



Trainer Handbook 2023



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What is VET and VETDSSS?

A VET (or Vocational Education and Training) course is designed to teach Students the knowledge and specific practical skills to prepare them for the workplace. Upon completing a VET qualification, Students will have the knowledge and skills to step directly into employment in the industry.

Students develop industry-specific knowledge and skills by completing VET and build general skills you will find useful in employment, further training, or education.

VETDSS, or VET Delivered to Secondary Students, means undertaking a VET course while Students are still at secondary school. There are several benefits to this:

- The opportunity to achieve an industry-recognised qualification.
- Contribution in the form of units toward your State Secondary Certificate of Education (SSCE).
- Development of technical and employability skills, specialist and industry knowledge that complement a range of future employment, training, or education pathways.
- Forming relationships with local industry and exposure to the workplace that may lead to employment opportunities.
- Completing units of competency that can be credit-transferred into future vocational training courses.

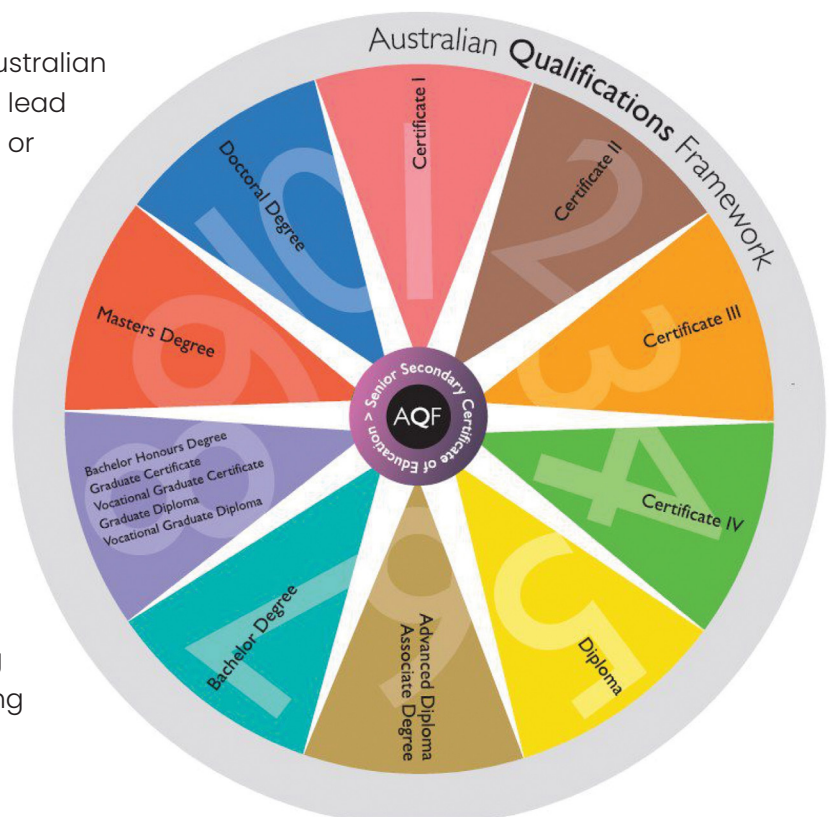
All while still at school!

How does a VET course work?

All VET courses are part of the Australian Qualification Framework (AQF), as they lead to a nationally recognised qualification or statement of attainment (SOA).

This diagram demonstrates how VET fits within the AQF. While studying an IVET course, Students have the opportunity to complete qualifications or units of competency at the Certificate I, II, or III levels.

Only a Registered Training Organisation (RTO) can award a VET qualification or SOA. If your school has partnered with IVET in an auspicing arrangement, IVET will be the RTO issuing these for your Students.



IVET's role is to:

- assess Trainer's ability to deliver and assess each unit of competency.
- provide all learning and assessment material to the Trainer, who then plans teaching, learning and assessment.
- manage assessment results, including awarding a certificate or SOA upon course completion.

The Trainer is responsible for assessing competency in each of the required components of a unit of competency. In VET, Students are assessed as 'competent' or 'not yet competent' – rather than graded A, B, C, or E.

Each unit uses various assessment methods, allowing Students to demonstrate competence, and assessments can take place in real or simulated environments. Students must be deemed competent by their Trainer in every assessment to receive a 'competent' result for a unit.

Likewise, Students cannot achieve a certificate until they have demonstrated competence in each required unit.



Features of VET

- VET is usually a two-year program combining general studies with accredited vocational education and training.
- It enables Students to complete a nationally recognised vocational qualification and their school studies at the same time.
- VET allows Students to go directly into employment or receive credit towards further study.
- Important Industry Specific Skills and workplace skills are learnt through the VET program.

Contribution to studies

Almost all programs offered by IVET are approved by the relevant State Curriculum Authorities to contribute to the relevant Certificate of Education as follows:

In Victoria

Through arrangements with the Victorian Curriculum and Assessment Authority (VCAA), all VETDSS programs offered by IVET provide 'credits' towards the Victorian Certificate of Education (VCE).

Additionally, the following IVET programs include a 'Unit 3 and 4' sequence, and can be scored and contribute to the calculation of Students' ATAR:

- Allied Health
- Business
- Community Services
- Cookery
- Health Services Assistance
- Hospitality
- Information Technology
- Sport and Recreation



For scored Unit 3 and 4 sequence programs, the score is achieved through the completion of school-assessed coursework (SAC) and an externally set examination.

Note. IVET provides VCE credit information, specific to each program it offers, in the form of Student Course Flyers. These flyers are available via the IVET Portal, or through your VET Trainer or VET Coordinator.

For further information on how VET works in schools in Victoria go to:

<https://www.vcaa.vic.edu.au/curriculum/vet/vet-vce-vcal/Pages/Index.aspx>

In Western Australia

Through arrangements with the Western Australian School Curriculum and Standards Authority (SCSA), all VETDSS programs offered by IVET provide 'credits' towards the Western Australian Certificate of Education (WACE).

Note. IVET provides WACE credit information, specific to each program it offers, in the form of Student Course Flyers. These flyers are available via the IVET Portal, or through your VET Trainer or VET Coordinator.



For further information on how VET works in schools in WA go to:

<https://senior-secondary.scsa.wa.edu.au/vet>

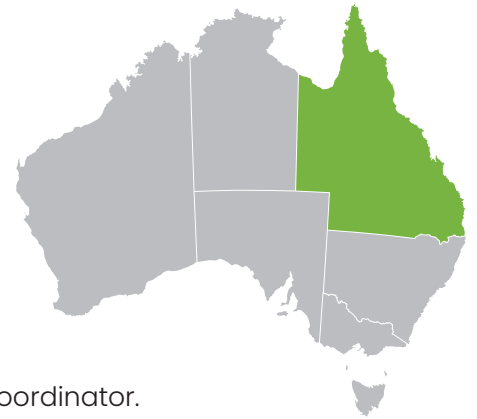
In Queensland

Through arrangements with the Queensland Curriculum and Assessment Authority (QCAA), most VETDSS programs offered by IVET provide ‘points’ towards the Queensland Certificate of Education (QCE).

Note: IVET provides QCE points information, specific to each program it offers, in the form of Student Course Flyers. These flyers are available via the IVET Portal, or through your VET Trainer or VET Coordinator.

For more information on how VET works in schools in Queensland go to:

<https://myqce.qcaa.qld.edu.au/subjects-and-courses/vocational-education-and-training>



VETDSS information for all other States and Territories

ACT https://www.bsss.act.edu.au/act_senior_secondary_system/vet_information

NSW <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet>

NT <https://education.nt.gov.au/support-for-teachers/careers-vet>

South Australia <https://www.sace.sa.edu.au/web/vet/what-is-vet/vet-in-sace>

Tasmania <https://www.decyp.tas.gov.au/students/school-colleges/vet/>





About IVET

IVET is a Registered Training Organisation (RTO) by Australian Skills Quality Authority (ASQA). IVET's provider code is 40548 and it is authorised to deliver a great range of Nationally Recognised Training qualifications as detailed on its scope of registration.

IVET complies with Standards for Registered Training Organisations 2015 (SRT0 2015), along with all other relevant and required legislative instruments.

Our Vision

With unwavering commitment, innovative product, proven processes, and passionate people we will lead our education markets.

Our Values

Collaboration

We believe in the power of working together.

Customer Centricity

Everything we do is about exceeding customer expectations.

Ownership

We thrive in owning our actions and delivering on what we promise.

Hard (but fun) work

We work hard to be successful, and it's more satisfying when we are enjoying ourselves.

Constant improvement

We believe that continuous improvement can be achieved every day.

IVET Staff

Staff at IVET are qualified and experienced VETDSS Trainers and/or VET practitioners who understand the needs of Students and the importance of delivering training that is engaging, realistic and relevant to our Students and their future pathway.

Click on the link below to find out some more about our team.

<https://www.ivetinstitute.com.au/about-us/>

IVET contact details

- **Address:** Unit 211, 189E South Centre Road Tullamarine VIC 3043.
- **Phone:** 1300 004 838
- **Email:** admin@ivet.edu.au
- **Website:** <https://www.ivetinstitute.com.au/>
- <https://www.facebook.com/IVETGroup>
- <https://www.instagram.com/ivetgroup/>

Hours of operation

Our School Relationship Officers in Western Australia, Victoria, and Queensland work Monday to Friday 9.00am to 5.00pm and are available for our partner schools during this time or via email.

Our head office is open from 9.00am to 5.00pm Monday to Friday (Australian Eastern Standard Time).



IVET operational model

VET Quality Framework

IVET is regulated by ASQA, the national regulator, and operates under the VET Quality Framework which consists of:

- Standards for Registered Training Organisations 2015 – standards to ensure nationally consistent, high-quality training and assessment across Australia's VET system
- Fit and Proper Person Requirements 2011 – which specify the suitability requirements of individuals involved in the operation of a registered training organisation.
- Financial Viability Risk Assessment Requirements 2021 – which relate to training organisations' ability to meet financial viability requirements
- Data Provision Requirements 2020 – which sets out the requirement for providers to supply ASQA with data upon request, and to submit quality indicator data annually
- Australian Qualifications Framework – which is the national policy for regulated qualifications in Australian education and training.

Compliance with the VET Quality Framework is a condition for all RTOs and those organisations who are contracted to deliver training and assessment services on behalf of IVET using IVET's registration status.

While IVET is ultimately accountable for meeting all requirements of the VET Quality Framework, Schools and Trainers must also comply with the Standards at all times.

For detailed information on the Standards, view the *Users' guide to the Standards for RTOs* published by Australian Skills Quality Authority (ASQA).

