Vocational Quality Framework Manual
St Eugene College

THE CORPORATION of the TRUSTEES of the ROMAN CATHOLIC ARCHDIOCESE of BRISBANE

TRADING AS ST EUGENE COLLEGE
REGISTERED TRAINING ORGANISATION (RTO) NATIONAL PROVIDER NUMBER 32362

Station Road, Burpengary
Phone (07) 3888 4749
October 2016
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## STANDARDS FOR TRAINING ORGANISATIONS (RTOs) 2015

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Background to Standards for RTO’s 2015

The legal name for this RTO is St Eugene College. Fit and Proper Person declarations have been made by the key decision makers. An organisational chart is maintained to indicate key personnel and duty statements are updated to reflect responsibilities. Staff responsible for each qualification is listed on the respective Training and Assessment Strategies.

The scope of registration lists all qualifications and units of competency this RTO is able to deliver. Validation checklists are used with industry and other providers is part of continuous improvement. The Training and Assessment document (TAS) contains the contact details of industry advisers with the required qualifications, industry experience and currency.

The courses are offered to high school students. The qualifications will provide individuals with well-developed skills and a broad knowledge base in a wide variety of contexts. Students will be able to apply solutions to a defined range of unpredictable problems, and analyse and evaluate information from a variety of sources. They are likely to find employment in a variety of industry areas including hospitality and information technology.

The TAS lists are available resources on www.steugene.com.au.

Data is captured through the School Data Capture System (SDCS), an AVETMISS compliant software system. Students are supporting in gaining a USI number.

More information about this RTO can be found throughout this document. Appendix x provides a matrix that maps the 2015 standards to St Eugene College’s policies and procedures.

About the AQF, the VQF and Standards for RTOs 2015

The Australian Qualifications Framework (AQF) is the national policy for qualifications in the Australian education and training system. The National Vocational Education and Training Regulator Act 2011 requires that RTOs comply with the AQF as a condition of their registration. The AQF recognises RTOs as ‘authorised issuing organisations’, able to issue AQF qualifications and statements of attainment to learners who have satisfied the relevant competency requirements. All authorised issuing organisations are required to comply with the requirements of the AQF, including the volume of learning. The AQF has full effect from 1 January 2015.

The VET Quality Framework (VQF) consists of the:

- Standards for Registered Training Organisations
- Australian Qualifications Framework
- Fit and Proper Person Requirements
- Financial Viability Risk Assessment Requirements, and
- Data Provision Requirements.

The Standards should be read together with the:

- Standards for Training Packages
• Standards for VET Accredited Courses, and
• Standards for VET Regulators.

National support for the Standards

The Council of Australian Governments’ (COAG) Industry and Skills Council is responsible for endorsing vocational education and training (VET) standards. The Council consists of the Australian, state and territory ministers with responsibility for industry and/or skills within their jurisdiction. Therefore, the Standards have been endorsed by a body representing the interests of all Australian states and territories, as well as the Commonwealth of Australia.

All registered training organisations (RTOs) in Australia are responsible for ensuring they fully comply with the Standards at all times as a condition of their registration. In regulating the Standards, ASQA acknowledges there are some new requirements that will take time for some RTOs to fully implement. Details of arrangements for transitioning to the Standards are published on ASQA’s website at www.asqa.gov.au.

The Standards are enabled by the National Vocational Education and Training Regulator Act 2011 (NVR Act), which aims to:
• provide national consistency in regulation of the VET sector, using a standards-based quality framework and a risk-based approach
• promote quality, flexibility and innovation in VET
• promote Australia’s reputation for VET locally and overseas
• promote a VET system that meets Australia’s social and economic needs
• protect students undertaking or proposing to undertake VET in Australia, and
• ensure access to accurate information regarding the quality of VET.

Conditions of Registration

Policy statement

St Eugene College ensures that it adheres to the obligations of the governance, data provision requirements and administration arrangements with the National VET Regulator, i.e. the QCAA as delegate for ASQA as outlined in the VET Quality Framework (VQF). The Principal (as the chief executive officer) of the school RTO is ultimately responsible for ensuring that the school RTO complies with the VQF. This applies to all of the 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 this policy and procedures document acknowledging compliance.
Procedures in this document
1. Governance procedure
2. Interactions with the registering body procedures
3. Updating RTO details

Governance procedure

The Principal

The Principal ensures compliance with all the VQF requirements by:

a. 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;

b. meeting every term or as required with the RTO Manager to keep informed of those operations, and ensuring minutes of those meetings are taken;

c. 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;

d. authorising and signing (where necessary) the appropriate documentation, forms and report data as required by the Data provision Requirements;

e. completing a Fit and Proper Person Requirements declaration when required;

f. completing a Chief Executive Statutory Declaration when required;

g. holding public liability insurance that covers the scope of its operations throughout the registration period.

Executive Management Team

The school executive management team (or equivalent) reviews:

a. the outcomes of the systematic monitoring and evaluation of the school’s RTO training and assessment strategies and practices;

b. progress on any actions taken to meet compliance as well as actions taken for course development;

c. ongoing compliance with the VQF.

The school executive management team ensures the RTO will act on any opportunities for improvement.

RTO Manager

The RTO Manager has responsibility and authority for the day-to-day management of the RTO systems including:
a. managing operation of the school’s RTO status as per the high managerial agent duty statement;
b. liaising with the QCAA concerning all aspects of the school’s RTO status;
c. keeping the Principal informed of all matters regarding the school’s RTO status;
d. managing the systematic monitoring of the school’s training and assessment strategies and practices;
e. completing a *Fit and Proper Person Requirements declaration* when required.

**Interactions with the registering body**

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:

a. in the conduct of audits and in the monitoring of its operations;
b. by 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;
c. by providing information about substantial changes to its operations (including change of Principal and change of RTO Manager), any event, and information about significant changes to ownership that would significantly affect the school RTO’s ability to comply with these standards within 90 calendar days, which also ensures information on [http://training.gov.au](http://training.gov.au) is correct - see Updating RTO details procedure below;
d. regarding the retention, archiving, retrieval and transfer of records;
e. by providing evidence of satisfying the Fit and Proper Person Requirements and Chief Executive Statutory Declaration Requirements when necessary;
f. by submitting the QCAA school RTO verification form when requested, including checking scope of registration details thoroughly to ensure they are accurate;
g. by completing and submitting the annual declaration on compliance to the QCAA when requested to confirm compliance with the VQF;
h. informing the QCAA of any third party agreements via the appropriate notification form within 30 calendar days;
i. complying with Commonwealth, State and Territory legislation and regulatory requirements relevant to its operations;
j. by providing any other information as requested in writing by the registering body.

**Updating RTO details**

As a condition of registration, the school RTO must notify the QCAA in writing of any changes to contact details and changes or events that affect the operation of the RTO.

An RTO manager change will require the completion of both a notification of change of provider details and a notification of material change or event.

**Provider Details Change**

The RTO Manager in consultation with all relevant RTO personnel completes and submits (within 90 calendar days) the *Notification of change of provider details* form to the QCAA regarding the following changes:
a. change of details for registration enquires person on traning.gov.au i.e. RTO manager;

b. change of public enquires person on traning.gov.au i.e. Deputy Principal responsible for the senior school

c. changes to any contact details; and

d. changes to permanent RTO delivery sites.

**Material Change or Events**

The RTO Manager in consultation with all relevant RTO personnel completes and submits (within 90 calendar days) the Notification of material change or event form to the QCAA regarding the following changes:

a. a changes of Principal i.e. chief executive officer;

b. a change of RTO manager i.e. high managerial agent;

c. a change to ownership or legal name;

d. significant or unexpected turnover of staff;

e. commencement or dissolution of an arrangement with another organisation to conduct training and/or assessment on the RTOs behalf;

f. other significant changes to RTO operation

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

**Third Party Arrangements**

The RTO Manager in consultation with all relevant RTO personnel completes and submits (within 30 calendar days) the Notification of third party arrangements form to the QCAA regarding the following events:

a. commencement of an arrangement with another organisation to deliver services on the school RTO’s behalf (i.e. a new arrangement that has not been previously reported);

b. change to reported details of an arrangement with another organisation to deliver services on the school RTO’s behalf (i.e. an arrangement that has been previously reported);

c. cessation of a previously reported arrangement with another organisation to deliver services on the school RTO’s behalf.

**Learner engagement survey procedure**

- The learner engagement survey must be completed by all VET students by end of week one Term four every year, following the procedures outlined below.

**Procedures:**

At the beginning of Week 1 of Term 4 Data Forms is to be completed online

S Drive/Curriculum/Vet/RTO/Smart Survey/Smart/VQF exe. and saved in the aforementioned Drive.

- At the end of Week 1 of Term 4 VET coordinator to check survey is complete and saved.
Data analysed
- Opportunities for improvement are identified
- Recommendations made and implemented as deemed appropriate

- VET teachers are to supervise students doing the survey to enhance their understanding of the questions. In the event teachers are unable to access a computer room, they should consult the VET coordinator to discuss alternative arrangements.

- The VET coordinator will follow the SMART guide (or school developed guide) to produce the registering body report for provision to the QSA as well as for continuous improvement processes. The report will be saved at [Click & enter location].

