appendix: Induction Checklist). The RTO Manager will assist, where necessary, with students obtaining USI numbers.

Brigidine has a separate Complaints and Appeals Policy. (Refer to sections in the VET Student Handbook including the Template available in the Appendix)

If another person or organisation is providing student information under a third party agreement with Brigidine, *the Third party arrangements policy and procedures* will be applied.

## Student information - Overview:

*Standards 5.1 to 5.4 are covered herewith.*

Student subject selection and enrolment procedures	SET Plan Interviews School Enrolment Package Senior Subject Selection Booklet
Induction/orientation procedures	VET Induction Session (see Appendix) VET Student Handbook <b>VET Visual Arts Course Outline</b>
<b>Qualification or accredited course information, including:</b> <input type="checkbox"/> code, title, currency of qualification or accredited course <input type="checkbox"/> RTO rule information and units of competency (code and title) to be delivered including estimated duration <input type="checkbox"/> Training and assessment locations <input type="checkbox"/> mode/s of delivery <input type="checkbox"/> entry requirements or pre-requisites (if applicable) <input type="checkbox"/> obligations of RTO to students (ie. responsibility for the quality of the training and assessment, the issuance of certification) <input type="checkbox"/> student obligations related to materials/equipment they must provide <input type="checkbox"/> student requirements to successfully complete (eg. USI) <input type="checkbox"/> student's rights if the RTO (or a third party) closes or ceases to deliver any part of the RTO course in which student is enrolled <input type="checkbox"/> details of the RTO's complaints and appeals process <input type="checkbox"/> any relevant third party information <input type="checkbox"/> work placement requirements, if applicable	Set Plan Interviews Senior Subject Selection Booklet VET Student Handbook VET Induction Session (see Appendix)

<b>Fee information, including:</b> (additional information below in the section - Financial Management Policy Standard 5.3) <ul style="list-style-type: none"> <li><input type="checkbox"/> total amount of all fees including course fees, administration fees, materials fees and any other charges</li> <li><input type="checkbox"/> payment terms, including the timing and number of fees to be paid and any non-refundable deposit/administration fee</li> <li><input type="checkbox"/> fees and charges for additional services</li> <li><input type="checkbox"/> school RTO's refund policy.</li> </ul>	Senior Subject Selection Booklet VET Student Handbook VET Induction Session (see Appendix)
Nature of the guarantee the school RTO will give to complete the training once the student has started study in their chosen qualification or course.	VET Student Handbook
<b>How VET qualifications and courses differ from other school subjects, courses and criteria-based assessment by including:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> work-like activities</li> <li><input type="checkbox"/> competency-based training and assessment</li> <li><input type="checkbox"/> competency standards which are an industry-determined specification of performance that sets out the skills, knowledge and attitudes required to operate effectively in employment</li> </ul>	VET Student Handbook VET Induction Session (see Appendix)
Provision for language, literacy and numeracy assistance ensuring equity and access for all students ( <i>refer Appendix: Access and Equity Guidelines</i> )	SET Plan Interviews VET Student Handbook
Student support, welfare and guidance services <i>(Assistance from the Program Leader Learning Enhancement may be required)</i>	Set Plan Interviews VET Student Handbook <i>As required: Interviews with Careers Counsellor, RTOM, Program Leader Senior Years, Learning Enhancement)</i>

Written Information Provided to Students	School RTO document (and activity where applicable)
Complaints and Appeals procedures	VET Student Handbook (see Appendix)
Access and Equity for all students	VET Student Handbook (refer Appendix)
Recognition of Prior Learning (RPL) arrangements ( <i>see below</i> )	VET Student Handbook (see Appendix)
Recognition of Australian Qualifications Framework (AQF) credentials, and Statements of Attainment issued by other RTO's	VET Student Handbook (refer Appendix)
Student rights and responsibilities	VET Student Handbook
Options available to students who are deemed not yet competent on completion of training and assessment at the school RTO.	Senior Student Mentoring Interviews Careers Counsellor

### Brigidine College Recognition of Prior Learning (RPL) Policy

(refer to Appendix: RPL Template)

Recognition of prior learning (RPL) is the process used to assess individuals' existing level of knowledge and skills against individual or multiple units of competencies. All applications for RPL go to the VET Trainer in the first instance (*refer to Appendix: RPL Template*). Students will need to provide sufficient documented evidence to support their claim for recognition to their teacher eg. resume, certificates, photos, references from supervisors, performance reviews or job descriptions.

The VET Trainer and Curriculum Leader will review the student's evidence and give a written and verbal response (within 10 days of receipt of the evidence) to the student regarding whether the RPL evidence is suitable.

