

**RTO No 31851**

# **VOCATIONAL EDUCATION AND TRAINING (VET)**

## **STAFF HANDBOOK**

*(must be read in conjunction with Seton College  
Policies and Procedures Manual)*

**2014**



*This Staff Handbook is provided for teachers of VET subjects. It should be read in conjunction with the VET Student Handbook*

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Seton College is recognised as a Registered Training Organisation (RTO) and is able to deliver, assess and issue qualifications (certificates and statements) for those certificates courses within its **Scope of Registration**. The scope of registration indicates the vocational area, level of qualification and period of registration. (The Seton College Notification of Scope of Registration is in the Principal's office.) Our registration is through the ASQA (QSA being the nominated delegate for Qld schools).

## MISSION STATEMENT

**The Seton College Community was formed in God's name by the Daughters of Charity of St Elizabeth Ann Seton in 1964.**

**In the spirit of St Elizabeth Ann Seton and according to the values and traditions espoused by the Daughters of Charity, we declare:**

### OUR SHARED VISION

**We affirm** that the Seton College Community is called to be, first and foremost, a community of Faith based upon belief in God and a commitment to Christian living and values within the College and in the wider community.

**We believe** Education in Faith has a central place. We acknowledge the relevance to all areas of learning of Gospel values and the Christian way of life as interpreted in the Catholic tradition.

**We commit to a shared Christian life expressed** in celebration, prayer, worship, the presence of religious symbols and our dedication to pastoral care and service.

**We aim** to assist all to achieve their potential as educated, thoughtful, responsive Christians who will take their place in society and influence it positively.

**We seek a** spirit of mutual trust, sharing and co-operation as we support each other (staff, students and parents) in the spirit of our motto –

***“Sursum Corda – Life Up Your Hearts”.***

### OUR SHARED MISSION

With Christ as our Model, we will strive, in peace, justice and love, to achieve our Shared Vision by:

- ❖ **Interacting** together as befits followers of Christ to foster the faith of all members of the community – staff, students and parents;
- ❖ **Fostering** a just, safe and caring environment where all individuals are valued and respected for their gifts, capabilities and experiences;
- ❖ **Providing** all students with opportunities to realise their potential and enrich their lives by developing curricula that are regularly reviewed to ensure that they are creative, challenging and relevant to the students' needs;
- ❖ **Welcoming** parents to participate in various aspects of college life, as and when appropriate;
- ❖ **Empowering** our community to commit to shared responsibility and the maintenance of open channels of communication.

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## STATEMENT OF PURPOSE

At Seton College, we believe that learning occurs in an environment which values:

- A student-centred, learner-focussed approach
- A holistic approach
- A positive classroom climate where risk taking is encouraged
- Meaning, purpose and relevance in curriculum
- The development of school programs which reflect the principles of effective learning and teaching
- Inclusiveness where all students' contributions influence curriculum structure, content and learning/teaching methodology
- Fair and equitable practices which maximise quality educational outcomes for all students
- Partnerships based on positive relationships between students, parents, teachers and the wider school community
- The range of learning and teaching styles and their influence on the development and delivery of curriculum
- Opportunities to celebrate success
- The premise that all students can learn
- Empowerment of students through participation in programs which are supportive and challenging
- Life-long learning and a love of learning
- A learning community in which students, parents and teachers are all learners
- A futures focus which provides for independent and interdependent learning
- Human, technological and material resources which enhance learning
- The responsibility of schools to address the needs of individuals, the community and the system and treats them with respect.

## CODE OF PRACTICE

Registered Training Organisations are required to develop a Code of Practice and supporting documents which establish their commitment to the maintenance of high standards in the provision of vocational education and training, assessment and other client services

As a Registered Training Organisation (RTO) Seton College has agreed to operate within the Principles and Standards of the Australian Skills Quality Authority (ASQA). This includes a commitment to recognise the training qualifications issued by other RTOs. This school is registered to deliver five stand-alone VET courses and a Certificate 1 course under the direction of QSA.

