NOrth Training RTO 88208

VET Teacher Handbook 2017



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# Welcome

Welcome to the North Training vocational education teaching team. This handbook aims to provide you with the information you will need to support you in your role and a vocational education and training (VET) teacher at Dickson College or Gungahlin College.

# North Training: Registered Training Organisation

North Training is a Registered Training Organisation (RTO). This means that it is able to provide students in vocational courses with nationally recognised certificates in areas within its scope of registration.

North Training is a network RTO formed from the amalgamation of Dickson College RTO and Gungahlin College RTO 88208. This amalgamation occurred in January 2017 as part of the rationalisation of Government College RTOs in the ACT. The RTO is governed by a Chief Executive Officer (Principal of Dickson College), a High Managerial Agent (Principal of Gungahlin College), the VET Director from Gungahlin College and the VET Executive Teacher from Dickson College, who jointly manage the policies, procedures and operation of the RTO.

To be registered as an RTO, North Training has met strict quality assurance standards and it undergoes continuous improvement processes such as self-assessments and audits. North Training must demonstrate that it complies with the [Standards for National VET Regulator Registered Training Organisations](https://www.legislation.gov.au/Details/F2014L01377). The VET Director and VET Executive Teacher lead and manage this process and rely upon the work of Vocational Education teachers to maintain compliance.

# Scope of Delivery

North Training has the following qualifications on its scope of registration. Some qualifications are delivered on both sites; others are delivered only at Dickson College (DCKC) or Gungahlin College (GNGC).

North Training must ensure that’s its scope of delivery is current. An extension of scope must be applied for when a Training Package, and qualification, has been updated or when it wishes to add to its scope of delivery.

For more information see <http://training.gov.au/Organisation/Details/88208>

## Qualifications Delivered by North Training

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Code | Title | Extent | ACT | Local delivery |
| [CPC20211- Certificate II in Construction Pathways](http://training.gov.au/Training/Details/CPC20211) | Certificate II in Construction Pathways | Deliver and assess | eliveryActYes | DCKC |
| [CUA20215- Certificate II in Creative Industries](http://training.gov.au/Training/Details/CUA20215) | Certificate II in Creative Industries | Deliver and assess | eliveryActYes | GNGC |
| [CUA20615- Certificate II in Music Industry](http://training.gov.au/Training/Details/CUA20615) | Certificate II in Music Industry | Deliver and assess | eliveryActYes | DCKC |
| [CUA30213- Certificate III in Community Dance, Theatre and Events](http://training.gov.au/Training/Details/CUA30213) | Certificate III in Community Dance, Theatre and Events | Deliver and assess | eliveryActYes | GNGC |
| [CUA30415- Certificate III in Live Production and Services](http://training.gov.au/Training/Details/CUA30415) | Certificate III in Live Production and Services | Deliver and assess | eliveryActYes | GNGC |
| [ICT10115- Certificate I in Information, Digital Media and Technology](http://training.gov.au/Training/Details/ICT10115) | Certificate I in Information, Digital Media and Technology | Deliver and assess | eliveryActYes | BOTH |
| [ICT20115- Certificate II in Information, Digital Media and Technology](http://training.gov.au/Training/Details/ICT20115) | Certificate II in Information, Digital Media and Technology | Deliver and assess | eliveryActYes | BOTH |
| [MSF10113- Certificate I in Furnishing](http://training.gov.au/Training/Details/MSF10113) | Certificate I in Furnishing | Deliver and assess | eliveryActYes | GNGC |
| [MST20616- Certificate II in Applied Fashion Design and Technology](http://training.gov.au/Training/Details/MST20616) | Certificate II in Applied Fashion Design and Technology | Deliver and assess | eliveryActYes | BOTH |
| [SIS10115- Certificate I in Sport and Recreation](http://training.gov.au/Training/Details/SIS10115) | Certificate I in Sport and Recreation | Deliver and assess | eliveryActYes | GNGC |
| [SIS20115- Certificate II in Sport and Recreation](http://training.gov.au/Training/Details/SIS20115) | Certificate II in Sport and Recreation | Deliver and assess | eliveryActYes | GNGC |
| [SIS20313- Certificate II in Sport and Recreation](http://training.gov.au/Training/Details/SIS20313) | Certificate II in Sport and Recreation | Deliver and assess | eliveryActYes | GNGC |
| [SIS30115- Certificate III in Sport and Recreation](http://training.gov.au/Training/Details/SIS30115) | Certificate III in Sport and Recreation | Deliver and assess | eliveryActYes | GNGC |
| [SIT10216- Certificate I in Hospitality](http://training.gov.au/Training/Details/SIT10216) | Certificate I in Hospitality | Deliver and assess | eliveryActYes | BOTH |
| [SIT20116- Certificate II in Tourism](http://training.gov.au/Training/Details/SIT20116) | Certificate II in Tourism | Deliver and assess | eliveryActYes | GNGC |
| [SIT20316- Certificate II in Hospitality](http://training.gov.au/Training/Details/SIT20316) | Certificate II in Hospitality | Deliver and assess | eliveryActYes | BOTH |
| [SIT20416- Certificate II in Kitchen Operations](http://training.gov.au/Training/Details/SIT20416) | Certificate II in Kitchen Operations | Deliver and assess | eliveryActYes | GNGC |
| CHC20112 – Certificate II in Community Services | Certificate II in Community Services | Deliver and Assess | eliveryActYes | BOTH |

# High School Partnerships

As North Training is a Network RTO, it has the potential to have partnerships with the High Schools in the network for the delivery of vocational education courses. For this to occur a third-party agreement needs to be in place with each High School delivering VET, which explains the partnership and outlines the responsibilities of the BSSS, North Training as the RTO and the partnering High School regarding training delivery, assessment and quality assurance. If you are the VET teacher in these industry areas you will be involved in the validation team for the training delivery and assessment of these year 10 programs. In 2017, North Training has a partnership with Lyneham High School to deliver a Certificate I in Information, Digital Media and Technology, Certificate I in Business and competencies from Certificate II in Creative Industries.

# Vocational Courses

VET refers to vocational education and training that focuses on delivering skills and knowledge required for specific industries. It supports young people’s transitions to employment, vocational and higher education pathways. Other benefits of VET participation include obtaining practical experience from work through structured workplace learning (SWL) placements, gaining insight into how workplaces operate, developing employability skills, improving communication and interpersonal skills and allowing students to explore potential career pathways.