IVET Portal for Students

The IVET Portal is an online learning platform that houses:

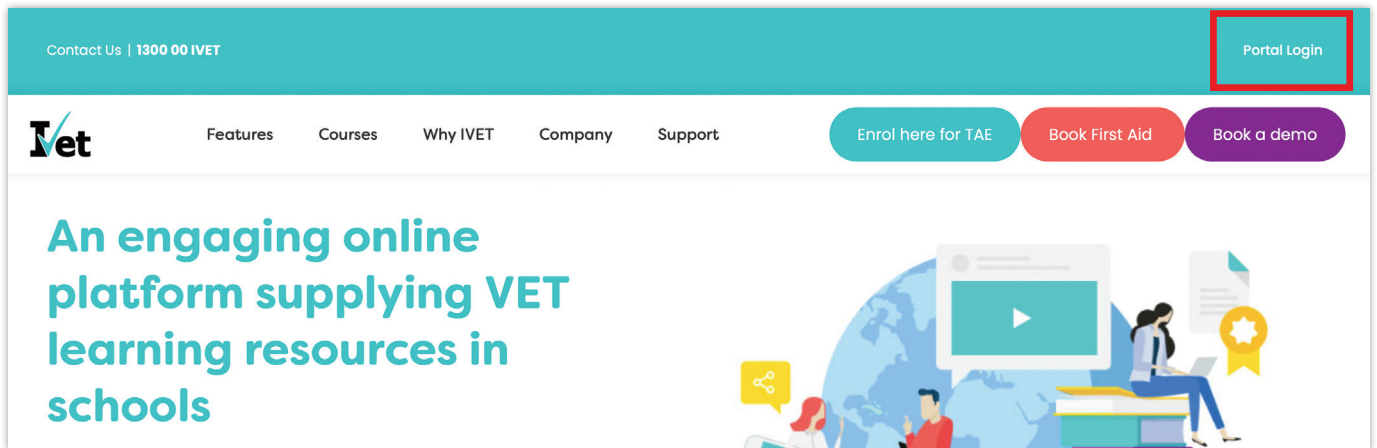
- all the teaching material that will be used by our VET Trainers
- all the learning resources that will support Students In their VET studies
- all the assessment tasks and instructions for the VET course Students are enrolled in
- course progress information.



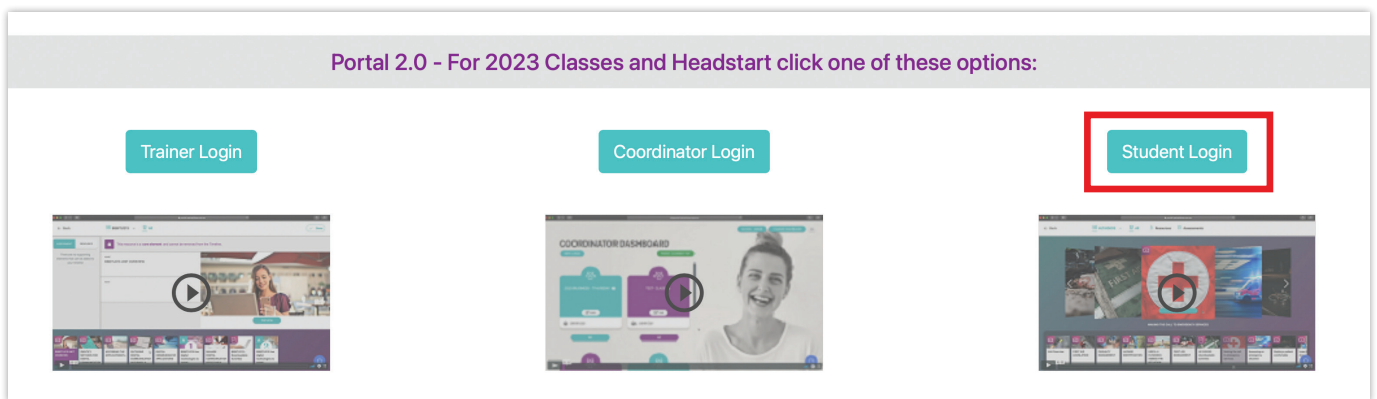
It is also the platform that all assessment tasks must be completed in or uploaded to.

Once Students have completed the enrolment process and have been invited (and provided login details) by their VET Trainer, the Portal will be accessible via the IVET Institute website, as seen below:

Go to: <https://www.ivetinstitute.com.au> and click on **'Portal Login'** (top right):

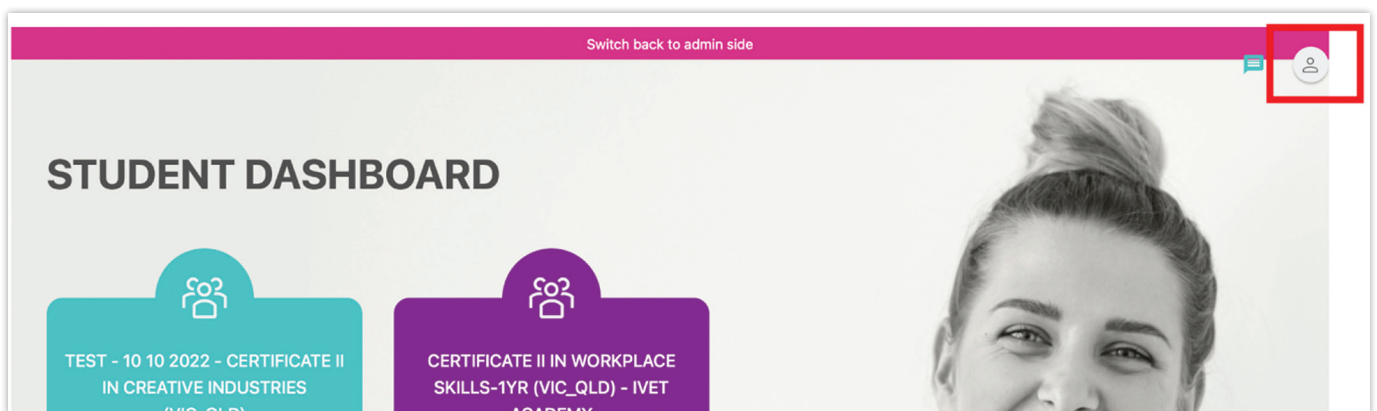


Then Students must select **'Student Login'** (far right) from the Portal 2.0 option:

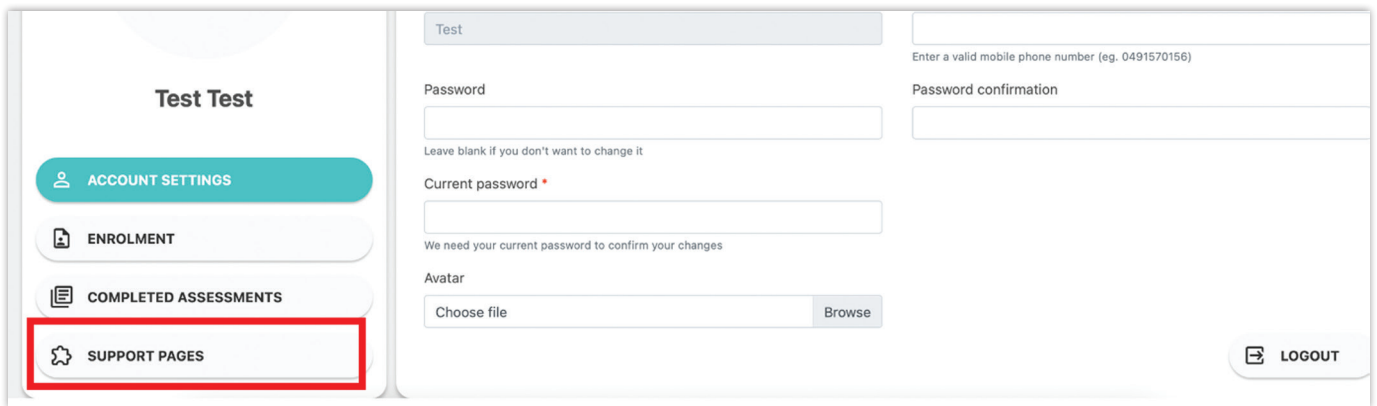


The VET Trainer will provide an induction, and ongoing training, on how to navigate and use the IVET Portal, and a portal user guide for Students is accessible from within the Portal.

To locate the Student Portal user guide, login to the IVET Portal and click on the profile icon (top right):

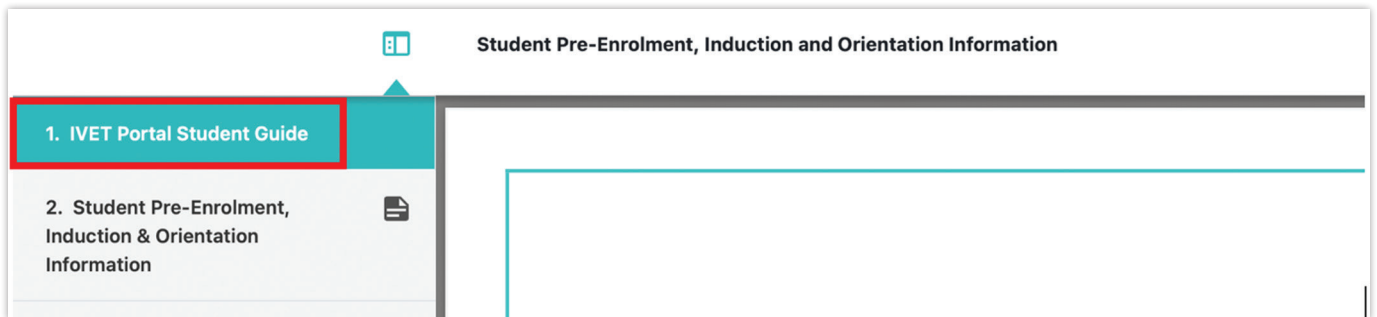


Then go to **'support pages'** (bottom left):



The screenshot shows a user interface for account settings. On the left, there is a sidebar menu with four items: 'ACCOUNT SETTINGS', 'ENROLMENT', 'COMPLETED ASSESSMENTS', and 'SUPPORT PAGES'. The 'SUPPORT PAGES' item is highlighted with a red rectangular box. The main content area contains a form with the following elements: a 'Test' field, a 'Password' field with a note 'Leave blank if you don't want to change it', a 'Current password' field with a red asterisk and a note 'We need your current password to confirm your changes', an 'Avatar' section with a 'Choose file' button and a 'Browse' button, and a 'LOGOUT' button in the bottom right corner.