- The VET coordinator will also produce all other relevant reports for continuous improvement processes. These reports will be saved at [Click & enter location].

- The VET coordinator will conduct an initial analysis of the data and will present findings at VET team meetings and at meetings with the principal. This will confirm and highlight good practice, promote continuous improvement processes and the quality of the RTO client services as well as provide training and assessment.

- The data, analysis and the resulting actions will be recorded in internal audit reports and/or self-assessment reports and/or continuous improvement logs.

Resource information:


Legislation policy

The school complies with relevant legislation and regulatory requirements.

- Copyright Act 1968
- Privacy Act 1988, Privacy Information Act 2009
- National Vocational Education and Training Act 2011
- Standards for Registered Training Organisations 2015

- Anti-Discrimination Act 1991
- Child Protection Act 1999
- Vocational Education, Training and Employment Act 2000, Chapter 4: Vocational placement
- Workplace Health and Safety Act 2011

The VET Coordinator informs the relevant teachers and other staff members if the above legislation affects their job.

Insurance policy

This school will maintain public liability insurance as arranged by B.C.E. (Brisbane Catholic Education)

Financial Management and Refund Policy

St Eugene College is covered by the Australian Securities and Investment Commission Act 2001 and is therefore required to have an annual financial audit.
When a student leaves the College during a school term, written notification is required and a leaving form should be filled out at the College Reception.

Student text books, library books and laptops and all accessories are to be returned to the College and signed off by the appropriate department before any adjustments can be made to your account. Laptops may be retained by the family but full payment of all outstanding fees will need to be paid.

All subject fees (Tuitons and Levies) are billed Pro-Rata at the end of Term 2 & Term 4 to allow for student subject changes. Refunds are not offered against subject levies.

**Student Fee Protection**

NOTE: 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 the student fee protection arrangements that meet the requirements of Schedule 6 of the Standards if the school RTO is unable to provide the services that have been prepaid.

**Issuing AQF qualifications and Statements of Attainment**

*Certi**

* Certification procedure for Issuing, recording and reporting qualifications and Statements of Attainment*

St Eugene College will issue AQF qualifications and Statements of Attainment within 21 days of course completion. All qualifications and Statements of Attainment issued by the school will comply with 2015 standards.

The school will only issue AQF qualifications and Statements of Attainment within its scope of registration that certify the achievement of qualifications or industry/enterprise competency from nationally endorsed Training Packages or qualifications.

All qualifications and statements of attainment issued by the school will be recorded in the “Register of Qualifications Issued”. This register is kept on the BCE website and monitored by the SDCS operator. This register will also be available on the school portal. Trainers and Assessors will make an initial check of accuracy of qualifications. The VET coordinator and SDCS operator will do a final check to ensure accuracy of Certificates and Statement of Attainments before CEO signature issue thereof. A watermark will be used to ensure security.

*Replacement Certificates and Statements of Attainment*

Replacement Certificates and Statements of Attainment will be issued by the RTO VET coordinator on request at no additional cost to the student. The certificate will be completed accessing the relevant records in the school reporting system (Minerva)

*Document 4 Certificate Template*

*Document 5 Statement of Attainment Template*

*Use of national and State logos*

St Eugene College will use the Nationally Recognised Training logo in accordance with the Nationally Recognised Training Logo Specifications on all AQF qualifications and Statements of Attainment issued within the College’s scope of registration. Where the Nationally Recognised Training logo is used in advertising or other materials, it will also be used in accordance with specifications.

*Follow link to view NRT specifications*
VET Unique Student Identifier

From 1 January 2015 the Australian Government requires all students undertaking vocational training (VET) to have a Unique Student Identifier (USI). Registered Training Organisations (RTOs) are required to collect and verify a student’s USI for the purposes of reporting on training activities or to issue an AQF certification document, such as a qualification or statement of attainment.

Permissions relating to the Unique Student Identifier for you/your student are included in this manual and must be signed by VET students and parents/caregivers. Certificates and Statement of Attainments cannot be issued to students who do not have a USI number.

Recognition of qualifications policy

The school will recognise all AQF qualifications issued by any other RTO. The school will seek verification of the certification from the relevant RTO where there is some ambiguity.

Recognition of qualifications procedure

- In the first VET class of the year, the teacher shall make students aware that any existing AQF qualifications or statements of attainment they possess will be recognised by the school. Teachers will remind students of this policy at the beginning of each new term.
- If a student presents an AQF qualification or statement to the teacher, the teacher will take a copy and bring it to the attention of the relevant head of department or equivalent.
- The head of department or equivalent will verify the authenticity of the qualification or statement. The verified copy of the qualification or statement is placed in the student’s file.
- Once the qualification or statement is verified, the teacher will give the student credit for the units of competency or modules identified in the qualification or statement and update the student’s records accordingly. Any units of competency recognised through this procedure will be deemed as credit transfer in the student’s records.

Document 6 – RPL checklist

Accuracy and integrity of marketing

Advertising and marketing procedure

The Principal/VET Coordinator will approve all advertising and marketing material referencing VET, with particular regard to:

- the content of courses that include VET qualifications, clearly identifying the VET qualification and including the Nationally Recognised Training logo
- if another RTO provides a course for the school, the RTO is identified
- all VET qualifications advertised are within the school’s scope of registration
- if the school offers any accredited VET courses the school will ensure that it has written permission to offer the course from the course owner
- if the school advertises VET qualifications that it is seeking registration for, it clearly identifies that in the advertising, e.g. through a disclaimer “… this course is subject to registration and will only proceed once the school is registered”
- information about the requirements to assess VET qualifications, e.g. through a statement at the beginning of the advertising: “The school must have certain teachers and equipment to run this course. If the school loses access to these resources, 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.”

**Transition to Training Packages/expiry of accredited courses**

It is the responsibility of each vocational area within the school to plan for the transition to new/revised Training Packages as they are endorsed.

End dates on expiring qualifications within the schools scope of registration are adjusted by QSA.

Where possible, students in existing/expiring courses/qualifications will be “transitioned” to the new versions of those qualifications.

When this is not possible, no new students will be enrolled in the expiring qualification after 12 months from the publication date of the new training package. A two year “teach out” for expiring qualifications is available for continuing students.

Generally, the next cohort of students enrolling in the qualification after the Training package publication date will enrol in the new Training Package qualifications.

The IR committee will also review plans for the transition to new or revised Training package. The transition to the new Training Package must be completed within 12 months

As a further check, Strategies to ensure smooth transition to current version of training package will be completed every six months.

**Marketing**

This document is provided by the Queensland Curriculum and Assessment Authority for the use of Queensland schools that are RTOs. Its primary purpose is as an example and use is not mandatory. If used by a school RTO as part of the RTO management systems it must be appropriately adapted and personalised to meet current Standard requirements.

Other people or organisations who want to use QCAA materials must obtain permission as stated in the copyright notice available from: www.qcaa.qld.edu.au/copyright.html.

**Policy statement**

The school RTO ensures that the marketing of AQF qualifications to prospective students is ethical, accurate, accessible and consistent with its scope of registration, and includes the school’s RTO provider code. All marketing material will include the code and the full title of the qualification or accredited course as listed on the National Register. 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 RTOs without their consent.
The 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 the chief executive officer) of the school RTO is ultimately responsible for ensuring that the school RTO complies with the 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.

a. The induction program for staff includes information about how to ensure that marketing is accurate and is not misleading. A template for marketing is provided and is available on the school network at [www.steugene.qld.edu.au](http://www.steugene.qld.edu.au).

b. 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’.

c. All marketing or marketing materials are submitted to the RTO manager for approval.

d. The RTO manager checks the mandatory requirements for the information:
   - Accurately represents the services and qualifications on the scope of registration;
   - Includes the RTO code of the school RTO;
   - Includes the NRT logo (in accordance with its conditions of use – Standards, Schedule 4);
   - Includes the correct and current qualification code and title and lists the correct and current units of competency that the students will be doing (within packaging rules and as per current scope of registration);
   - Only advertises ‘current’ qualifications and units of competency that remain on TGA;
   - Identify the outside RTO if the qualification (or part of a qualification) it is through an outside provider (and that there is a record of consent given by the outside RTO);
   - Obtained consent from any person or organisation referred to in any marketing materials;
   - VET qualifications are clearly differentiated from other forms of learning eg QCAA syllabus;
   - Identifies if the school RTO is delivering the qualification/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/units of competency on behalf of the school RTO (and that there is a signed third party agreement see the Third party arrangements policy and procedures);
   - 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 of the Standards);
   - Any other required information as directed by the RTO manager.

e. The RTO manager (as delegated by the principal) gives the final approval to all VET marketing, regardless of the format or the audience.
QUALITY ASSURANCE

St Eugene College has a defined continuous improvement strategy that allows for the collection and analysis of data. The strategy includes implementation of continuous improvement activities for training and assessment.

Note: This section also applies to SNRs 16.1 and 17.1.

Data collection, analysis and actions
St Eugene College will collect data on a regular basis in order to inform the processes of:
- compilation of the school’s Quality Indicators data
- improvements to all aspects of training
- professional development of staff
- improvements to assessment
- improvements to client services
- monitoring and improving RTO systems.

