MERRYLANDS HIGH SCHOOL

VET FRAMEWORKS

POLICIES AND PROCEDURES FOR STAFF
2013
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1. Background

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

Strong school partnerships with parent and community groups, our partner schools, high profile state programs, an emphasis on quality teaching and learning, leadership and supportive student welfare initiatives have served to increase the esteem with which the school is held in the wider community, from a regional to national level.

The school offers a range of opportunities in the academic, vocational, sporting, cultural and leadership areas to extend student abilities and develop safe respectful learners. There is a great emphasis on technology based teaching and learning in all subjects and programs.

2. VET Management Structure

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

Role of the VET Coordinator:

1. Coordinating VET programs
   - coordinating school delivery site obligations and responsibilities for RTO compliance
   - prepare and organise school VET team for regional internal RTO audits and external audits of the school site
   - coordinating responses to regional offices e.g. School Profile, ICIG’s
   - liaise with regional vocational education consultant/s
   - advise and anticipate teacher training needs
   - submit ATR Applications to RTO for new courses
   - facilitate the collection of client feedback and evaluation on behalf of the RTO
   - collection and analysis of Post School Pathways survey responses
   - maintain QMS data

2. Promote VET within the school
   - liaise with RTO
   - liaise with Head Teachers/support teachers/learning support team
   - lead the school VET committee

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

4. Workplacement
• ensure VET workplacements are aligned to the DET Workplace Learning Policy
• oversees and implement VET student work readiness program in consultation with the VET supervisor and key personnel
• liaise with local community partnership broker South West Connect, provide feedback and evaluation regarding issues occurring at host employer sites
• oversee record keeping and central archiving of student workplace learning documents, specifically student placement records (SPR) and student workplace journals

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

6. Support VET students
• subject selection
• workplace issues
• information to parents
• special needs
• with relevant Head Teacher and/or senior executive assist with VET appeals and RPL

One of the Deputy Principals is the VET Supervisor who liaises closely with the VET team. The Vet staff are supervised by their faculty Head Teacher and the VET Coordinator.
3. VET Organisational Chart: MHS

Overall responsibility for VET in the school

DEPUTY PRINCIPAL – VET SUPERVISOR

Liaises closely with the VET coordinator and VET team to establish and monitor processes and policies to promote VET, ensure ASQA elements complied with and VET evaluated for improvement of student progress and delivery

VET COORDINATOR

Coordinates, streamlines and promotes VET by leading the VET team and liaising with external bodies. Enter competencies onto BOS

HEAD TEACHER TAS
(Hospitality, Construction, Metal and Engineering)
HEAD TEACHER SOCIAL SCIENCE
(Business Services)
HEAD TEACHER PDHPE
(Sport Coaching)

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

VET TEACHERS
Hospitality, Business Services, Construction, Metal and Engineering, Sport Coaching

Promote, develop, deliver, monitor and evaluate VET courses and VET student progress, attend appropriate Professional Learning sessions and maintain currency of credentials, report on student progress
4. eBOS - Roles and Responsibilities

The VET coordinator is advised by the VET Frameworks Supervising Deputy to enter VET Frameworks data on BOS website once a semester. The VET coordinator negotiates with Vet teachers who provide information to facilitate this process.

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

Processing dates are usually as follows:

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

The school VET coordinator ensures that information and documentation are the most current available through version control. The VET coordinator ensures:

- All relevant documents and handbooks are updated.
- Upon receipt of an update, all redundant information is discarded.

6. Assessment

Introduction

Merrylands High School Vocational Education and Training (VET) assessment policy is based on the Board of Studies Guidelines and National Assessment Principles. All VET courses follow Merrylands High School Preliminary and HSC Assessment Policies which include a schedule of assessment tasks, ‘N Award’ notification and appeals procedures. This information is provided to students through a separate assessment booklet.

Rationale

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

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

The Purposes of Assessment

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

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

b. Assessment for Australian Tertiary Admission Rank (ATAR):
   - this is based on the written HSC examination, and
   - it is optional for the 240 hour course only
   - Certificate II in Sport Coaching has no formal HSC exam
7. Assessment for the Australian Skills Quality Authority (ASQA)

To gain an ASQA Certificate I or II, students must:

- satisfactorily complete the mandatory workplace hours for their industry framework.
- provide evidence that they have reached the competency standards for every unit chosen by their teacher in their industry framework mandated by RTO.

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

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

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

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

8. Assessment for Australian Tertiary Admission Rank (ATAR)

For a VET course to contribute to a student’s ATAR a student must:

- follow the standard procedures set down by the Board of Studies for satisfactory completion of a HSC course
- successfully complete the mandatory work placement hours, and
- sit the optional HSC examination.

Board of Studies Requirements

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

The Board of Studies has mandated workplace as a requirement of the HSC. Students must achieve the hours of workplace required for the course undertaken.
The rules and processes related to an “N” award for a Board Developed Course are applicable to students undertaking a VET course.

VET teachers must maintain appropriate documentation and follow the school’s procedures when a student is not meeting course requirements.