As required, the teacher handling the RPL application will develop and assess any alternative methods of assessment as a result of the RPL application. The student may be asked to complete practical demonstrations

of their skills to support their RPL application. Assessment methods should be fair and flexible and reflective of assessment tasks delivered as part of the training and assessment strategy.

The student will be also made aware of the Appeals procedure if they are not satisfied with the decision on their RPL application.

### **Financial Management Policy (Standard 5.3)**

Brigidine College demonstrates that it is financially viable at all times during the period of its registration, as this is a requirement of Education Queensland and the Non-State Schools Accreditation Board.

*The following fee information is provided to each student throughout the enrolment and/or subject selection processes:*

- 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 and/or administration fee
- the nature of the guarantee the organisation will give to complete the training and/or assessment once the student has started study in their chosen qualification or course
- the fees and charges for additional services, including such items as the issuing of a replacement qualification or statement of attainment, and the options available to students who are deemed not yet competent upon completion of training and assessment
- refund policy. This will be discussed with the College's Business Manager (*see below*).
- where any changes to the agreed services occurs, the RTO advises the learner as soon as practicable, including in relation to any new third party arrangements or changes to existing third party arrangements (Standard 5.4).

Financial accounts are certified by a qualified auditor at least annually. This is covered by the requirements of the Education Department and Non-State Schools Accreditation Board.

**Fees/Refund Policy:** Brigidine College operates on an accrual accounting basis. The College invoices parents for school fees, subject levies with other student related costs. Parents are provided each term with a school fees statement indicating current transactions applied to their account.

**Refunds Procedure for Students who leave the school during the term:** Parents/Guardians/Persons who are responsible for paying school fees will be liable for school fees up until the end of term and they are to be paid before the student leaves the school. Should payment in full not be possible at time of leaving, an arrangement for payment will need to be made with the Business Manager.

**Student Access to Accurate Records Policy:** Brigidine College is committed to regularly providing students with information regarding their participation and progress.

**Accuracy of Records Procedure:** Staff maintain accurate and current records of each student's progress towards achievement of competencies. These records will be forwarded for entry on the SDCS prior to each of QCAA's advertised collection dates for data. The data recorded on the SDCS will be printed out and returned to teachers for checking. Once approved as accurate, the SDCS operator is notified to this effect. As a holistic approach to delivery and assessment is utilised by the school RTO, all (or almost all) units of competency will not be signed off until the completion of the qualification.

**Access to Students Records Procedure:** There are occasions when it is necessary for the College to provide information about the student to another organisation (eg. QCAA, the Department of Employment and Training). Students can view their own personal records by making a request to their VET Trainer. An appointment will generally be made within three (3) working days of the request.

## **Student information procedure - Staffing Overview (Organisational Chart):**

**Students:** For all general matters relating to VET, students should consult with their VET Teacher first. If this is not possible, the student should see the VET Coordinator (aka RTO Manager).

The **Principal** of Brigidine College is legally responsible and accountable for all operations of the RTO. The Principal has delegated overall responsibility to provide VET leadership within the school curriculum and effects daily operations to the VET Coordinator/RTO Manager (see below). The RTO Manager works together with the Deputy Principal Curriculum (see below) and the Visual Arts teacher/s to ensure all requirements of the course are fulfilled. Other school staff support various aspects of the VET program management within the school (eg. Data Entry Operator).

*The RTO Manager has responsibility and authority for the VET student information systems (under the delegation from the Principal) including:*

- liaising with the Principal and vocational training areas regarding student information documentation, as well as subject selection and course information
- ensuring that subject selection forms and subject transfer forms include the following statement: '*By signing this form, I agree to all of the policies and procedures related to VET that are outlined in all school documentation pertaining to VET.*' (Note: This statement will appear in the Disclosure section of the SETP document signed by students, parent/carer, teacher).
- ensuring the transfer or late enrolment forms include the statement: '*I am aware that I have entered the course after the start date and have been provided with a negotiated program of units which may lead to a Statement of Attainment.*' (refer Appendix: Late Entry to Course Agreement)
- ensuring all students have been adequately informed about the appropriateness of the qualification or accredited course and whether it meets students' needs
- ensuring all students have been advised regarding their rights and obligations and the RTO's responsibilities
- ensuring that all information is provided in print or electronic form, or both
- advising students about any changes to agreed services (including third party arrangements). Where required, a Letter will be sent to students and parents/guardians outlining any change.
- ensuring that the provision of educational services is monitored to cater for student needs; this includes reviewing overlaps (ie. where students are enrolled in more than one VET qualification at the school RTO or another RTO) and any corresponding adjustments to the training and assessment strategies, student enrolments and scope of registration required.

*The Deputy Principal (Curriculum) is responsible for school timetabling and must ensure that:*

- they liaise with the RTO Manager regarding all VET enrolments
- all subject selection forms have been signed by both the student and the parent/carer.

