TAMWORTH HIGH SCHOOL

VET
POLICIES & PROCEDURES

‘Tamworth High School is a caring community that promotes safe, respectful learning’
**TABLE OF CONTENTS**

VET Checklist .................................................................................................................................... 3

eBOS Roles And Responsibilities ...................................................................................................... 5

Tamworth High School Background ................................................................................................... 6
  School Context – Students .................................................................................................................. 6
  School Context – Facilities .................................................................................................................. 6

VET Policy ......................................................................................................................................... 7

VET Management Structure ............................................................................................................... 7
  Role of the Principal: .......................................................................................................................... 7
  Role of the VET Coordinator: ........................................................................................................... 8
  Role of VET Teachers: ...................................................................................................................... 9

VET Organisation Chart at Tamworth High School ........................................................................... 11

Version Control ................................................................................................................................ 12

Assessment ..................................................................................................................................... 12

Assessment for the Australian Skills Quality Authority (ASQA) ......................................................... 13

Assessment for Australian Tertiary Admission Rank (ATAR) ............................................................ 13
  Board of Studies Requirements ....................................................................................................... 13

HSC Examination ............................................................................................................................ 14
  Assessment Principles and Procedures ............................................................................................ 14

Assessment moderation and validation ............................................................................................ 14
  Internal Examinations ..................................................................................................................... 14

Competency Records ....................................................................................................................... 15
  Procedures for Recording and Storing Student Progress .................................................................. 15
  Reporting Student Progress ............................................................................................................ 15

Archiving ......................................................................................................................................... 15

Student Reviews/Appeals .................................................................................................................. 16
  Appeals Process ............................................................................................................................... 16

Complaints and Grievances .............................................................................................................. 16

Recognition of Prior Learning (RPL) ................................................................................................. 17
  RPL process .................................................................................................................................. 17

Assessment Validation Guidelines ................................................................................................... 17
  Why Validate ................................................................................................................................. 18
  What Is Validated ............................................................................................................................ 18
  How To Validate ............................................................................................................................. 19

Fees and Refunds .............................................................................................................................. 19
  Course Fees ................................................................................................................................. 19
<table>
<thead>
<tr>
<th>Term 1</th>
<th>Date</th>
</tr>
</thead>
</table>
| **Wk 1** | | Notify RTO of any changes to VET Trainers and VET coordinators.  
All trainers to deliver the electronic Learners Guide.  
File the Learners Declaration Form on site and also forward a copy to the RTO  
Download and print a Work Placement Log Book for each client. |
| **Wk 2** | | Log onto BOS and download VET Timetable – enter details onto calendar,  
Submit *Emergency* VET Teacher Training request  
Submit VET Course Delivery and VET Trainer Profiles.  
Confirm staff are delivering current syllabus and following Training and Assessment strategy.  
Identify SBAT students in VET classes, ensure the school and Trainer have a copy of each Training Plan. |
| **Wk 3** | | Review Work Placement Learning Policy.  
Follow up on HSC Post School Destination Surveys (results due week 10).  
Deliver work ready sessions to all new VET clients.  
Register all clients for work placement with the WPSP providers and enter dates on school calendar.  
Review RTO compliance website for updates (CEO website). |
| **Wk 4** | | New VET coordinators orientation. |
| **Wk 5** | | SBAT, TVET, WE and WP site profiles due 3 March.  
Download and commence completion of ICIG (due week 10). |
| **Wk 6** | | Review accuracy of each client entry in eBOS on Schools Online.  
New VET Trainer orientation. |
| **Wk 7** | | Submit certified copies of NEW transcripts to RTO. |
| **Wk 8** | | Update all VET information/entry and competencies on eBOS. |
| **Wk 10** | | Submit ICIG to RTO – Include evidence of off-site access or work placement access.  
Submit *Trainer Industry Currency* proforma.  
HSC Post School Destination Survey/Record sheet due.  
Application to Run submitted for the following year. |
<table>
<thead>
<tr>
<th>Term 2</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wk 1</strong></td>
<td>Notify RTO of any changes to VET Trainers and VET coordinators. Review work placement for Term 2</td>
</tr>
<tr>
<td><strong>Wk 2</strong></td>
<td>Review N Award status for BOS requirements especially work placement.</td>
</tr>
<tr>
<td><strong>Wk 5</strong></td>
<td>Review information and ensure up to date RTO course information is inserted in school subject selection booklet for the following year. Check qualified Trainers are available prior to course promotion.</td>
</tr>
<tr>
<td><strong>Wk 6</strong></td>
<td>Teacher Training semester two applications to RTO.</td>
</tr>
<tr>
<td><strong>Wk 8</strong></td>
<td>VET reports to include RTO branding and be issued without marks, ranks or grades. Update all VET information/entry and competencies on eBOS.</td>
</tr>
<tr>
<td><strong>Wk 7</strong></td>
<td>Check HSC students’ work placement progress. Submit certified copies of NEW transcripts to RTO.</td>
</tr>
<tr>
<td><strong>Wk 10</strong></td>
<td>Ensure every Year 10 student receives the RTO promotional brochure prior to subject selection.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 3</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wk 1</strong></td>
<td>Notify RTO of any changes to VET Trainers and VET coordinators. Review work placement for Term 3. N Award status for BOS requirements especially work placement.</td>
</tr>
<tr>
<td><strong>Wk 2</strong></td>
<td>Complete Year 12 Quality Indicator Online Survey (due week 10).</td>
</tr>
<tr>
<td><strong>Wk 7</strong></td>
<td>Submit certified copies of NEW transcripts to RTO.</td>
</tr>
<tr>
<td><strong>Wk 9</strong></td>
<td>Update all VET information/entry and competencies on eBOS. Ensure HSC VET Exam estimates have been entered. Final Date for HSC N notification,</td>
</tr>
<tr>
<td><strong>Wk 10</strong></td>
<td>Year 12 Quality Indicator Online Survey due. Complete all VET information/entry and competencies on eBOS for Year 12 clients. Year 12 Student Placement Records (SPR) filed in student/school central file (Minimum 7 years).</td>
</tr>
</tbody>
</table>
Term 4

<table>
<thead>
<tr>
<th>Wk 1</th>
<th>Notify RTO of any changes to VET Trainers and VET Coordinators.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk 2</td>
<td>Complete all VET information/entry and competencies on eBOS for Year 11 clients. Year 11 Student Placement Records (SPR) filed in student/school central file (Minimum 7 years).</td>
</tr>
<tr>
<td>Wk 4</td>
<td>Final date for notifying clients of intention to issue a Preliminary N determination.</td>
</tr>
<tr>
<td>Wk 6</td>
<td>Check BOS website to ensure latest syllabus being delivered and HSC requirements being met. TAS document to RTO for eBOS Schools Online setup for next year.</td>
</tr>
<tr>
<td>Wk 7</td>
<td>Submit certified copies of NEW transcripts to RTO.</td>
</tr>
<tr>
<td>Wk 10</td>
<td>Term 2 and 4 Early Exit Surveys due to RTO.</td>
</tr>
</tbody>
</table>

- A VET staff meeting should be convened once per term.