Seton College reserves the right to amend the **Code of Practice** to suit the needs of the training organisation as required. All amendments will be in accordance with legislation governing RTOs.

## QUALITY MANAGEMENT FOCUS

Seton College has a commitment to provide a quality service and a focus on continuous improvement. We value feedback from students, staff and employers for incorporation into future programs.

## VOCATIONAL EDUCATION AND TRAINING IN SCHOOLS

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## What is VET?

VET stands for vocational education and training. The key words are vocational and training – this means the job related practical skills with the underpinning knowledge for those skills. In essence it is the practical work related skills students need to get a job

These work related skills provide a wide range of options for students while they are still attending school and much more post school

VET provides students with start to their careers. The pathways that students can start in school at Certificate I can progress them as far as a degree with recognition of achievement throughout. Alternatively, students can enrol in VET courses after leaving high school.

## VET in schools

The 2010 Strategy aims to increase retention of students to the completion of Year 12 and improving the quality of educational experiences for all students. The successful completion of Year 12 in conjunction with quality recognised programs increases the skills levels of students and enhances the opportunities for them to competitively enter the workforce or an enhanced transition from school to further education and life-long learning.

Students can combine regular Authority subjects with a range of vocational programs, these VET options will vary from school to school. The options available at Seton College are listed under the Scope of Registration. This allows student to achieve competencies towards nationally recognised qualifications while they are still attending school.

Students can undertake various pathways to meet their vocational goals including:

- Stand alone VET programs
- School-based Apprenticeships and Traineeships

## Objectives of VET in Schools

The major objectives of VET in Queensland schools include:

- delivering subjects that have recognised and valued outcomes
- meeting the curriculum needs and interests of young people and making school learning experiences more relevant to their lives and aspirations
- enhancing the career and employment opportunities for young people by maximising post-school education, training and employment pathways
- helping to prepare young people for employment and the world of work more broadly
- raising the profile of VET within post-compulsory schooling and thereby increasing the likely uptake of more advanced VET programs after secondary school
- recording student achievement in recognised VET programs on the Senior Certificate as the major record of student achievement in post-compulsory schooling in Queensland
- continuing the role of the Queensland Studies Authority in course development and recognition of VET programs in the post-compulsory school curriculum
- maximising the efficient and effective use of public resources allocated to these programs
- contributing to the future skills base of Queenslanders, and enhancing the competitiveness of Queensland business and industry.

Source: QSA website

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## Benefits For Students

VET programs help Year 11 and Year 12 students in their transition from school to work. It contributes to young people's chances of obtaining employment upon leaving school and offers other benefits. Recognised vocational education and training allows school students to reinforce and consolidate general learning in more applied contexts. In this way, recognised VET programs also cater for a broader range of students' learning styles.

VET in schools potentially opens up a range of post-school further education, training and employment possibilities. Many students are able to link their study in a VET subject with a school-based apprenticeship or traineeship. In this way, students are able to undertake a traineeship or apprenticeship whilst completing Years 11 and 12. In some cases, students finish the traineeships or apprenticeships after completing Year 12

Most VET in schools contain units of competency from National Training Packages. Qualifications and Statements of Attainment for National Training Packages are recognised in the Australian Qualifications Framework (AQF) and are recognised Australia-wide

*Source: QSA website*

## Student Information

Vocational education and training helps Year 11 and Year 12 students in their transition from school to work. It contributes to young people's chances of obtaining employment upon leaving school and offers other benefits. Recognised vocational education and training programs allow school students to reinforce and consolidate general learning in more applied contexts. In this way, recognised VET programs also cater for a broader range of students' learning styles.

## School to Work

Work Education prepares students for post school options and choices. It refers to a wide variety of activities that are designed to:

- develop in students the attitudes and skills to participate in both paid and unpaid work;
- increase students' understanding of the current and future labour market; and
- to increase students' understanding of the dynamic nature of work.