Dickson and Gungahlin Colleges offer a diverse and inclusive curriculum that values vocational education and training courses.

The following vocational courses, leading to nationally recognised certificates are offered:

|  |  |
| --- | --- |
| Course | Leading to: |
| Automotive Technology A/V | [AUR10116- Certificate I in Automotive Vocational Preparation](http://training.gov.au/Training/Details/AUR10116) |
| Business Administration A/V | [BSB10115- Certificate I in Business](http://training.gov.au/Training/Details/BSB10115)  [BSB20115- Certificate II in Business](http://training.gov.au/Training/Details/BSB20115)  [BSB30115- Certificate III in Business](http://training.gov.au/Training/Details/BSB30115) |
| Construction Pathways A/V | [CPC10111- Certificate I in Construction](http://training.gov.au/Training/Details/CPC10111)  [CPC20211- Certificate II in Construction Pathways](http://training.gov.au/Training/Details/CPC20211) |
| Furniture Construction A/V | [MSF10113- Certificate I in Furnishing](http://training.gov.au/Training/Details/MSF10113) |
| Hospitality A/V | [SIT10216- Certificate I in Hospitality](http://training.gov.au/Training/Details/SIT10216)  [SIT20316- Certificate II in Hospitality](http://training.gov.au/Training/Details/SIT20316)  [SIT20416- Certificate II in Kitchen Operations](http://training.gov.au/Training/Details/SIT20416) |
| Information Technology A/T/V | [ICT10115- Certificate I in Information, Digital Media and Technology](http://training.gov.au/Training/Details/ICT10115)  [ICT20115- Certificate II in Information, Digital Media and Technology](http://training.gov.au/Training/Details/ICT20115) |
| Music Industry C | [CUA20615- Certificate II in Music Industry](http://training.gov.au/Training/Details/CUA20615) |
| Music and Stage Performance C | [CUA30213- Certificate III in Community Dance, Theatre and Events](http://training.gov.au/Training/Details/CUA30213) |
| Live Production and Services C | [CUA20215- Certificate II in Creative Industries](http://training.gov.au/Training/Details/CUA20215)  [CUA30415- Certificate III in Live Production and Services](http://training.gov.au/Training/Details/CUA30415) |
| Social and Community Work A/V | [CHC22015- Certificate II in Community Services](http://training.gov.au/Training/Details/CHC22015) |
| Sport, Recreation and Leadership A/V | [SIS10115- Certificate I in Sport and Recreation](http://training.gov.au/Training/Details/SIS10115)  [SIS20115- Certificate II in Sport and Recreation](http://training.gov.au/Training/Details/SIS20115)  [SIS30115- Certificate III in Sport and Recreation](http://training.gov.au/Training/Details/SIS30115) |
| Textiles and Fashion A/T/V | [MST20616- Certificate II in Applied Fashion Design and Technology](http://training.gov.au/Training/Details/MST20616) |
| Tourism and Event Management A/V | [SIT20116- Certificate II in Tourism](http://training.gov.au/Training/Details/SIT20116) |

## How are Vocational Courses Different?

* They are ACT Board of Senior Secondary Studies (BSSS) courses based upon National Training Packages
* They provide students who provide their Unique Student Identifier (USI) with a vocational qualification or Statement of Attainment if at least one unit of competency is achieved
* They combine competency based assessment with graded assessment
* They usually include industry experience for students
* They are taught by vocationally competent VET teachers
* VET assessment is based on competencies and students will be assessed as Competent (C) or Not Yet Competent (NYC)

As with other BSSS accredited courses, it is important to ensure that:

* You are teaching the current course available at [BSSS Courses](http://www.bsss.act.edu.au/curriculum/courses)
* You are using the current course framework available at [BSSS Frameworks](http://www.bsss.act.edu.au/curriculum/Frameworks)
* Your course is still accredited (check the expiry date)
* That you comply with the requirements of both the BSSS course and the Industry Training Package in devising assessment instruments and teaching and learning strategies.

# Unique Student Identifiers

All students studying a VET course are required to have a unique student identifier (USI). These are required at enrolment but it is the responsibility of VET teachers and the VET Executive Teacher/VET Director to ensure that all students have a USI. A student cannot be certificated if they do not have a USI. Both Dickson and Gungahlin Colleges assist students to obtain a USI and have a school process for verifying the USI and adding it to MAZE our student data management system.

Information about USIs and how to apply for a USI can be found via the [USI website](https://www.usi.gov.au/).

# Training and Assessment

Vocational education training (VET) teachers use competency based training and assessment methods. VET teachers will have developed their skills in this area while completing their Certificate IV in Training and Assessment qualification. As a VET teacher you will need to maintain currency in this area which could include upgrading to new Training Package qualifications.

In 2016 a new qualification was released [TAE40116 - Certificate IV in Training and Assessment (Release 1)](https://training.gov.au/Training/Details/TAE40116).For most teachers the only update required is the addition of a new core unit [TAEASS502 Design and develop assessment tools](https://training.gov.au/Training/Details/TAEASS502) and your VET Director/VET Executive Teacher will arrange for upgrade training in 2017.

It is important to remember that some key features of competency based assessment are that:

* It is based directly upon the skills and knowledge required to do a job role in a specific industry
* It takes account of what the learner can do, irrespective of how they learned it
* It allows learners to be assessed when ready, and reassessed if Not Yet Competent when first tested
* It provides learners with a record of the competencies and skills they have developed.

Competency based assessment is designed to ensure industry standards will be met and to encourage people to develop more skills.

Vocational education teachers will, however, need to combine competency based assessment with the requirements to deliver and assess BSSS courses which require the award of unit grades.

**Principles of assessment**are required to ensure quality outcomes. Assessments should be fair, flexible, valid and reliable as follows:

a) **Fairness:** Fairness requires consideration of the student’s needs and characteristics, and any reasonable adjustments that need to be applied to take account of them.

b) **Flexible**: To be flexible, assessment should reflect the student’s needs; provide for recognition of competencies no matter how, where or when they have been acquired; draw on a range of methods appropriate to the context, competency and the student; and, support continuous competency development.

c) **Validity:** Validity is concerned with the extent to which an assessment decision about a student, based on the evidence of performance by the student, is justified. It requires determining conditions that weaken the truthfulness of the decision, exploring alternative explanations for good or poor performance, and feeding them back into the assessment process to reduce errors when making inferences about competence.