### **Visual Arts Teachers (Trainers and Assessors)**

All VET subjects will be delivered using personnel (teaching staff, industry skilled trainers) with appropriate qualifications and experience. Adequate facilities, equipment and training materials will be utilised to ensure the learning environment is conducive to the success of students. VET trainers are required to offer a Quality Framework professional environment and facilitate a training and assessing context combining current vocational/industry knowledge and experience with educational expertise.

### **Staff Changes**

If the school loses access to the approved teachers, facilities or equipment to run VET courses, the school will attempt to provide students with alternative opportunities to complete the course and the related qualifications. However, the school retains the right to cancel the course if it is unable to meet requirements.

# Standard Six

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

## Policy statement

Brigidine College will ensure that the principles of natural justice and procedural fairness are adopted at every stage of the Complaints and Appeals process.

The Principal (as CEO) of the school RTO, is ultimately responsible for ensuring that the school RTO complies with the VET Quality Framework (VQF). This includes the complaints and appeals policy and procedure which is specific to its RTO operations. The procedure for this is outlined as follows.

*A Complaint, Allegation or Appeal (informal or formal) can be made to the school RTO regarding the conduct of:*

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

A “Complaints and Appeals Record Form” Template is available for students in the VET Student Handbook Appendix on Brignet and the external website.

**Informal** - Allegations, Complaints or Appeals may be made to *any* member of staff but will generally, in the first instance, be made to the *VET Trainer*. Where possible, these allegations, complaints and appeals will be resolved immediately. If this is not possible, the complaint must be put in writing (*see notes following*).

The **Informal** Complaint, Allegation or Appeal must also be documented along with its cause, any actions taken and decision/s made. This will be overseen by the Deputy Principal Curriculum and added to the secure “Complaints and Appeals Register”.

All **Formal** written allegations, complaints or appeals will be addressed to the Principal. There is a “Complaints or Appeals Record Form” template available for students to utilise. The school RTO will ensure that, within 60 calendar days of receiving such notification, it will be heard and decided on. If the school RTO considers more than 60 calendar days are required to process and finalise the complaint or appeal, the complainant or appellant will be informed of the reasons in writing and will be regularly updated on the progress of the matter. If the processes fail to resolve the complaint, allegation or appeal, a review by an independent party will be provided.

The designated person (Deputy Principal Curriculum) will maintain a secure *Complaints and Appeals Register*, which will document **all** informal and formal complaints, allegations, or appeals along with their resolution. Any substantiated complaints, as well as the complaints and appeals policy, will be reviewed as part of the continuous improvement processes. Appropriate corrective action will be taken to eliminate or mitigate the likelihood of reoccurrence.

## **Complaints procedure**

- All **formal complaints** must be in writing and addressed to the Principal, as CEO of the RTO.
- If a complaint relates to a report about harm or safety, refer to Brigidine's Student Protection procedures (on Brignet)
- On receipt of a written complaint:
  - a written acknowledgement is sent to the complainant from the Principal (via Administration support)
  - the complaint is forwarded to the RTO Manager and the Deputy Principal Curriculum (for recording).
- If the complaint is not finalised within 60 calendar days, the complainant is informed of the reasons in writing and regularly updated on the progress of the matter.
- The Principal (usually along with the RTO Manager) will either deal with the complaint or convene an independent panel to hear the complaint; this shall be the complaints and appeals committee.
- The complaints and appeals committee shall not have had previous involvement with the complaint and will include representatives of: a) the Principal; b) Teaching staff (not the VET Trainers); and, c) an independent person.
- The complainant shall be given an opportunity to present their case and may be accompanied by other people as support or as representation.
- The relevant staff member, third party or student (as applicable) shall be given an opportunity to present their case and may be accompanied by other people as support or as representation.
- The outcome/decision will be communicated to all parties in writing within 60 calendar days.
- If the processes fail to resolve the complaint, the individual making the complaint will have the outcome reviewed (on request) by an appropriate party independent of the RTO.
- If the complainant is still not satisfied, the Principal will refer them to the QCAA website for further information about making complaints. *Refer: [www.qcaa.qld.edu.au/senior/vet/rto-registration-audits-complaints-enforcement](http://www.qcaa.qld.edu.au/senior/vet/rto-registration-audits-complaints-enforcement)*
- The root cause of any complaint will be included in the secure, systematic monitoring and evaluation processes of the RTO so that appropriate corrective action can be instigated to eliminate or mitigate the likelihood of reoccurrence.
- The Deputy Principal Curriculum will maintain a record of the above procedure in a secure register.

An **Appeal** can be made to the school RTO to request a review of a decision, including assessment decisions. The school RTO will ensure that the principles of natural justice and procedural fairness are adopted at every stage of the complaints and appeals process. All formal complaints and appeals will be heard and decided on within 60 calendar days of receiving the written complaint or appeal.

