
Brigidine College

NATIONAL PROVIDER NUMBER: RTO 30239



VET HANDBOOK

Policies and Procedures



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Correct at time of Publication but Subject to Change

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The **VET Student Handbook Policies and Procedures** is available to view on BrigNet (the School Intranet) and the Brigidine College Website.

The **VET Staff Handbook Policies and Procedures** is available on BrigNet (Staff Information)

1. BRIGIDINE VET STAFF HANDBOOK

This Handbook is designed to provide staff with a basic understanding of the important information related to VET (Vocational Education and Training) training and assessment as well as VET policies and procedures at Brigidine College. Please refer to Section 12 for the Student Handbook and Templates.

2. NATIONAL VET REGULATOR (NVR) STANDARDS

2.1 Code of Practice

Brigidine College is recognised as a Registered Training Organisation (RTO 30239) that operates within the principles and standards of the National VET Register (NVR) Registered Training Organisations, 2011. As an RTO, Brigidine College is registered to deliver, assess and issue qualifications for Certificates that fall within its Scope of Registration. As at 2023, this is for the Certificate III in Visual Arts (CUA31120).

The Scope of Registration indicates the vocational area, level of qualification and period of registration. Brigidine College operates its RTO registration under the authority of the Queensland Curriculum and Assessment Authority (QCAA) under delegation from the Australian Skills Quality Authority (ASQA).

All qualifications offered by Brigidine College are recognised as Accredited or National Training Packages, and all training and assessment must comply with the standards of the NVR.

Brigidine College is committed to students being offered a range of learning experiences in order to attain the highest qualification possible. Brigidine College aims to provide students with employment related skills and an understanding of the work environment, career options and pathways for further education, employment and lifelong learning.

All VET staff are to ensure that they play a role in assisting Brigidine College in meeting the Code of Practice

2.2 Legislative Requirements

As an RTO, Brigidine College will observe all Australian, state and territory laws governing Vocational Education and Training. The school will also meet all legislative requirements of the National VET Regulator Act 2012, Education (General Provisions) Act 1989, Education (General Provision) Regulation 2000, Vocational Education, Training and Employment Act 2000, Education (Work Experience) Act 1996, Vocational Education and Training Act 2000, Education (Overseas Students) Act 1996, Child Protection Act 1999, Commission for Children and Young People Act 2000, Workplace Health and Safety Act 1995, Anti-Discrimination Act 1991, Disability Services Act 1992, Freedom of Information Act 1992 and Privacy Act 2001 as they relate.

2.3 Confidentiality

Information about a student, except as required by law or as required under the VET Quality Framework is not disclosed without the student's written permission and that of their parent or guardian. Refer to the Brigidine Policy and Procedures Manual on the VET Team.

2.4 Access and Equity

(Refer Appendix Page 41)

The access and equity guidelines are designed to remove any barrier so that all students have the opportunity to 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. All VET Staff are required to respect and follow the access and equity policy.

2.5 Service Guarantee

Brigidine College is committed to completing the outlined training and assessment once students have started study in their chosen qualification or course/s from the course start date, and meeting all of their student responsibilities. Students who enter the course after the start date will have a negotiated package of units that may lead to a Certificate (if all competencies are achieved) or a *Statement of Attainment*.

In the event of losing the specialist trainer, and the RTO being unable to obtain a suitable replacement, Brigidine College will, if possible, arrange for agreed training and assessment to be completed through another RTO (fees may be incurred). Prior to the transfer to another RTO, affected students will be formally notified of the arrangements, and an agreement to those new arrangements will be obtained. If transfer is not possible, the RTO will gain a written agreement for a subject/course transfer from the student and parent.

2.6 Complaints and Appeals (Refer to Template "Complaints or Appeals Record Form" Page 45)

Any person wishing to make a complaint against the school concerning its conduct as an RTO or to appeal assessment decisions shall have access to the complaints and appeals procedure.

All formal complaints will be heard and decided within 60 calendar days of the receipt of the written complaint by the school. The Deputy Principal will keep a secure 'Register of Complaints' that documents all formal complaints and their resolution. Any substantiated complaints will be reviewed as part of the continuous improvement procedure.

Complaints and Appeals Procedure (refer to the VET Student Handbook Pages 31-32 for an extensive outline of this area)

Informal complaint / appeal:

- ▶ The initial stage of any complaint shall be for the complainant to communicate directly with the VET trainer. The trainer will discuss the concern with the Dean of Learning (who will be responsible for recording). record the outcome on SEQTA.
- ▶ Person(s) dissatisfied with the outcome will be referred to the relevant subject Leader of Learning and/or RTOM, who will make a decision and record the outcome of the complaint on SEQTA.
- ▶ Person(s) dissatisfied with the outcome of the complaint may initiate a 'formal complaint'.

Formal complaint / appeal:

- ▶ Formal complaints may only proceed after the informal complaint procedure has been finalised
- ▶ Formal Complaints will be referred to the Dean of Learning and securely recorded on the Register.
- ▶ The complaint and its outcome shall be recorded on the Register.
- ▶ On receipt of a formal complaint, the CEO (Principal) will convene a meeting to hear the complaint. The complainant shall be given an opportunity to present her case and a decision will be made within 60 calendar days.