**eBOS ROLES AND RESPONSIBILITIES**
The VET coordinator is responsible to enter VET Frameworks data on BOS website once a term. The VET coordinator negotiates with VET teachers who provide information to facilitate this process.

The important processing dates are disseminated and monitored by the Principal and VET coordinator. Data is checked frequently as required, at least once a term. It is the responsibility of the VET staff to confirm the accuracy of the data entered. Entries are checked by VET staff.

Processing dates are usually as follows:

<table>
<thead>
<tr>
<th>DATE</th>
<th>EVENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning of Year</td>
<td>School to submit Preliminary &amp; HSC competency enrolments</td>
</tr>
<tr>
<td>May</td>
<td>Close of VET Competencies Entered Collection</td>
</tr>
<tr>
<td>August</td>
<td>Open of HSC Estimated Marks for VET Examinations</td>
</tr>
<tr>
<td>September</td>
<td>Close of HSC Estimated Marks for VET Examinations Confirm students withdrawing from HSC exam</td>
</tr>
<tr>
<td>October</td>
<td>Close of VET Competencies Outcome Collection</td>
</tr>
<tr>
<td>November</td>
<td>Close of VET Work Placement Hour Collection</td>
</tr>
<tr>
<td></td>
<td>Close of VET RTO Course Delivery</td>
</tr>
</tbody>
</table>
TAMWORTH HIGH SCHOOL BACKGROUND

School Context – Students
The Tamworth High School community is dynamic, caring, rigorous, purposeful and successful. We are committed to the continued improvement of our student learning outcomes whilst enhancing the whole development of our young people.

The school offers a range of opportunities in the academic, vocational, sporting, cultural and leadership areas to extend student abilities and develop safe respectful learners. There is a great emphasis on technology based teaching and learning in all subjects and programs Tamworth High School offers a broad range of Vocational Education Training courses. The courses normally undertaken by the students include Hospitality, Retail Services, Construction, Primary Industries, Information Technology and Entertainment. In addition, students are able to study vocational or trade courses at Tamworth TAFE. These courses normally include Aged Care, Automotive, Child Care, Horticulture and Beauty Therapy. A number of students are accepted to undertake traineeships as part of their HSC studies.

Strong school partnerships with industry, parent and community groups, our partner schools, high profile state programs, an emphasis on quality teaching and learning, leadership and supportive student welfare initiatives have served to increase the esteem with which the school is held in the wider community, from a regional to national level. Students are enrolled from the local area, many of which are bussed in to school each day. Our student population fluctuates throughout the year due to continual enrolments and leavers moving away from town.

School Context – Facilities
Trade Training Centre facilities at the school are well utilised as teaching areas for the school courses. These included the commercial kitchen (HT1), wood and metal technology rooms and covered outdoor work area (COWA) for construction. Refurbishment work to the school hall also included establishment of a sound and lighting box, stage lights, improved costume rooms and storage facilities for staging for the Entertainment course.
Tamworth High School Vocational Education and Training policy is intended to increase training participation for students in stages 5 and 6 and to improve training quality. The policy is designed by providing training to areas of greatest need, through partnerships with industry and to capitalised on innovative models of delivery. Overall goals of the policy include:

- Increase training participation for students.
- Cater for students with special needs.
- Improve training quality and relevance (through greater engagement with industry and training providers, increasing skill development in priority areas, applying skills more effectively in the workplace; and promoting quality assurance within VET).
- Work Placement requirements.
- The undertaking and completion of competencies.
- Roles and responsibilities of the Principal and VET Coordinator.
- Roles and responsibilities of students.

Vocational Education and Training (VET) provides a pathway to participation in education through accredited training while at school. Tamworth High aims to expand the opportunities and pathways for secondary students by offering accredited training leading to a vocational qualification, which meets the needs of industry and community while contributing to the students Higher School Certificate (HSC).

Must ensure that students with special needs are provided with opportunities on the same basis as other students. This includes identifying and liaising with the workplace around adjustments and accommodations that students with disabilities may require.

Structured Work Placement is on the job training that demonstrates student’s skills and knowledge in the workplace as determined by nationally accredited training packages. Must be undertaken in relation to the VET qualification / framework being delivered. Should be undertaken during each academic year (35 hours per year). Work Placement is organised by Careers Network who are the link between the school and the host workplace/s (employers). The participation of local businesses, larger employers, industry groups, community agencies and RTOs is an invaluable and essential aspect of the skill and knowledge environment available through workplace learning.

The nature of workplace learning, with its off-site learning locations and the participation of non-Department personnel, poses risks to students that do not apply within the school. Student injuries and accidents should be reported and documented as per school requirements.

VET MANAGEMENT STRUCTURE

The role of the Principal and VET Coordinator is to coordinate, streamline and promote vocational education.

Role of the Principal:

- Complying with the Standards for NVR Registered Training Organisations.
- Supporting VET teachers and the VET coordinator to comply with the Standards for NVR Registered Training Organisations.
- Annual planning and reporting on VET.
- Ensuring that ICIGs for each VET course are completed and forwarded to the RTO annually.
- Certifying a copy of the qualifications and experience of the staff in the school involved in the delivery and assessment of VET courses to comply with the Standards NVR Registered Training Organisations.
- Monitoring the school’s Quality Management System (QMS) data, including Authority to Deliver (ATD) and VET teacher qualifications to ensure they are a true record of all VET teacher qualifications and units of competency being delivered by the school.
Completing an Authority to Deliver a new VET course application form if variations to the school delivery are required and forwarding to the Senior Pathways Officers.

Ensuring that allocated funds for VET are expended within guidelines and for the purpose in which they were allocated, and that financial records are maintained and acquittals completed.

Ensuring there is a system in place to enter student’s qualifications and to update students’ progress onto eBOS VCS through schools online.

Ensuring that VET students have access to a copy of the RTO student information brochure, course outline and assessment schedule and those details have been explained.

Participating in internal audits by providing evidence as required.

Ensuring that all data as required by the RTO is collected, analysed and considered in planning, e.g. post school destinations, client/stakeholder feedback.