Document 1 – Compliance Schedule

Data is collected systematically by:
- national tools for the collection of data for the Quality Indicators, using:
  - Competency Completion Online System (CCOS) resources, available at <www.acer.edu.au/VQF/completionqi.html>
- interviewing learners regularly
- obtaining written feedback from learners
- Learner Questionnaire
- obtaining written feedback from trainers and assessors
- obtaining feedback from employers following work placements of learners
- analysis of the root cause of complaints should they occur
- date recorded in relevant data collection spreadsheet
- the data is analysed for relevance to possible improvements
- recommendations made on Action Sheet and submitted to VET coordinator

Document 8 – feedback from learners
Document 9A,9B,9C – feedback from trainers/assessors
Document 10 – Industry feedback
Document 11 – complaints form

Improvements are made to relevant areas of the RTO operations on the basis of the data collected. Records are kept of changes made. These records are reviewed at Internal Audits.

Designated person
The VET Coordinator, the designated person is responsible for ensuring the internal audit is conducted and opportunities for improvement are acted upon.

The VET Coordinator coordinates the school’s annual collection and analysis of stakeholder and student feedback. This information will be used in the Internal Review and Internal Audit processes. The School Executive Management Team will use this data to inform its focus on continuous improvement and review of policies and procedures.

Internal review procedure
An internal review (IR) will be conducted for each qualification/vocational area at least once each year. The IR is different and separate from the internal audit process but may be used to inform internal audits. The IR committee reviews, compares and evaluates the assessment processes, tools and evidence contributing to judgments at least annually in each vocational training area (VTA). The IR committee will also review plans for the transition to new or revised Training Package in accordance
with Department of Education and Training’s Transition requirements and maintaining current scope of registration policy (DET 2009). The transition to the new Training Package must be completed within twelve months.

The principal appoints members of each vocational internal review committee and the chair. The principal recognises the need to maintain a balance of views and to gain advice from the following groups:
- teachers of the qualification or course in the vocational training area
- clients from a qualification or course in the vocational training area
- industry.

The chair of IR committee will provide a written report to the School Executive Management Team at its meeting immediately following the IR. Any recommendations should include a timeline for their implementation.

**Document 12 – IR Committee**

*Moderation procedure*
All teachers of a qualification or course will meet before the internal review meeting to review, compare and evaluate the assessment processes, tools and evidence contributing to their judgments. A report from this meeting will be presented to the internal review for inclusion in the report of that meeting.

*Risk management policy*
Risk management involves the identification, analysis and evaluation of St Eugene College risk of compliance with the VQF SNRs and the development of cost effective strategies to treat those risks. The principal is responsible for assessing and managing risks associated with all aspects of the school’s operations, including that as an RTO. The school has developed a risk identification register to manage risks against the school’s compliance with the VQF SNRs.

**Document 13 – Risk Assessment**

*Version control procedure*
The school’s method of version control is to use a page footer that includes the file path for the document. When changes are made to a document a new version will be developed and previous version placed in Archives folder.

*Register of Documents*
The designated person maintains the “Register of Documents” which records all documents, e.g.
- the Quality Manual
- student information guides
- all other documents used in the school’s activities as an RTO.

This register includes issue and amendment status. The designated person reviews all documents before adding them to the register. All staff have access to the materials related to their position.

**Document 14 – Document Register**

**Record-keeping procedures**

Records are maintained of:
- student enrolments
- staff profiles detailing qualifications and industry experience
- fees paid and refunds given
- all documentation necessary to develop, implement and maintain the school’s quality system.
- The “Register of Complaints”, “Register of Qualifications Issued”, “Register of Documents”, “Register of Consent” and the “Register of Partnerships” are held at a central location.
- Records of results, qualifications and Statements of Attainment for students currently enrolled are stored in individual student files at a central location and with their current teacher. Electronic files
(e.g. SDCS) are kept up to date and backed up regularly, with the backup copy being kept in another place or in a fireproof and flood-proof safe.

- Any changes to training and assessment documents (including assessment tools TAS) must be recorded and updated in S drive/staff/curriculum/VET and notify the VET coordinator by email.

All records are stored for retention, archiving and retrieval in accordance with DET’s Retention of Student Results and Assessment Records Framework.

**AVETMISS**

All VET results are recorded and kept up to date in the QSA Student Data Capture System (SDCS).

**Confidentiality procedure**

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

Students have access to their personal records.

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

**Training and Assessment Strategies**

The strategies for training and assessment developed by St Eugene College meet the requirements of Hospitality and Information and Communications Training Packages and have been developed in consultation with industry.

Changes to training packages including training and assessment strategies, assessment tools and staff profiles made by staff/trainers must be made on the staff S/Drive/Curriculum/VET/RTO. The VET coordinator must be notified via e-mail of these changes.

**Training and assessment strategies policy**

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 internal review procedures. These strategies will reflect the requirements of the relevant Training Package.

These strategies will identify target groups.

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

**Note:** The compositions of all committees in this document are suggestions only. Schools may choose to have different people on any committee, but should refer to the VQF 2010 Users’ Guide to the Essential SNRs for Registration.

**Document 15 Training and Assessment Strategy Template**

**Staff, facilities and equipment**

Staff, facilities, equipment, and training and assessment materials to be used by St Eugene College in the delivery of the courses are consistent with the requirements of the Training Package and accredited course and the College’s own training and assessment strategies.

St Eugene College will ensure it has access to all relevant physical resources as outlined in the relevant Training Package or course. Staff are provided with the resources necessary to meet the human resource requirements of 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 school will attempt to provide students with alternative opportunities to complete the course and the related qualification. The College retains the right to cancel the course if it is unable to meet requirements.

**The competence of RTO staff**

St Eugene College has a defined strategy, procedures and measures to ensure training and assessment services are conducted by trainers and assessors who:

(a) Have the necessary training and assessment competencies as identified in schedule 1 of the 2015 standards, and

(b) have the relevant vocational competencies at least to the level being delivered or assessed, and

(c) can demonstrate current industry skills directly relevant to the training/assessment being undertaken and

(d) continue to develop their Vocational Education and Training (VET) knowledge and skills as well as their industry currency and trainer/assessor competence.

**Recruitment policy**

Recruitment of staff will be guided by the following principles:

- all prospective staff will be made aware during recruitment that they will undergo a VET induction process if employed by the school
- any teacher recruited to deliver and assess a particular qualification will either meet the requirements of the relevant Training Package or course or have the ability to meet this SNR before commencing the delivery and assessment of the qualification.

All staff will undergo a VET induction procedure on employment by the school or when they become involved with VET and all staff will be monitored in regard to their performance in delivering and assessing vocational education and training.

**VET induction procedure**

The induction procedure will include an introduction to the:

- VET quality systems operating within the school
- VET courses in the school
- roles and responsibilities of an RTO under the VQF
- human resource requirements for VET
- professional development roles and responsibilities for staff and the school
- relevant policies and procedures of the school relating to VET
- relevant Training Packages
- competency-based training and assessment
- requirements for Apprenticeships/Traineeships
- access and equity policy and staff responsibilities in regard to access and equity.

**Document 16 Staff Induction Checklist**

**Ongoing development and monitoring procedure**

The Professional Development Committee will prioritise requests and manage the process of professional development within the school. The Professional Development Committee includes:

- the principal (or the principal’s nominated delegate)
- RTO Manager
- a representative of the teaching staff (may be a member of the relevant union).

All requests for professional development are accompanied by a written request (no more than one A4 page) of how the activity will improve identified knowledge and/or skill deficiencies or currency requirements. The Professional Development Committee will have regard to the following priorities when allocating funds and other resources related to professional development:
- the written statements made by the teacher in support of their need for the professional development
- the need to upskill non-teaching members of staff involved in VET, e.g. guidance officers
- the strategic plan of the school with regard to VET
- other professional development initiatives.
- The Professional Development Committee will approve professional development only when the recipient agrees to complete an evaluation form on completion of the activity. The evaluation form is to focus on the benefit of the professional development to the teacher, specifically the skills identified by the teacher before the activity.
- All staff of the school involved in VET will undergo an annual refresher course on the school’s policies and procedures relating to VET during the first pupil-free day of each year.

**Human resources policy**
The school will ensure that all staff delivering and/or assessing VET will meet the requirements (of the relevant Training Package or course) before beginning delivery and/or assessment. Should a trainer/assessor retire or take extended leave the RTO must employ a suitably qualified replacement in order to continue delivery of the advertised course. The course may not be delivered until such time as a suitable replacement is found.

*Human resources procedure*
Heads of department or equivalent of each department delivering and assessing VET will ensure that there is a Staff Matrix for each qualification delivered showing which members of staff deliver and assess particular units of competency. All teachers shown on the Staff Matrix must have an up-to-date staff profile on file with the administration of the school, including statements about relevant industry relationship and currency and verified copies of all qualifications. The Principal, a Justice of the Peace, or a Commissioner for Declarations will verify copies of qualifications.

Teachers involved in delivering and assessing VET will be responsible for keeping an accurate and up-to-date record of currency activities on their staff profile relating to the delivery and assessment they undertake in the VET system.

Each staff profile must illustrate how the teacher meets the requirements of schedule 1 of 2015 standards. These requirements include:
- training and assessment competency
- training and assessment currency
- vocational competency
- vocational currency.