9. HSC Examination

Every 2 Unit VET course offered at the school has an optional external HSC examination except Sport Coaching. The external exam is based on a sample of the knowledge, skills and understanding outcomes of the VET syllabus.

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

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

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

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

Assessment Principles and Procedures

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

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

Assessment moderation and validation strategies are incorporated into the delivery of all VET courses at the school. These include:

- use of assessment tasks developed by the schools region
- team teaching
- rotating teachers where possible
- links with external providers
- professional interaction at school VET meetings, District network meetings and other professional events

Internal Examinations

The final estimate exam mark is only used as the HSC exam in the advent of illness/misadventure. This mark is derived from a minimum of two exams over the Preliminary and HSC years.

11. Competency Record

A competency record will be kept by each teacher and this record forms a permanent record of all units and elements of competency demonstrated by students undertaking courses within the Curriculum Frameworks. Achievement of elements within units of competency will be progressively recorded by each teacher.

Records are kept electronically on the school network which is backed up on a weekly basis. Students may request to see this record at any time to determine their progress and seek advice about options for further training and assessment if deemed not yet competent for any unit or element of competency.

Procedures for Recording Student Progress

Competency records containing information about both units and elements of competency are maintained for each student. For a student to achieve competency in a unit:

- all performance criteria must be met to demonstrate the achievement of an element of competency, and
- all elements of competency must be achieved to demonstrate the achievement of a unit of competency.

Achievement of “units of competency” will be progressively recorded:

- in individual teacher’s competency spreadsheets both in hard copy and electronically
- entered into the eBOS-VCS through Schools Online
- all records to be uploaded to QMS
- a backup copy of current framework competencies is kept off-site electronically by the VET coordinator.


**Reporting Student Progress**

For students undertaking VET courses in their Preliminary year a half yearly report is issued in term 2 and a yearly report issued early term 4. For HSC students, there is a Semester 1 report early in Term 2 and a final report at the end of Term 3. The first semester report is issued at a parent/teacher evening.

**12. Student Reviews/Appeals**

Students have access to an appeals process if they feel in any way dissatisfied with the assessment process. Students have the right to lodge an appeal against the assessment of their competency on the following grounds:

- The assessment process did not provide them with a fair and reasonable opportunity to demonstrate their competency
- They were not informed in advance of the conditions and method of assessment
- The process used was discriminatory in some way, and
- They were ill or suffered misadventure at the time of assessment (must be supported by a medical certificate).

The student should firstly discuss the issue with the VET teacher. If still not satisfied, the student should discuss the issue with the Head Teacher. If the issue is still not resolved the student has a right to appeal the process.

A student who wishes to make a formal appeal must do so in writing. The Deputy Principal will provide the student with the school appeal form. The form must be filled in and submitted with supporting documentation to the Principal within 5 working days of the determination.

An appeal panel will be formed within 10 days of the appeal. The panel will consist of the Principal, the VET Supervisor (DP), the VET teacher and another teacher from the framework of that appeal. The second VET teacher may be from another school in the case of there being only one teacher of that framework in the school.

The panel will consider the reasons for the appeal and will make one of two decisions on the basis of the evidence a student has submitted:

- The assessment did not follow the school policy and procedures relating to competency based assessment. In this instance the student will be allowed to resubmit her evidence or be given an opportunity to be reassessed, or
- The assessment did follow the school policy and procedures relating to competency based assessment. In this instance the determination will stand and the student will not be allowed to resubmit or be given another opportunity for reassessment.

The student may appeal to the Registered Training Organization through the Regional office if they believe the school process has been unfair. The RTO will convene an appeals panel to consider that appeal. If the appeal is rejected, the student may lodge a further appeal to ASQA.

This process is reflected in the flowchart on the next page.
Teachers explain rights of appeal to students at commencement of course and assessment process.

Teacher receive
Informal appeal

Appeal is resolved

YES

No further action required

NO

Mediation by teacher’s direct Supervisor

YES

No further action required

NO

Formal appeals process initiated:
Student lodges formal appeal to principal within 5 working days

School Appeal Panel convened with student and assessor input (within 10 days)

upheld

Reassessment processed by school

rejected

Student can lodge further appeal to RTO who will convene an appeal panel

NO

Student can lodge further appeal to ASQA
13. Recognition of Prior Learning Policy

Students who already have detailed knowledge or experience in the framework being studied at MHS, may apply for recognition of prior learning (RPL). School recognition of prior learning policies and procedures align with Regional policies and procedures. Students must contact the school VET coordinator to obtain further information and an application for RPL.

Right of Appeal

Students can appeal against an RPL determination to the school Principal. Following review by the Principal, if a student is still not satisfied, the student may appeal to the Principal’s Director, against the RPL determination.

14. Fees and Refunds

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

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

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

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

Refunds Policy

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

Should a student withdraw from a framework course the student may apply for the refund of some or all of the fees paid in advance. This will generally be on a term by term basis. However, the following may be taken into consideration

- the reason for withdrawal from the course
- costs incurred in setting up the course, and
- amount of course completed.