3. VOCATIONAL EDUCATION AND TRAINING AT BRIGIDINE COLLEGE

3.1 Brigidine College

- Recognises the importance of students receiving a broad-based education, comprising both general and vocational education.
- Is registered with Queensland Curriculum and Assessment Authority (QCAA) to provide vocational education programs that form part of students' senior learning and course options.
- Has access to the facilities and resources (human and physical) required to deliver effective vocational education programs.
- Maintains human resource standards through support of industry placement for VET teachers.
- Supports student access to Vocational Placement (where mandated) and Work Experience as part of the vocational education programs.
- Has in place an assessment policy that applies for all subjects offered at Brigidine College.
- Has a process in place to enable students to apply for Recognition of Prior Learning. This is managed by the RTO Manager.
- Has a program to inform students about the various subjects and pathways available in the senior school. This includes courses with a VET qualification.
- Has available to students a range of people who can provide advice and guidance about vocational education programs at Brigidine College.

3.2 Brigidine College offers a range of VET courses which

- Respond to industry, community and employment opportunities
- Ensure equity in the offerings
- Provide opportunities to work towards a nationally recognised qualification and articulation to further education
- Provide students with the opportunity to participate in programs and activities which foster and develop enterprise skills.
- Along with this Staff Handbook, Brigidine College uses the ASQA VET Quality framework to support policies and procedures.

3.3 Brigidine College Courses 2023

(refer to Page 1 of Student Handbook)

See the Student Handbook for the current list of Certificate Courses offered by Brigidine College and/or External RTO's. All qualifications will provide students with a vocational qualification upon successful completion.

3.4 Additional VET opportunities for Brigidine College students

Brigidine College students are able to access additional VET opportunities which are delivered, assessed and managed by external organisations (eg. Binnacle). All student interest and applications for these options are approved and managed by the Careers and Pathways Co-ordinator and the Dean of Learning.

- **School based apprenticeships or Traineeships.** Brigidine College offers a range of school based SAT opportunities, which allow students to continue to study school-based subjects while completing structured "on the job" training. The training and education is based on industrial competencies and result in nationally recognised qualifications. 2023 Examples include: McDonalds (Oxley and Kenmore).
- **Vocational Education and Training through TAFE or other RTOs (Registered Training Providers).** Students are able to access courses offered by TAFE or other Learning Providers (eg. Binnacle) 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 (RTOs) and meets all AQTF compliance requirements for VET related courses. This includes a commitment to recognise the training qualifications issued by other RTOs.

4 AUSTRALIAN QUALIFICATIONS FRAMEWORK (AQF)

(refer Appendix Page 40)

5. STAFFING

5.1 Organisational Chart

RTO position	Brigidine position	Person Responsible	Role
CEO	Principal	Brendan Cahill	The CEO of RTO (Principal) is legally responsible and accountable for all operations of the RTO.
RTO Manager (RTOM)	Careers and Pathways Co-ordinator	Elyse Purser	Principal delegates overall responsibility to the RTOM who provides VET leadership within the school curriculum and effects daily RTO operations. Assists the Principal/DP Curriculum in provision of a range of VET Pathways (including co-ordination and supervision). Also provides advice regarding subject options, works in partnership with the DL, LLs and VET Teachers to support all Voc Ed Programs. Verifies all records documentation before ASQA submission.
Financial Control	Business Service Manager	Claudia Matthews	Maintains administrative and financial records in accordance with ASQA and College protocols, policies and procedures.
Records Management	Dean of Learning QCAA Officer	Korryn Swindail-Hill Marnie Kemp	Co-ordinates senior school pathways in collaboration with the Program Leader, Senior Years (Dom Strachan) and VET Co-ordinator. Oversees compliance with QCAA requirements for registration and accreditation. Manages student subject selection, timetabling, and change of subject processes for VET courses. Takes overall responsibility for the accurate maintenance of Databases (QCAA). Maintains the 'Complaints and Appeals' Register. Works in partnership with the DL to accurately maintain Databases (QCAA) to record, update, validate, verify (esp. USI's) and certify information for students in Years 11-12.
Curriculum	Arts Leader of Learning	Riane Ryan	Works directly with teacher/s for course specific VET programs and course delivery. Organises staff Industry Placements.
Delivery of VET programs	VET Teachers	Korryn Swindail-Hill Erin Dunne	Delivers VET programs consistent with the Training and Assessment Strategy (TAS).
Other	Careers Counsellor	Elyse Purser	Provides assistance to students and parents regarding subject selection, exploring VET pathways and future career paths (Yrs 10-12).
Marketing of VET Programs	Website Manager/ Dean of Learning RTO Manager	IT Department/ Korryn Swindail-Hill Elyse Purser	Provides accurate VET information and school produced documents to clients and the public. Ensures VET Student and Staff Handbooks are meeting the latest ASQA Standards.