Then click on **'1. IVET Portal Student Guide'** (top left):



IVET policies and procedures

IVET has a range of policies and procedures that align with legislative requirements of the VET Quality Framework. IVET partner schools are required to follow these policies and procedures to ensure our ongoing compliance. These include, by are not limited to:

- Training and assessment policy
- Staff professional development policy
- Continuous improvement Policy
- Complaints and appeals policy
- Student support policy
- Academic misconduct policy
- Records management policy

For the full range of the policies and procedures, please view the IVET website, and Portal or speak to your School Relationship Officer.

School Relationship Officers (SROs)

SROs are Students' first point of contact for any support required through their IVET journey. SROs offer guidance and support for school VET coordinators and Trainers before and throughout the duration of the Agreement. The SRO role includes:

- Providing up-to-date information about IVET's training programs to ensure informed decisions about course selections
- Collaborating with schools to develop their Training and Assessment Strategies (TAS).
- Providing delivery schedules and information about the amount of training required.
- Reviewing and monitoring facilities, equipment, and training resources.
- Setting up Trainer profiles to ensure competency and currency requirements are recorded.
- Providing advice in relation to industry currency and professional development activities.
- Supporting coordinator and Trainer inductions and providing advice on Student inductions.
- Supporting Portal training.
- Ordering training workbooks.
- Monitoring the training and assessment against the TAS and compliance requirements outlined in the Agreement.
- Providing advice on Credit Transfers; and
- Assisting with complaints and appeals if necessary.

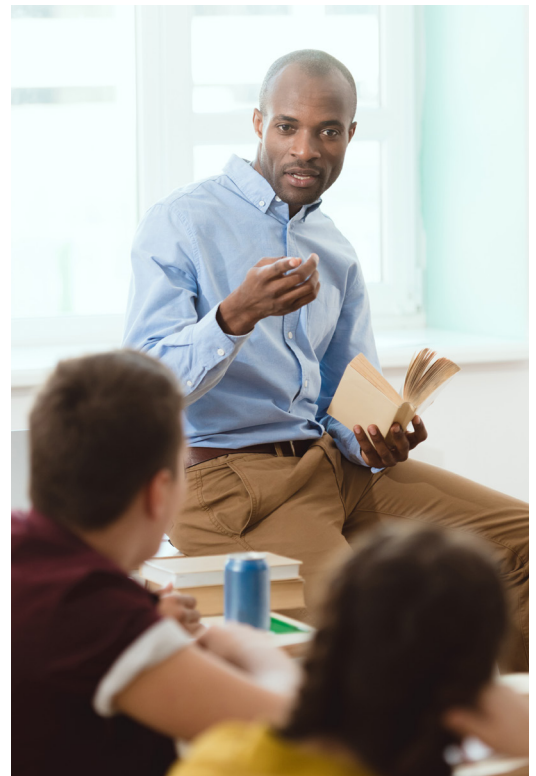
Qualified Trainers and Assessors

IVET will ensure that all the Trainers and Assessors involved in the delivery of its training programs meet the requirements of Standards for Registered Training Organisations 2015 and hold adequate qualifications, possess sufficient industry experience and have current skills and knowledge of the latest developments and practices in Vocational Education and Training and the subject matter they deliver.

This is important to ensure that Students receive the training they need that meets current industry standards and graduates are properly assessed before being issued with a qualification or statement of attainment.

Trainers undertaking training and assessment must have:

- a)** vocational competencies at least to the level being delivered and assessed;
- b)** current industry skills directly relevant to the training and assessment being provided; and
- c)** current knowledge and skills in vocational training and learning that informs their training and assessment.



IVET uses an online staff profile solution to manage and monitor Trainers' competency and currency compliance. The online database records:

- competency qualifications, such as:
 - vocational (industry) qualifications; and
 - training and assessment/teaching qualifications;
- relevant industry-related work history;
- professional development activities related to:
 - industry; and
 - VET/teaching; and
- relevant industry credentials such as licenses, white cards, etc.

As a VET practitioner, you must maintain up-to-date skills, knowledge, and experience in the particular industry training package you are teaching. Examples of relevant industry currency activities include:

- Participating in work placement – short-term placement with a host employer for industry experience.
- Attending non-accredited industry-related training.
- Attending an industry-related conference or workshop.
- Participating in an industry project, networking event or workplace visit to experience the latest techniques, processes, and resources; or
- Reading an industry-related journal or blog or engaging in an industry-related video or podcast to obtain knowledge about the latest techniques, practices, and resources.



IVET implements a points-based system in assessing Trainers' professional development. Trainers are required to undertake a minimum total of 100 points of professional development per year in each of two categories:

- d)** A minimum of 70 points per year of knowledge and skills directly relevant to the industry in which training and assessment is being delivered
- e)** A minimum of 30 points per year in knowledge and skills of vocational training and assessment.

Trainers enter completed professional development activities into their staff profile, and reports are generated detailing the number of points of professional development activities that have been undertaken. A total of 100 points must be maintained at all times. Adherence to the points-based system will be monitored to ensure compliance.

Professional development and support for Trainers and Assessors through IVET Academy

IVET is committed to supporting Trainers to maintain compliance requirements. Therefore, we strongly encourage participation in the IVET Academy, a professional development network for Trainers.

The IVET Academy is a resource-rich, FREE resource for IVET Trainers. It is an efficient and time-effective way for Trainers to meet regulatory professional development requirements and offers:

- access to monthly industry-specific professional development webinars;
- access to monthly VET Teaching professional development webinars; and
- networking connection with other like-minded Trainers in a national forum to enable the sharing of best practice teaching and assessing methods and ideas.

Webinars are offered online, and recordings are available.

Quality training and assessment resources

IVET design resource materials that are high quality, interactive, fun, and easy to engage with. The learning and assessment resources are also compliant with the relevant national training package and units of competency.

The content and resources have been developed to align with industry expectations ensuring Students enter industry with the most current and up to date knowledge. The tasks are designed to allow Students to get hands on with various tasks and activities while they learn and practice the skills needed to hit the ground running!

Continuous improvement

IVET is committed to the continuous improvement of our training and assessment services, Student services and management systems. We do this by systematically collecting feedback and information about our assessments and services to identify improvement opportunities.

We learn from industry what prospective employers expect from graduates, and we learn from Trainers how to constantly improve our training and assessment resources to achieve those outcomes.

We do this by asking for feedback from you, often through surveys but also by following up on emails, complaints and by us having checks and reviews on our processes, measuring our and your results and listening to your feedback.

✓

In order to identify and act on any continuous improvement opportunities, we have various systems in place, including but not limited to:

- Student satisfaction surveys
- Staff surveys
- Helpscout Help Centre to receive instant feedback from all our Students and clients
- A systematic approach to review complaints and appeals
- Regular reviews of resources/processes
- Investments in staff professional development

Training and assessment validation

IVET systematically reviews its training and assessment practices and Assessor judgements to ensure they address the Training Package, industry and Student requirements. Assessor judgements are reviewed by comparing and evaluating assessment decisions against the marking criteria for each assessment and by reviewing, comparing and evaluating the assessment decisions of Trainers against each other to ensure consistency.

All Trainers are encouraged to contribute to IVET’s training and assessment validation and moderation activities.

IVET will review Trainers’ delivery of units of competency to ensure Students are developing the required knowledge and skills per the training strategy. The review is also undertaken to ensure Trainers are appropriately supporting Students and preparing them for summative assessment.

If any areas need rectification, IVET will notify the Trainer as soon as possible to rectify areas of non-compliance.

Student feedback

Students will be surveyed about their experiences and the effectiveness of their training and assessment. Their feedback provides IVET actionable feedback to improve outcomes.

We collect feedback through quality indicator surveys, Trainer evaluation forms and surveys via the Portal. We also collect information informally through discussions with the Trainers and VET Coordinators.



Enrolment in a VET course with IVET – How does it work?

Once the TAS, facilities, equipment and Trainers have been deemed compliant with regulatory requirements the SRO prepares the training portal and enrolment can commence.

The school's coordinator invites Students to enrol by entering the Student's name and email address into the class via the IVET Portal. Students are sent an invitation to enrol in the class and a link to the IVET Student Management System where they enrol online.

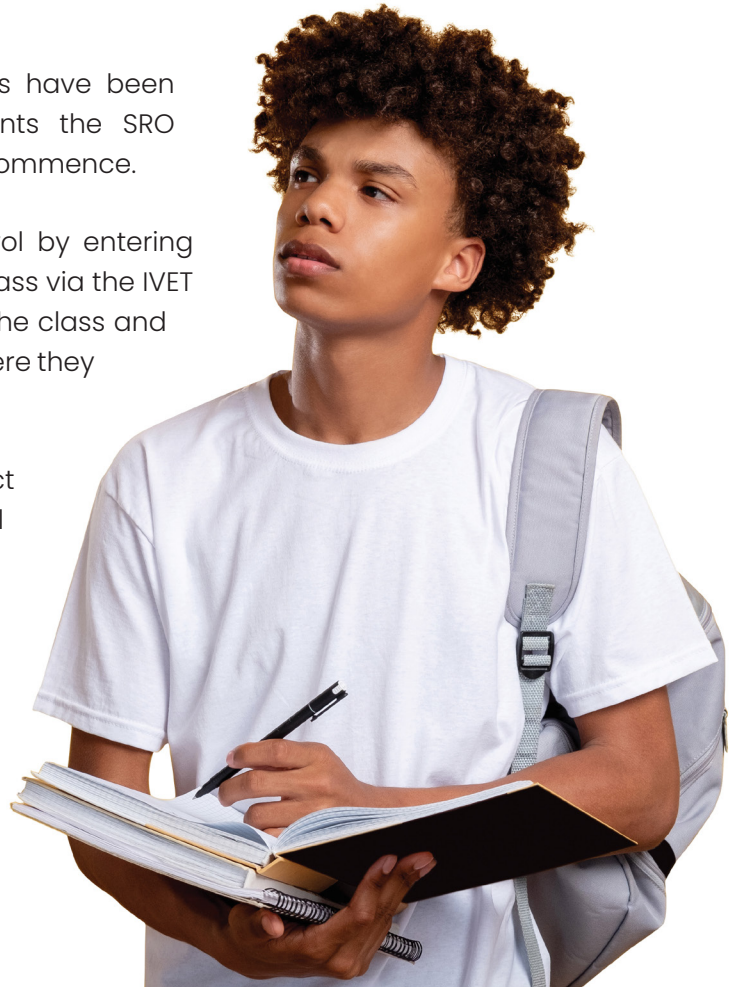
Students will require their name, address, contact details and their USI number. Upon successful enrolment by the Student, they receive a welcome email containing training videos on how to login and use the Portal as well as the username and password details. On first login to the Portal Students will be asked to complete their Pre-Training Review (PTR) questions and a Language, Literacy and Numeracy (LLN) test. Results for the LLN are passed onto the Trainer for review and to consider in their class delivery.