If the school RTO considers more than 60 calendar days are required to process and finalise the complaint or appeal, the complainant or appellant will be informed of the reasons in writing and will be regularly updated on the progress of the matter. If the processes fail to resolve the complaint or appeal, a review by an independent party will be provided if requested.

## **Appeals procedure**

- All **formal appeals** must be in writing and addressed to the Principal, as CEO of the RTO.
- On receipt of a written appeal:
  - a written acknowledgement is sent to the appellant from the Principal (via Administrative support)
  - the appeal is forwarded to the RTO Manager and Deputy Principal Curriculum.
- If the appeal is not finalised within 60 calendar days, the appellant is informed of the reasons in writing and regularly updated on the progress of the matter.
- The Principal and/or the RTO Manager will either deal with the appeal or convene an independent panel to hear the complaint; this shall be the *Complaints and Appeals Committee*.
- The appeals committee shall not have had previous involvement with the appeal and will include representatives of: a) the Principal; b) Teaching staff (not the VET Trainers); and, c) an independent person.
- The appellant shall be given an opportunity to present their case and may be accompanied by other people as support or as representation.
- The relevant staff member, if applicable, shall be given an opportunity to present their case and may be accompanied by other people as support or as representation.
- The outcome/decision will be communicated to all parties in writing within 60 calendar days.
- If the processes fail to resolve the appeal, the individual making the appeal will have the outcome reviewed by an appropriate party independent of the RTO.
- If the appellant is still not satisfied, the Principal will refer them to the QCAA website for further information about making complaints ([www.qcaa.qld.edu.au/3141.html](http://www.qcaa.qld.edu.au/3141.html)).
- The root cause of any appeal will be included in the secure, systematic monitoring and evaluation processes of the RTO so that appropriate corrective action can be instigated to eliminate or mitigate the likelihood of reoccurrence.
- The Deputy Principal Curriculum will maintain a record of the above procedure in a secure register.

# Standard 7

## The RTO has effective governance and administration arrangements in place.

Brigidine College (RTO 30239) ensures that it adheres to the obligations of the governance, data provision requirements and administration arrangements as set out in the Vocational Education and Training (VET) Quality Framework (VQF). The Australian Skills Quality Authority (ASQA) is the National VET Regulator, and the QCAA, as delegate for ASQA, registers and audits Queensland school RTO's.

The Principal of the school RTO, as the chief executive officer, is ultimately responsible for ensuring that the school RTO complies with the VQF. This applies to all operations within the RTO's scope of registration, as listed on the National Register.

The Principal of the school RTO ensures that its high managerial agent, the RTO Manager is vested with sufficient authority to ensure compliance with the VQF.

While many of the obligations are covered by the requirements of Education Queensland, the Non-State School Accreditation Board and the Queensland College of Teachers, the school RTO includes statements in the Policies and Procedures of the VET Student Handbook acknowledging compliance.

## FOUR PROCEDURES FOR GOVERNANCE, DATA AND ADMINISTRATION

### 1. Governance procedures

*The Principal, as CEO of RTO (30239), ensures compliance with all the VQF requirements, ASQA Standards and any other national guidelines approved by the legislative authority for Continuing Registration by:*

- delegating responsibility and sufficient authority for day-to-day RTO operations to the school high managerial agent (the RTO Manager) as outlined in the signed delegation statement and duty statement
- meeting on an as-needs basis (usually monthly) with the RTO Manager to keep informed of those operations, and ensuring minutes of those meetings are taken
- ensuring that any decision making at the senior management level regarding RTO operations is explicitly informed by trainers' and assessors' experiences, and that this is documented appropriately
- authorising and signing (where necessary) the appropriate documentation, forms and report data as required by the *Data Provision Requirements*
- completing a *Fit and Proper Person Requirements declaration*, when required (Standard 7.1). \* See below
- completing a *Chief Executive Statutory Declaration*, when required
- in conjunction with the Brigidine College Business Manager, holding public liability insurance that covers the scope of its operations throughout the registration period (Standard 7.4).