5.2 Duties Statement – VET Trainers and Assessors

Policies and Procedures

- Align classroom and professional practices and documents to VET Quality Framework and the school RTO VET Manual (available in VET Team).
- Actions relevant Commonwealth and State legislation in VET programs and classes.
- Read and refer to school RTO documentation regarding policies and procedures:
 - VET Staff Handbook
 - VET Student Handbook

Continuous Improvement

- Participate, organise materials and engage in all facets of the Internal Review process as outlined in provided documentation.
- Read the Internal Review Report and note the compliances/ non-compliances and system improvements identified.
- Engage with and action (where appropriate) rectifications in the spirit of continuous improvement.
- Review, in conjunction with Faculty Leader of Learning/Dean of Learning, Quality Indicator Data Reports to evaluate course performance and amend training and assessment strategies to improve outcomes.
- Evaluate, in conjunction with Faculty Leader of Learning/Dean of Learning, student feedback using the *Learner Questionnaire* and identify strengths and areas for improvement.

Professional Development

- Staff Profile
 - Provide verified copies of qualifications and professional and/or industry associations listed.
 - Maintain Trainer and Assessor Currency and Competency
 - Maintain Vocational Competency
 - Maintain Industry Currency through effective industry placement (every two years)
- Read emails and other professional readings relating to VET, QCAA Fact Sheets, QCAA VET Updates and VET-related PD opportunities activities.
- Source, apply and attend VET-related Professional Development activities to improve knowledge and skills related to VET.
- Initiate consistent industry consultation to enhance and maintain currency and relevance.

Training and Assessment

- Implement training and assessment that reflects:
 - Scope of Registration
 - Training Package
 - Industry Standards (as per ongoing consultation and feedback)
 - Details of TAS
 - School RTO protocols
- Undertake industry consultation and validation of assessment which is supported by appropriate documentation using school RTO templates.
- Ensure all VET Assessment Tools are developed in accordance with the relevant Training Package and that it complies with: Evidence Guide, Range Statement, Performance Criteria
- Ensure all instruments follow the policy of version control
- Compile benchmarking materials and marking guides for all assessment tools.
- Complete moderation and cross-marking to ensure the equity and transparency of judgements.
- Provide written and verbal feedback to all student during the drafting process and submission of assessment.
- Action RPL in liaison with Faculty Leader of Learning/Dean of Learning and school RTO protocols.

Client Services

- Monitor each student's progress towards a qualification and proactively communicate concerns about welfare, learning or progress to Faculty Leader of Learning or other relevant staff.
- Communicate with parents/caregivers when there are emerging issues or concerns.
- Conduct VET Induction including information regarding the VET Student Handbook and course specific requirements
- Update students regularly on their progress using profile or similar
- Manage student records to ensure confidentiality of information.
- Support students to access relevant learning and welfare support.
- Encourage students to engage with work placement and visit and undertake assessment of competencies where relevant.

Records Management

- Comply with the school RTO policies, procedures and protocols for records management:
 - Ensure all training resources are saved on the VET Team
 - Hard copy documents
 - Student Folios/Profiles
- Check QCAA data to ensure that data, results and enrolment supplied are accurate and can be verified by evidence in student folios.
- Communicate issues regarding student progress to Faculty Leader of Learning/Dean of Learning.
- Read, regularly refer to and engage with VET-based communication through faculty meetings, emails, memos and discussions
- Read, refer to and use school, QCAA and other professional association materials to further enhance VET understandings.

5.3 Staff Induction

All Brigidine College trainer/assessors are required to undertake an induction process at the start of each year before any training occurs. The induction process will be conducted by the RTO Manager and will take place during the January Student Free Days. Any new staff allocated to Brigidine College VET programs will need to undertake induction with the RTO Manager and relevant Leader of Learning prior to any delivery of VET training.

5.4 Staff Changes

In circumstances where there is a change to VET Trainer/Assessor staffing (eg staff leave), every effort will be made to recruit another suitably qualified and industry experienced trainer. If this is problematic, alternative training and assessing options will be considered.

5.5 Trainer / Assessor Staff Profiles

All trainer/assessors must:

- Update their Trainer/Assessor Profile at the end of each term or as required. It is essential that the Staff Profile is current.
- Hold the necessary training and assessment competencies equivalent to TAE40116.
- Provide evidence or equivalence of vocational competency to at least the level being delivered or assessed.
- Provide verified copies of all required documentation (qualifications / professional affiliations)

The Trainer/Assessor Profile and certified copies of qualifications will be stored electronically and can be accessed through the VET Team.

5.6 Continuous Professional Learning

All VET teachers are required to maintain industry currency. Brigidine College will facilitate teacher release time for VET trainers to engage in work placement and industry experience. This will ensure compliance for delivering VET programs. Individual VET trainers are responsible for organising their own work placement or PD, as required. It must directly relate to the competencies being delivered. All VET teachers are encouraged to access relevant VET or industry specific professional learning opportunities.