The staff profile will be updated each semester and before internal reviews and internal audits.

**RTO assessments**
St Eugene College has a defined strategy and procedures in place to ensure that assessment, including Recognition of Prior Learning (RPL):
(a) will meet the requirements of the relevant Training Package or accredited course
(b) will be conducted in accordance with the principles of assessment and the rules of evidence
(c) will meet workplace and, where relevant, regulatory requirements.
(d) is systematically validated.

**Assessment policy**
In developing the assessment (including RPL) for each qualification, the school will ensure:
- compliance with the assessment guidelines from the relevant Training Package or accredited course
- assessment leads to a qualification or statement of attainment under the Australian Qualifications Framework (AQF)
- assessment complies with the principles of competency-based assessment (i.e. assessment is valid, reliable, flexible and fair) and informs the student of the context and purpose of the assessment
- the rules of evidence (valid, sufficient, current and authentic) guide the collection of evidence to support the principles of validity and reliability.
- there is a focus on the application of knowledge and skills to the SNR expected in the workplace, including skills for managing work tasks, contingencies and the job environment
- timely and appropriate feedback is given to students
- assessment complies with the school’s access and equity policy.

All students have access to reassessment on appeal.

**Recognition of Prior Learning policy**

All students shall have access to, and be offered Recognition of Prior Learning (RPL).

**Recognition of Prior Learning procedure**

In the first VET class of the year, the teacher shall make students aware of the school’s RPL policy. Teachers will remind students of this policy at the beginning of each new term and provide opportunities to engage in the RPL process.

When approached by a student seeking RPL, teachers will:

- provide the student with copies of an RPL Application Form
- provide the student with information about the types of evidence that can be used to support an RPL application
- make a prompt decision and notify students of the outcome of the RPL process
- update the student’s records if RPL is granted.
- Teachers to file copy of RPL qualifications in student file
- Copy submitted to VET coordinator
- RPL is different from credit transfer

**Document 6 – RPL checklist**

**Learner Support**

This policy has been developed to demonstrate that St Eugene College has strategies in place to adhere to the principles of access and equity and to maximise outcomes for its clients.

**Meeting client needs**

St Eugene College has a strategy in place detailing how it will establish and meet the needs of clients.

The College will ensure each student is provided with sufficient information to enable student to make an informed decision about enrolling into a course before enrolment on Student Data Capture System (SDCS) for a course. This will include:

- student selection, enrolment and induction/orientation procedures
- course information, including content and vocational outcomes
- fees and charges, including refund and exemptions (where applicable)
- provision for language, literacy and numeracy assistance
- student support, welfare and guidance services
- flexible learning and assessment procedures
- appeals and complaints procedures
- disciplinary procedures
- staff responsibilities for access and equity
- Recognition of Prior Learning (RPL) arrangements
- recognition of AQF qualifications and statements of attainment issued by other RTOs.
Further information in relation to these matters can be found in the student handbook.

1) Student feedback forms
2) Internal Reviews and audits
3) Continuous improvement procedures
4) Vet coordinator and staff ongoing professional development

**Late enrolments**

Students enrolling into Certificate courses after commencement date may not necessarily meet all requirements to receive a qualification. In such instances a Statement of Attainment will be issued for units successfully completed. Students and parents must sign their SET plan indicating they fully understand the implications of late enrolment. Every effort will be made by trainers and assessors to assist students to catch up work missed. Whilst every effort will be made to assist students to “catch up” the RTO cannot take responsibility for late enrolling students not completing all requirements.

**Continuous improvement of client services**

St Eugene College has a strategy in place for the implementation of continuous improvement of client services informed by the analysis of relevant data.

See [Continuous improvement](#) section under SNR 15.1.

**Client rights and obligations**

St Eugene College has in place a process and mechanism to provide all clients information about the training, assessment and support services to be provided, and about their rights and obligations, prior to enrolment or entering into an agreement.

**Employer engagement**

St Eugene College has, identified in the learning and assessment strategy, a process in place to demonstrate that it has engaged or has a defined strategy in place to engage with employers or other parties who contribute to each learner’s training and assessment on the development, delivery and monitoring of training and assessment.

The College places/Attempts to place students in workplaces that provide experience in the competencies included in their VET Qualifications. This school does not use assessment by work placement supervisors. Students on work placements may record their activities in a Workplace Experience Log book. The work placement organiser/teacher will seek the cooperation of the workplace supervisor in the sign off on the accuracy of the student’s entries in the log. This log may be used by the assessor to support judgements of competency.

**Timely access to records**

St Eugene has a defined process and mechanism in place to ensure learners have timely access to current and accurate records of their participation.

**Accuracy of records**

Class teachers maintain accurate and current records of each student’s progress towards and achievement of competencies. These records will be forwarded for entry on the school’s Student Data Capture System (SDCS) prior to each of QSA’s advertised collection dates for data. The data recorded
on SDCS will be printed out and returned to the class teacher/HoD for checking. Once approved as accurate, the school data entry operator/data manager is notified to this effect.

When the student nears achievement of sufficient competencies for award of the full qualification, the class teacher checks student achievements against the qualification packaging rules. When the student has achieved the requirements for completion of the qualification, the data entry operator is notified to check the “Qualification Complete” button for that student in that qualification. The data recorded on SDCS will be printed out and returned to the class teacher/Head of Department (HoD) for checking. Once approved as accurate, the school data entry operator/data manager is notified to this effect.

Class teachers will provide access to a student’s own records on request by the student. Students will/may also be given access to “for checking” SDCS printouts from the school data manager.

**Complaints and Appeals**

This document is provided by the Queensland Curriculum and Assessment Authority for the use of Queensland schools that are RTOs. Its primary purpose is as an example and use is not mandatory. If used by a school RTO as part of the RTO management systems it must be appropriately adapted and personalised to meet current Standard requirements.

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**Policy statement**

**To be compliant with Standard 6 of the Standards for Registered Training Organisations (RTOs) 2015 the school RTO must have a publicly available complaints and appeals policy.**

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.

The designated person will maintain a secure Complaints and Appeals Register, which documents all formal complaints, appeals and their outcomes.

Any substantiated complaints, as well as the complaints and appeals policy, will be reviewed as part of the continuous improvement processes and appropriate corrective action taken to eliminate or mitigate the likelihood of reoccurrence.

The Principal (as the chief executive officer) of the school RTO is ultimately responsible for ensuring that the school RTO complies with the VQF. This includes the complaints and appeals policy and procedures.

**Policy information on school website:**

The school RTO includes the following information on the public website:

**The school as an RTO has a complaints and appeals policy specific to the RTO operations**
A complaint 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)

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.

Complaints or appeals should be directed to the principal as CEO of the school RTO

[(midgley@bne.catholic.edu.au]

Procedures in this document

4. Complaints procedure
5. Appeals procedure

Complaints procedure

- All formal complaints must be in writing and addressed to the principal, as CEO of the RTO;
- On receipt of a written complaint:
  - a written acknowledgement is sent to the complainant from the Principal (via admin support);
  - the complaint is forwarded to the RTO manager.
- 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 and/or 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 committee shall not have had previous involvement with the complaint and will include representatives of:
    - the principal;
    - the teaching staff, and;
    - 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 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 (www.qcaa.qld.edu.au/3141.html).

The root cause of any complaint will be included in the systematic monitoring and evaluation processes of the RTO so appropriate corrective action will be instigated to eliminate or mitigate the likelihood of reoccurrence.

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 admin support);
  - the appeal is forwarded to the RTO manager;
• 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:
    • the principal;
    • the teaching staff, and;
    • 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 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 systematic monitoring and evaluation processes of the RTO so appropriate corrective action will be instigated to eliminate or mitigate the likelihood of reoccurrence.
## Appendix A - Forms

<table>
<thead>
<tr>
<th>MONTH</th>
<th>EVENT</th>
<th>COMPLETED</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>Collect industry currency checklist from all staff engaging in training and/or assessment</td>
<td></td>
</tr>
<tr>
<td>February</td>
<td>Distribute staff surveys</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Analyse and document results from staff surveys</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Check contents of pre-enrolment letter for updates</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Analyse and document data from learner questionnaire</td>
<td></td>
</tr>
<tr>
<td>March</td>
<td>Collect and analyse data from staff surveys</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Staff matrix to be completed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conduct evaluation of training and assessment processes</td>
<td></td>
</tr>
<tr>
<td>April</td>
<td>Distribute surveys to nominated industry representatives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Analyse and document results from industry surveys</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Analyse results of student feedback</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conduct Validation of Assessment Tools</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Submit Action Form to VET Coordinator</td>
<td></td>
</tr>
<tr>
<td>May</td>
<td>Conduct Assessment Validation Session</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Analyse and document results of exit surveys</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Staff matrix to be completed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conduct evaluation of training and assessment processes</td>
<td></td>
</tr>
<tr>
<td>July</td>
<td>Analyse and document results of past student surveys</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Collect and analyse Assessment Feedback Sheets</td>
<td></td>
</tr>
<tr>
<td>August</td>
<td>Distribute staff surveys</td>
<td></td>
</tr>
<tr>
<td>September</td>
<td>Collect and analyse results of staff surveys</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conduct Assessment Validation Session</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Staff matrix to be completed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conduct evaluation of training and assessment processes</td>
<td></td>
</tr>
<tr>
<td>October</td>
<td>Distribute surveys to industry representatives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Collect, analyse and document results of industry surveys</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessment validation meetings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Collect and analyse Assessment Feedback Sheets</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Check insurances</td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>Analyse data from past student surveys</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Document changes on Action Form</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Submit Action Form to VET Coordinator</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Staff matrix to be completed</td>
<td></td>
</tr>
</tbody>
</table>

* complete “Strategies to ensure smooth transition” if updated version identified

Compliance Schedule for the year
Document 2

Principal - CEO

RTO Manager

Trainers and Assessors

Trainers and Assessors

Trainers and Assessors
## Document 3

**St Eugene - Internal Audit Checklist**

Date ..............................................................................................................