## Student Work Placements

Student work placements assist students in their transition from school to work. They provide a formal arrangement whereby students participate in the activities of a place of paid or voluntary work.

There are two types of work placements for students in Queensland schools. The majority of students undertake work experience/structured work placement. Students are also able to undertake vocational placements, where appropriate.

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## Work Experience

Work experience provides students with appropriate knowledge, skills and attitudes concerning both paid and unpaid work. It is an opportunity to extend the theoretical learning in the classroom into the practical applications in the workplace

Education Policies and Procedures Register explains the procedures to be carried out in schools for Work Experience Placements.

Current Agreement Form and Insurance Information Statements are available

### CRP-PR-003: Work Experience Placements

## School-based Apprenticeships and Traineeships (SBTs)

Year 10, 11 and 12 students can undertake school-based apprenticeships and traineeships (SBTs). Students can commence / complete, an apprenticeship or traineeship as part of their senior school studies and at the same time engage in recognised training and paid work.

School-based apprentices and trainees can exit Year 12 with a Senior Statement outlining their achievement in a vocational qualification as well as in their general studies.

School-based apprenticeships and traineeships are essentially no different from mainstream apprenticeships and traineeships. A training contract must be completed and registered through DETE. The key difference is in the integration of school studies, training and paid work are detailed on the Training Plan completed for each SBT.

## VET for Students with a Disability

Schools now provide opportunities to develop vocational skills and qualifications including:

- vocational subjects at school
- work experience
- school based apprenticeships and traineeships

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## AT SETON

The VET Staff Handbook aims to provide Seton College VET Teachers and staff with guidelines and information designed to assist them to meet the needs of the Australian Skills Quality Authority (ASQA). ***This handbook MUST be read in conjunction with the Seton College Policies and Procedures Manual.***

Schools delivering Vocational Education and Training (VET) qualifications have responsibilities associated with maintaining the ASQA Standards for Registered Training Organisations.

VET in schools aims to provide students with the employment related skills and an understanding of the work environment, career options and pathways for further education, employment and lifelong learning.

Through VET in schools, students can gain skills, knowledge and personal qualities such as self-confidence, optimism, self-esteem, a commitment to excellence and the motivation to learn.

At the school level, VET encompasses training and assessment practices, which enable students to gain current and specific industry knowledge and skills. The focus of training should not only cover the vocational training requirements but should also assist students to develop the personal qualities of independence, initiative and self-determination which will benefit them in employment and in most other areas of their life.

When offering vocational education and training provision, schools should consider:

- presenting a range of VET courses which respond to industry, community and employment opportunities
- ensuring equity in the offerings
- providing the opportunity to work towards a nationally recognised qualification and articulation to further education
- providing students with the opportunity to participate in programs and activities which foster and develop enterprise skills
- providing quality education and an environmental framework to empower students to complete their school education to Year 12, inclusive of a vocational outcome.

Along with this VET Staff Handbook, information is also available through the following:

- Seton College Policies and Procedures manual
- Seton College VET Student Handbook
- Seton College Senior School Course Information Handbook

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## DUTY STATEMENTS

### PRINCIPAL (As at January 2014)

The role statement for the principal of a Catholic school provides for the leadership and management of quality Catholic schooling and the growth and development of the principal in the role.

#### ROLE DIMENSIONS

**Leadership** *Is concerned with the development of vision, mission, and possible future directions.*

**Management** *is concerned with designing and carrying out plans, achieving outcomes efficiently and working effectively with people.*

#### ROLE COMPONENTS

##### **The Principal:**

**Faith** *Within the context of the community of the people of God*

**Mission** *defines the school broad philosophy and mission*

**Education** *to guide the achievement of the school educational objectives*

**Supervision** *through teachers who identify with, and are committed to, these objectives*

**Organisation** *within a school structure and climate that supports and facilitates the work of teachers over an extended period of time*

**Community** *in partnership with students, parents, teachers, other administrators, support staff and system wide personnel*