*The Brigidine College **Executive Management Team**, co-ordinated by the Deputy Principal Curriculum, reviews, oversees and ensures the:*

- outcomes of the systematic monitoring and evaluation of the school's RTO training and assessment strategies and practices
- progress on any actions taken to meet compliance as well as actions taken for course development
- maintenance of a secure *Complaints and Appeals Register*
- co-ordination of the Subject Selection Handbooks, SETP process, external website (for subjects and VET)
- management of Student Subject selections, timetabling and change of subject processes for VET courses
- accurate maintenance of Data Provision Requirements and VET databases (SDCS/SLIMS) to record, update, validate, verify and certify information to meet ongoing compliance with the VQF. Note: *VET databases may initially be updated by the Data Operator and then verified by the RTO Manager.*
- RTO will act on any opportunities for improvement

## **RTO Manager/VET Coordinator**

The RTO Manager has responsibility and authority for the day-to-day management of the RTO systems including:

- managing operation of the school's RTO status to meet ongoing compliance with the VQF
- liaising with the QCAA concerning all aspects of the school's RTO status (especially re the 2017 External Audit conducted on 14/2/17)
- keeping the Principal informed of all matters regarding the school's RTO status
- managing the systematic monitoring of the school's training and assessment strategies and practices
- completing a *Fit and Proper Person Requirements declaration*, when required
- reviewing internal audit reports/self-assessment reports and acting on areas of improvement and rectification
- managing the continuous improvement processes including any internal audit and review processes
- the maintenance of the Minutes of Meetings held involving VET.

### **\* Fit and Proper Person Requirement Policy (Standard 7.1)**

The Fit and Proper Person Requirements are designed to ensure that key registered training organisation (RTO) personnel have the characteristics and principles necessary to ensure the delivery of high-quality services and outcomes for VET graduates. These requirements are set to protect and inspire confidence in the VET system, and to safeguard Australia's reputation as a premier provider of VET. The Fit and Proper Person Requirements are now a legislative instrument made by the Federal Minister for Tertiary Education, Skills, Jobs and Workplace Relations under subsection 186(1) of the National Vocational Education and Training Regulator Act 2011.

### **Fit and Proper Person Requirements Declaration Procedure**

The Principal (CEO) of Brigidine College who exercises a degree of control or influence over the management or direction within the College, when applying for initial or renewal of registration as a training organisation (RTO) is subject to the *Fit and Proper Person Requirements*. The Principal must answer all the questions in the Fit and Proper Person Declaration (expanding upon responses where required) and sign the declaration. This is covered by the requirements of the Queensland College of Teachers, Education Queensland and the Non-State Schools Accreditation Board.

## **2. Interactions with the registering body procedures**

The Principal will ultimately be responsible for ensuring that the school RTO complies with the VQF. Interactions with the registering body (QCAA) are managed by the RTO Manager.

*The school RTO will cooperate with the QCAA by:*

- allowing QCAA to conduct audits and monitor its operations (including the 2017 External Audit)
- providing accurate and timely data relevant to measures of its performance (including quality indicator data and SDCS data), which is collected as per policies and procedures and duty statements
- providing information about any event that would significantly affect the school RTO's ability to comply with the Standards within 90 calendar days, including but not limited to:
  - substantial changes to its operations
  - change of Principal or RTO Manager
  - significant changes to ownership
- ensuring information on [training.gov.au](http://training.gov.au) is correct and updated
- complying with the Standards regarding the retention, archiving, retrieval and transfer of records
- providing evidence of satisfying the Fit and Proper Person Requirements and Chief Executive Statutory Declaration Requirements when necessary (Standard 7.1)
- submitting the QCAA school RTO verification form when requested, including checking scope of registration details thoroughly to ensure they are accurate

- submitting the annual declaration on compliance to the QCAA, when requested, to confirm VQF compliance
- informing the QCAA of any third party agreements via the appropriate notification form within 30 calendar days
- complying with Commonwealth, State and Territory legislation and regulatory requirements, relevant to its operations
- providing any other information as requested in writing by the registering body (ie. the QCAA).

### **3. Updating RTO details procedures (Notification of Change to Organisational Details Sections 1-3):**

*As a condition of registration, the school RTO must notify the QCAA in writing of:*

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

*All forms are available from the QCAA website: [www.qcaa.qld.edu.au/12266.html](http://www.qcaa.qld.edu.au/12266.html).*

**Notification of Change to Organisational Details:** (notification of change will update the respective details on training.gov.au)

#### **Section 1: Provider details change**

The RTO Manager, in consultation with all relevant RTO personnel, submits (within 90 calendar days) the *Notification of Change to Organisational Details* form to the QCAA regarding any of the following changes:

- 1.2 change of registration details
- 1.4-1.6 change of Contacts Details for: a) Chief Executive \*, b) Registration Enquiries, c) Public Enquiries

*NOTE: Section 3 Declaration by the Chief Executive (Principal) must also be completed and submitted.*

#### **Section 2: Significant Event/s**

The RTO Manager, in consultation with all relevant RTO personnel, notifies QCAA of the following changes within 30 or 90 calendar days:

- 2.1 Change to legal name but not legal entity (within 90 days)
- 2.2 Change/s to third party arrangements (within 30 days, see below)
- 2.3 Significant event/s (within 90 days) including change to permanent RTO delivery sites; unexpected turnover in staff; other significant event/s that will impact upon the RTO's operations.