If a participating TSC, complete all required mandatory reporting.

Ensure all VET staff are trained and have undertaken all industry currency training including upgrade training.

Role of the VET Coordinator:

1. Coordinating VET programs
   - Coordinating school delivery site obligations and responsibilities for RTO compliance
   - Prepare and organise school VET team for regional internal RTO audits and external audits of the school site
   - Coordinating responses to regional offices e.g. School Profile, ICIG’s
   - Liaise with regional vocational education consultant/s
   - Advise and anticipate teacher training needs
   - Facilitate the collection of client feedback and evaluation on behalf of the RTO
   - Maintain QMS data

2. Promote VET within the school
   - Liaise with RTO
   - Liaise with Head Teachers/Support Teachers/Student Wellbeing Team.
   - Lead the school VET committee

3. Liaise with VET teachers
   - Disseminate information
   - Support and advise VET teachers
   - Encourage and facilitate professional development of VET teachers to support industry currency
   - Facilitate and encourage assessment validation activities at school level
   - Coordinate school VET meetings/agenda, at least once a term
   - Record Teacher Qualifications and maintain copy of qualifications held by QMS
   - Keep relevant VET records, ICIG and updates, WPL documentation, course profiles – competencies, student details
   - eBOS entries, monitor and maintain school system for central recording of competencies – delivered and achieved, including electronic backups
   - Ensure all VET teachers have and maintain electronic competency records for all cohorts

4. Work Placement
   - Ensure VET work placements are aligned to the DEC Workplace Learning Policy
   - Oversees and implement VET student work readiness program in consultation with the VET supervisor and key personnel
   - Liaise with local community partnership broker Careers Network, provide feedback and evaluation regarding issues occurring at host employer sites
   - Oversee record keeping and central archiving of student workplace learning documents, specifically student placement records (SPR) and student workplace journals

5. Funding
   - Liaise with SASS/Head Teachers
   - Liaise with HTs VET Frameworks re: allocation and appropriate expenditure and acquittal of regional VET funds
• Applications/submissions as required

6. Support VET students
   • Subject selection
   • Work placement issues
   • Information to parents
   • Special needs
   • With relevant Head Teacher and/or senior executive assist with VET appeals and RPL

VET staff are supervised by their faculty Head Teacher and the VET Coordinator.

Role of VET Teachers:

• Complying with the Standards for Nationally Registered Training Organisations 2012 as a Registered Training Organisation (RTO).
• Delivery of AQF qualifications and Statements of Attainment following the most current BOSTES syllabus or in the case of a VET Board Endorsed Courses (BEC) the current version of the relevant training package.
• Accessing the ICIG and ensuring all resources required to deliver competencies are accessed by students.
• Undertaking training as required for delivery of AQF Qualifications and Statements of Attainment relevant to the RTO’s Scope of Registration and providing evidence of VET teaching qualifications.
• Ensuring that all compliance documents are the most current and show evidence of version control.
• Participating in internal audits by providing evidence as required.
• Participating in school VET meetings - taking actions as required.
• Documenting that VET students have access to a copy of the RTO student information brochure, course outline and assessment schedule and those details have been explained.
• Programming lessons appropriately, ensuring volume of learning hours are covered and incorporating equity issues.
• Maintaining accurate attendance records, program registrations and workplace records.
• Assessing student competencies and keeping accurate records, providing students with appropriate written and verbal feedback and ensuring students have access to their competency records.
• Attending professional learning workshops, network days to ensure delivery of up to date information and participation in assessment validation sessions.
• Maintaining and keeping records of industry currency and industry consultation.
• Assisting in the quality assurance of data entry onto the eBOS Vocational Credential System (VCS) - recommended once per term.
• Supporting executive by notifying of N awards, in accordance with BOSTES requirements for completion of HSC.
• Liaising with work placement coordinators to ensure that appropriate placements are available for all students.
• Being conversant with policies and procedures outlined in the Workplace Learning Policy and Procedure eg insurance and indemnity and child protection.
• Ensuring students are workplace ready before entering a work place and that all mandatory training is completed, such as WH&S induction for construction industry.
• Ensuring all signatures are completed on the student placement record and photocopying the necessary number of copies (original to be retained by school). Ensuring procedures and documentation for work placement and any excursions is completed and signed off in a timely manner and that these records are maintained securely.
• Supervising students at work placement (phone and visit at least once during the period – document all phone calls and visits, act as an initial point of contact if a problem arises during work placement, inform the employer/coordinator if the placement is cancelled).
• Promoting achievements and the value of VET programs to students, teachers and the broader community including industry.
• Implementing school, Tamworth RTO 90162 and DEC policies and procedures regarding Credit transfer/RPL, appeals, complaints and grievances and that appropriate evidence, documentation and records are maintained and maintained securely.
• Maintaining a system to satisfy record keeping and secure data storage to meet RTO compliance requirements.
• Identifying and supporting students with additional needs in VET courses to improve the quality of delivery.
• Promoting and supporting student involvement in WorldSkills and VET awards.
Ongoing communication via various informal and formal methods; e-mails, meetings and dissemination of minutes, dissemination and discussion of DEC updates and information.

**VET ORGANISATION CHART AT TAMWORTH HIGH SCHOOL**

- **RTO 90162**
  - Overall responsibility for VET in the school
  - Liaises closely with the Senior Pathways Officers to ensure correct processes and policies are implemented and to ensure ASQA elements are complied with. VET coordinator coordinates, streamlines and promotes VET by liaising with external bodies. Enter competencies onto BOS.

- **PRINCIPAL - VET COORDINATOR**

- **HEAD TEACHER TAS**
  (Hospitality, Construction, IDT)

- **HEAD TEACHER SOCIAL SCIENCE**
  (Retail Services)

- **HEAD TEACHER HISTORY**
  (Entertainment)

- **HEAD TEACHER SCIENCE**
  (PI)

  Supervise VET staff delivering VET Framework courses in their field. Includes VET promotion, program and resource development, evaluation of programs and student progress and support, and promotion of Professional Learning.

- **VET TEACHERS**
  Hospitality, Retail Services, Construction, Entertainment, IDT, PI

  Promote, develop, deliver, monitor and evaluate VET courses and VET student progress, attend appropriate Professional Learning sessions and maintain currency of credentials, report on student progress.
VERSION CONTROL
Version control is the term used to describe how a school and the RTO ensures that information and documentation used and issued is the most current available. The process is an essential component of quality control and management. The internet and DEC intranet are used as important sources of version control for policy, procedures and legislation.