Trainers 'activate' units within the Portal, according to the agreed delivery schedule (ensuring that any pre-requisite units are delivered first). Students and Trainers have immediate access to Student workbooks and Trainer material.

Credit Transfer (CT)

IVET recognises qualifications that Students may have previously completed. If Students have successfully completed units of competency, they can apply for credit transfer by submitting original awards / statements of attainment to the administration staff at their school who will pass them onto their IVET School Relationship Officer (SRO).

Students need to speak to their school and provide them with a copy of their award or Statement of Attainment, as well as a USI (Unique Student Identifier) transcript.



Training and assessment – How does it work?

Course information

Specific course information can be found at [COURSES | IVET \(ivetinstitute.com.au\)](https://www.ivetinstitute.com.au/COURSES)

Another source of information is <https://training.gov.au/Home/Tga>. On this website, you can find details for each course and unit of competency, such as course packaging rules, course and unit application in the industry, assessment conditions, and Student performance and knowledge evidence requirements.

Training

Training means developing your Students' knowledge and skills to the level required to work effectively in a workplace. The training you deliver should be at the level expected by VET authorities and the government, who protect a Student's right to receive the best vocational education.

Between you, your school and IVET, we are responsible for meeting the standards required by all organisations offering vocational education courses.

Ultimately, you are responsible for devising a training plan that suits your context (e.g., the resources available) and your Students. IVET will support you by providing learning material that allows you to adapt training to suit your circumstance and meet your Students' individual learning needs. Therefore, allowing them to develop confidence and an equal opportunity to develop the skills and knowledge required in the workplace.


To support you as you develop your training plan and deliver the training, you have access to the following:

- A Master Training & Assessment Strategy
- Assessor Guides
- Student Resources and Trainer Guides
- Presentation Material
- Delivery Plans.

Each resource is available on the IVET Portal. To give Students access to a unit of competency on the IVET Portal, you first must activate the unit – they will then have access to the unit's learning material.

Further to the resources available, your school and IVET have signed a partnering agreement, which covers topics such as:

- where and how training will occur
- who is responsible for what
- where practical training will occur
- what level of training and professional development is required by Trainers to teach the course and any other requirements set out in the Standards.



Once you have access to the required information, your role is to create a teaching, learning, and assessment plan. You can deliver the training however you like, so long as it appropriately prepares Students for assessment and allows enough time to complete assessments.

Assessment

Assessment tasks allow Students to demonstrate their knowledge and skills related to each unit of competency. All IVET assessment tasks are carefully mapped against unit of competency requirements, so they must be conducted as per the instructions provided in unit Assessor Guides.

To complete assessments, Students will respond in writing, verbally, by keeping logbooks, completing projects, or performing demonstrations.

Each unit generally consists of two or three assessments. You will administer each assessment, and Students must complete tasks before uploading evidence to the IVET Portal. Upon receiving assessment evidence, you must grade Student work as S – satisfactory or NS – non-satisfactory; Students must achieve an ‘S’ result in each of a unit’s assessments to receive a C – competent grade for that unit.

A slight variation in Students uploading evidence is when they perform demonstration-type assessments. In some instances, along with performing a practical demonstration, they must also upload a theory task; however, in many examples, no upload is required. You must complete an observation checklist in both scenarios, ticking off observable points as Students demonstrate them.

Students have three attempts to demonstrate competency for each assessment. If, after three attempts, they cannot demonstrate competency, they are required to re-enrol and undertake training again. This incurs a fee, which is discussed between the school and IVET.

When marking assessments, you will enter Student results in the IVET Portal. This information is recorded and managed by IVET Administration, who, at the end of the course, provide Students with their award (full certificate or statement of attainment).





Volume of learning, amount of training

Considering Volume of Learning and Amount of Training is important when you create your training plan.

To define each:

- **Volume of Learning:** Describes how long a Student who does not hold any of the competencies identified in the relevant units of competency or modules would take to develop all the required skills and knowledge.
 - The Australian Qualifications Framework stipulates the Volume of Learning required to complete certificate levels (see below). The hours indicated apply to all qualifications falling under the identified certificate levels.
 - Certificate I: 600–1200 hours
 - Certificate II: 600–1200 hours
 - Certificate III: 1200–2400 hours
 - Volume of Learning does not consider cohort-specific characteristics, like Students' existing competencies or other learning opportunities, like prior or complementary studies.
- **Amount of Training:** The structured or teacher-directed learning Students should receive as part of their course. Within VETDSS, nominal hours roughly indicate a unit's or course's required amount of training.
 - Your school timetable may not allow the total course nominal hours to be delivered during class time. However, the following factors should be considered when developing a training plan:
 - Home study – Students should complete teacher-directed home study if the total class time does not allow course hours to be met. Suggested home study time is indicated in each course's Master Training & Assessment Strategy.
 - Camps and excursions – these activities extend class time beyond what is timetabled and should be factored into the amount of training.
 - Existing Student competency – if your Students have or are currently completing complementary studies, they may not require as much preparation (i.e., learning time) before assessment.

Resources

As listed in the training section, various resources are available to support you in delivering a VETDSS course with IVET.

The list below details the resources you have access to, in the order of which you will access first when devising your delivery plan.

Resource	Description
<p>Master Training & Assessment Strategy (MTAS)</p>	<p>The MTAS includes information from course packaging rules to potential future employment for Students. It also includes a course delivery schedule, which identifies how many weeks each unit should be delivered for during your course delivery period (typically 1 year or 35 weeks).</p> <p>When planning, you should access this document to inform your decision-making around unit delivery sequence based on what resources are available to you at different times.</p> <p>This resource is available in the Support Pages area on the IVET Portal.</p>
<p>Assessor Guide</p>	<p>An Assessor Guide is available for every unit of competency. In an Assessor Guide, you'll find details about what Students need to do to demonstrate their competency in a unit. It explains how they will be assessed and suggested responses you will use when marking Student submissions.</p> <p>Also in an Assessor Guide are assessment conditions, explaining the environment and resources you need to provide when administering each assessment.</p> <p>This document is available on a unit's timeline in the IVET Portal and is visible to Trainers only.</p>
<p>Student Assessment Guide</p>	<p>This is the Student's version of an Assessor Guide. The Student Assessment Guide details all the information a Student needs to complete their assessment in a unit. It explains how they will be assessed and what evidence they must provide to prove competency.</p> <p>This document is available on a unit's timeline in the IVET Portal and is visible to Trainers and Students.</p>

<p>Student Resource and Presentation Material</p>	<p>The Student Resource is a ‘textbook’ that includes all the information required for Students to develop their knowledge and prepare for assessments. If your school has opted to receive hard copy Student Resources, they will be available from the beginning of the year. The resource is also accessible on the Portal as a Flipbook and a printable .pdf and can be found:</p> <ul style="list-style-type: none"> • Unit-based – on the unit’s timeline • Course-based – on the course resource timeline <p>Presentation Material is supplied with every Student Resource. Presentation Material supports Student Resources in the form of a visual display. Learning Checkpoints, Learning Activities and questions to prompt class discussion are included throughout presentations. This resource is also found on a unit’s timeline for Trainers and Students.</p>
<p>Trainer Guide</p>	<p>A Trainer Guide supplements a unit’s Student Resource. Suggested responses to Learning Checkpoints and Learning Activities (where applicable) are provided in a Trainer Guide.</p> <p>Trainer Guides are available for every unit, visible to only Trainers on the Portal and are found:</p> <ul style="list-style-type: none"> • Unit-based – on the unit’s timeline • Course-based – on the course resource timeline
<p>Delivery Plan</p>	<p>Delivery Plans outline how you could structure your training plan for each unit, including suggested supplementary resources, learning tasks, and practical activities.</p> <p>Included in Delivery Plans is more information than you are likely to fit into your teaching plan. With this in mind, the intention is for you to select which activity ideas are suitable for your Students and delivery context, then use those ideas.</p> <p>This resource is visible to Trainers only and can be found on each unit’s timeline in the IVET Portal.</p>
<p>Supporting material</p>	<p>Some units include additional resources that you can use to deliver content. They include:</p> <ul style="list-style-type: none"> • Multimedia – audio and video clips of interviews with industry professionals • Posters • Class activities – practical, theory-based, etc. • Recipes <p>The availability of these resources varies between courses and units. They can be found on individual unit timelines or course resource timelines.</p>



TRAINER AND ASSESSOR COMPETENCY AND CURRENCY

Vocational Education and Training (VET) requires practitioners to be dual professionals; in both training and assessing and in the vocational discipline. This fact sheet aims to provide clear information on:

- the Standards for Registered Training Organisations pertaining to these requirements (Clauses 1.13 – 1.23)
- the minimum requirements for competency and currency required of all VET Trainers and Assessors and/or Assessors and;
- how this must be evidenced.

Click on the links below for further information:

[IVET Trainer and Assessor Competency and Currency Fact Sheet](#)

[IVET Trainer Currency and Points System](#)

Language, literacy and numeracy

As part of the requirements of the Standards for RTO's and IVET's ongoing commitment to catering for the individual learning needs of Students prior to the commencement of training, each Student is required to complete the IVET Literacy, Language and Numeracy (LLN) Assessment once.

After setting up the Students' access in the IVET Portal, (refer to IVET Trainer Portal Guide) the Student will complete the LLN Assessment as part of their enrolment. The LLN Assessment will take approximately 20–30 minutes and may require the Student to listen to audio files. Please ensure the Student is aware their device requires this functionality.

If the LLN Assessment outcome indicates the Student will require additional support to complete their Training and Assessment, a Learning Support Plan will be made available to you on the IVET Portal. This plan will assist you in supplying support to the Student through services provided at your school. Your IVET SRO is available to you if you wish to discuss the identified needs and how IVET can assist you in providing the required support to the Student.

Each Student's Learning Support Plan and completed LLN Assessment can be located in the Training Plan Tab on your Trainer dashboard (refer to the IVET Trainer Portal Guide).

All LLN Assessments and associated records are held as confidential information that are only accessible to you, the Student and IVET.