<table>
<thead>
<tr>
<th>Document</th>
<th>Recommended change/s</th>
<th>Approved by (name and signature)</th>
</tr>
</thead>
<tbody>
<tr>
<td>policies and procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>student handbooks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>relevant components of business plans</td>
<td>trainer/assessor qualifications</td>
<td></td>
</tr>
<tr>
<td>records of training conducted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sample of student files</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning and assessment resources for IT Training Package</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning resources for Hospitality Training Package</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff interviews</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suitability of facilities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ST. EUGENE COLLEGE BURPENGARY
(National Provider No: 30xxx)

This is to certify that

STUDENT NAME

has fulfilled the requirements for

COUSE CODE AND COURSE NAME

Dated THIS (DAY) OF (MONTH) (YEAR)

(Signature)
Jim Midgley
Principal
St Eugene College

The qualification certified herein is recognised within the Australian Qualifications Framework. A summary of the employability skills developed through this qualification can be downloaded from http://employabilityskills.training.com.au.
<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit Name</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>
Statement of Attainment

A Statement of Attainment is issued by a Registered Training Organisation when an individual has completed one or more units of competency from nationally recognised qualification(s)/courses(s)

ST. EUGENE COLLEGE
(National Provider No: 30xxx)

This is a statement that

STUDENT NAME

has attained

UNIT CODE – UNIT NAME

These competencies form part of
COURSE CODE COURSE NAME
Dated 30 November 2012

(Signature)
Jim Midgley
Principal
St. Eugene College

This Statement of Attainment is recognised within the Australian Qualifications Framework
**Document 6**

St Eugene College – RPL Checklist

Completed:
- First VET class of year
- Beginning of new term

**Section A**

<table>
<thead>
<tr>
<th>ACTION</th>
<th>WHEN TAKEN</th>
<th>TAKEN BY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student made aware that any existing AQF qualifications or statements of attainment they possess will be recognised by the school.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If students present AQF qualification/Statement of Attainment complete Section B. Please complete one for each student.

**Section B**

<table>
<thead>
<tr>
<th>Student has:</th>
</tr>
</thead>
<tbody>
<tr>
<td>AQUALF qualification</td>
</tr>
<tr>
<td>Statement of Attainment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Name</th>
<th>AQF Code</th>
<th>AQF Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Copy taken                                                      |                                               |          |
|                                                                 |                                               |          |

| Brought to attention of VET coordinator                          |                                               |          |

| Authenticity of qualification verified                           |                                               |          |
|                                                                 |                                               |          |

| Copy placed in student’s file                                     |                                               |          |

| Exemption for unit/s identified given                            |                                               |          |

| Student records updated                                          |                                               |          |

### Strategies to ensure smooth transition to current version of training package

<table>
<thead>
<tr>
<th>Date new training package to be implemented</th>
<th>Actions required by RTO to meet timeframes (including updating Training and Assessment material, testamurs and marketing material)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure all Trainers and assessors are aware of changes in the revised Training Package or accredited course and related training and assessment strategies and resources</td>
<td>All relevant trainers to indicate acknowledgment of information relating to updated version of training package. I hereby confirm that I have been informed of updated version to training package and will work with RTO to ensure all requirements are met within the designated timeframe.</td>
</tr>
<tr>
<td>Learners, employers and other relevant stakeholders affected by these changes are advised of how the changes will affect them</td>
<td>Describe action taken to ensure learners, employers and other relevant stakeholders affected by these changes are advised of how these changes will affect them.</td>
</tr>
<tr>
<td>Where a Training Package has been revised and new qualifications developed, student enrolments within the new qualification must commence as soon as possible and no later than 1 year after publication of the revised Training Package</td>
<td>Explain the strategies taken by RTO staff to ensure student enrolments into new qualification commence no later than 1 year after publication of the revised training package.</td>
</tr>
<tr>
<td>A strategy is developed for transitioning students to the new qualification/course or ‘teach out’ students in the superseded qualification/course within a timely manner, within the timeframe designated by the registering authority.</td>
<td>Explain the strategies taken by RTO staff to ensure students enrolled in the former qualification are completed before expiration of the previous version of the training package.</td>
</tr>
<tr>
<td>The management system, including management of enrolment, student records management and relevant policies and procedures is reviewed to accommodate the necessary changes. Processes must ensure that students are not enrolled in qualifications that adversely affect their opportunities for employment and/or future study pathways.</td>
<td>Explain the strategies taken by RTO staff to review enrolment, student records management and relevant policies and procedures are reviewed to accommodate the necessary changes. Explain the processes implemented to ensure that students are not enrolled in qualifications that adversely affect their opportunities for employment and/or future study pathways.</td>
</tr>
</tbody>
</table>
Your feedback about this VET programme is very much appreciated. Thank you for completing this questionnaire.

Name (optional): ___________________________ Year level: ___________

Course: ________________________________ Date: _____/_____/_____

1. Sufficient information was provided about the course at the beginning of the year

2. I have been made aware of the following policies and Procedures:
   - Workplace Health and Safety
   - Student Complaints/Grievances/Appeals
   - Access and Equity
   - Assessment (including the appeals process)
   - Recognition (of prior learning)

3. I am aware that I can access my own records and have been informed of the process associated with this.

4. The course has met my expectations.

5. The teacher/trainer has demonstrated good industry knowledge.

6. I understand what VET qualification I have the opportunity of receiving and how it will assist me after year 12 finishes.

7. Various assessment methods have been used

8. Assessment requirements are always made clear

9. Structured workplace has been useful and well organized

Please provide any other comments/feedback about your VET programme – please include any suggestions about how polices and procedures could be better explained and/or communicated to students:

________________________________________________________________________________

________________________________________________________________________________

 ___________________________________________  ______________________  ______
Name:                         Signature:                              Date:       
St Eugene College
Code – Qualification
QUALITY IMPROVEMENT
TRAINING AREA
STAFF FEED BACK FORM

Issues of Concern:  ...............................................................................................................................................
........................................................................................................................................................................

Any Personal Training short falls that you can see: .........................................................................................
........................................................................................................................................................................

Any Subject Training shortfall that you can see: ..............................................................................................
........................................................................................................................................................................

Other Professional Development Needs:
Training..............................................................................................................................................................
Equipment: .....................................................................................................................................................
Other Resources: ...........................................................................................................................................

Any individual issues to be raised:
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........................................................................................................................................................................

General comments to assist in course development:
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........................................................................................................................................................................
........................................................................................................................................................................
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Name: __________________________ Signature: _________________________ Date: ....................
QUALITY IMPROVEMENT
TRAINING AREA
STAFF FEED BACK FORM

Issues of Concern: ........................................................................................................................................
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Any Subject Training shortfall that you can see: ...............................................................................................  
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Other Professional Development Needs:
Training.........................................................................................................................................................
Equipment: ..................................................................................................................................................
Other Resources: .........................................................................................................................................

Any individual issues to be raised:
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Name: __________________________ Signature: ________________________ Date: .....................
St Eugene College

STAFF FEED BACK FORM

Issues of Concern: .................................................................................................................................
...............................................................................................................................................................

Any Personal Training short falls that you can see: ..............................................................................
...............................................................................................................................................................

Any Subject Training shortfall that you can see: .....................................................................................
...............................................................................................................................................................

Other Professional Development Needs:

Training..................................................................................................................................................

Equipment: ............................................................................................................................................

Other Resources: .................................................................................................................................

Any individual issues to be raised:
...............................................................................................................................................................
...............................................................................................................................................................

General comments to assist in course development:
...............................................................................................................................................................
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Name: __________________________ Signature: __________________________ Date: ......................
Document 9C

St Eugene College

Industry Survey

Survey to Industry Member

The continued delivery of quality training and assessment is a foremost consideration of this Registered Training Organisation. As such, we invite you to participate in this survey designed to assist us in the continued delivery of quality training and assessment.

You are assured that information obtained will only be used for the purpose described above, and once the data has been collected, this form will be shredded.

1. Have you employed a new staff member in the last six months?
   Yes ..........................................................<br>   No ..........................................................<br>

2. Did that staff member have a working knowledge of the industry at the time of employment?
   Yes ..........................................................<br>   No ..........................................................<br>
   Further comments would be appreciated ..........................................................<br>

3. Did the employee demonstrate ability to apply their knowledge in a practical manner?
   Yes ..........................................................<br>   No ..........................................................<br>
   Further comments would be appreciated ..........................................................<br>

4. Do you believe the training received met industry expectations?
   Yes ..........................................................<br>   No ..........................................................<br>
   Do you have any suggestions that would assist us when developing future training and assessment activities?
   ........................................................................................................................................................................................................................................................................................................
   ........................................................................................................................................................................................................................................................................................................