Unlike reliability, validity is not simply a property of the assessment tool. As such, an assessment tool designed for a particular purpose and target group may not necessarily lead to valid interpretations of performance and assessment decisions if the tool was used for a different purpose and/or target group.

d*)* **Reliabilit*y:*** In general, reliability is an estimate of how accurate or precise the task is as a measurement instrument. Reliability is concerned with how much error is included in the evidence.

**See Appendix 1 – VET Teacher Assessment Tool Development Guide**

## Training and Assessment Strategies (TAS)

The Training and Assessment Strategy (TAS) describes the approach of the RTO to the delivery and assessment activities the student must undertake to achieve the relevant qualification. The TAS outlines: the clients and the environment, the location of training, training and assessment arrangements (including the competencies to be covered and the sequence in which this will occur), staff qualifications and experience, details of moderation and validation processes and industry consultation.

When developing your TAS it is imperative that you are delivering the current competencies from the current qualification and Training Package ensuring the packaging rules are met. These are available at [www.training.gov.au](http://www.training.gov.au) For each unit of competency the employability skills, elements and performance criteria, required skills and knowledge, evidence guide and range statement must all be incorporated in your training and assessment program development. These are outlined in detail at [www.training.gov.au](http://www.training.gov.au) for each specific unit of competence.

A TAS must be developed for each qualification delivered through North Training. A template and examples can be located on the G drive at each college. This is where all TASs must be saved.

TASs must be updated whenever changes to Training Packages, qualifications, teaching staff or delivery occurs.

## Unit Outlines

The Unit Outline which you will give to your class before the end of Week 2 in each assessment period describes the assessment instruments which yield the unit grade. It also states which competencies the unit will focus upon. It is often possible to devise assessment instruments which assess more than one competency as well as students' underpinning knowledge. If students are deemed Not Yet Competent, they must be given further opportunities to demonstrate their competency (See the National Training Package).

A template and examples can be located on G drive at each college. This is where all VET Unit Outlines must be saved. Unit outlines must be checked and approved by the VET Director at Gungahlin College or the Executive Teacher of VET at Dickson College prior to distributing them to students.

All VET Unit Outlines must include the following information:

* The RTOs name, code and explanation - North Training RTO 88208 A joint venture RTO between Dickson and Gungahlin Colleges offering vocational education and training programs for students in the North/Gungahlin Network.
* The name and code of the VET qualification being delivered e.g. CHC22015 Certificate II in Community Services
* The packaging rules to achieve the qualification
* The name and code of the units of competency being delivered and assessed in the unit from the BSSS course.

## VET Assessment Task Sheets

Vocational Competencies can be assessed through a variety of methods including formal assessment, observation, class exercises, practical activities, work placements. All vocational assessment tasks need to clearly have the competency being assessed on the task. Students are deemed competent when they have demonstrated the knowledge and skills to meet the performance criteria for each competency in the workplace. Specific assessment criteria, elements and performance criteria, the range statement and assessment conditions is found in the training packages and VET teachers need to refer to each specific unit of competency being assessed when designing assessment tasks.

A template and examples can be located on G drive at each college.

For each assessment task specified in the Unit Outline, students are to receive clear statements about what is required and under what conditions it will be undertaken, and the assessment criteria/marking scheme as per *ACT BSSS Policy and Procedures Manual 2017 page 28.*

This includes:

* Course Title
* Unit Title, Value, Semester and Year
* Due date or time allowed, as appropriate to the task
* Weighting, as specified on the Unit Outline (except for C courses)
* The RTOs name, code and explanation - North Training RTO 88208 A joint venture RTO between Dickson and Gungahlin Colleges offering vocational education and training programs for students in the North/Gungahlin Network.
* The name and code of the VET qualification being delivered e.g. CHC22015 Certificate II in Community Services
* The name and code of the units of competency being assessed
* Clear statement where competencies are attached to specific questions or aspects of the task (VET only).
* Clear instructions regarding the nature of the task
* Clear statement of conditions under which the task will be undertaken, including any policy around the submission of drafts
* Explicit task-specific criteria for assessment and/or marking schemes
* Reference to BSSS policies on penalties for late submission and plagiarism (where applicable)
* Where work is completed out of class, reference to the requirement for the student to include a statement that the work presented is their own

These details will normally be specified on a task sheet for out of class assessment instruments or on the test/exam.

## Recording Vocational Competencies

At the end of each unit teachers will determine the student's grade but should also input competencies gained into ACS (ACT Certification System) database, VET section.

**NOTE:** VET teachers must also keep either electronic or paper copies of Competency Tracking Sheets that document assessment decisions and dates that competencies were achieved. The location of these records must be known to their Executive Teacher and the VET Director/Executive Teacher.

Students may be recorded as Competent, Not Yet Competent or Not Assessed for a unit of competency. All VET activity is measured for reporting purposes. It is important to indicate if a student is Not Yet Competent rather than leave it as the Not Assessed default in the database if they have been a participant in the VET unit but are not yet able to demonstrate competency to an industry standard. This is to ensure accurate recording of VET activity.

Students may also receive RPL for a unit of competency and this is recoded accordingly in ACS. However this must be entered by the VET Executive Teacher /VET Director after the PRL process has successfully been completed.

If a student is completing an Australian School Based Apprenticeship (ASBA) and North Training is their RTO then their name will appear in red in the database. Only the VET Executive Teacher/VET Director can enter their competencies so you must communicate with them regarding an ASBA student’s progress. Students also have access to their progress through the [BSSS online profiles](http://www.bsss.act.edu.au/information_for_students/profiles_online).

It is important to enter competencies regularly and to cross check ACS with your personal records on a regular basis. You must also communicate with students regularly regarding their progress towards competency and qualification achievement. You may wish to establish a student log book or record sheet; however this would remain the property of the student so you would still need to maintain your own spreadsheet for evidence and record keeping purposes. The VET Executive Teacher/VET Director will supply you with templates for your industry area. The VET/Qualification Progress feature in ACS is useful for discussing progress with individual students.

It should be noted that, despite the course content structure, students may gain competencies at any point in the VET course e.g. through Structured Workplace Learning or through other activities in class. Students also have the right to request another competency assessment when they feel ready for this if they have been assessed as Not Yet Competent when first assessed. This is to be managed in negotiation with the VET teacher.

The VET features in the ACS database provide a mechanism for checking each student's competency and certificate status after data is entered. There are a variety of reports available within ACS. It is important to check to ensure that the certificate outcomes are as expected. It is also crucial to adhere to college and BSSS deadlines as outlined in the college calendar or end of semester assessment calendar.