Refer to Office 365 VET Share Calendar for the following: (Note: subject to amendment and change)

- January:** Staff Student Free Days: All VET staff Induction by RTOM
VET Teacher meetings with Arts Leader of Learning, Dean of Learning, RTOM
- January:** Student Inductions for Year 11 and 12
- VET Incursions and Excursions (students and VET staff), as required
- VET Art Department Meetings (per term), Korrbyn and Erin
- VET Administration Meetings, Dean of Learning and Careers and Pathways Co-ordinator (fortnightly)
- VET RTO Management Meetings, DL, Careers and Pathways Co-ordinator, RTOM (monthly)
- RTO Meetings Dean of Learning, RTOM (monthly)
- VET Validation (RTOM), as required

5.7 Industry Currency Statements

When VET teachers complete work placement, they should request a supervisor to complete and sign off the Industry Currency Statement as verification of the Industry experience and relevance to the competencies being delivered by the trainer.

5.8 Retention, Archiving and Retrieval of Records

All records are stored for retention, archiving and retrieval by VET Trainers and Assessors in accordance with ASQA's General Direction: Retention requirements for completed student assessment items (FEB 2013).

All completed student assessments are to be kept for a minimum of 6 months after graduation. Assessment masters and benchmark materials are kept for a minimum of 2 years after use. 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).

6 STUDENTS

6.1 Enrolment

Access to VET courses is open to all students in Year 11-12 depending on where in the school timetable the course is offered, enrolment numbers and the availability of the required human and physical resources.

VET courses are advertised to students through the subject selection guide. The subject selection guide provides full title of course, code, qualification and units of competency.

In some instances, students may be required to complete an application process prior to commencing their course. This is to ensure that the student has the necessary literacy and/or numeracy skills required to complete the qualification, and to identify any requirements for student support services.

6.2 Cost

There are no fees charged for the delivery of the VET qualifications however some of the VET subjects have a charge for consumables (eg \$180 for the Cert III in Visual Arts) or a charge for Modules offered. These charges are outlined in the Student Subject Selection Handbook.

6.3 Student Induction

(refer Template Page 42)

Prior to training occurring within the VET course, students will be provided with the following as an induction to the VET course and will occur **before** course work commences:

- VET Student Handbook
- VET Student Induction presentation
- Course outline indicating units of work, units of competency, assessment requirements, employability skills
- Understanding the Qualification Framework level eg certificate level and vocational outcomes and opportunities
- Log-on details for e-learning (for Binnacle and Foundation Education)

The VET Teacher will also discuss the following as outlined in the Student handbook:

- Recognition of Prior Learning process
- Complaints and Appeals processes
- Credit transfers
- Issuance of Qualification / Statement of Attainment
- Service Guarantee / Legislative requirements

After going through the induction with the students, the course trainer is required to provide each student with a VET Student Agreement form for student acknowledgement. All forms are to be collected through SEQTA.

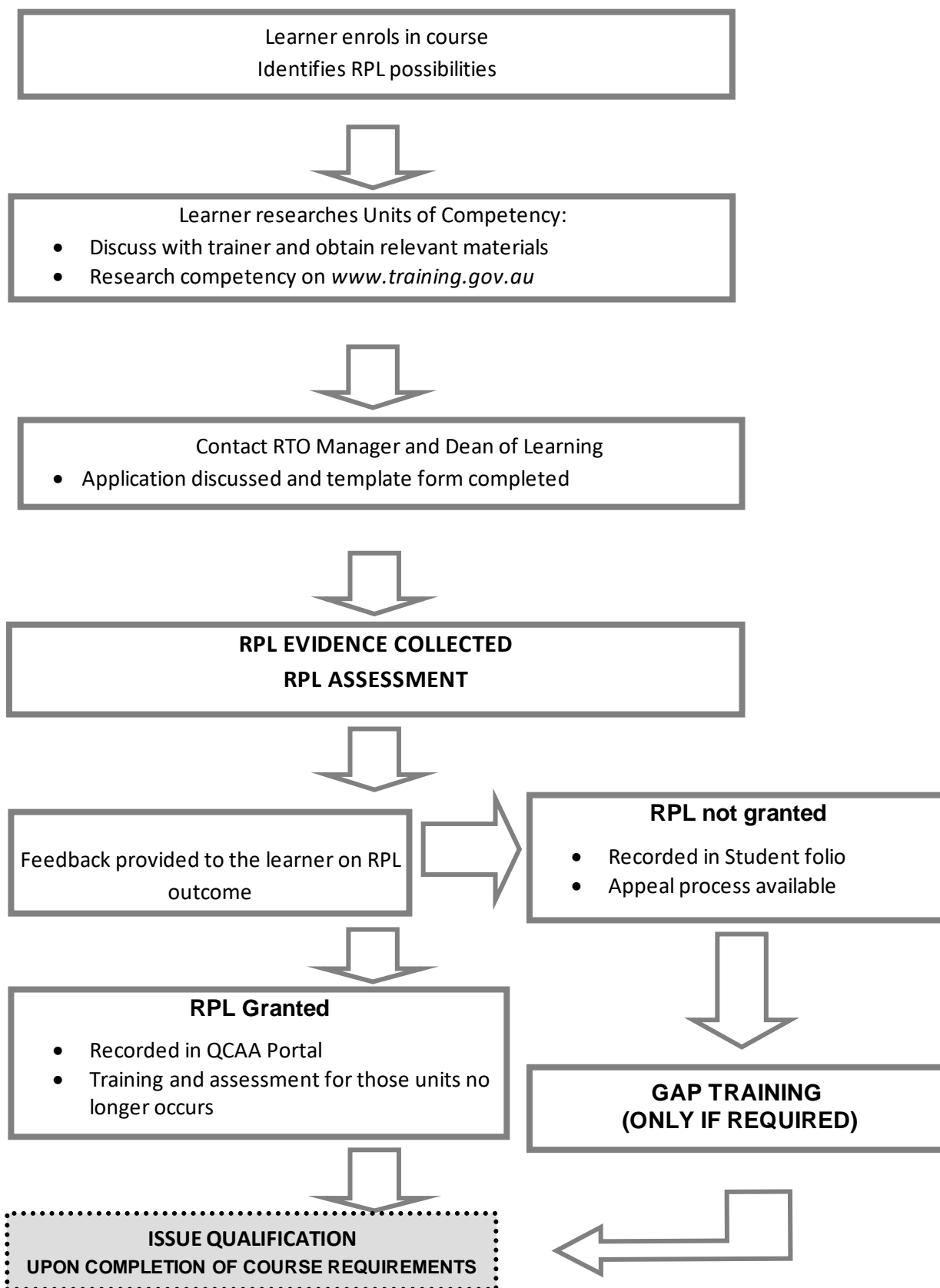
6.4 Recognition of Prior Learning (RPL)