Thank you for taking the time to complete this survey, your views are valuable to us as we endeavour to maintain quality SNRs in our training and assessment processes.

Name: ________________________ Signature: ________________________ Date: ....................
Complaints Form

Please submit this form to the VET coordinator who will investigate your complaint and respond to you within seven working days.

Section 1 – Your details

<table>
<thead>
<tr>
<th>Title:</th>
<th>Mr</th>
<th>Mrs</th>
<th>Miss</th>
<th>Ms</th>
<th>Dr</th>
</tr>
</thead>
</table>

Family Name:

Given Name/s:

Postal Address

Phone

(email)

your position

- Student
- Parent or Caregiver
- Registered Training Organisation
- Employer
- Teacher/staff
- Industry Regulator
- Industry Employer
- Other (please specify)

Section 2 – Compliant details

This complaint is about:

Registered Training Organisation – Name

Qualification/course name

Queensland Studies Authority

- Polices and Procedures
- Staff

Accredited courses/accreditation services

Other (please specify)
Please provide details regarding the complaint:
(please attach further information and/or documentation)

Please provide details of the feedback and outcome you seek:

Have you raised this issue previously?
Yes □  No □

If yes, when and with whom?
What was the result?

Section 3 – Authorisation

I lodge this complaint in good faith and confirm that all information provided here is true and correct

Signed:............................................................ Date .........................................................

Office use only:

I confirm that I have received this complaint

VET coordinator............................................................
Signature ............................................................
Date ............................................................

Description of complaint outcome:

Investigated by:............................................................

Date ............................................................
Document 12
Internal Review Committee

IR Chair

- Qualification Trainer and Assessor
- Qualification Trainer and Assessor
- Qualification Trainer and Assessor
### VQF RISK IDENTIFICATION REGISTER

#### Document 13

<table>
<thead>
<tr>
<th>VQF SNRs</th>
<th>The Risk</th>
<th>Consequence of an event happening</th>
<th>Proposed treatment options</th>
</tr>
</thead>
<tbody>
<tr>
<td>The RTO provides quality training and assessment across all of its operations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.1 Data</td>
<td></td>
<td>Higher risk rating as a registered training organisation</td>
<td></td>
</tr>
<tr>
<td>• relevant and sufficient data not systematically collected</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• reviews of data not conducted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• staff, clients and industry not involved in reviews of data</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Any of the above would result in an RTO not demonstrating continuous improvement, revised practices in relation to collecting, analysing and acting on relevant data</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.2 Training and Assessment</td>
<td></td>
<td>School at risk of provide training and assessment that does not reflect/match industry SNRs and the training package</td>
<td></td>
</tr>
<tr>
<td>• assessment guidelines, evidence and qualifications packaging requirements not met</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• training and assessment programs not reviewed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• consultation with stakeholders not conducted</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Any of the above would result in the RTO not demonstrating evidence that it monitors and improves training and assessment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.3 Resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• resources specified in the Training Package not</td>
<td>School at risk of</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>
- school has access to staff, facilities, equipment and training and assessment materials that meet the requirements of the training package and are consistently used/applied
- all resources are systematically reviewed
- consultation with industry is included in any reviews and improvements made when recommended
- all staff involved are informed of any changes and provided with current resources

<table>
<thead>
<tr>
<th>Used or insufficient for delivery and assessment of units</th>
<th>Using inappropriate resources</th>
<th>Specific resource requirements of each training and assessment strategy and training program</th>
</tr>
</thead>
<tbody>
<tr>
<td>- industry consultation not conducted</td>
<td></td>
<td>- staff are provided with the required training/resources</td>
</tr>
<tr>
<td>- resources not updated as a result of consultation with stakeholders</td>
<td></td>
<td>- plan developed to ensure resources are monitored and reviewed systematically through an internal audit</td>
</tr>
<tr>
<td>- resources specified in each training and assessment strategy and training program are not consistently used by staff and students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- DET’s transition policy not implemented</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Any of the above would result in the RTO not demonstrating evidence of systematic reviewing and making improvements

15.4 Trainers and Assessors
- staff responsible for delivery and assessment must have:
  a. training and assessment competencies equivalent to BZS40198 or TAA40104
  b. vocational competencies at least to the level being delivered
  c. recent and relevant vocational and training and assessment currency

<table>
<thead>
<tr>
<th>Inexperienced or unqualified staff delivering and assessing qualifications incorrectly</th>
<th>School at risk of delivering and assessing VET qualifications that do not reflect industry practices and/or training package requirements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- staff are not aware of changes in industry practices</td>
<td>School at risk of delivering and assessing VET qualifications that do not reflect industry practices and/or training package requirements</td>
<td></td>
</tr>
<tr>
<td>- qualified and experienced staff leave the school</td>
<td>School at risk of delivering and assessing VET qualifications that do not reflect industry practices and/or training package requirements</td>
<td></td>
</tr>
<tr>
<td>- staff not inducted with necessary information</td>
<td>School at risk of delivering and assessing VET qualifications that do not reflect industry practices and/or training package requirements</td>
<td></td>
</tr>
<tr>
<td>- no professional development activities conducted for staff each year</td>
<td>School at risk of delivering and assessing VET qualifications that do not reflect industry practices and/or training package requirements</td>
<td></td>
</tr>
</tbody>
</table>

School at risk of delivering and assessing VET qualifications that do not reflect industry practices and/or training package requirements

15.5 Assessment
- school must ensure that assessment:
  a. complies with assessment guidelines from the relevant training package
  b. complies with the principles of validity, reliability, fairness and flexibility
  c. focus on the application of knowledge and skill to the SNR required in the workplace (industry validation/consultation)
  d. involves the evaluation of sufficient evidence to enable a judgment to be made
  e. provides feedback to the student on their performance
  f. is equitable for all students

<table>
<thead>
<tr>
<th>Assessment instruments do not meet the requirements of the training packages, assessment guidelines or units of competency</th>
<th>School at risk of delivering and assessing VET qualifications that do not reflect industry practices and/or training package requirements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- assessment instruments do not cover the requirements (evidence guide, assessment guidelines, performance criteria, range statement etc.) as outlined in the units of competency</td>
<td>School at risk of delivering and assessing VET qualifications that do not reflect industry practices and/or training package requirements</td>
<td></td>
</tr>
<tr>
<td>- assessment instruments are not at the SNR required in the workplace for the level being assessed</td>
<td>School at risk of delivering and assessing VET qualifications that do not reflect industry practices and/or training package requirements</td>
<td></td>
</tr>
<tr>
<td>- assessment instruments do not ensure sufficient, valid, authentic and current evidence will be provided through the tasks</td>
<td>School at risk of delivering and assessing VET qualifications that do not reflect industry practices and/or training package requirements</td>
<td></td>
</tr>
<tr>
<td>- students with learning needs are disadvantaged by assessment instruments that have not been reasonably adjusted</td>
<td>School at risk of delivering and assessing VET qualifications that do not reflect industry practices and/or training package requirements</td>
<td></td>
</tr>
<tr>
<td>- industry support and validation not used</td>
<td>School at risk of delivering and assessing VET qualifications that do not reflect industry practices and/or training package requirements</td>
<td></td>
</tr>
</tbody>
</table>

School at risk of delivering and assessing VET qualifications that do not reflect industry practices and/or training package requirements

<table>
<thead>
<tr>
<th>Professional development on assessment practices for assessors</th>
<th>Revise assessment tool, processes and practices</th>
<th>Organise industry validation of assessment tools, processes and practices</th>
<th>Future records of assessment validation activities to be kept (i.e. internal reviews involving industry stakeholders, students etc.)</th>
</tr>
</thead>
</table>

School at risk of delivering and assessing VET qualifications that do not reflect industry practices and/or training package requirements