In keeping records of student information, it is important to be aware of the Student Record Keeping Policy and other related policies. See <http://www.det.act.gov.au/publications_and_policies> for more details.

## Certification

Students receive a Certificate I, II or III qualification if all of the required units of competency are achieved to industry standard and the Structured Workplace Learning placement/s (if necessary) has been successfully completed. A Statement of Attainment is awarded for partial completion of a qualification.

Vocational certificates are produced by the BSSS at the end of each school year for Year 12 students after a rigorous data checking process. Certificates not collected by students at Graduation are returned to BSSS in February of the following year. Certificates are not printed for Year 11 students as their vocational studies are deemed to still be in progress.

Students leaving school in June of their year 12, having fulfilled the requirements for their ACT Senior Secondary Certificate, can request that their VET Certificates be printed. They should see the VET Executive Teacher/VET Director who will check that all of their competencies have been entered in ACS and then request printing by BSSS Technical Assistant. Year 11 or 12 students leaving college to work, go to further education or move interstate, can also request that their VET qualifications be certificated.

Certificates are to be issued to students within 30 days of the completion of their course or from the time they withdraw from the course. Most year 12 students, who complete their vocational studies at the end of November, will be issued their certificates at graduation in December.

## Moderation

Moderation is conducted twice a year with other VET teachers from the same course across the ACT. All assessment instruments are reviewed and moderated to ensure they are appropriate for the units of competency and reflect information contained in the elements, performance criteria, range of variables and evidence guide as well as include detail regarding how evidence is collected and the basis on which assessment decisions are made. Moderation Day focuses upon the grade-based achievement of students in vocational courses.

## Validation

Validation is a quality review process that confirms your RTO’s assessment system can consistently produce valid assessment judgements. A valid assessment judgement is one that confirms a learner holds all of the knowledge and skills described in a training product.

Validation activities are generally conducted after assessment is complete—so that an RTO can consider the validity of both assessment practices and judgements.

Validation involves checking that your assessment tools have produced valid, reliable, sufficient, current and authentic evidence—evidence that allows your RTO to make reasonable judgements about whether training product requirements have been met.

The validation process involves reviewing a statistically valid sample of the assessments and making recommendations for future improvements to the assessment tool, process and/or outcomes if applicable.

The validation process also includes acting upon any recommendations for future improvement.

As part of validation, your RTO must have a documented plan which describes:

* who will lead and participate in the validation activities
* which training products will be the focus of the validation
* when assessment validation will occur, and
* how the outcomes of those activities will be documented and acted upon.

The *North Training Validation Template* is available at Appendix 2.

The [ASQA Validation Fact Sheet](https://www.asqa.gov.au/news-publications/publications/fact-sheets/conducting-validation) has other important information for VET teachers.

## Appeals

As with all courses at Dickson and Gungahlin Colleges, students in vocational courses are entitled to appeal against scores or grades for individual assessment tasks and the procedures by which unit grades and/or scores are derived.

If a student is dissatisfied with the accuracy of their unit assessment they should first discuss this with their VET teacher and then the subject Executive Teacher if the issue is not resolved with the teacher. The VET Executive Teacher/VET Director should also be involved in the process at this stage. If the student is still not satisfied after a review has occurred, they may make a formal appeal to the college. They may also appeal to the BSSS if, after having been through the college appeal process, they wish to appeal against the college procedures by which the appeal decision was reached. There are deadlines for appeals as outlined in the college calendar.

The BSSS website has information about [*Your Rights to Appeal*](http://www.bsss.act.edu.au/information_for_students/your_rights_to_appeal), and there is a [pamphlet](http://www.bsss.act.edu.au/__data/assets/pdf_file/0016/313900/Your_Rights_to_appeal_2016.pdf) that describes the processes available for students who wish to have their results reviewed. Students must always be informed of their right to appeal and the process to go through.

## Employability Skills

Employability skills should be embedded into all VET courses. Employability Skills apply across a variety of jobs and life contexts. They are sometimes referred to as key skills, core skills, life skills, essential skills, key competencies, necessary skills, and transferable skills. Industry's preferred term is Employability Skills.

Employability Skills are defined as "skills required not only to gain employment, but also to progress within an enterprise to achieve one's potential and contribute successfully to enterprise strategic directions".

There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning, and technology.

All Training Packages have been reviewed to ensure that Employability Skills feature in their units of competency and all new Training Packages must now include Employability Skills. A summary of the employability skills required by industry for each qualification are outlined in the qualification document at [www.training.gov.au](http://www.training.gov.au).

## Foundation Skills

**Foundation** **skills** are the underpinning communication **skills** required for participation in the workplace, the community and in adult education and training. Language, literacy and numeracy, or LLN, is the traditional way of referring to the ability to speak, listen, read and write in English, and to use mathematical concepts.

VET teachers must assess the foundation skills of students and access additional support programs available at the college to help students i.e. study skills, ESL, Refugee Bridging Program etc.

# Responsibilities of North Training VET Teachers

**NOTE: these responsibilities are additional to the general responsibilities of all college teachers**

* To deliver courses based upon current Training Packages and BSSS courses
* To hold the vocational and training and assessment qualifications necessary to deliver those courses
* To undertake professional learning and industry experience to maintain currency in industry skills
* Regularly maintain your record of industry currency, experience, professional learning and qualifications
* To attend industry network meetings (or similar) related to the course/s being taught
* To provide students the relevant information about their courses, competencies and requirements through unit outlines and other information. This is to be given to students either in written format or through online platforms as used by the College e.g. Schoology or Google Classrooms.
* To offer students who are work-ready the opportunity to undertake Structured Workplace Learning
* To organise and monitor Structured Workplace Learning in a timely manner, consistent with the Directorate’s and college’s processes and duty of care policies
* To undertake assessment in a manner consistent with the principles of competency based assessment
* To ensure that assessment is also consistent with college and BSSS assessment policies
* To ensure that assessment strategies and tools are developed in consultation with industry and that tools and evidence are validated
* To develop and maintain a Training and Assessment Strategy for each qualification delivered
* To keep records of student assessments in a well-organised, secure manner which is available to other staff in the college
* To communicate with students regularly regarding their progress towards competency and qualification achievement
* To advise students regularly about opportunities such as Recognition of Prior Learning, credit transfer, Australian School based Apprenticeships and pathways following from vocational education
* To attend the VET teacher meetings as specified
* To adhere to all VET dates and deadlines as specified in the college calendar
* To support North Training in maintaining its Registered Training Organisation status.