(refer to Appendix Template Page 44)

The objective of the Recognition of Prior Learning process is to ensure that an individual's prior learning achieved through formal and informal training, work experience or other life experiences is appropriately recognised. RPL is granted if you are able to verify that you have achieved the competency standards being assessed. RPL allows students to gain exemption from part of a course of study.

RPL is a formal process available to all students. If a student believes that they have the evidence required for RPL they are to discuss this with the RTO Manager who will then provide a Template. The RTOM will discuss with the Dean of Learning and the trainer and ensure an inclusive RPL process.

SUMMARY OF STUDENT STEPS TO RPL



6.5 Credit Transfer

Credit Transfer occurs when students transfer from another provider / RTO to Brigidine College part-way through their VET course. Brigidine College recognises any Qualification or Unit of Competency issued by any other Registered Training Organisation (RTO). If students have a certified / original Statement of Attainment from another RTO for any units of competency that are identical to those that the student is enrolling into, a credit transfer will be granted.

Brigidine College will also seek verification of the certificates from the relevant RTO and the Dean of Learning will confirm using QCAA data (where appropriate)

To obtain credit transfer for Units of Competency, a student will need a certified or original copy of the qualification and transcript OR Statement of Attainment. Other evidence may be considered at the discretion of the Dean of Learning.

6.6 Student Records

The subject trainer/assessor will keep profiles/folios for all students. This will contain the evidence used to determine competency. This is to be regularly updated and maintained by the student and the trainer/assessor. Student folios of evidence are to be stored and retained at the school for a period of 8 months from the student exiting year 12 or exiting the program.

6.7 Student Results

Results will be uploaded at the end of each term and recorded on the QCAA database. The process is as follows:

- The QCAA operator will print out a list of students and competencies at the end of each term. Each competency will have a start and end date.
- The assessor is required to provide results for any completed competencies and change the end date accordingly.
- The QCAA operator will result students on appropriate recording location and ONE SCHOOL.
- Assessors are able to provide results to the QCAA operator at any time if competencies have been completed.
- The marking scale for used by QCAA for units of competency is as follows:
 - SUCC** = Student has been awarded competent
 - WITH** = Student has withdrawn from the competency
 - CONT** = Student is continuing with the competency (not resulted yet)
 - NYC** = Not yet competent (competency attempted but unsatisfactory)
- The QCAA operator will provide a printed list of results to the assessor for checking throughout the course of study. The assessor is to check and sign the final version.

6.8 Certificates or Statements of Attainment

Statements of Attainment and Certificates are printed once a student completes or exits the course. The QCAA operator will review the results data on QCAA with the Dean of Learning to enable the printing of Certificates and Statements of Attainment. This will be based on the finalised data entered on QCAA data base.

Students who leave school before completion of course will be given credit for any competencies achieved. Trainers will be given a student transcript for checking. Once competencies have been resulted, a Statement of Attainment will be printed.

Students who leave the VET course and change to another subject will have a result given for any completed competencies. The student will be withdrawn from any competencies not attempted. A Statement of Attainment will be issued for any completed competencies.

Through QCAA, Brigidine College forwards information for use in national data collection processes as well as to bank learner results with Queensland Curriculum and Assessment Authority towards the issuing of the Queensland Certificate of Education (QCE). Deadlines must be met for students to receive their QCE recognition.