### VET COORDINATOR (as at 1 January 2012)

- Assist in the development, implementation and review of the School's policies and procedures as they relate to its running as a Registered Training Organisation (RTO)
- Act as the liaison with QSA with regards to the School's Scope of Registration and status as an RTO
- Manage subject specific VET Internal Reviews, the VET Internal Audit & participate in External Audit processes
- Prepare and submit the School AQTF Annual Report (formerly QSA Action List) to provide the QSA with accurate and timely information regarding registration and compliance.
- Assist in the implementation, understanding of and compliance with, relevant legislation and regulations
- Implement and review a risk management plan for the RTO annually
- Assess and manage risks associated with all aspects of the School's operations as an RTO
- Assist in the implementation and review of subject specific record management procedures, in line with School wide policies and in accordance with DET's Retention of Student Records and Results Policy
- Maintain current Register of Documents as a record management process for the RTO, utilising version control
- Implement and oversee the process and maintenance of records associated with confidentiality of student information
- Implement and maintain a process for the management of complaints/appeals concerning the manner in which the School conducts its responsibilities as an RTO (including maintaining the School's Register of Complaints)
- Assist in the implementation, understanding of and compliance with, processes for recognising external competencies - as well as issuing competencies to outside agencies

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- Ensure students are aware of School policies regarding Recognition of a Qualification Issued by another RTO
- Implement and maintain (where relevant) appropriate Agreements/Partnerships training organisations delivering training to on behalf of the School by way of ensuring appropriate Agreements are documented and entered onto the School's Register of Partnerships and Agreements
- Act as the nominated, responsible Access and Equity Officer
- Assist in the development, implementation and review of a policy and process for addressing Access and Equity and Client Service
- Develop, implement and review a process for disseminating information to students (ie Student Handbook and Induction)
- Develop, implement and review processes for the inclusion of accurate information to be included in the Subject Selection Handbook (or similar document)
- Endorse the content of information for inclusion in the Subject Selection Handbook (or similar) prior to sending to the Principal for approval
- Provide an applicable staff induction process to ensure the understanding of staff requirements under the Continuing Standards for Registration
- Keep appropriate records of staff participation in the Induction process through the recording of Induction forms on the School's Register of Staff Induction
- Oversee with the Principal, a subject specific Professional Development plan for each VET Teacher to ensure VET Teachers maintain their Training and Assessment competency and currency and their vocational competency and currency
- Oversee and review with teachers, each VTA's Training and Assessment Strategy
- Oversee and review with VET teachers, their quality assurance processes for reviewing assessment
- Oversee and endorse the implementation of appropriate validation strategies including the provision of an appropriate validation meeting form (or similar document).
- Collect and keep on file, current and accurate copies of Staff Profiles, Staff Matrix (where relevant) and VTA specific documentation (ie TAS, Assessment Items, etc)
- Oversee and encourage an understanding of RPL processes with Staff and Students
- Implement, maintain and review an annual Continuous Improvement Schedule
- Annually disseminate, collect and report on the following School:
  - VET Questionnaire – Staff
  - VET Questionnaire – Parents
  - VET Questionnaire – Employers (where relevant)
  - National tools for the collection of data for the Quality Indicators (Students)
- Collect this data (including interviewing learners regularly and analysing the root cause of complaints should they occur) on a regular basis in order to analyse for relevance to possible improvement to:
  - Compilation of the School's Quality Indicators
  - All aspects of training
  - Professional development of staff
  - Assessment
  - Appropriateness of training methods
  - Selection of competencies in qualifications
- Keep records of all data and associated changes made as a method of Continuous Improvement
- Maintain a copy of data regarding competencies (where QSA does not have an agreement with the School)

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- Use Logos appropriately in accordance with the NRT Logo Specifications

### **School VET Programs**

- Ensure that the School's VET programs comply with the RTO audit requirements and accountabilities
- Assist teachers to keep VET training resources relevant and up to date, and ensure that all VET courses delivered by the School meet the AQTF requirements
- Provide advice for VET teachers regarding their roles and responsibilities in an RTO