- All information from DEC will be dated.
- School must ensure that all relevant documents and handbooks are updated.
- Upon receipt of an update, all superseded information is to be discarded.
- The school VET coordinator will update relevant documentation as required.
- Routinely utilising QMS for course material.

ASSESSMENT
Tamworth High School Vocational Education and Training (VET) assessment policy is based on the Board of Studies Guidelines and National Assessment Principles. All VET courses follow Tamworth High School Preliminary and HSC Assessment Policies which include a schedule of assessment events, ‘N Award’ notification and appeals procedures.

All VET Industry Curriculum Framework courses offered in Years 11 and 12 use competency based assessment. Student achievement is assessed against industry competency standards. Industry competency standards describe the tasks performed by competent workers in the workplace.

Competency is the performance of outcomes (knowledge/skills/attitudes) under particular conditions (preferably workplace conditions) to a required standard (specific to a particular industry).

Assessment for the Higher School Certificate VET framework courses has two distinct purposes:

a. Assessment for the Australian Qualification Framework (AQF) – Competency based:
   - Applies to all courses within frameworks, and
   - Means for industry recognition.

b. Assessment for Australian Tertiary Admission Rank (ATAR):
   - This is based on the written HSC examination, and
   - It is optional for the 240 hour course only

As there are many competencies to be assessed over the two years, in each course, it must be assumed that one or more competencies, or part competencies, will be assessed per Assessment Event or imbedded across a number of Events. It is important to note that:

- Competency based assessment is ongoing.
- Assessment can occur at any time.
- In competency based assessment, students are permitted to submit for a retest of a learning outcome without penalty.
- Students will have opportunities to be reassessed on any competencies not achieved but each competency may only be attempted a Maximum of THREE times when there are cost involved, eg. Preparing and cooking a meal or building a wall.
- Credit Transfer and or Recognition of Prior Learning will be possible with the relevant documentation.
- A student will be seen not to complete a competency if they truant from that lesson or fail to submit work in the given time.
ASSESSMENT FOR THE AUSTRALIAN SKILLS QUALITY AUTHORITY (ASQA)

To gain an ASQA Certificate students must:
- Satisfactorily complete the mandatory workplace hours for their industry framework.
- Provide evidence that they have reached the competency standards for every unit chosen by their teacher in their industry framework mandated by RTO.

The focus of the assessment of accredited vocational courses at Tamworth High School is on what students can actually do and the standards at which they are able to perform. Assessment of competencies is criterion referenced, which means performance is measured in terms of whether students meet the prescribed levels of competency, not how well they carry out tasks relative to each other, or how long it takes to obtain the skill. Competence also implies that an individual displays an understanding of the knowledge that underpins the practical performance of the task. Students will be deemed ‘competent’ or ‘more evidence required’ in each module.

VET courses may contain both core and elective modules. The course of study is mandated by the RTO. To gain an ASQA certificate, students must provide evidence of competence in all modules chosen. To prove competency, students must satisfactorily complete all assessment events set for their industry framework. Standard school assessment procedures must be followed. However, as VET courses are competency based, students may attempt assessment events to demonstrate each competency more than once.

If a student is unsuccessful, they will be deemed not competent in that unit and the unit will not appear on their record. This will result in the student being ineligible for the ASQA Certificate in the course.

Students who do not satisfy the performance criteria in the competency standards will be eligible for a Statement of Attainment at the end of their course. The Statement of Attainment will state all modules in which the student has proven their competency.

ASSESSMENT FOR AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

For a VET course to contribute to a student’s ATAR a student must:
- Follow the standard procedures set down by the Board of Studies for satisfactory completion of a HSC course
- Successfully complete the mandatory work placement hours, and
- Sit the optional HSC examination.

Board of Studies Requirements

Students undertaking a VET course must meet the requirements of the Board of Studies for the Higher School Certificate along with the requirements of the ASQA for the award of a certificate of attainment or a statement of attainment.

The Board of Studies has mandated work placement as a requirement of the HSC. Students must achieve the hours of work placement required for the course undertaken.

The rules and processes related to an N award for a Board Developed Course are applicable to students undertaking a VET course.

VET teachers must maintain appropriate documentation and follow the school’s procedures when a student is not meeting course requirements.
HSC EXAMINATION
Every 2 Unit VET course offered at the school has an optional external HSC examination. The external exam is based on a sample of the knowledge, skills and understanding outcomes of the VET syllabus.

The HSC examination:
- Has no impact on student eligibility for ASQA qualifications
- Is optional for VET students
- Is a two hour written paper, and
- Results can contribute to the calculation of the student’s ATAR.

Students who sit for the examination will receive a BOS course report in the same form as other Board developed courses. Reports will show marks ranging from 0 to 100 in each course. Each student will be placed into one of six performance bands. A performance description associated with each band will summarise the attainments typically demonstrated by students. These performance descriptions refer to examination performance only and will not seek to describe achievement of industry competencies assessed through competency based assessment.

Students undertaking the 240 courses are automatically enrolled in the HSC examination. Any student who does not wish to sit for the HSC external examination must advise their teacher during their HSC year. Students and their parents/guardians will need to complete the appropriate form and the VET coordinator will notify the BOS.

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

Assessment Principles and Procedures
The assessment program for each framework is integral to the overall teaching and learning program and has direct links with the elements of competency. Assessment events are designed to be valid and reliable indicators of student competence in a manner that is flexible in order to be fair and equitable for all students. Constructive feedback to students is included in all assessment events.

A range of assessment opportunities will be provided to enable all students to demonstrate achievement in all units of competency contained in their VET course of study. Assessment may take the form of observation, assignment, portfolio, oral tasks, simulations, role-playing, journal, examination, presentation, practical demonstration or any other appropriate assessment strategies. Assessment events may be designed to integrate elements of competencies from different modules.

ASSESSMENT MODERATION AND VALIDATION
Assessment moderation and validation strategies are incorporated into the delivery of all VET courses at the school. These include:
- Use of assessment events developed by the schools RTO
- Team teaching
- Rotating teachers where possible
- Links with external providers
- Professional interaction at school VET meetings, Regional network meetings and other professional events

Internal Examinations
The final estimate exam mark is only used as the HSC exam in the advent of illness/ misadventure. This mark can be derived from exams within the Preliminary and HSC years.
COMPETENCY RECORDS
Competency records will be kept by each teacher and this record forms a permanent record of all units and elements of competency demonstrated by students undertaking courses within the Curriculum Frameworks. Achievement of elements within units of competency will be progressively recorded by each teacher.

Students may request to see this record at any time to determine their progress and seek advice about options for further training and assessment if deemed not yet competent for any unit of competency.