7 DELIVERY AND ASSESSMENT

To ensure quality delivery and assessment procedures the following principles must be adhered to:

7.1 VOCATIONAL EDUCATION AND TRAINING (VET) PROFESSIONAL PRACTICE

VET Professionals:

1. Start with a base of vocational and educational knowledge.
2. Learn more on the job, especially through specific cases.
3. Incorporate publicly available knowledge with their personal practice.
4. Use tacit knowledge to read a situation.
5. Reflect on practice as a basis for making difficult judgement calls.
6. Make sound judgements based on experiences of similar cases.
7. Do the best they can.

Features of quality practice:

1. A learner centred approach – with a focus on the needs and learning styles of learners with the teacher or trainer as facilitator.
2. Work place relevance – with a focus on teachers and trainers and trainers with good industry links who are knowledgeable about work practices and able to contextualise learning experiences regardless of the context of learning.
3. Flexibility and innovation in translating Training Packages into learning experiences – with a particular focus on customised and integrated learning and assessment strategies.

Definition of competency based assessment:

1. Clearly defining the purpose.
2. Identifying and documenting the evidence required to demonstrate competency.
3. Using appropriate evidence gathering methods.
4. Interpreting the evidence against the competency standards, and
5. Making a judgement.

7.2 Training

School based trainer/assessors are responsible for all training. Trainer/assessors are encouraged to establish industry links for program delivery.

7.3 Course Overview

The VET course outline and assessment requirements will be made available to the students at the start of each semester. Course overviews are stored in SEQTA, and through the TAS in the VET Team.

7.4 Training and Assessment strategy (TAS)

The Training and Assessment Strategy (TAS) is the framework that guides the learning requirements and the teaching, training and assessment arrangements of a VET qualification. It must meet the training package or training product requirements and the needs of all students. It is essential that the TAS has been developed in consultation with industry. The TAS template and all TAS documents 1-3 can be accessed on the VET Team.

7.5 Assessment

Prior to undertaking assessment, students will be provided with task sheets with assessment criteria detailing competencies being assessed.

Assessment is the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard expected in the workplace, as expressed by the relevant endorsed industry/enterprise competency standards of a Training Package or by the learning outcomes of a VET accredited course.

Once completed, students are to submit their assessment to their trainer/assessor for marking. Feedback on the assessment will be provided to the student and the result entered on the student's profile. The assessment will be retained by the trainer and placed in the student's folio. Student folios will be stored in a safe area at school as determined by the trainer.

Principles of Assessment - Quality assessments are:

- **Valid:** Validity is concerned with ensuring that the assessment process is sound. Validity requires that assessment must cover the broad range of skills and knowledge that are essential to competent performance. It must also ensure that judgement of competence must be based on sufficient evidence.
- **Reliable:** Reliability refers to the degree to which evidence presented for assessment is consistently interpreted and results in consistent assessment outcomes.
- **Flexible:** To be flexible the assessment should reflect the student's needs; provide for recognition of competencies no matter how, where or when they have been acquired; draw on a range of methods appropriate to the context, competency and the student; and, support continuous competency development.
- **Fair:** Fairness in assessment requires consideration of the individual student's needs and characteristics, and any reasonable adjustments that need to be applied to take account of them. It requires clear communication between the assessor and the student to ensure that the student is fully informed about the assessment process. It also includes an opportunity for the student being assessed to challenge the result of the assessment and to be reassessed if necessary.

Assessment Process

Assessment instruments must meet the requirements of the relevant training package/program and must be consistent with a range of variables:

- Compliance with access and equity procedures
- Able to address all performance criteria at the appropriate level
- Appropriate to the method of delivery
- Varied and provide practical and theory opportunities
- Holistic in nature, where possible
- Valid, reliable, flexible and fair
- A focus on task skills, task management skills, contingency skills and job environment skills
- Opportunity provided for reassessment

Rules of Evidence

Assessment requirements conform to the rules of evidence of sufficiency, validity, authenticity and currency as below:

Sufficiency: relates to the quality and quantity of evidence assessed. It requires collection of appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly.

Validity: is concerned with ensuring that the assessment process is sound. Validity requires that assessment must cover the broad range of skills and knowledge that are essential to competent performance. It must also ensure that judgement of competence must be based on sufficient evidence.

Authentic: To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the student's own work.

Currency: Currency of assessment relates to the age of the evidence presented by students to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence must be from either the present or the very recent past.

Assessment Methods

For most courses, there will be a variety of assessment modes to be completed to document skills and knowledge. Assessment methods may include, but not limited to:

Short Answers or Workbooks	Questions which need answers of a single word, a few words, a sentence or paragraph
Projects	A task related to developing documents for delivery and assessment of a vocational qualification.
Oral Response	Questions which need oral answers of a single word, a few words, a sentence or paragraph
Third Party Report	A means of gathering information on the demonstration of a student's performance by someone other than the assessor.
Case Study	Allows opportunity for students to display process and problem-solving skills in a set of integrated tasks in a simulated context.
Practical Exercise	A task which involves an application of knowledge.
Observation	Involves observing the demonstration of a student's performance.