### **School RTO Coordination**

- Liaise with the Principal to advise as appropriate, that the School is compliant with the VQF Essential Standards for Registration
- Maintain documentation with regard to the RTO status of the School and its Scope of Registration
- Maintain and extend as appropriate, the training programs on the School's Scope of Registration
- Maintain procedures at the School which meet audit requirements for: administration, staff, training environment & delivery, assessment, issuing qualifications and quality assurance (as per Standards for Registration)
- Consolidate the RTO status of the School by promoting continual improvement, thus ensuring the ongoing accreditation of the School as a Registered Training Organisation
- Develop & maintain positive relationships with all delivering RTOs

### **Financial Responsibility**

- Liaise with the School's Business Manager regarding budget requirements for maintaining the School's RTO status, extending scope, and meeting the audit requirements

### **Marketing and Public Relations**

- Present the School as a quality VET provider

### **Communication / Liaison with stakeholders**

- Assist the School with the monitoring of Agreements / Partnerships with other training organisations (where applicable) delivering training to the School students

### **New Program Development**

- Identify the range of vocational programs for implementation, taking into account student & industry needs and the School's ability to provide the program

### **Assessment & Reporting**

- Oversee assessment of competence for learning outcomes / modules, & record results for programs that the School delivers

Namely that all courses on the School's scope of registration have:

1. Clearly defined assessment procedures
2. Sufficient samples of student work retained
3. Adequate RPL procedures & policies
4. Annual reviews of assessment processes
5. Proper procedures for issuing AQTF certificates

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### **Evaluation / Internal Review/ Internal Audit**

- Develop processes for evaluating the School's programs and for meeting the audit requirements, including appointment of the Internal Review Committee
- Arrange an annual internal review for each VTA and an internal audit of the School's RTO functions, reporting results to the Principal
- Monitor/endorse actions arising from the Internal Review Rectification Table/s

### **Professional Development**

- Keep up to date with relevant changes in VET programs and communicate current information to VET Staff and students via newsletters, email and meetings
- Provide VET Staff with an annual 'refresher course' on the School's policies and procedures relating to VET
- Act as a reference point for VET Staff, parents and students on all matters relating to the School's VET programs
- Source and make available appropriate VET professional development opportunities for teachers to assist them in the presentation and development of VET programs and ensure an understanding of their training assessment and record keeping functions
- Where requested, provide staff with PD opportunities - to industry and community personnel in relation to Internal Reviews and Validation processes
- Maintain an awareness of new approaches to the delivery of vocational programs, including flexible delivery and convey this information to relevant teachers, encouraging PD where appropriate
- Ensure that VET teaching staff are provided with opportunities to maintain / develop appropriate industry links and currency of knowledge

### **VET TEACHER (AS AT 1 JANUARY 2013)**

- Proactively implement school developed policies and procedures as per Seton College AQTF Quality Manual
- All VET teachers to hold a Certificate IV in Training and Assessment (TAE10) or equivalence and equivalent or higher qualifications in their specific area being taught
- Proactively engage in [Validation/Moderation Meetings](#), VET Internal Reviews, VET Internal Audit and External Review processes, when required
- Participate in VET Questionnaires - Staff, annually
- Participate in the complaints/appeals processes on an as-needed basis
- Be aware of and implement, relevant legislation
- Maintain effective record keeping as per the [ASQA's Retention of Student Results and Assessment Items Framework](#)
- Maintain a current [Staff Profile](#) (and/or [Staff Matrix](#) where relevant)
- Maintain a current Register of Competencies, Student Profile or similar, of each student's progress towards and achievement of, competencies. Provide associated data when necessary to the SDCS Administrator (Records Manager) for entry onto the SDCS
- Be aware of and implement, School procedures regarding Recognition of Qualifications issued by other RTOs
- Inform students of the School's procedure regarding RPL and foster the use of RPL with students
- Be aware of and implement, School policies and procedures regarding Access and Equity
- Make reasonable adjustment to programs, to cater for individual differences