Competency records containing information about both units and elements of competency are maintained for each student. For a student to achieve competency in a unit:
- All performance criteria must be met to demonstrate the achievement of an element of competency, and
- All elements of competency must be achieved to demonstrate the achievement of a unit of competency.

Procedures for Recording and Storing Student Progress
Achievement of Units of competency will be progressively recorded:
- In individual teacher’s competency record spreadsheets both in hard copy and electronically
- Hard copies of student evidence prior to converting to digital copy are stored in the teacher’s locked filing cabinet/s in their staff room.
- Electronically on the school network which is backed up on a weekly basis.
- On eBOS through Schools Online - During week one of each term or nearing the conclusion of a course the VET coordinator prints off a copy of the student’s entered competencies and the delivering teacher will update the competencies and return it to the VET coordinator for them to be entered onto eBOS. An updated eBOS entry is then returned to the teacher to be proofed and if correct given to the students to sign then returned to the teacher so that a copy of the original signed eBOS entry can be given back to the students for their own records.
- On the RTO’s central system, all records to be uploaded to QMS - Records are required to be given to the designated member of SASS by each delivering teacher by the Monday of the last week of each term so that they can be scanned by the designated member of SASS during the last week of each term. These are kept electronically on the school network then uploaded to QMS by each delivering teacher within two weeks of scanning. The evidence is then returned to the students.

Reporting Student Progress
For students undertaking VET courses in their Preliminary year a half yearly report is issued in term 2 and a yearly report issued early term 4. For HSC students, there is a Semester 1 report early in Term 2 and a final report at the end of Term 3. Parent / teacher evenings are also used to convey student’s progress held twice a year.

ARCHIVING
Retention of completed student assessment items

Schools must:
- Securely retain and be able to produce in full at audit if requested to do so, all completed student assessment items for each student for the duration of the RTO’s assessment appeal period or, a period of six months from the date on which the judgement of competence for the student was made or, the duration of the students’ enrolment or, whichever is the longer.
- Retain for all students completed student assessment items: This includes the actual piece(s) of work completed by a student or evidence of that work for all tasks (including evidence collected for a RPL process). The teacher’s completed marking guide, criteria and observation checklist for each student may be sufficient where it is not possible to retain the student’s actual work.
• **Retain all** other assessment evidence which includes all **feedback sheets** for all completed assessment events

• **Maintain current process** of a teacher summary checklist for all students. These must be complete—no blanks.

• **Maintain current process** of retaining appropriate digital images, video evidence, sound tracks that value add to evidence.

**Additionally:**
For the duration of the course, schools should maintain a secure file on each student containing records such as:

- N warning letters
- Student placement record/s
- HSC exam withdrawal form
- Application/s for RPL
- Any assessment appeals
- Copies of work placement employer reports
- Copies of units of competency achieved
- Copies of any work placement accident reports, claims for damages and results of assessments for damages.

**STUDENT REVIEWS/APPEALS**
Students have the right to lodge an appeal to the principal against an unfavourable assessment of competency on the following grounds:

- The assessment process did not provide a fair and reasonable opportunity to demonstrate competency or;
- The student was not informed in advance of the conditions and method of assessment or;
- The process used was discriminatory in some way.

**Appeals Process**
Students have the right to have any appeal dealt with confidentially, fairly and promptly.

1. A student can indicate their intention to appeal on the assessment feedback for students' form that is completed for each competency assessment event. A student must lodge their appeal on a school/RTO appeal application form. Each school will have their own process.
2. The appeal must be lodged with the school within five working days of the actual assessment.
3. The school must deal with the appeal within ten working days.
4. An appeals panel appointed by the principal is given responsibility to manage the appeal.
5. In response to the appeal, the appeals panel may:
   - interview any of the people involved in the assessment process;
   - request another assessor to review case;
   - schedule another assessment; or
   - uphold or reject the appeal.
6. Students have the right to have a support person of their choice during the appeals process to help and to be a witness.
7. The school must accurately document all appeals procedures and outcomes and provide the student with copies.

**COMPLAINTS AND GRIEVANCES**
Complaints from students or employers are dealt with quickly and in a fair and transparent manner. Complaints and Grievances are dealt with in accordance with the DEC document *Responding to suggestions, complaints and allegations. Complaints Handling Policy PD2002005119/11/2007.* Suggestions/complaints should be referred to the VET Coordinator.
RECOGNITION OF PRIOR LEARNING (RPL)
Recognition of Prior Learning (RPL) means recognising a student’s skills/knowledge that may have been achieved through previous study, work or life experiences. This means that a student does not have to repeat the training.

All students must be informed of their right to claim recognition of prior learning (RPL). In Public Schools NSW – Tamworth RTO 90162 this occurs during the VET student orientation that takes place in Term 1 at the beginning of the course in the Preliminary year and as students begin their HSC course studies in Term 4.

RPL process
Students wishing to claim RPL must:
1. Complete the BOSTES application for RPL and/or credit transfer within Higher School Certificate VET Courses.
2. Complete relevant RTO RPL documentation.
3. Attach relevant evidence.
4. Submit the application to their VET teacher/VET coordinator.

The school will:
- Review the application.
- Verify that the students skills/knowledge and evidence are at an appropriate industry standard.

The VET coordinator will:
- Ensure the principal has endorsed the RPL.
- Forward the completed application to the RTO – Adamstown office
- Keep a copy for your records.

The RTO will:
- Endorse (subject to approval).
- Scan, file, and send the original documents back to the VET coordinator.

The assessment of a student's claim for RPL must comply with procedures and requirements of the Australian Recognition Framework and BOSTES.

The outcome of the decision will be discussed with the student and a written response provided. Depending upon the nature of the RPL, the student may need to negotiate an appropriate RPL assessment with the VET teacher, remembering that the cost of this assessment activity has to be met by the student and is made known at the time of enrolment.

All HSC RPL applications should be submitted to the RTO by the end of August.

ASSESSMENT VALIDATION GUIDELINES
Assessment validation refers to a process where assessors compare and evaluate the use and effectiveness of their assessment methods, procedures and decisions.

It should be a ‘professional conversation’, a participatory process where stakeholders come together to learn from each other; to review, compare and evaluate the assessment process they use, the instruments used and evidence collected to make a decision. Validation is about working collaboratively to review and compare assessment outcomes against the same competency standard.
Why Validate
The essential Standards for Continuing Registration (SNR15)
The NVR registered training organisation provides quality training and assessment across all of its operations 15.5.

Assessment including Recognition of Prior Learning (RPL):
(a) meets the requirements of the relevant Training Package or VET accredited course; and
(b) is conducted in accordance with the principles of assessment and the rules of evidence; and
(c) meets workplace and, where relevant, regulatory requirements; and
(d) is systematically validated.