Professional development on assessment practices for assessors

Revise assessment tool, processes and practices

Organise industry validation of assessment tools, processes and practices

Future records of assessment validation activities to be kept (i.e. internal reviews involving industry stakeholders, students etc.)
| Before enrolment clients are informed about training, assessment and support services to be provided, and about their rights and obligations | Through the development of the assessment instruments  
- moderation of assessor judgments not conducted  
- no revision of assessment tools, processes and practices | Higher risk rating as a registered training organisation | • all staff, clients and industry are immediately in-serviced on the VQF requirements for client services  
• data from clients immediately reviewed  
• data reviewed against national benchmarks  
• develop a plan to ensure a systematic process is developed and maintained to ensure the collection and analysis of data relevant for continuous improvement of client services |
|---|---|---|---|
| 16.1 Data  
- relevant data on the needs of clients and on services is collected and analysed systematically  
- regular reviews of data are conducted  
- staff, clients and industry are involved in reviews of data to determine the need for improvements of products and services | relevant and sufficient data not systematically collected  
- reviews of data not conducted  
- staff, clients and industry not involved in reviews of data  
- induction processes for students prior to enrolment not conducted  
- student, staff and/or industry surveys not conducted  
**Any of the above would result in an RTO not demonstrating continuous improvement, revised practices in relation to collecting, analysing and acting on relevant data** |  | |
| 16.2 Information for students  
- accurate and sufficient information is provided to students *prior to enrolment* to enable them to make informed choices  
- information is reviewed based on feedback from clients and changes in training and assessment | information is not reviewed to ensure accuracy and currency before published  
- students not provided with accurate and sufficient information prior to enrolment  
- information not reviewed, taking into account the students’ abilities and access to information  
**Inaccurate information given to students, preventing them from making informed choices** |  | • all students provided with sufficient and accurate information via letter/handout  
• all publications reviewed  
• student feedback data on client services conducted, analysed  
• systematic review of information included into the management of the RTO’s operations |
| 16.3 Employers contributing to training and assessment  
- workplace personnel are consulted and informed of responsibilities in terms of the students training and assessment  
- workplace personnel are involved in validation of assessment process and practices and contribute directly to the training and assessment strategy  
- school monitors student progress and support given at the workplace | roles and responsibilities not outlined to workplace personnel  
- students provided with no support or monitoring at the workplace by school  
- training and assessment at the workplace not monitored and reviewed  
**Workplace personnel not provided with information to ensure training and assessment make full use of the workplace opportunity** |  | • immediately conduct interview with workplace personnel  
• immediately interview students about workplace activities and support  
• review policy related to working with employers |
| 16.4 Training, assessment and support services | • data from students regarding training, assessment and support services not analysed and reviewed | Student provided with inadequate support services | ✓ | • feedback from students conducted and immediately analysed  
• learning support services |
| --- | --- | --- | --- | --- |
| 16.5 Access to records | • inadequate record-keeping procedures  
• records of student enrolment and achievement of units of competency inaccurate  
• fire or theft could lead to records being lost  
• student records not kept for required timeframes (DETF policy)  
• confidential information provided to people without permission  
• staff and student feedback not conducted regarding records | Records of assessment decisions and progress through units of competency not accessible to students | ✓ | • immediately conduct a review of all record management policies and procedures  
• inadequate record-keeping procedures  
• records of student enrolment and achievement of units of competency inaccurate  
• fire or theft could lead to records being lost  
• student records not kept for required timeframes (DETF policy)  
• confidential information provided to people without permission  
• staff and student feedback not conducted regarding records |
| 16.6 Complaints and appeals | • staff and students not informed of complaints and appeals procedures  
• no procedures in place for complaints and appeals  
• data from complaints and appeals not analysed as part of continuous improvement cycle | No data available from stakeholders used to ensure all stakeholders are satisfied with services provided | ✓ | • immediately conduct a review of all record management policies and procedures  
• inadequate record-keeping procedures  
• records of student enrolment and achievement of units of competency inaccurate  
• fire or theft could lead to records being lost  
• student records not kept for required timeframes (DETF policy)  
• confidential information provided to people without permission  
• staff and student feedback not conducted regarding records |
| Management systems are responsive to the needs of clients, staff and stakeholders | • no self monitoring of management systems against VQF2007 Essential SNRs for Registration conducted  
• staff and/or other stakeholders (industry, students) not aware of management systems  
• reviews of data not conducted  
• Any of the above would result in an RTO not demonstrating continuous improvement, revised practices in relation to collecting, analysing and acting on relevant data | No evidence of monitoring the effectiveness of management systems | ✓ | • conduct an internal audit immediately  
• conduct stakeholder feedback on management systems  
• no self monitoring of management systems against VQF2007 Essential SNRs for Registration conducted  
• staff and/or other stakeholders (industry, students) not aware of management systems  
• reviews of data not conducted  
• Any of the above would result in an RTO not demonstrating continuous improvement, revised practices in relation to collecting, analysing and acting on relevant data |
<table>
<thead>
<tr>
<th>17.2 Monitoring training and assessment services</th>
</tr>
</thead>
<tbody>
<tr>
<td>• agreements established with other organisations that provide training and assessment from within schools’ scope of registration</td>
</tr>
<tr>
<td>• regular monitoring of services conducted (i.e. site visits, meetings etc.)</td>
</tr>
<tr>
<td>• student feedback on services collected and analysed</td>
</tr>
<tr>
<td>• review and improve agreements based on feedback and student outcomes</td>
</tr>
<tr>
<td>• agreements with other organisations that provide training and assessment do not include defined roles and responsibilities</td>
</tr>
<tr>
<td>• insufficient monitoring of activities conducted on schools’ behalf to ensure services are appropriate and continuously improved</td>
</tr>
<tr>
<td>• student feedback on services not conducted</td>
</tr>
<tr>
<td>• Any of the above would result in an RTO not demonstrating continuous improvement, revised practices in relation to collecting, analysing and acting on relevant data</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>17.3 Management of records to ensure accuracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>• management system regarding records is established and all staff are aware of their responsibilities for records</td>
</tr>
<tr>
<td>• audits or other forms of self monitoring conducted with all stakeholders. Findings monitored against key performance indicators and stakeholder feedback</td>
</tr>
<tr>
<td>• insufficient information provided to staff regarding their roles and responsibilities regarding records</td>
</tr>
<tr>
<td>• feedback from students not conducted</td>
</tr>
<tr>
<td>• inaccurate records</td>
</tr>
<tr>
<td>• inadequate record keeping procedures</td>
</tr>
<tr>
<td>• Any of the above would result in an RTO not demonstrating continuous improvement, revised practices in relation to collecting, analysing and acting on relevant data</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>17.2 Monitoring training and assessment services</th>
</tr>
</thead>
<tbody>
<tr>
<td>• No evidence of monitoring the quality of training and assessment to ensure consistency and continuous improvement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>17.3 Management of records to ensure accuracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Inaccurate records</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>17.3 Management of records to ensure accuracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>• immediately conduct a review of the record management systems</td>
</tr>
<tr>
<td>• inform and provide all staff and stakeholders of record management policies and procedures</td>
</tr>
</tbody>
</table>
## Document 14

### St Eugene College

#### Register of Documents

*All documents to be approved by School Principal or VET Co-ordinator*

<table>
<thead>
<tr>
<th>Document</th>
<th>Location/s</th>
<th>Version</th>
<th>Month Year</th>
<th>Archived</th>
<th>Version</th>
<th>Month Year</th>
<th>Archived</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. VQF Quality Manual</td>
<td>Staff Drive/ Vet Coordinator</td>
<td>4</td>
<td>4Oct 2012</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Staff Induction Checklist</td>
<td>VQF Manual Staff Drive / Vet Coordinator</td>
<td>4</td>
<td>4Oct 2012</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Evaluation Sheet</td>
<td>VQF Manual Staff Drive / Vet Coordinator</td>
<td>4</td>
<td>4Oct 2012</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Continuous Improvement Log</td>
<td>VQF Manual Staff Drive / Vet Coordinator</td>
<td>4</td>
<td>4Oct 2012</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Feedback Students</td>
<td>VQF Manual Staff Drive / Vet Coordinator</td>
<td>4</td>
<td>4Oct 2012</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff feedback</td>
<td>VQF Manual Staff Drive / Vet Coordinator</td>
<td>4</td>
<td>4Oct 2012</td>
<td></td>
<td></td>
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<tr>
<td>Trainer Assessment Checklist</td>
<td>VQF Manual Staff Drive / Vet Coordinator</td>
<td>4</td>
<td>4Oct 2012</td>
<td></td>
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<tr>
<td>Trainer Evaluation Sheet</td>
<td>VQF Manual Staff Drive / Vet Coordinator</td>
<td>4</td>
<td>4Oct 2012</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training Area feedback Form</td>
<td>VQF Manual Staff Drive / Vet Coordinator</td>
<td>4</td>
<td>4Oct 2012</td>
<td></td>
<td></td>
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<tr>
<td>Document</td>
<td>Location/s</td>
<td>Version</td>
<td>Month Year</td>
<td>Archived</td>
<td>Version</td>
<td>Month Year</td>
<td>Archived</td>
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<tr>
<td>Work Exp Eval Form V15.1</td>
<td>VQF Manual Staff Drive / Vet Coordinator</td>
<td>4</td>
<td>4Oct 2012</td>
<td></td>
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<tr>
<td>5. VQF Risk Identification Register</td>
<td>VQF Manual Staff Drive / Vet Coordinator</td>
<td>4</td>
<td>4Oct 2012</td>
<td></td>
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<tr>
<td>6. Internal Audit Rectification Table</td>
<td>VQF Manual Staff Drive / Vet Coordinator</td>
<td>4</td>
<td>4Oct 2012</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>7. Staff Profiles</td>
<td>VQF Manual Staff Drive / Vet Coordinator</td>
<td>4</td>
<td>4Oct 2012</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Register of Partnership Agreements</td>
<td>VQF Manual Staff Drive / Vet Coordinator</td>
<td>4</td>
<td>4Oct 2012</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>10. VET Staff Handbook</td>
<td>VQF Manual Staff Drive / Vet Coordinator</td>
<td>4</td>
<td>4Oct 2012</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Certificate of Registration as RTO</td>
<td>VQF Manual Staff Drive / Vet Coordinator</td>
<td>4</td>
<td>4Oct 2012</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Registration Printout</td>
<td>VQF Manual Staff Drive / Vet Coordinator</td>
<td>4</td>
<td>4Oct 2012</td>
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<td>Version</td>
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<tr>
<td>17. Assessment Items</td>
<td>VQF Manual Staff Drive / Vet Coordinator</td>
<td>4</td>
<td>40ct 2012</td>
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<td>18. Register of Certificates &amp; Statements of Attainment issued</td>
<td>VQF Manual Staff Drive / Vet Coordinator</td>
<td>4</td>
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</table>
## Document 15
### Training and Assessment Strategy Template