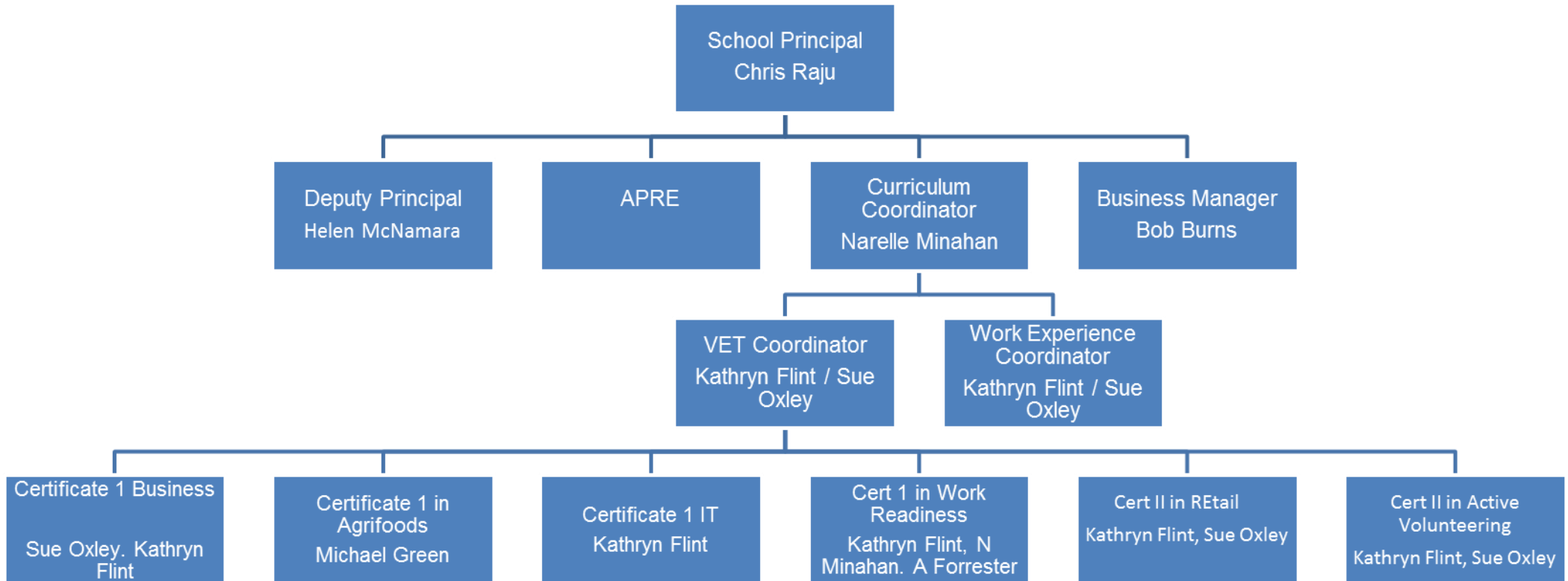
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- Develop with the VET Coordinator, a [professional development plan](#) for maintaining both Training and Assessment competency and currency, and Vocational competency and currency
- Develop, implement and review appropriate [Training and Assessment Strategies](#), annually
- Seek [industry input and/or endorsement](#) of, Training and Assessment Strategies and assessment items
- Provide adequate and appropriate feedback to students on assessment
- Document the review process for assessment items and strategies
- Develop, implement and review appropriate assessment validation strategies, annually
- Use Logos appropriately, in accordance with the NRT Logo Specifications
- Assist Curriculum Coordinator in developing subject specific information that can be utilised in the preparation of the annual Senior Subject Information Handbooks (or similar document)
- Complete a [VET Teacher Induction Checklist](#)
- Participate in an annual 'refresher course' on the School's AQTF policies and procedures, with the VET Coordinator
- Assist the VET Coordinator with the maintenance of the School's [Register of Documents](#), as requested
- Assist the VET Coordinator with the dissemination and collection of:
  - VET Student Induction Form
  - [VET Questionnaire – Parents](#)
  - [VET Questionnaire – Employers](#) (where relevant)
  - [National tools for the collection of data for the Quality Indicators \(students\)](#)

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# SETON COLLEGE ORGANISATIONAL CHART

## As at February 2014



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## SCOPE OF REGISTRATION

Seton College is registered for the delivery of vocational courses through the Queensland Studies Authority (QSA) an authorised body for accrediting training providers.