# Qualifications and Industry Currency

VET teachers need to have:

* Certificate IV in Training and Assessment. The current minimum requirement is TAE40110, including the competency TAELLN411 Address adult language, literacy and numeracy skills. This qualification has been superseded to TAE40116 Certificate IV in Training and Assessment, where TAEASS502 Design and Develop Assessment Tools, has been added as a core unit. The VET Executive Teacher/VET Director will be arranging training in 2017 to attain this unit of competence.
* Any other qualifications stipulated by the relevant training package
* Any other skills or experience stipulated by the training package (e.g. ‘competency to a level at least equal to that which they are delivering’).

## Industry Currency

VET teachers are required to maintain their currency in the delivery of their VET course. This means that they should complete an industry placement or appropriate professional learning, to ensure that they are delivering the units of competency to the standards deemed by industry. Other options include documented meetings and consultations with industry, guest speakers in the classroom, and excursions to industry, participating in specific industry competitions, Structured Workplace Learning visits, attending specific industry workshops and forums and so on. VET teachers should aim for a minimum of 30 hours documented industry currency every 2 years.

## Professional Learning (PL)

VET teachers are required to complete some relevant VET professional learning each year. This is an important aspect of fulfilling the standards, maintaining industry currency and your VET knowledge and skills. The VET Executive Teacher/VET Director will inform you of available professional learning opportunities.

The usual PL application process should be followed. You may wish to apply for VET funding to cover some or all the costs associated with the PL. Please discuss this with your VET Executive Teacher/VET Director.

Non-teaching staff involved in VET are also encouraged and supported to attend relevant PL.

# Vocational Teacher Qualifications Register

All VET teachers must maintain an ongoing record of their qualifications, industry currency, experience and professional learning. This should be kept in the VET folder on G drive and needs to be updated annually.

A Staff Qualifications Matrix will need to be completed each time there is a new Training Package or qualification update.

A hard copy of all VET and academic qualifications and relevant certificates must be given to the VET Executive Teacher/VET Director to be placed on your electronic and paper file.

# Resources

North Training receives funding to assist in the delivery of high quality vocational education and training. Please discuss the purchase of resources with the VET Executive Teacher/VET Director at your college and include quotes and purchase details for consideration. Once approved, purchasing occurs in the normal manner through the Finance Officer at the respective college.

# Professional Associations

VET teachers are encouraged to join professional and industry associations. They are a great way to network, make industry contacts and stay abreast of changes or trends emerging in specific industry areas. This involvement must be documented to contribute to your currency and industry engagement requirements.

# Workplace Health and Safety

Most vocational courses incorporate units on Workplace Health and Safety (WHS). [WorkSafeACT](http://www.worksafe.act.gov.au/health_safety) can assist with online and other resources. As an RTO, North Training must comply with relevant ACT and Commonwealth legislation relating to Workplace Health and Safety. Teachers therefore need to be embedding safe work practices in their classrooms. The Dickson College WHS representative is Lindy Hathaway and at Gungahlin College it is Maria Stewart. At the beginning of every year Gungahlin College runs a VET forum on WHS for all students new to vocational education and training.

# Privacy Act

With respect to the collection, use and disclosure of personal information, North Training is bound by the [*Information Privacy Act 2014*](http://www.legislation.act.gov.au/a/2014-24/default.asp).Please see the VET Executive Teacher/VET Director at your college if you have any specific questions about your responsibilities in this area.

# Industry Engagement

Training Packages are developed by industry to meet industry training needs. Each Training Package is regularly reviewed with extensive consultation to ensure it meets industry’s changing needs. As VET teachers it is vital that you regularly consult with industry to ensure that your training and assessment is in line with industry and the changing industry environment. You should keep a register of your industry engagement, recording every time you discuss your course, assessment items, and student readiness for the industry, latest initiatives or knowledge in the industry and so on with a representative or stakeholder in your industry area.

A template for industry engagement can be found on G:drive. You should discuss your responsibilities in this area with your VET Executive Teacher/VET Director.

# Continuous Improvement

It is a requirement for all RTOs to have a continuous improvement strategy that ensures that students are receiving quality training and assessment. You must collect, analyse and act on relevant data for continuous improvement of training and assessment.

Data is collected from a variety of sources such as employer feedback, parent satisfaction surveys, parent teacher evenings, student satisfaction and learner engagement surveys, informal communication, anecdotal information and end of unit evaluations. You should be documenting when you examine, review, reshape or modify what you deliver and how you assess based on feedback from your students, employers and industry representatives.

North Training must use the information collected to review its policies and procedures. You must be able to demonstrate that you are not just doing the same thing all the time but rather are engaged in a process of continually improving to ensure quality outcomes for students and ultimately industry. You should keep records of the changes you have made to your training and assessment practices in light of student, employer and industry feedback.

# Recognition of Prior Learning

Students with skills and/or experience which may be relevant to a vocational course in which they are enrolled are entitled to seek acknowledgment of this through a Recognition of Prior Learning (RPL) process. These skills and knowledge may have been gained through formal or informal training or work, community or life experience. If students apply for RPL they will be asked to supply evidence to support their application.

Where students believe that they already possess some competencies in a VET course they should discuss the possibility of applying for skills recognition with their VET teacher or the VET Executive Teacher/VET Director. If students' RPL application is successful, it means that they will not need to undertake the relevant part/s of a course. They will not, however, receive standard units for the parts not undertaken. If students are unsuccessful they may appeal against the decision.

The North Training procedures for Recognition of Prior Learning:

* VET teachers will make available RPL information to all students and explain the process
* Students discuss the possibility of applying for recognition with their VET teacher or VET Executive Teacher/ VET Director
* Students must be enrolled in the vocational course to access the RPL assessment procedures
* The student completes a Student Application for Recognition of Prior Learning
* The VET Executive Techer/VET Director evaluates the application, provides guidance and identifies potential for competency assessment
* The student compiles an evidence portfolio
* The VET teacher evaluates the evidence and interviews the student. They then award competency and/or identify gaps for further training
* When a decision is made the student is informed in writing of the decision. Recognition is granted or denied. The results of the assessment are recorded and added to ACS as appropriate.

# Credit Transfer

Credit transfer allows students to count relevant, successfully completed competencies or qualifications towards a current qualification or course. It involves assessing a previously completed competency to see if it provides equivalent learning or competency outcomes to those required within your current course of study.