*NOTE: Section 3 Declaration by the Chief Executive (Principal) must also be completed and submitted.*

#### **2.2 Third party arrangements**

The RTO Manager, in consultation with all relevant RTO personnel, notifies QCAA of the following changes of event/s within 30 calendar days:

- commencement of an arrangement with another organisation to deliver services on the school RTO's behalf (ie. a new arrangement that has not been previously reported)
- change to reported details of an arrangement with another organisation to deliver services on the school RTO's behalf (ie. an arrangement that has been previously reported)
- cessation of a previously reported arrangement with another organisation to deliver services on the school RTO's behalf.

**Section 3:** Declaration by Chief Executive MUST accompany all changes.

#### **Further Note:**

\*A change of Principal requires the submission of a *Fit and Proper Person Requirements Statutory declaration* and a *Chief Executive Statutory Declaration*.

\*A change of RTO Manager requires the completion of a *Notification of Change to Organisational Details Section 1*

#### **4. Student fee protection procedure**

If students are required to prepay fees in excess of \$1 500, the school RTO must include within this document reference to policy and procedures for student fee protection. This policy should detail student fee protection arrangements that meet the requirements of Schedule 6 of the Standards if the school (Standard 7.3).

##### ***Insurance policy***

This school will maintain public liability insurance. At Brigidine College the Certificate of Currency is held with the Business Manager and this public liability will be maintained throughout its registration (Standard 7.4).

This document can be accessed at <https://qcec.catholic.edu.au/topic/insurance>

# STANDARD 8

## The RTO co-operates with the VET Regulator and is legally compliant at all times.

As an RTO (30239), Brigidine College has agreed to operate within the Vocational Education legislation governed by the Australian Skills Quality Authority (ASQA) and all other relevant legislation required by the State and Federal Government. This includes a commitment to recognise the training qualifications issued by other Registered Training Organisations (RTO's).

By 31 March, as per Standard 8.4, an annual declaration will be submitted to the VET Regulator. This confirms that Brigidine, as an RTO, a) systematically monitors its compliance, and b) implements preventative and corrective improvements where considered necessary.

Brigidine College (RTO 30239) is registered to deliver the *Certificate III in Visual Arts CUA 31115* under the Queensland Curriculum and Assessment Authority (QCAA). Brigidine is committed to delivering quality training and assessment in accordance with the National Training Package. As an RTO, the College will ensure compliance to the standards governed by the National VET regulator (ASQA). This includes Internal and External Audits and continuous improvement processes across the College.

### Compliance with Legislation Policy

Brigidine College complies with relevant Commonwealth, State or Territory legislation and regulatory requirements that are relevant to its operations as an RTO and its scope of registration (Standard 8.5). The College will also meet all legislative requirements of the National Vocational Education and Training Regulator Act 2011.

Commonwealth Legislation (available at [www.comlaw.gov.au](http://www.comlaw.gov.au)):

- Copyright Act 1968
- Privacy Act 1988

State Legislation (available at [www.legislation.qld.gov.au](http://www.legislation.qld.gov.au). Note: this site is currently being updated by the Qld Government):

- Anti-Discrimination Act 1991
- Child Protection Act 1999
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Vocational Education, Training and Employment Act 2000, Chapter 4: Vocational placement
- Vocational Education and Training (Commonwealth Powers) Act 2012
- Work Health and Safety Act 2011

Under delegation from the Principal, the RTO Manager ensures that its staff and students are fully informed of the requirements that affect their duties or participation in vocational education and training (Standard 8.6). This will happen via the VET Staff Handbook, VET Student Handbook and information on the Brigidine College network (SEQTA and external website).

## **Client Services Policy**

Brigidine College continuously improves client services by collecting, analysing and acting on relevant data. It will ensure that students receive the services detailed in their agreement with the RTO. The College's quality focus includes policies for: Recognition of Prior Learning (RPL), Complaints and Appeals, and Access and Equity. In addition, students are offered Mentoring, extensive SETP advice and access to student welfare and guidance services.

*All students are to be involved with some or all of the following processes, designed to establish their educational needs:*

- Senior Education and Training Plan (SETP) including an Interview with a Brigidine Mentor and Parent/s.
- Subject Selection processes
- Additional guidance services (as required) provided by DP Curriculum, Program Leader Senior Years, Vocational Education Coordinator, Careers Counsellor and the Program Leader Learning Enhancement.

Brigidine College ensures that all vocational education and training (VET) students are properly informed and protected. Every opportunity will be taken to ensure that Client Service programs are disseminated, understood and valued by staff, students and parents.

Through the SETP process, the school RTO ensures that all VET students have been provided with sufficient advice regarding the appropriateness for them of the qualification and/or accredited courses they would like to be enrolled in (as per Standard 5.1). The advice considers each student's existing skills and knowledge prior to the finalisation of subject selection. This ensures that students are able to make informed decisions before undertaking training in a VET qualification or accredited course.