<table>
<thead>
<tr>
<th>Name of School</th>
<th>St. Eugene College Burpengary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Training Package</strong></td>
<td>Code: .................................. Title .................................................................</td>
</tr>
<tr>
<td></td>
<td><strong>Packaging Rules:</strong> Insert Link to Packaging Rules</td>
</tr>
<tr>
<td><strong>Training Package Endorsement</strong></td>
<td>Where to find the current version of training package: Package can be downloaded from TGA at <a href="http://www.TGA.gov.au/">http://www.TGA.gov.au/</a></td>
</tr>
<tr>
<td><strong>Qualification</strong></td>
<td>Code: .................................. Title .................................................................</td>
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<td><strong>Units of competency</strong></td>
<td>Code</td>
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<tr>
<td><strong>Clients</strong></td>
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<td><strong>Training and assessment arrangements</strong></td>
<td><strong>Duration</strong></td>
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<td></td>
<td><strong>Organisation</strong></td>
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<tr>
<td>Course Structure</td>
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<td>------------------</td>
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<tr>
<td><strong>Semester</strong></td>
<td><strong>Topic/Theme/Guidelines</strong></td>
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<tr>
<td>Link to Assessment Tools being used in Term 1</td>
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</tr>
<tr>
<td>Link to Assessment Tools being used in Term 2</td>
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</tr>
<tr>
<td>Link to Assessment Tools being used in Term 3</td>
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<tr>
<td>Link to Assessment Tools being used in Term 4</td>
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<table>
<thead>
<tr>
<th>Training and assessment arrangements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>cont</strong></td>
</tr>
</tbody>
</table>

**Evidence Gathering Techniques**

The following matrix identifies the type of evidence that will be collected to enable judgements to be made about student's success in units of competency.

Types of evidence can be changed to meet the requirements of the units of competency and specific student circumstances if required.
### Key

<table>
<thead>
<tr>
<th>A. Projects</th>
<th>E. Diary/Journal</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Teacher Questioning</td>
<td>F. Role Play/oral Presentation</td>
</tr>
<tr>
<td>C. Portfolio</td>
<td>G. Work Placement feedback or evidence gathered through work placement</td>
</tr>
<tr>
<td>D. Observations with checklist and self assessment</td>
<td></td>
</tr>
</tbody>
</table>

### Assessment Validation Process and Evidence of Industry consultation in developing the Training and Validation of Course

The processes used to validate assessment in this course are:

Training and Assessment Strategies are reviewed annually by industry personnel and comments for continual improvements are noted below.

**Validation by Industry**

An internal review conducted annually with an industry representative to check that SNRs expected for students are consistent with current industry practice.
## Assessment Strategy

<table>
<thead>
<tr>
<th>Date of Review</th>
<th>Enter name of Enterprise/business</th>
<th>Contact person</th>
<th>Telephone contact</th>
<th>Web or email links</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

### Internal Review Findings

Enter Summary of findings

### Internal Audit findings

The internal review will examine the training and assessment strategy and identify areas for improvement.

**Enter summary of findings**

<table>
<thead>
<tr>
<th>Date of last audit</th>
<th>Date of next audit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Assessment Instrument Review

Name of trainer to initiate review

The internal review will also review all assessment instruments to ensure they are appropriate for the units of competency and reflect information contained in the SNRs, performance criteria, range of variables and evidence guide.

<table>
<thead>
<tr>
<th>Date of last review</th>
<th>Date of next review</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Internal Moderation

Where more than one teacher is involved in delivery and assessment, moderation of assessment judgements will regularly occur.

Next moderation date:

### Resource Requirements

**Record of available resources for this course:**

- List External Resources (agreements established)

### Pathways

### Student Feedback

### SCDS
St Eugene College

Trainer/ Assessor Induction Checklist

Teacher's name:
Qualification/s delivered:
Actions completed

1. Induction by RTO Manager

☐ VQF policies and procedures
☐ Continuous improvement procedures outlined
☐ VET staff handbook
☐ VET student handbook
☐ Relevant Commonwealth and state/territory legislation and regulatory requirements
☐ Training packages (general information)
☐ Competency-based assessment (general information)
☐ Staff profile completed
☐ Teacher with VET teaching experience before 23 November 2005
   ☐ Copy of BSZ40198 or
   ☐ “Equivalence” to BSZ40198 documented in staff profile
☐ Teacher new to VET after 23 November 2005 (or VET teacher unable to demonstrate “equivalence” to BSZ40198)
   ☐ Copy of TAA40104 or
   ☐ “Equivalence” to TAA40104 documented in staff profile or
   ☐ QSA Self-Assessment Tool for TAA40104 — Evidence-gathering log book established for teachers
☐ Verified copies of relevant qualifications obtained
☐ Professional development needs identified
☐ Calendar of VET meetings, etc. distributed
☐ (Add other school specific items)

2. Induction by HOD or mentor (insert name)

☐ Relevant training package/course
☐ Training and assessment strategy
☐ Delivering the qualification
☐ Assessing the qualification
☐ Internal review procedures
☐ (Add other school specific items)

Teacher’s signature .................................................. Date ..........................................................
VET Unique Student Identifier

From 1 January 2015 the Australian Government requires all students undertaking vocational training (VET) to have a Unique Student Identifier (USI). Registered Training Organisations (RTOs) are required to collect and verify a student’s USI for the purposes of reporting on training activities or to issue an AQF certification document, such as a qualification or statement of attainment.

The following permissions relate to the Unique Student Identifier for you/your student:

- I give permission for St Eugene College as Registered Training Organisation to store my/my child’s USI in Brisbane Catholic Education’s School and Student Administration System.

- I acknowledge that Brisbane Catholic Education will be providing my/my child’s USI to the Queensland Curriculum and Assessment Authority (QCAA) who will store the USI in their systems for the purposes of Certification including the issuing of Vocational Certificates and Statements of Attainment for St Eugene College and to report to the Australian Government on Vocational Outcomes.

- I give permission for St Eugene College to provide my/my child’s USI to other RTOs with whom the school has partnership agreements in place to deliver Nationally Recognised Training at St Eugene College when I/my child enrol/s in these courses.

- I give permission for St Eugene College as Registered Training Organisation to apply for a USI on my/my child’s behalf and provide a copy of the following identification document for this purpose (please circle):
  - Medicare Card (including student’s reference number)
  - Drivers Licence
  - Australian Passport (current)
  - Birth Certificate
  - Other (please specify) ____________________________________

__________________________________________  ____________________________  __________________
Name of Parent or Guardian  Name of Student  Date

__________________________________________  ____________________________  __________________
Signature of Parent or Guardian  Signature of Student  Date
# Appendix B – Standards Matrix

**STANDARDS FOR TRAINING ORGANISATIONS (RTOs) 2015**

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>NAME</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard One</td>
<td>Responsive to industry and learner needs</td>
<td>10,15</td>
</tr>
<tr>
<td>Standard Two</td>
<td>Quality assurance</td>
<td>10</td>
</tr>
<tr>
<td>Standard Three</td>
<td>Secure and accurate certification</td>
<td>7,8</td>
</tr>
<tr>
<td>Standard Four</td>
<td>Accessible information about services</td>
<td>7</td>
</tr>
<tr>
<td>Standard Five</td>
<td>Informed and protected learners</td>
<td>6,8</td>
</tr>
<tr>
<td>Standard Six</td>
<td>Fair complaints handling</td>
<td>17</td>
</tr>
<tr>
<td>Standard Seven</td>
<td>Legal compliance</td>
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Appendix C - Acronyms and abbreviations

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>AQF</td>
<td>Australian Qualifications Framework</td>
</tr>
<tr>
<td>VQF</td>
<td>Australian Quality Training Framework</td>
</tr>
<tr>
<td>AVETMISS</td>
<td>Australian Vocational Education and Training Management Information Statistical SNR</td>
</tr>
<tr>
<td>CCOS</td>
<td>Competency Completion Online System</td>
</tr>
<tr>
<td>DET</td>
<td>Department of Education and Training</td>
</tr>
<tr>
<td>HoD</td>
<td>Head of Department</td>
</tr>
<tr>
<td>IR</td>
<td>Internal review</td>
</tr>
<tr>
<td>QSA</td>
<td>Queensland Studies Authority</td>
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<tr>
<td>RPL</td>
<td>Recognition of Prior Learning</td>
</tr>
<tr>
<td>RTO</td>
<td>Registered training organisation</td>
</tr>
<tr>
<td>SDCS</td>
<td>Student Data Capture System</td>
</tr>
<tr>
<td>SMART</td>
<td>Survey Management, Analysis and Reporting Tool</td>
</tr>
<tr>
<td>VET</td>
<td>Vocational education and training</td>
</tr>
<tr>
<td>VTA</td>
<td>Vocational training area</td>
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</tbody>
</table>