Pre-Training Review

Pre-Training Review (PTR) means the process undertaken with a prospective Student to determine the most suitable and appropriate training for that individual. This is to ensure the Student receives high-quality training which is tailored to their needs. The purpose of the PTR is to suggest the placing of a Student into a course or qualification in which they have a high chance of achieving success.

The placement of the Student into a course is determined through:

- the Student's LLN performance
- the Student's goals and needs
- any disabilities or specific needs identified.

What does it cover?

PTR is a question-response format which covers the following aspects:

- Interests in study
- Educational and work experiences
- Learning approach
- Language, literacy, and numeracy (LLN)
- Fitness to study
- Digital access and capability
- Course commitments
- Placement commitments.



PTR Process

The PTR is administered via an electronic form in a question-and-response format to be completed by the Student on the IVET Portal.

Students will be able to access their PTR form once they are enrolled into their class. Once the Student submits their completed PTR, the Trainer allocated to the class will complete a quick review to determine any specific exceptional needs that have been identified by the Student.

Based on this information, the Trainer finalises the PTR and develops a suitable plan using support or reasonable adjustments as required. The study plan and reasonable adjustments must be discussed with and agreed upon by the Student.

The study plan and reasonable adjustment must be documented in the appropriate documentation and uploaded to the Portal. The Trainer should seek further guidance from their VET Coordinator or Head of Learning and reasonable adjustment policy and procedure where required.

Training

Training packages are developed by Service Skills Organisations (formerly by Industry Skills Councils) to meet the training needs of an industry or a group of industries. From 1 January 2023, the new Industry Clusters will replace the current industry engagement arrangements which are Industry Reference Committees (IRCs) and Skills Service Organisations (SSOs).

Training packages do not suggest how a Student should be trained, rather, they specify the skills and knowledge required to perform effectively in the workplace. Each training package is made up of three components:

- **Units of competency:** Define the skills and knowledge requirements and how they need to be applied to perform effectively in a workplace context.
- **Qualifications framework:** Groups of units of competency ranging from Certificate I to Graduate Diploma level.
- **Assessment guidelines:** the industry's preferred approach to assessment, including the qualifications required by Assessors, the design of assessment processes and how assessments should be conducted.

Training is based on competency standards that outline the skills and knowledge to be applied in the workplace. Training is about developing the required competence and preparing Students for assessment against specified competency standards.

The Training and Assessment Strategy (TAS) provides guidance on methodologies to be adopted towards training and assessment designed to meet the requirements of the training package or accredited course. This is not just about having a document called a training and assessment strategy, you must guarantee that the training and assessment strategies are incorporated into your practices.

All our nationally recognised courses are designed in compliance with the guidelines of the relevant AQF training package. The course content and delivery methodologies accurately reflect the specifications outlined in the relevant AQF training package unit of competency.

Delivery and learning methodologies are tailored for each course to develop the knowledge and skills required so Students can confidently perform associated tasks in the workplace on completion of their course. All this information is contained in the TAS.

Delivery and learning methodologies may include presentations, individual and group work activities, case studies, individual coaching, and practical demonstrations.

Delivery will take place at an agreed location through consultation between schools and IVET. Delivery will involve a mixture of classroom and simulated work-based environments to develop competency.

IVET has developed resources which support the training and delivery of courses. Please see the resources section for more information on how these resources can support your training and delivery practice.

Assessment arrangements

The Vocational Education Sector operates under a competency-based system of learning and assessment. Competency-based assessment is the process of collecting evidence and making judgements on whether the required level of knowledge and performance has been achieved. This means that Students need to demonstrate that they can achieve tasks and understand relevant information to the required levels. Assessments are required to follow the principles of assessment and rules of evidence. This also applies to placement requirements.

Assessment provides the Student the opportunity to demonstrate their skills and knowledge in a unit, that is, to show their competence. The Student must successfully complete all assessment tasks for each unit.

Throughout the course you will use various methods to assess the Student, you will be informed of the methods to be used in each unit by the unit's Assessor Guide, which is available on the Unit Timeline on the IVET Portal.

Instruction on how to find the assessments and how to mark assessments is available to you in the IVET Trainer Portal Guide under the "Assessments" and "Observations" sections.

Methods of assessment

The methods of assessment used may include one or more of the following:

- **Knowledge Questions:** In the IVET Portal Students will complete responses to a number of questions, these may include multiple choice, short or long answer questions or a combination of these.
- **Projects:** The Student is required to create evidence of their competence and upload it to the IVET Portal. They may be supplied with templates to fill in or it may involve preparing for a role play to demonstrate to you.
- **Performance Demonstration:** Most units have a requirement for the Student to demonstrate their skills and knowledge to you, the Assessor, to prove their competence. You will be required to observe the Student perform certain tasks and then you complete the Observation Checklist in the IVET Portal, making notes of the Students' performance in the Portal. Refer to the IVET Portal Trainer Guide "Observations" section.

Occasionally and only if indicated in the Assessor Guide, it may be an option to have a Third Party such as a chef at a restaurant, a coach at the Student's sports club or a workplace supervisor provide supporting evidence of the Student's ability to perform some tasks within a unit.

The Student will be provided with a Third-Party Report or Logbook which they will download from the IVET Portal and supply to the nominated Third Party for completion. You will be required to decide if the Third Party is an appropriately qualified person to supply the evidence. The Assessor Guide will provide you with instruction in this regard.

After the Student has had the Third Party Report or Logbook completed, they will be instructed to upload it to the IVET Portal where you will consider the Third Party's evidence and along with the evidence collected in the assessment tasks for the unit, make a decision of the competency of the Student.

Performance demonstration instructions are included in the Assessor Guide and Student Guide found on the Unit Timeline on the IVET Portal.

Assessment due dates

You will support the Students by providing opportunities for assessment once their training and learning is complete.

At the start of each unit, you are required to notify each Student of the details of all assessment to take place. This will include:

- The deadline(s) for the submission of Project Tasks and the completion of Knowledge Question Tasks, and date(s) of any applicable demonstration tasks.
- Time allowed for each assessment.
- Dates that any Performance Demonstrations will take place, either inside or outside the school.

If the Student is assessed as NS, you will be required to advise the Student of additional assessment due dates and provide further training as indicated in the Assessment section above.

Principles of assessment

Fairness	Everyone learns differently. The individual Student's needs are to be considered in the assessment process. Where required, reasonable adjustments are applied to consider the individual Student's needs. The Student must be informed about the assessment process and provided with the opportunity to challenge the result of the assessment and be reassessed if necessary.
Flexibility	Assessment should be flexible by reflecting the Student's needs; drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and assessment requirements, and the individual. For example, if oral questioning was to be implemented with the Student, the Assessor shall place a V/D beside the question/task and write the correct answer provided by the Student.
Validity	Any assessment decision of the Assessor is reasonable, based on the evidence of the performance of the Student. IVET's assessment tools allow assessing against all aspects of a unit of competency and assessments allow the collection of evidence that the Student can demonstrate these skills and knowledge in other similar situations. Assessor Guides provide an opportunity for Trainers to ensure assessment judgement is based on evidence of Student performance.
Reliability	Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the Assessor conducting the assessment. This is achieved through Assessors utilising the Assessor guides where benchmark responses are provided.

Rules of evidence

The Rules of Evidence are very closely related to the Principles of Assessment and highlight the important factors around evidence collection.

Validity	The Assessor is assured that the Student has the skills, knowledge and attributes as described in the unit of competency and the associated assessment requirements. It means that the assessment process does what it claims, assesses the competency of the individual Student. IVET's assessments allow the valid collection of evidence by providing Assessors with written questions and answers, as well as space for the Assessor to make comments on assessment criteria allowing to demonstrate the validity of each Student's assessment.
Sufficiency	The Assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a Student's competency. For example, a unit of competency will indicate a minimum number of times that a task must be performed to determine that learning is sufficient. Detailed instructions are provided in all assessment tools.
Authenticity	The Assessor is assured that the evidence presented for assessment is the Student's work. This is done through Student declarations stating that all evidence submitted is their own by ticking the appropriate box when it pops up while completing assessments on the Portal.
Currency	The Assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

Assessment results

Below is a list of outcome codes for assessment task results:

- **S – Satisfactory:** The Student has attempted the assessment task and has satisfied all the requirements of that assessment task.
- **NS – Not Satisfactory:** The Student has attempted the assessment task and has been assessed as not satisfactorily meeting all of the requirements of that assessment task.

In order to achieve a Competent (C) for a unit Students must receive a Satisfactory (S) for every assessment task in the unit.

Below is a list of outcome codes for unit results:

- **C – Competency achieved:** The Student has attempted all assessment tasks and has satisfied all the requirements of the unit of competency.
- **NYC – Not Yet Competent:** The Student has attempted all assessment tasks and has been assessed as not yet competently meeting all of the requirements of the unit of competency.

IVET will review assessment outcomes recorded by Trainers within the IVET Portal.

Guide for administering assessments

WRITTEN ASSESSMENTS	
Pre- assessment	<ul style="list-style-type: none"> • Ensure that Students have completed formative assessment activities, and received feedback including being notified of areas for improvement to facilitate demonstrating satisfactory performance in the summative assessment • Ensure that the formative assessment enables the Student to develop the knowledge and skills in the context/s outlined in the unit of competency • Make available all appropriate facilities, resources and equipment • Provide Students with the appropriate assessment materials and verbal instructions • Provide opportunities for the Student to clarify information • Request the Student demonstrates their understanding of the assessment criteria • Read and become familiar with training and assessment policy and procedures • Read and become familiar with the relevant observation checklist and assessment • Consider the requirements of the assessment task • Make Students aware of the requirement to comply with cheating and plagiarism policy and procedure
During assessment	<ul style="list-style-type: none"> • Observe Students when conducting the assessment, e.g. closed book, online conditions • Liaise with the Student during any workplace/project/research tasks (where appropriate) • Ensure assessment timings are adhered to where appropriate • Ensure the submission date is adhered to where appropriate • Intervene if assessment conditions are not complied with
Post- assessment	<ul style="list-style-type: none"> • Assess the evidence collected based on the model answers and the guidance on project work and observations provided • Seek advice from the Training Manager or other Trainers/Assessors if you are in doubt about acceptable evidence to demonstrate satisfactory performance in a task • Cross-reference submissions for cheating and/or plagiarism • Indicate performance in theory questions with a tick for correct answers and an x for incorrect answers

- If the Student has given more than one answer, only mark the correct answer
- Mark all assessment tasks themselves
- Insert any relevant comments in the allocated comment area
- Indicate Verbal Discussion by inserting the words or initials (V/D), the date of the discussion, and the answer that was discussed, if addressed verbally by the Student
- Refer to the marking criteria when making a judgement on overall performance for each assessment
- Provide opportunities for re-assessment and reasonable adjustment where a Student has not addressed all the assessment criteria
- Arrange a meeting to provide feedback to the Student
- Complete the assessment summary by recording your feedback and insert the assessment result (S – Satisfactory or NS – Not satisfactory). Record the signatures and dates in the relevant spaces.
- Provide feedback to the Student using the assessment summary and the observation checklist
- Make arrangements for re-assessment if appropriate
- If this is the Student's final attempt at an assessment:
 - complete the Unit Summary form by recording feedback in the space provided
 - indicate the final result (C – Competent or NYC – Not Yet Competent)
 - record the signatures and dates in the relevant spaces.