The school RTO is committed to completing the outlined training and assessment/s once students have started study in their chosen qualifications or courses from the course start date. This can include delivery by a third party on the school RTO's behalf. Students who enter the course after the start date will have a negotiated package of units that will lead to a *Statement of Attainment*.

The Principal, as CEO of the school RTO, is ultimately responsible for ensuring that students (and their parents/carers) are provided with the required information prior to enrolment, including the services they are to receive, their rights and obligations, and the RTO's responsibilities.

The school RTO has a separate Complaints and Appeals policy (*RTO Policy and Procedure: Complaints and Appeals*) as co-ordinated by the Deputy Principal Curriculum.

If another person or organisation is providing student information under a third party agreement with the school RTO, the *Third party arrangements policy and procedures* will be applied (Standard 8.2).

All QCAA school RTO policies and procedures are available at: [www.qcaa.qld.edu.au/24389.html](http://www.qcaa.qld.edu.au/24389.html)

## **APPENDICES:**

### ***Additional Information:***

- Australian Qualifications Framework (AQF) Learning Outcomes
- Access and Equity Guidelines for Brigidine College Students

### ***Templates for:***

- CUA 31115 Certificate III in Visual Arts Induction Program
- Enrolment Agreement (Late Enrolment) for Certificate III in Visual Arts
- Recognition of Prior Learning (RPL) Application
- Complaints or Appeals Record Form

# AUSTRALIAN QUALIFICATIONS FRAMEWORK (AQF)

## AQF Level Summary

- AQF Qualifications certify the knowledge and skills that a person has achieved through study, training, work and life experience at a level.
- An AQF qualification is recognised all around Australia and by other countries.
- School, work-based qualifications and academic qualifications are part of a single system of qualifications, allowing maximum flexibility in career planning and continuous learning.
- It is important that AQF levels be accurately delivered and assessed at stated levels.
- AQF qualifications allow students to start at the level that suits them and then build up their qualifications as their needs and interests develop and change over time.

More details are available at [www.aqf.edu.au](http://www.aqf.edu.au)

## AQF Learning Outcomes Criteria

	LEVEL 1 (Certificate I)	LEVEL 2 (Certificate II)
<b>Summary</b>	Graduates at this level will have knowledge and skills for initial work, community involvement and/or further learning.	Graduates at this level will have knowledge and skills for work in a defined context and/or further learning.
<b>Knowledge</b>	Graduates at this level will have foundational knowledge for everyday life, further learning and preparation for initial work	Graduates at this level will have basic factual, technical and procedural knowledge of a defined area of work and learning
<b>Skills</b>	Graduates at this level will have foundational cognitive, technical and communication skills to: <ul style="list-style-type: none"><li>• undertake defined routine activities</li><li>• identify and report simple issues and problems</li></ul>	Graduates at this level will have basic cognitive, technical and communication skills to apply appropriate methods, tools, materials and readily available information to: <ul style="list-style-type: none"><li>• undertake defined activities</li><li>• provide solutions to a limited range of predictable problems</li></ul>
<b>Application of knowledge and skills</b>	Graduates at this level will apply knowledge and skills to demonstrate autonomy in highly structured and stable contexts and within narrow parameters	Graduates at this level will apply knowledge and skills to demonstrate autonomy and limited judgement in structured and stable contexts and within narrow parameters

## Further AQF Level Summary Standards and Qualification Type

### LEVEL 3      Certificate III

Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning.

### LEVEL 4      Certificate IV

Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning.

### LEVEL 5      Diploma

Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning.

### LEVEL 6      Advanced Diploma, Associate Degree

Graduates at this level will have broad knowledge and skills for paraprofessional/highly skilled work and/or further learning.

### LEVEL 7      Bachelor Degree

Graduates at this level will have broad and coherent knowledge and skills for professional work and/or further learning.

### LEVEL 8      Bachelor Honours Degree, Graduate Certificate, Graduate Diploma

Graduates at this level will have advanced knowledge and skills for professional highly skilled work and/or further learning.

### LEVEL 9      Masters Degree

Graduates at this level will have specialised knowledge and skills for research, and/or professional practice and/or further learning.

### LEVEL 10      Doctoral Degree

Graduates at this level will have systematic and critical understanding of a complex field of learning and specialised research skills for the advancement of learning and/or for professional practice

# **Access and Equity Guidelines for Brigidine College Students**

The access and equity guidelines are designed to remove any barrier so that all students can gain skills, knowledge and experience in any subject that they choose to study.

Brigidine College strives to meet the needs of each student through incorporating access and equity principles and practices which acknowledge the right of all students to equality of opportunity without discrimination.