7.6 Student Compliance with Assessment Dates

Students are expected to complete all assessment items on or before the due dates indicated within the course outline. If a student requires an extension due to illness, a Doctor's Certificate is required. The length of extension will be at the discretion of the teacher. Please refer to the Assessment Policy [on the curriculum drive of the school Intranet.](#)

7.7 Reasonable Adjustments

A reasonable adjustment is an alteration of the assessment to accommodate the needs of the student without compromising the integrity of the competence to be demonstrated. For adjustments to be reasonable, they need to be appropriate for the particular student in a particular situation.

Adjustments may be made to assessments to ensure they are equitable for all persons, taking account of cultural and linguistic needs (SNR 16). Under the Disabilities Discrimination Act 1992, all training organisations have obligations to adjust their services to meet the needs of clients with a disability.

Where assessment has been adjusted for candidates with special needs, appropriate records/evidence needs to be maintained for audit purposes. This may be in the form of notes on completed assessment cover sheet or an attachment outlining the adjustments made.

7.8 Language, Literacy and Numeracy Assistance

Students enrolled in VET courses will develop literacy and numeracy skills in the context of the industry area. VET Teachers are required to identify students who require assistance with literacy and numeracy and refer to an appropriate support service (Learning Support Teacher, ESL teacher, Indigenous Tutor, Access Centre).

7.9 Employability Skills

The Employability Skills will be provided to the student during the induction. This will normally be distributed with the Course Outline. Students are required to develop and display these skills throughout the course.

7.10 Marking

Brigidine is committed to ensuring the timely return of assessment results to students.

Individual assessment items are graded as either **S** = Satisfactory or **U** = Unsatisfactory. Final grades for Units of Competency are recorded as:

C Student has been graded as competent in the unit

NYC Student is Not Yet Competent

Appropriate feedback is to be provided to students and the results of assessment must be recorded in the student profile.

7.11 Moderation and Validation

Where there is more than one class and trainer delivering the VET course, moderation and validation of assessment must be conducted with other trainers and assessors. All assessment instruments are reviewed and validated to ensure they are appropriate for the units of competency and cover all requirements. They are also reviewed to ensure there is sufficient detail regarding how evidence is collected and the basis on which assessment decisions are made. Assessment is also validated to ensure that assessment processes and tools meet principles of assessment and evidence guide requirements.

7.12 Competent Assessment Results

Student folios of evidence are to be stored and retained for a period of 8 months from the student exiting Year 12 or exiting the program. All assessment instruments must be supported by documentary evidence. For example, observation instruments must be supported by a checklist. It is through this folio of documentary evidence that the student shows competence against the required competencies and performance criteria. When this occurs for all Units of Competency then the qualification is awarded.

7.13 Resubmissions

Students who do not achieve competency on their first attempt at an assessment task, will be given the opportunity to resubmit. The assessor will provide the student with feedback whenever an assessment is unsatisfactory and provide advice as to what is required to achieve competency.

7.14 Plagiarism

Plagiarism includes:

- Copying another students work
- Providing your own work to another student for the purposes of submitting it as their own
- Cutting and pasting paragraphs from different websites
- Copying information from books, pamphlets, legislation and websites without acknowledging or citing the author in your own assessments.

In instances where assessment tasks require students to work collaboratively with a partner or group the task must explicitly permit students to work together.

Students who are suspected of plagiarism will be dealt with as outlined in the school's Assessment Policy.

8 AWARDS

8.1 Certificate

Once a student has successfully completed all units in a VET qualification, results are then submitted via SEQTA and to the Dean of Learning for validation. After full verification, the student will be issued with a Certificate as required by AQF. This will also include a Statement of Results.

8.2 Statement of Attainment

In instances where a student does not complete the qualification, they may still be eligible for a Statement of Attainment (SOA) for the units of competency they have completed.

Certificates and Statements of Attainment will be supplied by the school and issued to the students.

8.3 Replacement Awards

If a student loses or misplaces their Certificate or Statement of Attainment she can contact the school for a replacement.

Students who lose or misplace their Certificate or Statement of Attainment are to contact the Dean of Learning to organise a replacement. A replacement fee of \$5.00 may apply and will need to be paid by the student to the office prior to re-issue.

8.4 Cancellation of Awards

If a Certificate or Statement of Attainment was issued in error, or if it is found that the award was based on false or misleading representation, Brigidine College may rescind the award.

If Brigidine College does have cause to cancel an award, the student will be notified in writing and required to return the award within 21 days of receiving the notification. If the student wishes to appeal or dispute the finding, they will need to go through the schools Complains and Appeals process.

9 DISPUTED ASSESSMENT RESULTS, COMPLAINTS OR GRIEVANCE

If a student does not agree with the mark awarded for an assessment and wishes to have their assessment reviewed, refer to Brigidine College's appeals policy related to disputed decisions, complaints or grievance s.