Certificate course registered include:

- Certificate I in Agrifood Operations
- Certificate I in Business
- Certificate I in Information Technology
- Certificate I in Skills for Vocational Pathways
- Certificate II in Business
- Certificate II in Retail

*Scope of Registration is displayed in the foyer of the administration building and a copy is kept in the Register of Documents <U:\VET\Scope of Registration>*

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## GLOSSARY OF TERMS

**Australian Qualifications Framework (AQF)** – Defines all nationally recognised qualifications for vocational training and the higher education sector. It is designed to ensure national consistency in the standard of skills and knowledge at a particular AQF level.

**Accreditation** – Refers to official recognition or assurance by State or Territory accreditation authorities (QSA) that:

- the contents and standards of a course or training program are appropriate to the certification or award to which it may lead;
- the course or training program and methods adopted in delivering it are likely to achieve the purpose for which it was introduced;
- the curriculum, including assessment methods, will enable the achievement of the required competencies and national standards where these have been established by the National Training Board.

**Assessment criteria** – Specify what the learner is expected to do in the learning environment in order to demonstrate that they have gained and can apply the necessary knowledge and skills to achieve the related outcome.

**Competency** – Consistent application of knowledge and skill to the standard of performance required in the workplace. It includes the ability to transfer and apply skills and knowledge to new situations and environments.

**Competency Based Assessment** – Assessment of competencies is criterion referenced, that is, a participant's performance is judged against a prescribed standard, not against the performance of other participants.

**Competency Based Training** – Training geared to the attainment and demonstration of skills to meet industry-specified standards, rather than to an individual's performance relative to that of others in the group.

**Competency Standards** – These detail what is expected or required of people to do their jobs successfully and satisfactorily to a particular level. They have been developed and agreed upon by industry as the specification of performance. The competencies identified are regarded as the building blocks that can be assembled to complete the different tasks necessary to any job performance.

**Credit transfer** – Advanced standing obtained on the basis of prior agreements between institutions or organisations as to the credit value of specific courses/programs. It is available automatically to those who have documented evidence of achievement in the relevant courses/programs.

**Delivery Projects/tasks and Assessment tools** – The delivery projects includes the tasks to be administered to the learner, the context of the assessment, an outline of the evidence to be gathered from the learner, and the evidence criteria used to judge the quality of performance. It also includes the administration, recording and reporting requirements.

**Employability Skills** – The skills which enable people to gain, keep and progress within employment, including skills in the clusters of work readiness and work habits, interpersonal skills and learning, thinking and adaptability skills.

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**External Audit** – A systematic and independent external assessment administered by an authorised accreditation body to determine whether an RTO is operating effectively within its scope of registration.

**Off-the-job training** – Training which takes place away from the normal work situation either off the premises (for example at school or at TAFE) or on the premises in an area specially equipped for training purposes. Off-the-job training is the structured training provided by an accredited training provider.

**On-the-job training** – Training that occurs in the workplace as part of the normal work routine of the enterprise

**Packaging Rules** – The packaging rules are a mandatory endorsed component of a training package. The rules will tell you how many units a student must complete to attain the qualification and the composition of those units.

**Performance Criteria** – The part of a competency standard which specifies the required level of performance to be demonstrated by students to be deemed competent.