The decision will be made by the SAM in consultation with the VET teacher. If a student is dissatisfied with the decision made concerning a refund, the VET coordinator may be consulted and if still dissatisfied, the school principal.
15. Financial Management Procedures

- School financial management operates within the policy guidelines of DET NSW.
- The Head Teacher Faculty (TAS-Hospitality, Construction and Metal and Engineering; Social Science- Business Services; PDHPE- Sport Coaching) manages funds related to the purchase of resources for each course. The VET Coordinator manages funds related to other aspects of VET, such as funds available to assist staff in work placement and funds to support students with disabilities.
- The Principal has the responsibility and authority for ensuring compliance with financial management policy and procedures.
- Accounts are audited as requested by the Department of Education and Training and reports are available if requested by ASQA.
- Records are maintained by SASS of fees paid.

16. Workplacement

Mandatory workplacement meets part of the assessment criteria for all VET courses conducted at the school and is structured learning out of school in workplaces. As the work placement is compulsory students who do not complete the required hours of work placement will not have the course recognised by the Board of Studies. This will affect the HSC outcome if the student fails to meet the minimum requirement of 10 units in the HSC year.

The minimum required hours of work placement are 35 hrs for each 120 hour course or 70 hrs over a 2 year, 240 hour course. In general, required hours are equal to one week for each 120 hours of the course.

SWC source all workplacements except Sport Coaching and those students who have been unsuccessful in their assigned workplacements. In this case, students find their own with the approval of the VET coordinator. However, the VET teacher is responsible for ensuring the student arranges the make up workplacement in the appropriate period of time. Students completing the Sport Coaching framework are required to negotiate with their teacher in regards to workplacement opportunities

VET teachers are responsible for ensuring students are work ready, arranging the students to participate in the provided workplacements according to school procedures and for the maintenance and filing of all workplacement documentation.

17. Work Readiness

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

Students must:
- Attend the school’s work readiness seminar and demonstrate a thorough understanding of all aspects
- demonstrate an understanding of and appreciation for all safety requirements of the industry, and
- meet all requirements of the school work readiness checklist.

MHS VET workplacement procedures align with the DET Workplace Learning Policy.
Workplace documents include:

- student placement records with all signatories evident
- student workplacement journals
- emergency contact card
- parent, student and teacher guides
- documents completed when a student suffers an accident or injury during workplacement
- contact with employers and students during workplacement
- information concerning any incident, complaint or grievance which occurs during workplacement

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

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

The policy requires that the student:

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

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

18. School Emergency Contact Procedures Policy

Students are issued with a work placement emergency contact card containing emergency contact phone details of key personnel.

- During school hours students may contact the VET teacher or VET coordinator at school or a parent.
- After schools hours students will contact the Principal on the school mobile phone. Students’ parents are also provided as the alternative emergency contact outside of school hours.
19. Procedures for Implementation and Collection of RTO Surveys

The following surveys are conducted each year and returned to the SWS region RTO for collation and feedback:

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

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

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

20. WHS

All VET learning areas must display appropriate, relevant, industry specific signage to support the promotion of WHS procedures.

21. Complaints and Grievances Policy

Complaints from students or employers are dealt with quickly and in a fair and transparent manner.

Complaints and Grievances are dealt with in accordance with the DET document “Responding to suggestions, complaints and allegations”.

*Complaints Handling Policy PD2002005119/11/2007*

Suggestions/complaints should be referred to the VET Supervisor or the Principal.
22. Identifying learning needs and designing training packages

Course Overview developed for:

- Year 10 students selecting their Preliminary Courses.

Programs

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

23. Archival Policy

This policy is applicable to the following areas:

- Student Attendance & Semester Records
- Staff Attendance
- Finance

Electronic Archiving is completed by individuals via the school curriculum server. Backups of all content are carried out in a weekly cycle and available for recovery within a 5 week period. Further to this a term by term backup of all data is carried out and available for data recovery for a 10 week block of time each term.

Student Records

Student semester records such as student work placement records, work place journals, competency records, documents completed when a student suffers an accident or injury during placement, and employer appraisal forms are stored for a full 7 year period from the time of completion.
Once students have completed their course, student placement records for workplace and student eBOS summary of competencies are given by the VET teacher(s) to the Deputy Principal who is the VET supervisor. The Deputy Principal organises for placement of these documents in the central student files, which are kept for 7 years. Merrylands High school’s policy requires all records for students to be maintained a full 7 year period from time of completion.

**Finance**

All finance information is stored for the minimum required time of 7 years from completion of financial year.

The school archive is managed by the School Administration Manager (SAM), all ingoing documentation is indexed and filed appropriately. Disposal of documents is organised by the School Administration Manager and authorised by the Principal.
APPENDIX 1

VET FRAMEWORKS: ASSESSMENT POLICY

Hospitality, Retail Services, Information Technology and Business Services are industry curriculum framework courses. Assessment for these courses is competency based and must be conducted by qualified assessors.

Competency

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

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

Assessing Student Competence

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