10 CONTINUOUS IMPROVEMENT

Brigidine College has a commitment to providing a quality service and a quality management focus on continuous improvement. This may occur in various systematic ways, including moderation and validation, industry partnerships. This is to support and identify areas of change within training and assessment. All stakeholders have access to the Continuous Improvement Strategy available can be accessed on the **VET section of the school intranet.**

11 FEEDBACK

Students will be asked to provide feedback on their course. Student feedback is to be used to improve the course of study. Students should be given the opportunity to provide feedback on the assessment tasks throughout the course.

All students will also be provided with either an online or paper Learner Questionnaire (survey) to complete at the end of their course as part of the RTO's Quality Indicators reporting processes. It is the trainer/assessor's responsibility to oversee the completion of the surveys. The RTO Manager will provide trainers/assessors with the questionnaire and outline procedures for implementation.

12 STUDENT HANDBOOK – STANDARDS 1-8

APPENDIX:

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

TEMPLATES:

- 12.3 CUA 31115 Visual Arts Induction
- 12.4 Enrolment Agreement (Late Enrolment)
- 12.5 Recognition of Prior Learning Application form
- 12.6 Complaints or Appeals Record Form

Brigidine College

RTO 30239



VET Student Handbook



Policies and Procedures

Updated April 2023

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
CUA31120	Certificate III in Visual Arts (RTO 30239)	8

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

BSB30120	Certificate III in Business (Binnacle, RTO 31319)	8
SIS30321	Certificate III in Fitness (Binnacle, RTO 31319)	8
BSB50120	Dip of Business in Schools program (Barrington, RTO 45030)	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 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. 2023 examples include: McDonalds (Oxley and Kenmore).

Vocational Education and Training through TAFE and other RTO's. Students can access courses offered by TAFE and/or other Learning Providers (eg. Binnacle) 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 Access and Diverse Learning Program Leader, 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. 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 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). 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.

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 QCAA data base. 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 VET Visual Arts Course Outline
<p>Qualification or accredited course information, including:</p> <ul style="list-style-type: none"> <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 	<p>Set Plan Interviews Senior Subject Selection Booklet VET Student Handbook VET Induction Session (see Appendix)</p>

<p>Fee information, including: (additional information below in the section - Financial Management Policy Standard 5.3)</p> <ul style="list-style-type: none"> <input type="checkbox"/> total amount of all fees including course fees, administration fees, materials fees and any other charges <input type="checkbox"/> payment terms, including the timing and number of fees to be paid and any non-refundable deposit/administration fee <input type="checkbox"/> fees and charges for additional services <input type="checkbox"/> school RTO's refund policy. 	<p>Senior Subject Selection Booklet VET Student Handbook VET Induction Session (see Appendix)</p>
<p>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.</p>	<p>VET Student Handbook</p>
<p>How VET qualifications and courses differ from other school subjects, courses and criteria-based assessment by including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> work-like activities <input type="checkbox"/> competency-based training and assessment <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 	<p>VET Student Handbook VET Induction Session (see Appendix)</p>
<p>Provision for language, literacy and numeracy assistance ensuring equity and access for all students (<i>refer Appendix: Access and Equity Guidelines</i>)</p>	<p>SET Plan Interviews VET Student Handbook</p>
<p>Student support, welfare and guidance services (<i>Assistance from the Program Leader Learning Enhancement may be required</i>)</p>	<p>Set Plan Interviews VET Student Handbook <i>As required: Interviews with Careers Counsellor, RTOM, Program Leader Senior Years, Learning Enhancement</i>)</p>

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 will be printed out and returned to teachers for checking. Once approved as accurate, the QCAA 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 Careers and Pathways Co-Ordinator (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 Careers and Pathways Co-Ordinator/RTO Manager (see below). The RTO Manager works together with the Dean of Learning (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 Dean of Learning 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 (Dean of Learning) 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 BrighHUB)
- 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 Dean of Learning (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
- 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 Dean of Learning 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 Dean of Learning.
- 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).
- 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 Dean of Learning 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/Careers and Pathways Co-Ordinator

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* 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.

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.

(1)

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 of 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).

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):

- Copyright Act 1968
- Privacy Act 1988

State Legislation (available at 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

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

AQF Learning Outcomes Criteria

	LEVEL 1 (Certificate I)	LEVEL 2 (Certificate II)
Summary	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.
Knowledge	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
Skills	Graduates at this level will have foundational cognitive, technical and communication skills to: <ul style="list-style-type: none"> • undertake defined routine activities • identify and report simple issues and problems 	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"> • undertake defined activities • provide solutions to a limited range of predictable problems
Application of knowledge and skills	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.



Brigidine College

CUA 31115 Certificate III in Visual Arts Induction

Teachers:

Ms Korryn Swindail-Hill; Ms Erin Dunne

I have checked the:

2023 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

--

I have my USI

Name:

Signed:

Date:



Brigidine College

Student Form Enrolment Agreement (Late Enrolment)

Certificate III in Visual Arts (CUA 31115)

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: _____



Brigidine College

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.	NYC

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: _____

Student: _____

Year: _____

VET Subject: _____

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

Section 1

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: _____ 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.