

Morley SHS

RTO Operating

Procedures 2016

RTO Procedures for Morley SHS for the new Standards for RTOs 2015
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ESTABLISHMENT

Morley Senior High School's Registered Training Organisation (RTO) was established in February 2001 when the WA Department of Education and Training identified a need to provide training in specific demographics within the Perth area.

For schools, there is only one certification and accreditation process, this being the Western Australian Certificate of Education (WACE). However, some relevant VET qualifications, made up of units of competence, are incorporated into the WACE and recognised in the accompanying statement of results. The achievements as indicated in the Statement of Results are recognised as entry into TAFE courses as well as for school certification. There is therefore single certification with mutual recognition.

Morley SHS is a Western Australian based RTO (National Organisation 50638), and is registered with the WA Training Accreditation Council (TAC WA) to provide the following nationally recognised training courses:

- AUR20520 - Certificate II in Automotive Servicing Technology
- CUA31020 – Certificate III in Screen and Media

Other training courses (non-accredited) can be conducted for generic workplace training including:

- Oral and written communications
- Personal development
- Customer service
- Conflict resolution and negotiation skills
- Job interviewing techniques
- Small Business Management

The RTO offers students vocational programs that will lead to a nationally recognised qualification, or a Statement of Attainment (if a qualification is not fully completed), with the knowledge and skills gained being recognised by, and be of practical benefit to, a particular industry or vocation. This may improve students' chances of gaining employment and extending students career paths.

Morley SHS's RTO has issued over 1,176 certificates for nationally registered training since 2002.

PLANNING – CURRENT AND FUTURE

Planning in 2023 included consideration to alter scope to reflect a change in delivery offerings within the automotive program due to a reduction in the number of staff able to deliver. Certificate II Business was discontinued (superseded) at the end of 2023. Certificate III in Screen and Media was not delivered in 2024 due to low student enrolment. Continuation of this program to be reviewed once student subject selections have been completed. In the case of repeated low numbers and a second year of non-delivery occurring, the qualification will be required to be removed from scope.

Revised New Standards for RTOs 2025

In 2024, the revised New Standards for RTOs will be published, and an entirely new structure of standards and clauses is anticipated. This will come into effect from 1 July 2025. A full internal audit is required prior to re-registration audit with TAC(WA) occurring in September 2025.

TARGET GROUP

The RTO's target group includes Senior School students with post school destinations of further education and training, apprenticeships, or employment. The RTO deals with mainstream students as well as with those with a variety of learning challenges, including:

- Youth at risk students
- English as a second language students (EALD)
- Students at educational risk
- Students with disabilities

MSSH students are enrolled at the RTO and are enrolled on a full-time basis. NNEI Automotive students are also enrolled at the RTO, attending one day per week.

While all eligible students are welcome and there are no set prerequisites, enrolment is not automatic. Students school reports are reviewed to assess attendance and ABE data. Students are also required to attend an small panel interview where a panel to determine suitability. The interview questions are designed to establish whether the student is sufficiently competent to complete the academic and practical aspects of the program.

QUALIFICATION AND EXPERIENCE OF VET STAFF

The Program Coordinator – Pathways, Christine Hamilton holds a Bachelor of Contemporary Arts, Diploma of Education (Secondary), Diploma of Vocational Education and Training, Diploma of Training Design and Development CHC41215 Certificate IV in Career Development as well as the current TAE40116 Certificate IV in Training and Assessment.

All VET trainers hold the necessary TAE qualifications and meet industry currency requirements. Details of these are listed within the Trainer Matrix, hardcopies are located in the Pathways Office and digitally, on the school VET database.

TRAINING RESOURCES

Training resources, materials and equipment used in the VET training programs are current as per the Training Package requirements for each qualification and industry area, with the automotive and multi-media and broadcasting venues matching current industry standards. Facilities and equipment relevant to each training package are reviewed annually via the facilities and equipment checklist. Hardcopies of these can be located in the Pathways office or digitally, via the school VET database.

Samples include:

Facilities:

- Automotive Trade Training Centre
- Specialist Screen/TV Studio, Recording/Production booth

Equipment:

- Video camera/recorder
- Digital camera (still and movie)
- TV and multi media equipment
- Mobile whiteboard
- Laser printer/photocopier/ fax machines
- Industry standard multi-media and broadcasting centre
- Overhead Projector (OHP)
- CD/Cassette player
- fully functional computer laboratory
- desk and laptops computers
- fully equipped industry standard Automotive Trade Training Centre

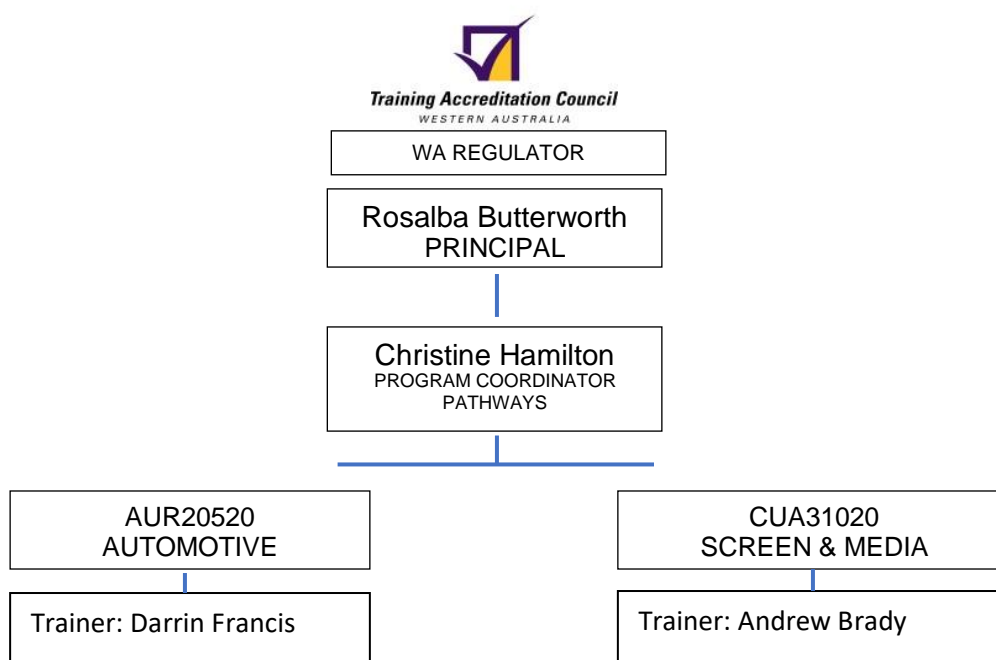
Resources: E-mail and photocopying facilities, fully functional library, and website (internet access)