Students who wish to receive recognition of AQF qualifications and Statements of Attainment issued by any other RTO are to see the VET Executive Teacher/VET Director. There is a Credit Transfer Application form that can be found on G drive. Copies of certificates will be made and filed and once assessed the data will be added to ACS by the VET Executive Teacher/VET Director. The student will then be notified at the completion of the process.

The purpose of credit transfer is to make it easier for students to move between courses and institutions and to gain credit for previous study so they can complete their current qualification more quickly.

Students with vocational qualifications from North Training are entitled to Credit Transfer in relevant courses to other Registered Training Organisations (RTOs). Credit transfer means that they do not need to repeat training for competencies which they have already achieved. They can therefore save themselves course fees and training time. Students will usually need to show their vocational certificate to the next RTO in order for credit transfer to be arranged.

The USI website now has a Transcript Service that was activated on 22 May 2017. USI account holders can now use their USI to access their national training record online in the form of a USI Transcript. The transcript will show their nationally recognised training from 2015 and 2016 - collating training outcomes from different training providers, in different states, and across different years – in the one record. They will also be able to download or print their USI Transcript and share it electronically with future training providers if they wish.

# Structured Workplace Learning (SWL)

SWL is the workplace component of a school vocational education program delivering national recognised qualifications. It provides supervised learning activities contributing to an assessment of competence and achievement of outcomes and requirements of a particular Training Package.

Students whom you regard as work-ready should be encouraged to undertake SWL. These placements give them valuable industry contacts, an opportunity to practice skills and a broader knowledge of the work environment.

SWL placements can be organised at Dickson College and Gungahlin College by visiting the careers office.

# Australian School Based Apprenticeships (ASBAs)

## What is an ASBA?

An ASBA is an arrangement in which a student undertakes part-time employment and related vocational training whilst studying towards an ACT Senior Secondary Certificate. The student and employer sign a training agreement and the student is paid the training wage. The training is provided by a Registered Training Organisation selected by the employer, which may be North Training, depending on the industry area and qualification.

A certificate II qualification requires a minimum of 8 hours (equivalent to one day) in the workplace and a minimum of 3 hours training per week. A Certificate III qualification has a greater time and work commitment (minimum of 15 hours per week) which will mean 2 days per week in the workplace. The duration of an ASBA is approximately 18 months.

## Who can undertake an ASBA?

A student must be enrolled in a full-time program of study leading to an ACT Senior Secondary Certificate. Students usually commence mid-way through Year 11, after they have demonstrated their capabilities and commitment, but this may vary. Some students commence their ASBA in High School and transition with it to North Training Colleges once they start Year 11 at either Dickson or Gungahlin College.

Students should only undertake an ASBA if they:

* are passionate about the industry area
* have commitment to long term goals
* have the skills to manage the additional commitments in their life
* are able to successfully participate in college and the ASBA and maintain their attendance and educational progress in both the college and workplace
* have support from a parent/carer

## What are the benefits of an ASBA?

* Students receive valuable experience that provides pathways to future training and employment
* Students can be employed part-time whilst at college
* Students gain valuable experience in a specific industry
* Students will be paid according to the National Training Wage Award
* On successful completion students receive a nationally recognised vocational qualification in addition to their ACT Senior Secondary Certificate
* Students gain standard units at college for their ASBA which contributes towards their ACT Senior Secondary Certificate, but not toward an ATAR.

## How to find and manage an ASBA

To commence an ASBA the student should:

* inform the ASBA Coordinator and their Year Adviser that they are interested in an ASBA and have a conversation
* collect and read all relevant information and talk to people
* undertake a Work Experience placement to confirm their desire to work in the chosen industry
* update or compile a resume
* find an employer (which is often the most difficult part)
* liaise regularly with the ASBA Coordinator in relation to the progress of their ASBA
* Provide evidence of hours completed by using the ASBA Logbook or providing payslips, so that hours of the program can be recognised on their academic record ( Verification and units are managed by the VET Executive Teacher/VET Director)

Further information about ASBAs can be found at:

<https://www.australianapprenticeships.gov.au/australian-school-based-apprenticeships>

# Reasonable Adjustment for Students with Disabilities and Additional Needs

North Training meets the teaching and learning needs of the full range of students within VET courses. All RTOs must meet their access and equity obligations by providing equivalent opportunities for all their students, including those with an identified learning need or disability.

There are a range of staff available to assist students in regards to disabilities, additional needs and access and equity issues. All staff are responsible assisting students through a process of referral to the appropriate staff - Disability Education Coordinator (DECO) and Student Wellbeing Staff – College Psychologist, Year Coordinators.

Special Consideration procedures should be applied as required by BSSS Policies and Procedures. Students must still meet the requirements of the Training Package, including the conditions of modified assessment of a competency. VET teachers are required to be familiar with the specific circumstances of workplace health and safety and structured workplace learning required by the Training Package, in the application of Special Consideration.

VET teachers should undertake literacy and numeracy assessment of all students joining vocational courses and provide assistance or make adjustments to course delivery as appropriate. Students with literacy and numeracy issues should be made aware of the sources of assistance within the college, such as Study Skills assistance, ESL tutorials and the College Psychologist.

Teachers should also ensure that reasonable adjustment is made for students with physical disabilities. See the BSSS document: [*Equitable Assessment and Special Consideration in Assessment in Years 11 and 12 Student Guide*](http://www.bsss.act.edu.au/__data/assets/pdf_file/0018/313920/Equitable_Assessment_Students_2016.pdf) and [Equitable Assessment and Special Consideration Information for Teachers](http://www.bsss.act.edu.au/information_for_teachers/equitable_assessment_and_special_consideration_in_assessment_in_years_11_and_12_teacher_guide).

In addition to internal policies and procedures, North Training Colleges are also governed by all ETD policies relating to racism, sexual harassment, WH&S and the provision of learning opportunities - <http://www.det.act.gov.au/publications_and_policies>.

# Complaints Procedures

All students in Australia’s VET sector should expect high quality training in their area of interest, leading to a qualification that improves their prospects of gaining the job they want or providing a pathway to further study.

Complaints arise when a student is dissatisfied with an aspect of the school RTO services, and requires action to be taken to resolve the matter.