Assessment resource requirements

The Assessor is to check that the equipment and resources are in place before the commencement of the assessment process.

Each assessment task in the Assessor guide indicates the resources and equipment required for the task. Assessors are to ensure the resources and equipment are in place and fit for purpose before Student use. Any issues are to be reported to the Training Manager immediately.

Assessors are to have a full understanding of the Training and Assessment, Academic Misconduct and Client Support policies and procedures before administering assessments. The Training Manager must be contacted if you are unsure about any part of the assessment policy and procedure and your responsibilities.

Assessors are to confirm the availability of resources before Students commence assessment tasks.

Marking assessments

It is critical that marking assessments is done to the required standard. IVET provides Trainers with model answers and answer guides to ensure consistency between assessment judgements; however, without Trainer adherence to these, they become redundant. IVET conducts frequent post-use validation sessions and assessment judgement evaluations to ensure that Trainers are marking Student assessments appropriately.

Marking criteria for a unit

For a Student's performance to be deemed satisfactory for the whole unit of competency, they must demonstrate satisfactory performance in each assessment task.

If part of a task is not satisfactorily completed, you will arrange for them to complete further assessment to demonstrate competence. Students are permitted three (3) attempts to demonstrate competency at each task.

Overall Student performance in the unit is to be recorded as either competent or not yet competent.

On completion of three (3) assessment attempts, Student performance and feedback are to be recorded using the unit summary form. This form is to be employed when providing feedback to the Student.

IVET recommends that Trainers employ the following procedure:

	Student Competent	Student Not Yet Competent
Attempt 1	The Trainer provides written feedback indicating a positive result.	The Trainer provides written feedback indicating areas for improvement, specifying area/s that the Student must address.
Attempt 2	The Trainer provides written feedback indicating a positive result.	The Trainer provides written feedback indicating areas for improvement, specifying area/s that the Student must address. Trainers should also work with the Student to provide/explain feedback verbally.
Attempt 3	Trainers provide written feedback indicating a positive result.	The Trainer should mark the final assessment outcome for the unit as 'Not Yet Competent' and inform the Student that they will need to re-enrol in the unit. A Student may also choose not to re-enrol, in that case, the Student receives a statement of attainment instead of the full award at the end of the course.

Implications of receiving 'Not Yet Competent' result

There are several implications for a Student receiving a 'Not Yet Competent' assessment. The Student may not:

- receive their qualification at the end of the year;
- receive contribution to their overall secondary school award or ATAR score.

Next steps:

- Students must be provided with appropriate emotional support where required
- Students must be counselled on pathways following completion of school with a statement of attainment
 - Students can enrol in the same qualification or another qualification with similar outcomes or a higher qualification with a different provider as an adult Student and apply for credit transfers for completed units through VETDSSS.

Maintaining the integrity of the assessment process

Assessment with integrity is crucial to the precise measurement of Student learning and Student learning outcomes. Assessing with authenticity makes the Student feel supported throughout their course. When Students respond with their own answers, Trainers can then recognise the support required by Students in a timely and appropriate manner. In contrast, when Students and Trainers engage in and support plagiarism, cheating, collusion, and other forms of academic dishonesty, Students miss out on putting their original thoughts on paper. Students then lose the chance to receive honest and meaningful feedback appropriate to their needs and the support they may need to advance their learning journey.

Trainers can uphold the integrity of the assessment process through:

- communicating what Students are to learn, setting expectations and making clear the goals of the learning journey
- aligning teaching content to assessment
- building a relationship with Students and providing a sense of belonging
- raising awareness of forms of academic misconduct and the consequences so Students can take pre-emptive steps to avoid the temptation
- complying with IVET's policy of affording students a maximum of three (3) attempts to demonstrate competence.

Model answers

Model answers or observation checklists are provided for assessment tasks. These are to be employed when marking Student submissions.

For a Student's performance to be deemed satisfactory in an assessment task, the Student must demonstrate competence in all the assessment criteria.

To demonstrate competence in all the assessment criteria, Students must:

- provide the correct response to each question (with appropriate prompting from the Assessor if required)
- respond satisfactorily in each part of a task during observations
- demonstrate satisfactory performance in each task during observations.

If part of a task is not satisfactorily completed, the Assessor will arrange for Students to complete further assessments to demonstrate competence. Students are permitted three (3) attempts to demonstrate competency at each task.

Student performance in each assessment task is to be recorded as either satisfactory or not satisfactory. Student performance and feedback for each assessment task are to be recorded using the assessment summary. This is to be employed when providing feedback to the Student.

Verbal 'completion' of a question or task

For a Student's performance to be deemed satisfactory for the whole unit of competence, they must demonstrate satisfactory performance in each assessment task. The Assessor should not lead the Student to the answer but may prompt them in this process. The Assessor must also confirm the answer written by them is the Student's intended response. The Assessor and Student should sign (written or electronic) the submission to indicate confirmation of the information recorded. Assessors may also record/indicate that they have adjusted the assessment process along with reason/s and place the record in the client file. The reason/s for adjusting the process may be consistent with the Students' identified learning needs in the pre-training review.

Non-satisfactory assessment judgements

If, through post-assessment validation activities, a Trainer is found to have wrongly assessed student work as satisfactory, or incorrectly judged a student competent, IVET will notify and work with the Trainer for both rectification and coaching purposes.

Collusion

Trainers who collude with Students during the assessment process will be in breach of the conditions of the IVET Code of Conduct and the IVET Agreement with their school and this may lead to disciplinary action from the Trainer's employer and the removal of the Trainer from the IVET program. It is each Trainer's responsibility to ensure the integrity of all assessment materials they use. This means that any device where assessment materials may be accessed must be secured before leaving the workstation.

Appeals

What is an appeal in VET terms?

An appeal is a request by a Student for reconsideration of what they perceive as an unfair decision, usually regarding assessment outcomes.

Students are advised (via the Student Handbook) that all appeals must be made in writing, and of the need to specify the particulars of the decision they wish to have reconsidered. Students are also advised that appeals must be lodged within 28 days from the date of the disputed result.

Students appealing an assessment outcome

Under the VET quality standards, Students have the right to appeal the outcome of assessment decisions if they feel it is unfair or invalid. The appeal is made by completing the "Complaints and Appeals Form" located on IVET's website and the appeal must be dealt with in accordance with the Complaints and Appeals Policy, also located on IVET's website.

When submitting a complaints and appeals form, the Student must provide valid reasons, as well as any supporting evidence, justifying the grounds for the appeal.

The Assessor should apply a common-sense approach to the initial reconsideration and the outcome would be to either amend the result or advise the Students that the original decision is to be upheld.

Escalation of an appeal

If, after the initial reconsideration by the Assessor, the Student is dissatisfied with the outcome of the appeal, they have the right to escalate the matter via the formal complaint or appeals process.

All formal complaints and appeals must be lodged in writing using the form provided below. All completed forms should be emailed to admin@ivet.edu.au

- [Complaints and Appeals Policy_V3.docx \(ivetinstitute.com.au\)](#)
- [Complaints and Appeals Form V3.docx \(ivetinstitute.com.au\)](#)
- [Policies | IVET \(ivetinstitute.com.au\)](#)

Reasonable adjustment

Where appropriate, reasonable adjustment/s may be applied to take into account the individual Student's needs.

Students with a disability or impairment may require some reasonable adjustment/s to the assessment process to accommodate the Student so they can participate in training and assessment on an equal basis. Details of any reasonable adjustment made should be recorded and retained.

Reasonable adjustment may involve:

- making changes to assessment arrangements, e.g., more time allowed for the Student to complete the assessment due to a special circumstance such as a broken arm.
- providing training and assessment materials that are more accessible, i.e., a different size font in material for vision impaired Students.
- allowing different methods of collection of evidence of assessments, i.e., ask the written questions orally or allowing a scribe to assist.
- adapting physical facilities or equipment to suit their physical needs.

It is important to be aware that any reasonable adjustment must not affect the integrity of the skills and knowledge required or compromise the rigour of the assessment process. For example, if there is a requirement to complete documentation in a unit, oral assessment would not be appropriate.

Attendance

Attendance in a school setting is determined by school regulations, which means each school sets minimum class time and attendance rules.

Where absences occur, Students may need to attend catch up classes scheduled after school or during school holidays, and possibly cover any additional expenses involved in rearranging assessments.

Attendance for IVET delivered First Aid Courses is mandatory in order to achieve competence in this unit.

Academic progress

IVET systematically monitors all VET (Vocational Education and Training) courses and Third-Party progress. IVET will review all results on a monthly basis and engage with individual Trainers/Students if any concerns arise.

IVET will send out regular monthly reports to all Third-party providers. These reports will show you how your courses are tracking, individual Student progress and any recommendations for improvement from IVET (if applicable).

Trainers can view individual Student progress at any time throughout the course, by going to the course progress dashboard on the IVET Connect Portal.



Access to appropriate supports services is provided to assist Students to successfully complete their course within the scheduled duration. IVET may refer Students to external sources if they or the Students home school are unable to sufficiently provide support for the Students learning needs. IVET may also refer Students to external organisations if they are experiencing personal/welfare issues that are affecting their course progress.

IVET takes all reasonable and feasible steps to assist Students so they can successfully complete their course within the course schedule.

Transition arrangements

A course can be upgraded whilst your Students are enrolled in it. In this case a new course will be released on the National Register. If this occurs, IVET is required to implement the new course in the time specified on the 'Qualification details' for the course on the Training.gov.au website.

You and your VET Coordinator will be advised by IVET that the course is 'superseded.' IVET will put plans in place to transition the Students to the upgraded course with the least amount of disruption possible. IVET will distribute the transition arrangements to you. You and your school will be required to action the transition arrangement provided by IVET and explain to the Students the transition arrangement so they can achieve the upgraded qualification.