For RTOs and assessors a rigorous validation process is important:
- From a quality assurance perspective to ensure compliance and continuous improvement;
- For individual assessors or quality RTOs to have confidence in assessment decisions; and
- To ensure the integrity of qualifications that are issued across the VET industry as a whole.

Validation, like many other parts of a quality training system, is a process, and for assessment validation to be effective it should be part of the RTO’s systems.

An assessment validation strategy can provide assessors with an opportunity to:
- Reach a common understanding of the criteria they are using for the assessment to ensure their approach is consistently applied (reliable).
- Evaluate the technical quality of the assessment instruments being used (valid).
- Develop some benchmark performances (examples of what competent performance looks like).
- Discuss issues of concern about the assessment process particularly in relation to fairness and flexibility.
- Suggest improvements to the assessment system or processes.

The RTO requires assessors to produce evidence of assessment validation annually and this is monitored through internal audit. Evidence should include validation within the school team and across schools.

What Is Validated
The assessment processes, instruments (such as tasks, plans, tools) and evidence that contribute to assessment decisions can be validated.

Assessment plan/schedule – is the overview given to the candidate, indicating what and when formal assessments are planned to take place.

Assessment task – is the outline, description or explanation given to the candidate in preparation for an assessment. The purpose of an assessment task is to provide clear guidelines concerning aspects of the assessment such as what is to be assessed, how assessment is to be evidenced and when the assessment is to take place.

Assessment tools - are what the assessor must use to document what they see, hear, review and evaluate. For instance, if the assessor is observing a candidate perform tasks they would use an observation checklist.

Assessment evidence - is the ‘proof’ of the candidate’s competence against the stated criteria. This is the information gathered from the candidate to allow and support a decision of competence by the assessor, for example, student work report, practical work, portfolio, observation, third party report.

Assessment process - is the series of key steps in the assessment cycle, i.e. preparing for assessment, conducting and reviewing assessments through to recording and reporting of assessment outcomes. Areas such as; what information to provide to the candidate, what format this information should take, what documentation is to be completed by the assessor, how to validate the assessment are just a few examples.
How To Validate
Assessment validation can occur in three ways:
1. Within the school site using peer assessors.
2. Within the RTO using assessors from a different school.
3. Across the RTO using assessors from a different ICF/VET BEC/RTO or industry representation.

Examples of validation activities include:
- Pre assessment and post assessment validation (at faculty or VET teacher network meetings).
- Collaboration with colleagues in setting tasks.
- Discussion of commercially developed or network developed assessment materials.
- Mentor meetings.
- Joint marking of assessment tasks.

A range of resources, checklists and templates have been prepared to support validation in the RTO.

FEES AND REFUNDS
The fees for each framework course are determined by framework teachers in consultation with the VET coordinator and the Principal each year. Fees are charged for the recovery of consumables only.

Students must be informed of the required fees prior to choosing subjects through the subject selection handbook issued to Year 10 students during the subject selection process. Additionally, students pay for the cost of travel during work placement.

Fees are payable at the administration office and receipts are generated through the OASIS system.

Students in hardship situations may be able to access the Student Assistance Scheme by application to the Principal.

Course Fees
Subject / course fees are only collected for consumable costs or other additional services. Any fees and charges that do occur for additional services will also be made known to students prior to enrolment.

Students who enrol past the commencement of the school year will be charged subject fees at a pro-rata basis for the duration of the school year.

Students who leave a course during the year may be eligible to apply for a refund of the course fee on a pro-rata basis for the time enrolled within the course.

Refunds Policy
Students are informed of the refund policy prior to the commencement of the course.

A school fee is directed to the purpose for which it is charged. Should a student withdraw from a framework course the student may apply for the refund of some or all of the fees paid in advance, on a pro-rata basis. This will generally be on a term by term basis. However occasionally refunds may need to be issued to a student, parent or carer for one of the following reasons:
- Overpayment of an account;
- Non-attendance at a non-compulsory excursion where no costs for that excursion have been incurred; or
- Any other reasonable reason where a refund is legitimately required.

Refunds will be assessed on:
- The reason for withdrawal from the course
- Costs incurred in setting up the course, and
- Amount of course completed.

The decision will be made by the School Administration Manager in consultation with the VET teacher. If a student is dissatisfied with the decision made concerning a refund, the VET coordinator may be consulted and if still dissatisfied, the school Principal.
Refunds for Activities and Excursions
Non-compulsory school excursions and camps enhance a student learning by providing opportunities for the student to participate in activities, both curriculum-related and recreational, outside of the normal school routine. All planned school excursions are approved by the Principal.

School fees for extra-curricular activities and excursions are provided on a cost recovery only basis, according to the number of students who have indicated their attendance.

Participation of the students in an excursion or extra-curricular activity is indicated through payment of the fee and provision of a permission form completed by the parent.

As the school budget cannot meet any shortfalls in funding for an extra-curricular activity due to the subsequent non-participation of a student who had previously indicated attendance of the activity, fees already paid for an extra-curricular activity may be refunded in full or in part or not at all, having regard to the associated expenses incurred and the circumstances of the non-participation.

There will be no refunds for compulsory excursion fees (which are charged as a part of the Subject Fees) as the excursion has been planned and paid for on the basis of full attendance by the students in that class as the excursion is part of the students learning, development and often assessment for that subject.

Applying for a Refund
If a student, parent or carer wishes to apply for a refund for any of the following reasons, they may do so by completing a Request for Refund form available from the school office.

FINANCIAL MANAGEMENT PROCEDURES
• School financial management operates within the policy guidelines of DEC NSW.
• The Head Teacher Faculty of the particular framework manages funds related to the purchase of resources for each course. The VET Coordinator manages funds related to other aspects of VET, such as funds available to assist staff in work placement and funds to support students with disabilities.
• The Principal has the responsibility and authority for ensuring compliance with financial management policy and procedures.
• Accounts are audited as requested by the Department of Education and Communities and reports are available if requested by ASQA.
• Records are maintained by SASS of fees paid.

WORK PLACEMENT
Work placement is a mandatory requirement for all Board Developed VET courses. Failure to complete work placement in either the Preliminary or HSC year will render the student ineligible for the award of a Preliminary and HSC credential.

Indicative hours have been assigned to the work placement requirement for each course and these are detailed in the BOSTES syllabus. If a student exits the course at the end of the Preliminary year they must have completed the minimum hours of work placement as mandated by the BOSTES.

Teachers should maintain appropriate documentation and notify parents in writing when students are not meeting work placement course requirements. Notification to parent/guardian should be timely and provide the students the opportunity for the issues of concern to be redressed as appropriate.