Students at Brigidine are provided with the opportunities to experience a wide range of activities in a varied, safe and effective learning environment. The general principles and practices outlined below underpin all program design, learning experiences, and assessment practices.

***General strategies and approaches to address equity issues include:***

- Treating students as individuals, worthy of attention.
- Providing culturally inclusive resources to highlight contributions and perspectives of all groups, thus incorporating cross-cultural perspectives.
- Modelling non-sexist and non-racist language and behaviour, and discouraging attitudes and practices that may create or maintain disadvantage.
- Providing inclusive units of work or planning for balance and diversity in areas of study.
- Encouraging and valuing varying viewpoints so that diversity can be accepted.
- Integrating students' prior experiences in the teaching of new concepts.
- Using and advocating the use of culturally inclusive language to avoid marginalizing groups and individuals.
- Evaluating and selecting resources to ensure these are culturally inclusive and do not reinforce stereotypes.
- Taking factors such as gender, ethnicity, socio-economic background and associated issues into account at planning stages, in terms of implementation and assessment.
- Evaluating and reflecting upon units of work and approaches used in terms of maximising student participation, learning outcomes and life-long learning.
- Catering for all ability levels and strongly discouraging any negative criticism.
- Providing all students with the motivation to attempt the acquisition of new skills and knowledge in a safe and supportive environment.

All VET Staff are required to respect and follow the access and equity policy. This is an essential component in the whole school REAL philosophy and practices.



# Brigidine College

## CUA 31115 Certificate III in Visual Arts Induction

**Teachers:** *Ms Korryn Swindail-Hill; Ms Erin Dunne*

**I have checked the:**


2019 VET Student Handbook

Senior Subject Selection Guide

**Templates for:**

- \* Late Entry to the Course
- \* RPL - Recognition of Prior Learning
- \* Complaints or Appeals Record Form

**I understand:**


My student responsibilities

Student Induction Process

Complaints and Appeals Policy

Assessment Requirements

RPL Procedure, if applicable

Late Entry Procedure, if applicable

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I have my USI

**Name:**

\_\_\_\_\_

**Signed:**

\_\_\_\_\_

**Date:**

\_\_\_\_\_



# Brigidine College

## Student Form Enrolment Agreement (Late Enrolment)

*Certificate III in Visual Arts (CUA 31115)*

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Student Details	
Full Name	
Year Level	
Date	

### Acknowledgement of receipt of information

I also acknowledge that prior to commencement in my VET course at this RTO, I have been provided with access to the VET Student Handbook and have been inducted in the information on the topics listed below:

- Qualification or VET accredited course code and title and its currency
- Units of competency (code and title)
- Estimated duration
- Modes of delivery
- The RTO's obligation to provide quality training and assessment
- Issuance of qualification
- Learner's rights and responsibilities, including:
  - Complaints and appeals policy and procedure
  - Requirements the learner must meet to complete the course.
- Fees, charges and refund information
- Explanation of competency based training and assessment
- Pathways including options if the qualification is not completed
- Student support services
- Recognition of prior learning (RPL)
- Recognition of qualification and Statement of Attainment issued by other RTO's

I am aware that I have entered the course after the start date and have been provided with a negotiated program of units which may lead to a **Statement of Attainment** only.

I acknowledge that I have read the VET Student Handbook and understand that I can access further information on some of these topics should I wish to do so.

Signature of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_



## Recognition of Prior Learning (RPL) Application form

Student Name: \_\_\_\_\_

Year: \_\_\_\_\_

Units of Competency		Details of relevant previous experience, including formal training, work experience and life experience (interests, skills etc)  <i>Attach copies of relevant evidence (Statement of Attainment)</i>	For Office Use Only		
Code	Name		Assessor's comments and recommendations		Comp.

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

This application must be submitted (with copies of relevant evidence) to Ms Swindail-Hill. If you are not satisfied with the result, you may follow complaints procedures to appeal the decision.



# Brigidine College (RTO 30239)

## Complaints or Appeals Record Form

Please submit to the VET Co-ordinator (RTOM) or Principal

Date raised:

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Student:

---

Year:

---

VET Subject:

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### Section 1

REASON(S)	TICK
AQF Standard	
Student Complaint	
Staff Complaint	
Student Appeal (eg. Assessment decision)	
Other (specify)	

Nature of Complaint/Appeal (please use specific detail and include date):

Cause:

Student's Signature

Parent's Signature:

### Section 2

Action to be taken:

Accepted by:

---

Position:

Agreed (Date):

---

Action required by:

Signed by RTOM:

### Section 3

Agreed Action completed and effective:

Principal:

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Date:

### Section 4

Final Decision of Independent Review:

Independent Party:

Position:

Date Resolved:

Signed:

This completed Form needs to go to the Deputy Principal Curriculum for the "Complaints and Appeals' Register.