Training guarantee

In the unlikely event that IVET is unable to fulfil its obligations with regard to the delivery of a VET program covered under a partnering agreement, it will take all reasonable steps to facilitate the transition of enrolments to another provider, including the application of credit transfers via the RTOs' mutual recognition obligations.

Course extension, deferment, or suspension

All IVET programs are based on the enrolment season being a school or calendar year, and IVET does not provide any guarantee to Students that their school will offer the relevant VET program every year.

Students seeking course extensions or deferments or wishing to suspend their enrolment are advised to discuss any such requests directly with their Trainer in the first instance.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning is an assessment process that involves assessment of an individual's relevant prior learning (including formal, informal, and non-formal learning) to determine the credit outcomes of an individual application for credit.

Students enrolling through IVET Institute are generally not offered RPL, as it is considered that Students in schools will not have the prior learning and required knowledge and skills to successfully apply for RPL for VETDSS courses.

IVET recommends Students considering RPL should speak to their Trainer or VET Coordinator in regard to eligibility, and to discuss the process required to have knowledge and skills assessed.

Credit Transfer (CT)

IVET recognises Qualifications and Statements of Attainment issued by other Registered Training Organisations. If Students have successfully completed units of competency, they can apply for a credit transfer by submitting original Awards/Statements of Attainment or USI (Unique Student Identifier) transcript to the administration staff at their school. The school will guide Students on the process to apply for Credit Transfer.

Award issuance

Certificates/Statements of Attainment

Upon successful completion of all the units of competency in a course of study, Students will be issued a Certificate and Record of Results. A Student who successfully completes some but not all the units of competency in their course of study will be issued a Statement of Attainment indicating the units successfully completed.

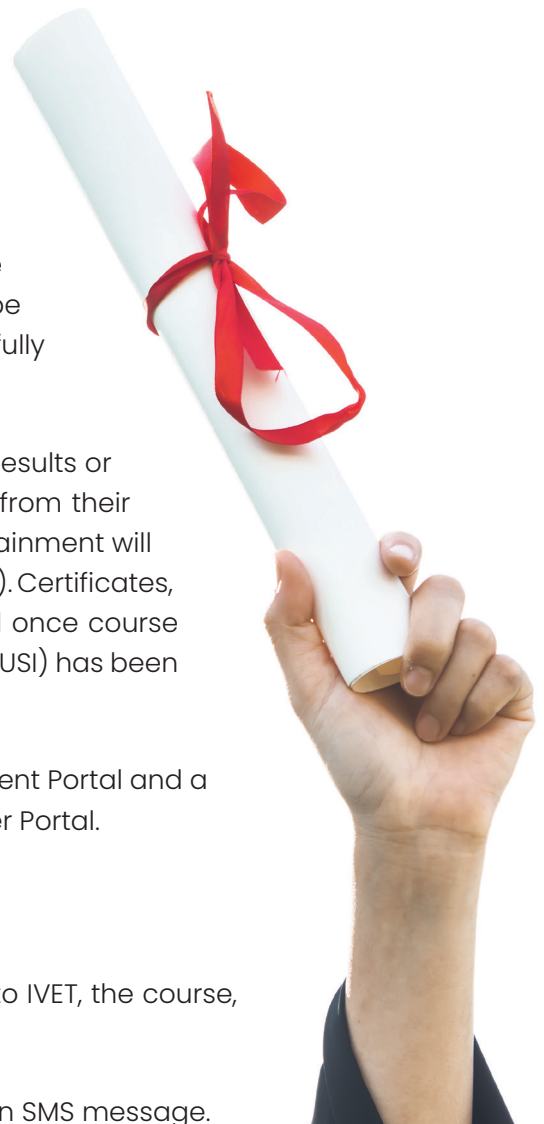
IVET will issue successful Students a Certificate and Record of Results or a Statement of Attainment within 30 days of receiving results from their Trainer. All Certificates, Record of Results and Statements of Attainment will meet the requirements of the Australian Quality Framework (AQF). Certificates, Record of Results and Statements of Attainment will be issued once course fees have been fully paid, and a valid Unique Student Identifier (USI) has been provided.

Certificates are made available electronically through the Student Portal and a link provided to your Trainer to distribute also via the IVET Trainer Portal.

Notifying you if things change

IVET will notify Students and Trainers if there are any changes to IVET, the course, or the arrangements for training and assessment.

Depending on the change, we may send a letter, an email, or an SMS message.



Academic integrity

It is the role of the Trainer/Assessor to ensure that academic integrity is maintained in all learning and assessment activities. Trainers must create opportunities to reinforce Students understanding of what cheating, plagiarism and collusion is and what will be the outcome if they undertake such practices. The Institute treats this matter very seriously and it is one of the most important roles of a Trainer/Assessor to ensure academic integrity.

All Trainers/Assessors must consistently implement and perform their duties in accordance with the IVET Training and Assessment and Academic Misconduct policies and procedures. Induction training and ongoing professional development opportunities will be provided to Trainers/Assessors to enable them to develop practice in this area.

As outlined in the Code of Conduct Students are expected to approach learning and assessment activities in an ethical manner. At IVET our Students almost always conduct themselves with integrity and do not engage in collusion, plagiarism, or cheating. Plagiarism, collusion and cheating can occur over confusion about what the definitions of each actually are. The following information is intended to provide guidance.

Cheating

Cheating is the use of any means to gain an unfair advantage during the assessment process. Cheating may be (but not limited to) copying a friend's answers, using mobile phones or other electronic devices during closed book assessments, bringing in and referring to pre-prepared written answers in a closed book assessment and referring to texts during closed book assessments amongst others.

Plagiarism

Plagiarism is the submission of somebody else's work as their own. This may include copying all or part of another person's thoughts or ideas. If a Student fails to identify the original source of some or all the submission this also constitutes plagiarism. If a Student copies another Student's work and passes this off as their own, then this is also a form of plagiarism and cheating.

During assessment Students will read about ideas and gather information from many sources. When Students use these ideas in assignments, they must identify who produced them and in what publications they were found. If Students do not do this, they are plagiarising. If Students are including other peoples' work in submissions, e.g., passages from books or websites, then reference should be made to the source.

IVET undertake reviews of Student's assessments through a sampling process to validate their submissions. If a Student submits plagiarised work during assessments, it will result in the Student's assessment submission being invalidated and action will be taken. Students may need to resubmit their work. Repeated offences may result in the Student receiving a not yet competent result or the enrolment being cancelled.

For further information on what constitutes plagiarism please refer to: <http://www.plagiarism.org/> or contact IVET.

Collusion

Collusion is the presentation by a Student of an assignment as his or her own which is in fact the result in whole or in part of unauthorised collaboration with another person or persons. Collusion involves the cooperation of two or more Students in plagiarism or other forms of academic misconduct or cheating. Both collusion and plagiarism can occur in group work.

Unauthorised collusion during assessments will result in the Student's assessment submission being invalidated.

Cheating and/or plagiarism and/or collusion during assessments will be treated as a breach of the Code of Conduct and is deemed to be 'Academic Misconduct' and may lead to the suspension or cancellation of the student's enrolment. No refund is available to the Student in such circumstances.

If Students have been found to have colluded, cheated, or plagiarised, there are penalties and processes that are followed. Students may be penalised by any of the following ways:

- Be reprimanded
- Be required to repeat the assessment or complete a new assessment task
- Fail all or part of the assessment
- Be suspended from studies
- Have their enrolment cancelled.



Trainer and Assessor role and responsibilities

Quality training

IVET provide the resources and support required to deliver high-quality training to VETDSS. Employers rely on registered training organisations (RTOs) to provide essential skills and knowledge to Students undertaking studies in Vocational Education and Training. IVET, through the Standards for Registered Training Organisations 2015 (the Standards) are required to maintain strong engagement with industry to ensure that the training and assessment resources and Trainer currency remain relevant to the needs of employers and that graduates are job ready.

Academic support

Throughout the partnership, School Relationship Officers monitor Student progression against the Training and Assessment Strategy and discuss this with the Trainer and/or VET Coordinator during scheduled monitoring meetings. Academic support requirements are discussed and negotiated with the Trainer and/or VET Coordinator.

Trainer and Assessor code of conduct

IVET expects and assumes that all schools entering into a partnering agreement have a documented code of conduct in place covering its teaching staff and operations.

In the conduct of activity pertaining to one of its (auspiced) VET programs, IVET expects Trainers and/or Assessors to comply with their school's code of conduct at all times.

Any alleged breaches will be a matter for the school to investigate and address, and IVET will assist and cooperate, as reasonably requested, in accordance with the school's relevant policies and procedures.

Workplace Health and Safety (WHS)

- IVET expects and assumes that all schools entering into a partnering agreement have appropriate and adequate workplace health and safety systems in place, including policies, procedures and practices for its governance and management.
- As part of the quality assurance processes conducted prior to a partnering agreement being entered, IVET completes a Facilities & Equipment checklist at the school, and this may include safety checks, as relevant to the units of competency and the required resources.
- If at any time a Trainer has a legitimate concern about their health and safety, or that of their Students, in relation to an IVET program being delivered, and is not able to resolve the matter through their school's internal processes, the Trainer is encouraged to contact IVET for support or advice.

Student support services

Academic support

Students who are experiencing difficulties with any aspect of their course are encouraged to contact their Trainer or a member of the IVET team. Staff are able to provide academic support to facilitate the successful completion of your course.

Welfare support

We understand that Students sometimes require extra support. There may be personal issues that impact successful course completion. We encourage Students to discuss these issues with their Trainer or utilise the school support services or IVET's services.

Reasonable adjustments

Some Students may need modifications to assessments due to disability, illness, or special considerations – this is called reasonable adjustment. Reasonable adjustment can involve:

- making training and assessment resources and methods more accessible, e.g., providing Student workbooks in an audio format or on different coloured paper.
- adapting physical facilities, environment and/or equipment, e.g., setting up hearing loops.
- making changes to the assessment arrangements, e.g., more time allowed for assessments.
- making changes to the way evidence for assessment is gathered, e.g., written questions asked orally.

Students are instructed to speak to their Assessor if they think they may need an adjustment made. Any adjustments are made at the discretion of the Assessor based on the identified needs.



Student feedback

To ensure we continually improve our training services and resources IVET encourages Students to give us feedback. Students may approach any member of staff or Trainer with informal feedback or complete the training evaluation form.

Access and equity

IVET is committed to providing Vocational Education and Training to individuals regardless of individual needs, age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy, or numeracy level. All Students have the right to learn in an environment that is free from discrimination and harassment and be treated in a fair and considerate manner.