* The initial stage of any complaint (or feedback) shall be for the student to communicate directly with the VET teacher regarding their concerns/complaint.
* If the student is dissatisfied with the response to the concerns/complaint they can make a formal complaint to the VET Executive Teacher/VET Director. They will manage the complaints process, review the matter and consult with the CEO as appropriate and inform the student of the review outcome.
* Complaints and the outcome will be recorded in writing.

# VET Study

Each year the BSSS publishes a VET Study that provides data on competency completion, Structured Workplace Learning (SWL) activity and ASBAs for ACT Colleges. This study can be found at:<http://www.bsss.act.edu.au/year_12_and_vocational_data/vocational_study> Information and data from this study can support and assist in the college’s continuous improvement plan and processes.

# Use of Logos

There are clearly defined guidelines on the appropriate use of The National Registered Training (NRT) logo. For details refer to:

<https://www.asqa.gov.au/sites/g/files/net2166/f/NRT_logo_specifications_NEW.pdf>

# Pathways for Students after VET at North Training

These include:

* Credit transfer to CIT or other RTOs
* Traineeships at higher levels
* Apprenticeships
* Employment
* Study at university

All students undertaking vocational study through North Training should be encouraged to consult regularly with the Careers Advisor or Transitions Officer at their respective college. They can assist with career exploration and career pathways activities. The Education Directorate Student Pathways Plan is a significant transition process that all students should engage with in consultation with the Careers Advisor or Transitions Officer to explore and monitor their career goals.

# VET Queries

All VET queries for the BSSS or Education and Training Directorate must come through the VET Executive Teacher/VET Director. This is to manage the flow of queries and the answer to your question may be known within the college.

# VET Glossary and Acronyms

|  |  |
| --- | --- |
| AQF | Australian Qualifications Framework. The Australian Qualifications Framework provides information on the unified system of national qualifications in schools, vocational education and training (TAFEs and private providers) and the higher education sector (mainly universities). http://www.aqf.edu.au/ |
| ASBA | Australian School based Apprenticeship |
| ASQA | The Australian Skills Quality Authority. ASQA is the national regulator for Australia’s vocational education and training sector. ASQA regulates courses and training providers to ensure nationally approved quality standards are met. http://www.asqa.gov.au/ |
| Assessment | Means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard expected in the workplace, as expressed by the relevant endorsed industry/enterprise competency standards of a Training Package or by the learning outcomes of a VET accredited course. |
| ATAR | Australian Tertiary Admission Rank |
| Authenticity | To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the candidate’s own work. |
| BSSS | ACT Board of Senior Secondary Studies |
| CIT | Canberra Institute of Technology |
| Competency | Means the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments. |
| Credit Transfer | Credit transfer allows students to count relevant, successfully completed studies, competencies or qualifications towards a current qualification or course. It is based on identified equivalence in content and learning outcomes between the two qualifications. |
| ED | Education and Directorate |
| Industry | Means the bodies that have a stake in the training, assessment and client services provided by RTOs. These can include but are not limited to industry skills councils, industry organisations, industry training advisory bodies, unions, specific enterprise/industry clients, occupational licensing bodies and group training organisations. |
| NYC | Not Yet Competent. |
| Qualification | Means a formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes or competencies relevant to identified individual, professional, industry or commercial needs |
| Reasonable adjustment | Means adjustments that can be made to the way in which evidence of student performance can be collected. Whilst reasonable adjustments can be made in terms of the way in which evidence of performance is gathered, the evidence criteria for making competent/not yet competent decisions (and/or awarding grades) should not be altered in any way. That is, the standards expected should be the same irrespective of the group and/or individual student being assessed; otherwise comparability of standards will be compromised. |
| RPL | Recognition of Prior Learning. RPL means an assessment process that assesses an individual’s formal, non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of, a VET qualification. |
| RTO | Registered Training Organisation. |
| SWL | Structured Workplace Learning. The workplace component of a nationally recognised, industry specific VET in Schools program. It provides supervised learning activities which contribute to an assessment of competence. |
| TAS | Training and Assessment Strategy. This is a framework that guides the learning requirements and the teaching, training and assessment arrangements of a VET qualification. It is the document that outlines the macro-level requirements of the learning and assessment process. |
| Training Package | Means a nationally endorsed, integrated set of competency standards, assessment requirements, Australian Qualifications Framework qualifications, and credit arrangements for a specific industry, industry sector or enterprise |
| VET | Vocational Education and Training |

# Appendix 1 – VET Teacher Assessment Tool Development Guide

Visualising Competence

Competence must be demonstrated over time and in the full range of industry contexts.

In identifying the evidence requirements the following questions may be useful.

* How would competent workers perform the task represented by this unit or group of units of competency?
* How would they apply their knowledge?
* What level of performance would be expected at this qualification level I, II or III?
* What would they do if something went wrong?
* How would they handle multiple tasks or pressures?
* What would the product or service look like?
* How would they transfer their skills to other contexts?
* How would they apply generic employability skills?
* What would a competent person not do?

Teachers should use the responses to these questions to document the picture of competence.

This may take a number of forms including:

* An observational checklist for the work activity including a written description of the work task or job description
* A list of the characteristics of ‘competent’ and ‘not yet competent’ performance of the activity
* A set of questions that may be used in an oral questioning or interview activity
* Guidelines for a workplace supervisor to follow in preparing a third party report.

The Four Dimensions of Competency Assessment

1. **Task skills –** undertaking specific work place task(s).
2. **Task management skills –** managing a number of different tasks to complete a whole work activity.
3. **Contingency management skills –** responding to problems and irregularities when undertaking a work activity, such as: breakdowns, changes in routine, unexpected or atypical results, difficult or dissatisfied clients.
4. **Job/role environment skills –** dealing with the responsibilities and expectations of the work environment when undertaking a work activity, such as: working with others, interacting with clients and suppliers, complying with standard operating procedures or observing enterprise policy and procedures.

Assessment strategies for the collection of evidence on the job or in simulated work environments

Evidence is gathered to demonstrate competence in the skills and knowledge required by the units of competency.

Common types of assessment methods used by assessors to gather evidence include:

* Answers to questions – oral or written
* Oral presentations
* Written tests
* Work records
* Training records
* Portfolio – samples of work
* Written projects and assignments
* Work based projects
* Observations
* Demonstrations
* Simulations and role plays
* Third party reports
* Self-assessment
* Recognition of Prior Learning – personal statements and resumes, training records and testimonials and awards.

Work activities draw on the skills and knowledge described in a number of units of competency, therefore VET teachers should use holistic assessment methods to assess a range of units of competency simultaneously.