**Principles of Assessment** – Use to ensure quality outcomes; assessments should be fair, flexible, valid and reliable.

**Qualification** – Certification awarded that recognizes the successful completion of a course that has prepared a person for employment and or further education and training. See AQF Diagram  
[http://www.aqf.edu.au/portals/0/documents/handbook/aqf\\_handbook\\_1-12.pdf](http://www.aqf.edu.au/portals/0/documents/handbook/aqf_handbook_1-12.pdf)

**Quality assurance** – The planned and systematic process of ensuring the consistent application of registration requirements by RTOs.

**Quality management** – All the activities that determine quality policy objectives and responsibilities, implemented by means such as quality planning, quality control, quality assurance and quality improvement within a quality system.

**Queensland Study Authority (QSA)** – The accrediting authority responsible for the registration of schools for delivery of vocational training courses.

**Recognition of Prior Learning (RPL)** – The acknowledgement of skills and knowledge obtained through formal training (industry and education), work experience and/or life experience. In other words it is recognising the skill rather than how, where or when a trainee learned this skill.

**Rules of Evidence** – These provide guidance on the collection of evidence to ensure it is valid, sufficient, authentic and current.

**Simulated workplace environment** – A simulated workplace should allow the performance of all of the required skills and demonstration of the required knowledge. It must closely resemble what occurs in a real work environment.

**Training Package** – A nationally endorsed, integrated set of competency standards, assessment guidelines and AQF qualifications for a specific industry.  
<http://training.gov.au/>

**Units of Competency** – A component of a competency standard. A unit of competency is a statement of a key function of role in a particular job or role.

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**Validation mapping matrix** – Checking that the assessment tool assessed what it is supposed to assess by mapping the tools features to the performance criteria of a unit of competency.

**Validity** – Validity is one of the rules of evidence and one of the principles of assessment. A valid form of assessment is one which measures what it is supposed to measure.

**Vocational Competency** – Vocational competency in a particular industry consists of broad industry knowledge and experience, usually combined with a relevant industry qualification. A person who has vocational competency will be familiar with the content of the vocation and will have relevant current experience in the industry.

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## Acronyms and Abbreviations

ASQA	Australian Skills Quality
AQF	Australian Qualifications Framework
AVETMISS	Australian Vocational Education and Training Management Information Statistical Standard
DET	Department of Employment and Training
ISC	Industry Skills Councils
ITAB	Industry Training Advisory Body
NAC	New Apprenticeship Centre
NTF	National Training Framework
NTQC	National Training Quality Council
RCC	Recognition of Current Competency
RPL	Recognition of Prior Learning
RTO	Registered Training Organisation
SDCS	Student Data Capture System
SIMS	School Information Management System
TGA	Training.gov.au
VET	Vocational Education and Training

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## Web Sites and Links

The Queensland Government disclaims all responsibility and all liability (including, without limitation, liability in negligence) for expenses, losses, damages and costs you might incur as a result of result of information on these sites being inaccurate or incomplete in any way and for any reason.

Australian Skills Quality Council

<http://www.asqa.gov.au/>

Careers and Guidance

<http://education.qld.gov.au/students/service/career/>

Centrelink

<http://www.centrelink.gov.au>

Department of Employment and Training (DET)

<http://deta.qld.gov.au/>

Department of Justice and Attorney General

<http://www.justice.qld.gov.au/>

Department of Education, Employment and Workplace Relations

<http://home.deewr.gov.au/dest.html>

Employment Opportunities Australia

<http://www.employment.com.au/>

Group Training Australia

<http://www.gtald.com.au/>

Industry Skills Councils (ISC)

<http://www.isc.org.au/>

Queensland Studies Authority

[www.qsa.qld.edu.au](http://www.qsa.qld.edu.au)

Queensland Training Information Service (QTIS)

<http://qtis.training.qld.gov.au/>

State Government web site - for legislation

[www.legislation.qld.gov.au](http://www.legislation.qld.gov.au)

School to Work

<http://education.qld.gov.au/students/placement/work/>

TAFE Queensland

<http://www.tafe.net/>

Training.gov (TGA)

<http://training.gov.au/>

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