The rules and processes related to an ‘N’ determination for a Board Developed Course and a Board Endorsed Course are applicable to students undertaking a VET course. More information can be found in the Assessment, Certification and Examination (ACE) manual.
All requirements of the Workplace Learning Policy 2014 and associated documents and forms must be followed. Compliance with Child Protection legislation underpins the implementation of this policy for schools.

Public Schools NSW – Tamworth RTO 90162 reminds VET personnel that the critical components of work placement management are:

Mandatory documents
- Students Placement Record
- Preparation of students through the Public Schools NSW – Tamworth RTO 90162 Work Readiness Program – located on the QMS in the VET coordinator’s folder
- Workplace Learning Emergency Card Procedures
- Parent and Carer’s guide to Workplace Learning
- Employers Guide to Workplace Learning
- Use of student employment to RPL work placement – located on the QMS gateway 3 Training and assessment under each qualification
- Student Responsibilities
- Student Travel Arrangements
- Supervision of students: Duty of Care
- Record keeping of contact with employer and student during placement
- Non Payment of Students
- Industrial requirements
- Accidents involving Students
- Insurance Claims and Legal Proceedings
- Guidelines for students participating in particular industries

DEC policy and procedures for the above areas can be found at: https://www.det.nsw.edu.au/vetinschools/worklearn/worklearnpolicy.html

Under some circumstances, students’ part time work in an appropriate workplace may be used to fulfil work placement requirements. For information as to how students’ part-time work may contribute to work placement, schools should consult the BOSTES’ Assessment, Certification and Examination (ACE) Manual, 8.4.7.2 “Recognition of student’s employment for work placement purposes in a VET course”.

A specific application form is to be used by students wishing to have their concurrent work recognised for the purposes of work placement. See information in RPL section of this handbook.

**Work placement coordination**

Schools in Public Schools NSW – Tamworth RTO 90162 access or coordinate work placement through Work Placement Service Providers (WPSPs).

Student records relating to work placement must be securely maintained and archived at the school or within the evidence section. The school is required to store the original copies of the signed student placement record until the student reaches the age of 21 or for three years after the placement/s have been completed. This should be in a secure central student record/archive. The evidence section of QMS is also available for this purpose.

**WORK READINESS**

To participate in work placement students must be deemed work place ready by their teacher.

Students must:
- Attend the school’s work readiness program and demonstrate a thorough understanding of all aspects
- Demonstrate an understanding of and appreciation for all safety requirements of the industry, and
- Meet all requirements of the school work readiness checklist.
Tamworth High School VET work placement procedures align with the DEC Workplace Learning Policy.

Workplace documents include:
- Student placement records with all signatories evident
- Student work placement journals
- Emergency contact card
- Parent, student and teacher guides
- Documents completed when a student suffers an accident or injury during work placement
- Contact with employers and students during work placement
- Information concerning any incident, complaint or grievance which occurs during work placement

Successful work placement requires the student to complete the mandatory hours of work placement to the satisfaction of the employer and the school. If a student does not attend or complete the work placement provided for them by the provider or is deemed unsatisfactory by the employer or the school, the student will receive a Board of Studies Warning Letter. The student is then responsible for providing an alternative work placement. The VET coordinator and class teacher must approve this work placement before being undertaken by the student.

In the event of illness or misadventure, which hinders the student’s attendance at work placement for one or more days, the student must follow the illness/misadventure procedures laid down in the Tamworth High School Assessment Policy.

The policy requires that the student:
- Notifies the employer of the absence on the morning of the absence before normal work start time by telephone
- Notifies the class teacher on the morning of the absence by telephone, and
- Present a Doctor’s Certificate. This must be given to the VET coordinator on the first day the student returns to school after completing work placement.

Students who do not satisfactorily complete work placement requirements by the end of the course will not be deemed to have satisfactorily completed the course. They will not be eligible for the HSC in that course.

SBATS
Within the first two weeks of term one, of the Preliminary year, the Careers Advisor will assist with identifying SBAT students in VET classes. The school (Careers Advisor) and Trainer are to have copies of each Training Plan, these will be stored on the network for staff to access.

During each term the Trainer needs to undertake a Catch-up Questionnaire with each SBAT. The trainer needs to ensure they visit and speak regularly with the employer, at least once a term.

Both the Plan and Questionnaires need to be uploaded to QMS and placed in the student’s main file to be archived.

CLIENT FEEDBACK AND PROGRAM EVALUATION
Teachers will need to:
- Seek feedback from students;
- Seek feedback from other teachers; and
- Maintain quality delivery processes.

The school will:
- Determine student demand on an ongoing basis;
- Seek information from parents and employers regarding the value of the course;
• Collate post destination data; and
• Use other measures to review quality processes and procedures.

The RTO:
• Will obtain evidence from school delivery sites pertaining to the provision and delivery of VET courses through the Public Schools NSW – Tamworth RTO 90162 student survey and AQF learner survey.
• Senior Pathways Officers will analyse feedback that will enable appropriate strategic planning to take place.
• Will also survey school personnel regarding their effectiveness in providing a quality service.

SCHOOL EMERGENCY CONTACT PROCEDURES POLICY
Students are issued with a work placement emergency contact card containing emergency contact phone details of key personnel.
• During school hours students may contact the VET teacher or VET coordinator at school or a parent.
• After schools hours students will contact the VET coordinator on the school mobile phone. Students' parents are also provided as the alternative emergency contact outside of school hours.

PROCEDURES FOR IMPLEMENTATION AND COLLECTION OF RTO SURVEYS
The following surveys will be endeavoured to be conducted each year and analysed:
• VET Course Early Exit Survey: Students who exit VET courses before completion are required to fill out an exit survey. Careers Advisor is responsible for this survey
• Post-School Pathways Survey: All HSC students are required to complete a post-school pathway survey. HSC students are alerted to these in Term 3 and advised how to complete and return feedback to school. The school Careers Advisor is responsible for this survey
• VET Student Survey: Year 12 VET students are required to complete this survey in Term 3 each year. Year 11 students are required to complete surveys on-line in Term 4. Framework teachers are responsible for this survey and advised by the VET coordinator
• Staff Survey: All VET teachers are required to complete a VET teacher survey in Term 4 every year. The VET coordinator is responsible for this survey
• Parent, Guardian or Caregiver Survey: A voluntary survey is offered to parents to complete for each framework. The VET coordinator is responsible for this survey.

Surveys are returned to the RTO for collation. The results are published and feedback given to the school the following year. Results are used to inform school decisions about curriculum offerings.