Assessment can take place on or off the job. However, as applying skills in the workplace is a key facet of vocational education and training, most evidence should ideally be gathered as the student performs work duties in the workplace or in a simulated work environment.

Simulated Workplaces

In order to be valid and reliable, the simulation must closely represent what actually occurs in the workplace, and should seek to replicate an actual work setting. It is critical that the designer of the simulation is thoroughly familiar with the application of the competency and is experienced in current and relevant workplace practices. In deciding whether a simulation or an assessment environment has been adequately designed, the following questions should be asked:

Are there opportunities to:

* Test the full range of equipment?
* Use up to date equipment and software?
* Reflect time pressures and deadlines?
* Show the complexity of dealing with multiple tasks?
* Involve prioritising among competing tasks?
* Deal with customers, including difficult ones?
* Work with others in a team?
* Communicate with diverse groups?
* Find, discuss and test solutions to problems?
* Explore health and safety issues?
* Answer practically oriented, applied knowledge questions?
* Show the level of written and verbal expression sufficient for, but not exceeding, the work requirements?

Assessment tasks developed must conform to the principles of assessment and rules of evidence

**Validity – the tasks:**

* Are based on realistic workplace activities and contexts.
* Have been designed to allow for holistic and integrated assessment of a group of units of competence.
* Address the performance criteria and critical aspects of evidence for the competencies being assessed.
* Are at a level of difficulty/complexity appropriate to the competencies and AQF level being assessed.

**Reliability:**

* Feedbacks sheets/checklists have been designed for the collection of evidence against the unit(s) of competence.
* Assessment tasks instructions are clearly identified.
* Students are provided with guidelines on requirements when work samples are used as evidence of competency.
* Task information is clearly and appropriately worded.

**Flexibility – the assessment tasks:**

* Can be adapted to meet the needs of all students’ (inclusive of students with special needs)

Assessment Judgements

**Valid - Is the evidence provided:**

* Relevant to the competencies being assessed?
* Demonstrating the use of a variety of assessment strategies appropriate to the unit(s) of competence being assessed?
* Showing that the skills and knowledge listed as critical evidence in the unit(s) of competence assessed in an integral way?

**Sufficient:**

* Is the assessment feedback sufficient for students to know what skills and knowledge they need to develop? (Clear, constructive and comprehensive)

**Consistent – is the evidence provided:**

* In the assessment decision consistent with the industry standard being assessed? (Accurate interpretation of performance criteria and standards).

**Authentic**

* Have you verified that the work has been completed by the student through the use of a consistent process? (e.g. Students sign a cover sheet to verify that the work is their own).
* Have a range of in class and at home tasks been used to collect evidence

**Reasonable adjustment in VET Assessment**

Adjustments made in assessment of students with a disability to ensure they have the best opportunity to have their competencies accurately and fairly recognised.

**Definition of Disability**

Disability as defined under the Disability Discrimination Act 1992 (DDA). The DDA requires Registered Training Organisations (RTOs) to customise their services - including making reasonable adjustment to the provision of assessment services – to facilitate the successful participation of people with disability in education, training and employment.

The Act provides for the formulation of the Disability Standards for Education (2005) which elaborate legal obligations in relation to education and training. It is unlawful to contravene a disability standard, and complaints of alleged contravention can be made to the Australian Human Rights Commission (AHRC).

**Definitions under the DDA**

Disability refers to:

(a) total or partial loss of a person’s bodily or mental functions, or

(b) total or partial loss of a part of the body, or

(c) the presence in the body of organisms causing disease or illness, or

(d) the presence in the body of organisms capable of causing disease or illness, or

(e) the malfunction, malformation or disfigurement of a part of the person’s body, or

(f) a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction, or

(g) a disorder, illness or disease that affects a person’s thought processes, perception of reality, emotions or judgement or that result in disturbed behaviour.

And includes a disability that:

(h) presently exists, or

(i) previously existed but no longer exists, or

(j) may exist in the future, or

(k) is imputed to a person.

**The Disability Standards for Education (2005, pp 24 – 25) state:**

Measures that the education provider may implement to enable the student to participate in the learning experiences (including the assessment and certification requirements) of the course or program, and any relevant supplementary course or program, on the same basis as a student without a disability, include measures ensuring that:

* The curriculum, teaching materials, and the assessment and certification requirements course or program are appropriate to the needs of the student and accessible to him or her
* The assessment procedures and methodologies for the course or program are adapted to enable the student to demonstrate the knowledge, skills or competencies being assessed.

Providers of training and assessment services in the VET sector are obligated to ‘…make reasonable adjustments where necessary to ensure that students with disability are able to participate in education and training on the same basis as students without disabilities’ (Disability Standards for Education 2005 plus Guidance Notes, p.43).

**Are there limits to how far the training and assessment can be adjusted?**

The Disability Standards for Education (2005) indicate that:

‘ … the provider is entitled to maintain the academic requirements of the course or program, and other requirements or components that are inherent in or essential to its nature’. (Section 3.4 (3), p.15).

It also notes that:

‘… a provider may continue to ensure the integrity of its courses or program and assessment requirements and processes, so that those on whom it confers an award can present themselves as having the appropriate knowledge, experience and expertise implicit in the holding of that particular award’. (Note to 3.4 (3), p. 15).

**The process must include:**

* Consultation with the student
* Consideration of whether an adjustment is necessary
* If an adjustment is necessary, identification of a reasonable adjustment
* Making the reasonable adjustment.

**Teacher References**

Australian Human Rights Commission (AHRC) <http://www.hreoc.gov.au/>

BSSS Equitable Assessment and Special Consideration in Assessment in Years 11 and 12 – Teaacher Guide <http://www.bsss.act.edu.au/information_for_teachers/equitable_assessment_and_special_consideration_in_assessment_in_years_11_and_12_teacher_guide>

BSSS Equitable Assessment and Special Consideration in Assessment in Years 11 and 12: – Student Guide <http://www.bsss.act.edu.au/__data/assets/pdf_file/0018/313920/Equitable_Assessment_Students_2016.pdf>

The Disability Standards for Education (2005) <https://docs.education.gov.au/node/16354>

The Disability Standards for Education (2005) Guidance Notes <https://docs.education.gov.au/system/files/doc/other/disability_standards_for_education_2005_plus_guidance_notes.pdf>

Student Learner Profiles – G drive

Individual Learning Profiles (ILPs) – G drive