Privacy of information

In collecting personal information, IVET will comply with the requirements set out in the Privacy Act 1988, the Privacy Amendment (Private Sector) Act 2001 and the relevant State privacy legislation.

This means that IVET will:

- Inform Students of the purpose for which the information is collected.
- Only use the personal information that Students provide to us in relation to their studies with us.
- Ensure personal information is securely handled and stored.
- We will inform Students of any organisation and the type of organisation to which we disclose personal information, e.g., the Australian Government or the National Centre for Vocational Education Research, as well as the purpose of disclosing this information, e.g., for statistical purposes.
- We will not disclose personal information to another person or organisation unless:
 - we have made our Students aware that information of that kind is usually passed to that person or organisation.
 - we believe that the disclosure is necessary to prevent or lessen a serious and imminent threat to life or health or that of another person.
 - the disclosure is required or authorised by or under law; or
 - the disclosure is reasonably necessary for the enforcement of criminal law or of a law imposing a pecuniary penalty, or for the protection of the public revenue.

Management of records

Access to records

Students may access or obtain a copy of IVET's records about them at any time. This includes personal information and records of participation and progress.

To obtain a copy of records, Students must contact IVET in writing by emailing admin@ivet.edu.au

Students will be required to provide proof of identify before any personal information will be released as per our privacy policy.

- [Support | IVET \(ivetinstitute.com.au\)](https://www.ivetinstitute.com.au/support)
- [Privacy Policy | IVET \(ivetinstitute.com.au\)](https://www.ivetinstitute.com.au/privacy-policy)

Upon meeting the proof of identity requirements, IVET will generally provide an electronic copy of results via email. If the Student Portal is still activated, Students are able to login and obtain a copy of their results from within the IVET Portal.

Amendment to records

If a Student considers IVET's information about them to be incorrect, incomplete, out of date or misleading, they can request that the information be amended.

Where a record is found to be inaccurate, a correction will be made. Where a Student requests that a record be amended because it is inaccurate, but the record is found to be accurate, the details of the request for amendment will be noted on the record.

If you would like to request amendments to your records, you must contact IVET in writing by emailing admin@ivet.edu.au. All requests to amend details will require relevant proof of identity being approved.



Intellectual property

During your VET course you may be provided with printed copies of the Student resources and other learning materials to assist you with your studies and building your skills and knowledge. You may also be provided with hard copies of the assessment task guides, instructions, templates and so on.

Please remember that all teaching, learning and assessment material and resources provided by IVET to support your VET program are (and remain) Intellectual Property (IP) of the IVET Group. As such, schools/Trainers/Students are not authorised to use them for any purpose other than to complete the relevant IVET program.

Selling and/or seeking to profit from and/or unauthorised and unlawful use of IVET's IP is strictly prohibited, and IVET reserves the right to take legal action against any individual(s) proven to be doing so.

Complaints and appeals

What is a complaint?

A complaint is negative feedback about services or staff which has not been resolved locally. A complaint may be received in any form and may not need to be formally documented by the complainant in order to be acted on. Complaints may be made by any person but are generally made by Students and/or employers. They can be escalated from an informal complaint to a formal and documented complaint if the initial resolutions are not satisfactory to the complainant.

What is an appeal?

An appeal is an application by a Student for reconsideration of an unfavourable decision or finding during training and/or assessment. An appeal must be made in writing and specify the particulars of the decision or finding in dispute. Appeals must be lodged within 28 days of informing the Student of the decision or finding.



General complaints

If Students have an issue with any aspect of their training or course, they should bring this to the attention of their Trainer or an IVET staff member. Staff will attempt to resolve this in an informal manner to your satisfaction.

If not satisfied with the outcome of the informal resolution to the complaint, Students may lodge a formal complaint by completing the “Complaints and Appeals Form” located on our website. The complaint will then be reviewed in accordance with the Complaints and Appeals Policy, also available from our website.

Appeals against assessment outcome

Students have the right to appeal the outcome of a complaint or the outcome of assessment decisions if they are dissatisfied and feel they have been dealt with unfairly. This can be done by completing the “Complaints and Appeals Form” located on our website. The appeal will be dealt with in accordance with the Complaints and Appeals Policy located on our website.

When submitting a formal complaint or appeal form, you must provide reasons and supporting evidence justifying your grounds for the complaint or appeal.

External complaints or appeals

If still dissatisfied by the outcome of an internal appeal, Students have the right to the external complaints or appeals process.

An external party to IVET will review the case to identify if IVET has followed the correct process as stated in the complaints and appeals policy in handling the complaint or appeal. The external party does not review the outcome of the complaint or appeal.

Students have the right to seek advice from and be represented by external parties at any time during the complaints and appeals process. The cost of this will be borne by the Student.

Procedural fairness

IVET pledges that during all stages of reviewing a complaint or appeal:

- The complainant and the respondent will not be victimised or discriminated against.
- The complainant has an opportunity to formally present their case and each party to the complaint may be accompanied and assisted by a support person at any relevant meetings.
- A full explanation in writing for decisions and actions taken as part of the process will be provided to the complainant or the respondent.
- Where the internal or external complaint handling or appeal process results in a decision that supports the complainant, IVET will immediately implement any decision and/or corrective and preventative action required and advise the complainant of the outcome.
- A written record of all complaints and appeals is to be maintained by IVET including all details of lodgement, response, and resolution.
- There is no cost to the complainant for utilising this complaint and appeals process.

All formal complaints and appeals must be lodged in writing using the form provided below. All completed forms should be emailed to admin@ivet.edu.au

- [Complaints and Appeals Policy_V3.docx \(ivetinstitute.com.au\)](#)
- [Complaints and Appeals Form V3.docx \(ivetinstitute.com.au\)](#)
- [Policies | IVET \(ivetinstitute.com.au\)](#)

If you require any further support and/or clarification on the Student handbook or IVET's operations, then you can contact us:

Phone: 1300 004 838

Email: admin@ivet.edu.au

Glossary of commonly used terms

Below is a short glossary of commonly used terms in Vocational Education and Training, with their definitions as issued by the Australian Qualification Framework website.

Amount of Training	Amount of Training forms part of the “Volume of Learning” and comprises of all formal supervised training for a Vocational course.
AQF qualification	An AQF qualification is any nationally recognised award that is covered under the Australian Qualifications framework.
ASQA	Australian Skills Quality Authority - The National VET regulator for providers of Vocational Education and Training inclusive of IVET.
Assessment	Assessment is a process to determine a Student’s achievement of expected learning outcomes and may include a range of written and oral methods and practice or demonstration.
Certification documentation	Certification documentation is the set of official documents that confirms that a qualification has been completed and awarded to an individual.
Competent	Refers to consistent application of knowledge and skill to the standard of performance required and the ability to transfer and apply skills and knowledge to new situations and environments. In order to successfully achieve a certification in an AQF VET qualification, a Student must achieve “competent” result in all course components (units).
Components of a qualification	Components of a qualification include modules, subjects, units of competency or units, the completion of which leads to an AQF qualification
Credit transfer	Credit transfer is a process that provides Students with agreed and consistent credit outcomes for components of a qualification based on identified equivalence in content and learning outcomes between matched qualifications.
Learning	Learning is a process by which a person assimilates information, ideas, actions and values and thus acquires knowledge, skills and/or the application of the knowledge and skills.
Learning outcomes	Learning outcomes are the expression of the set of knowledge, skills and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of learning.
Recognition of prior learning (RPL)	Recognition of Prior Learning (RPL) is a process that formally assesses one’s existing competency - acquired through both formal and informal learning - to determine if they already meet the requirements for a unit of competency, effectively bypassing the training.
Record	A written, printed, or electronic document providing evidence that activities have been performed.

Registered training organisation (RTO)	A Registered Training Organisation is a VET (vocational education and training) provider, registered and regulated in accordance with the VET Quality Framework.
Statement of attainment	A statement of attainment recognises that one or more accredited units has been achieved.
Student	A Student is a person enrolled in a formal program of learning in an educational institution and/or a workplace setting.
Trainer	Persons who provide training in vocational education and training. In VETDSS, Trainers may also be school teachers.
Trainer and Assessor Competency	<p>The Standards specify that Trainers and Assessors are skilled VET practitioners with current industry skills and knowledge. This ensures Students receive the training they need, and graduates are properly assessed before being issued with a qualification or statement of attainment.</p> <p>ASQA specifies the below as competency requirements for Trainers and Assessors.</p> <p>TRAINERS AND ASSESSORS</p> <p>As of 30 June 2019, Trainers and Assessors must hold:</p> <ul style="list-style-type: none"> • TAE40116 Award IV in Training and Assessment or its successor or • TAE40110 Award IV in Training and Assessment plus the following units: <ul style="list-style-type: none"> • TAELLN411 (or its successor) or TAELLN401A, and • TAEASS502 (or its successor) or TAEASS502A or TAEASS502B or • a diploma or higher level qualification in adult education. <p>ASSESSORS</p> <p>Anyone who provides assessment only (i.e. does not deliver training) must hold the:</p> <ul style="list-style-type: none"> • TAESS0001I Assessor Skill Set or its successor or • TAESS00001 Assessor Skill Set, plus one of the following: <ul style="list-style-type: none"> • TAEASS502 Design and Develop Assessment Tools, or • TAEASS502A Design and Develop Assessment Tools, or • TAEASS502B Design and Develop Assessment Tools. or • TAE40116 Award IV in Training and Assessment or its successor or • TAE40110 Award IV in Training and Assessment plus the following units: <ul style="list-style-type: none"> • TAELLN411 (or its successor) or TAELLN401A • TAEASS502 (or its successor) or TAEASS502A or TAEASS502B or • a diploma or higher level qualification in adult education.
Unit of Competency	The specification of the standards of performance required in the workplace as defined in a training package.

User's Guide	<p>ASQA has published and regularly updates a User's Guide to Standards for Registered Training Organisations in order to facilitate unpacking of the standards for all VET practitioners.</p> <p>The latest version of this document is accessible via: www.asqa.gov.au</p>
VET	Vocational Education and Training
VETDSS	Vocational Education and Training Delivered in Secondary Schools
Volume of Learning	<p>The volume of learning is a dimension of the complexity of a qualification. It is used with the level criteria and qualification type descriptor to determine the depth and breadth of the learning outcomes of a qualification.</p> <p>The volume of learning identifies the notional duration of all activities required for the achievement of the learning outcomes specified for a particular AQF qualification type. It is expressed in equivalent full-time years.</p>