In addition, Employer Satisfaction Surveys with hosts of Work Placement are conducted. The school VET Policy and Procedures are evaluated by the school VET team annually.

WORK HEALTH AND SAFETY
All delivery sites will display appropriate, relevant industry-specific signage to support and promote WH&S procedures within the learning spaces where VET courses are delivered. VET learning spaces should implement procedures that comply with WH&S Act (2011) and NSW WH&S Regulations (2011), DEC WH&S Policy and associated documents.

School WH&S committees should implement a best practices approach by including regular monitoring of VET learning spaces in their workplace inspection reviews.


Information regarding Chemical Material Safety Data Sheets is available at: Equipment Safety in Schools (DEC portal).
Students must complete the relevant unit of competency relating to Work Health and Safety prior to using equipment and participating in work placement and complete the RTO work ready program.

WH&S General Induction for Construction in NSW
All students enrolled in the VET construction must satisfactorily complete the unit of competency CPCCCOHS1001A Work safely in the construction industry – and as a result will receive the WorkCover general induction card prior to commencing work placement.

All costs associated with the administration of the General Induction Training (GIT) for Construction, White Card is the responsibility of the school. The administration of this process is quality assured by the Senior Pathways Officer. Schools are required to notify the Senior Pathways Officer of their intention to conduct training.

IDENTIFYING LEARNING NEEDS AND DESIGNING TRAINING PACKAGES

Course overview developed for:
- Year 10 students selecting their Preliminary Courses.

Programs
- Programs have been developed from the curriculum framework
- The programs are suitable for a diverse range of students.
- A variety of delivery modes are used.
- Provision is made for the support of students with special needs/disabilities.
- Students needing additional support are assisted in the following manner:
  - Needs are identified and assessed by the classroom teacher and/or the Student Wellbeing Team.
  - Appropriate assistance is sought by referring the student(s) in need to the Learning Support Team. The Learning Support team in consultation with the appropriate teacher/s determine the support that is to be given.
  - As a unit is taught the teacher/student resources are filed away. Various handouts, student workbooks/notes, recipes, practical record books have been developed
  - This information is continually updated and is being added to.
  - Version control is maintained. (Documents/programs/policies are dated and location of documents is published e.g. footers).
  - Mandatory policies are integrated into teaching programs.
  - Staff incorporate access and equity principles into policies and procedures
  - VET Frameworks staff are aware of documents that can be obtained on the DEC intranet.
  - All VET documentation will be kept in the VET folder on the teacher drive of the school network
APPENDICES

Appendix 1

VET Frameworks Assessment

Competency

- Focuses on behaviour, on outcome performance, or simply, outcomes.
- Emphasises what is expected of an employee in the workplace rather than on the learning process to achieve that performance.
- Indicates whether a person is performing to the standard required, through developing skills, knowledge and attributes; and integrating these to cope with new as well as familiar situations.
- Pass or fail do not enter into competency based assessment. A student is either deemed competent or not yet competent.

(Competency Based Teaching, Learning and Assessment, NSW Dept of School Education)

Assessing Student Competence

- Assessment must be fair, reliable, flexible and valid.
- Must be conducted by qualified assessors as defined in the relevant training package and be consistent with the training package assessment guidelines.
- Students experience a range of assessment events.
- Students do not pass or fail they are deemed competent or not yet competent.
- Students are encouraged to practice and revise prior to assessment.
- If a student is deemed competent when assessed the unit is signed off in their competency record.
- The competency record forms a permanent record of all of the training package units of competency achieved in the course.
- A whole unit cannot be signed off unless a student is deemed competent in all components of the unit.
- No assessment mark is submitted to the Board of Studies. A unit collection sheet indicating which units of competency have been satisfactorily achieved by each student is submitted to the Board of Studies at the conclusion of the course.
## Appendix 2

### Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACE</td>
<td>Assessment Certification and Examination</td>
</tr>
<tr>
<td>AER</td>
<td>Annual enrolment review</td>
</tr>
<tr>
<td>ANTA</td>
<td>Australian National Training Authority</td>
</tr>
<tr>
<td>AQF</td>
<td>Australian Qualifications Framework</td>
</tr>
<tr>
<td>ASQA</td>
<td>Australian Skills Quality Authority</td>
</tr>
<tr>
<td>ATD</td>
<td>Authority to deliver</td>
</tr>
<tr>
<td>BOSTES</td>
<td>Board of Studies, Teaching and Educational Standards</td>
</tr>
<tr>
<td>CAT</td>
<td>Career and transition team</td>
</tr>
<tr>
<td>CT</td>
<td>Credit transfer</td>
</tr>
<tr>
<td>DEC</td>
<td>Department of Education and Communities</td>
</tr>
<tr>
<td>eBOS VCS</td>
<td>Electronic Board of Studies VET Credentialing System</td>
</tr>
<tr>
<td>ICF</td>
<td>Industry Curriculum Framework</td>
</tr>
<tr>
<td>ICIG</td>
<td>Industry Curriculum Information Guidelines</td>
</tr>
<tr>
<td>IEA</td>
<td>Independent Employment Adviser</td>
</tr>
<tr>
<td>NSSC</td>
<td>National Skills Standards Council</td>
</tr>
<tr>
<td>NVR</td>
<td>National Vocational Education and Training Regulator</td>
</tr>
<tr>
<td>PB</td>
<td>Partnership Broker</td>
</tr>
<tr>
<td>RCC</td>
<td>Recognition of Current Competency</td>
</tr>
<tr>
<td>RPL</td>
<td>Recognition of Prior Learning</td>
</tr>
<tr>
<td>RTO</td>
<td>Registered Training Organisation</td>
</tr>
<tr>
<td>SBATs</td>
<td>School Based Apprenticeships and Traineeships</td>
</tr>
<tr>
<td>SP</td>
<td>Senior Pathways</td>
</tr>
<tr>
<td>SPA</td>
<td>Senior Pathways Adviser</td>
</tr>
<tr>
<td>SPO</td>
<td>Senior Pathways Officer</td>
</tr>
<tr>
<td>SVET</td>
<td>School delivered VET Course</td>
</tr>
<tr>
<td>TSC</td>
<td>Trade Skills Centre</td>
</tr>
<tr>
<td>TVET</td>
<td>TAFE delivered VET</td>
</tr>
<tr>
<td>VET</td>
<td>Vocational Education and Training</td>
</tr>
<tr>
<td>VQF</td>
<td>VET Quality Framework</td>
</tr>
<tr>
<td>WPSPs</td>
<td>Work Placement Service Providers</td>
</tr>
</tbody>
</table>