Trainers: Students are provided with qualified Trainers & Assessors with a wide range of experience in:

- Literacy and Numeracy
- Customer Service
- Automotive Vehicle Servicing
- Broadcasting
- Career Education
- Graphic Arts and Design Training

Morley SHS provides MSHS students with access to a qualified Psychologist, School Nurse, and Career Practitioner services for personal and career counselling. RTO students enrolled with NNEI schools are provided access to similar services within their home schools and referrals may be provided through interschool administrative channels.

Current structure of the RTO at Morley Senior High School, 2024



GLOSSARY OF TERMS

The glossary of VET terms used within these Policies and Procedures is available from Appendix 1 of the [Standards for RTOs 2015 \(TACWA\)](#).

RTO RESPONSIBILITIES

The following are summaries of the responsibilities and authorities of positions of selected key personnel. The Principal and Program Coordinator - Pathways are the 2 key personnel who are required to meet the "Fit and Proper Persons Requirements" as detailed in Appendix 2 of Schedule 3 of the new [Standards for RTOs 2015](#).

Principal Responsibilities

The Principal is responsible for monitoring the overall management and operations of the RTO.

VET Program Coordinator Responsibilities

The VET Program Coordinator is responsible for the overseeing all operational aspects of the RTO, including:

- Implementing and maintaining policies and procedures within the RTO
 - The issue of certificates on successful completion of qualifications by students
 - Investigating and determining appropriate outcomes for [complaints and appeals](#) submitted by participants of the RTO's programs
 - [Management and training](#) of VET personnel
 - Circulation and implementation of policies and procedures within the RTO to staff and students
 - Chairing RTO staff management meetings and reporting to the Principal relevant matters
 - Implementing and reviewing these Procedures, as well as OHS and other related issues.
 - [Induction](#) and performance reviews of [trainers and/or assessors](#) for [delivery](#) and [assessment](#) of courses offered by Morley SHS's RTO
 - [Audit](#) preparation and documentation of administrative records.
 - Monitoring and compliance of [course development](#) and [review](#)
 - Conducting ethical marketing of RTO programs
 - Establishing, monitoring and reporting of the [Quality Indicators](#) for the RTO
 - Preparation of reports on training and assessment performance of students and the RTO.
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- Providing immediate assistance to students with career development advice, progress counselling and support services
 - Confidential handling, [recording](#) and reporting of results.
 - Ensuring the maintenance of [currency and recognition](#) of the Trainers/Assessors for, knowledge, skills and experience in course related fields and as according to current Standards
 - Ensuring that training delivery meets the needs and expectations of students and other stakeholders;
 - Maintaining a regular review of all training and assessment delivery
 - Managing the [internal verification](#) and validation strategies developed for assessments

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- providing advice and assistance to stakeholders on training content matters
 - implementing an [Internal Audit Program](#) to ensure compliance with the Standards for RTOs 2015 in the conduct of all the RTO business and ensuring that the RTO:
 - complies with the Standards for RTOs 2015 across the RTO operations and in all of its training/assessment activities;
 - complies with relevant Commonwealth, and State legislation and regulatory requirements relating to it's operation, and
 - provides for examination of documentation and reasonable access to all areas, records (including internal audit reports) and staff, as required by TAC WA for audit purposes;
 - Dealing with TAC WA regarding RTO matters, including:
 - applying to TAC WA for [extension to scope of registration](#), when required
 - providing details, upon request from TAC WA, of all operations within its scope of registration
 - providing [TAC WA](#), with accurate and timely information regarding registration and compliance, (including major changes to Morley SHS's RTO system or [staffing profile](#), relocation of the RTO, financial difficulties or transfer of client records, or similar).
 - Preparation of the [Annual Declaration](#) on compliance that covers the RTO's entire scope of operations, to TAC WA by 30 September of each year. By submitting the annual declaration, the RTO's Legally Responsible Person is confirming that:
 - the RTO systematically monitors and evaluates training and assessment strategies and practices; and
 - uses the outcomes of monitoring and evaluation to inform improvements in business and educational practice.

MSHS - 01 DOCUMENT AND DATA CONTROL

PROCEDURE 1 – DOCUMENT AND DATA CONTROL

PURPOSE

- To control the identification, issue and revision of documentation and data.
- To generate, design, manage and maintain adequate records which will demonstrate the effective operation of the RTO and compliance to specified requirements, including the current Standards for RTOs 2015.

SCOPE

Morley SHS has implemented policies and procedures to ensure the management and maintenance of continuous, accurate, and complete records for all students and the administration of Morley SHS's RTO. As student records are permitted to be stored electronically, these guidelines apply equally to hard copy records as well as electronic or photographic records. Note that most records, unless identified, are not controlled or current once printed.

Controlled documents and data include, but are not restricted to:

- Relevant National Quality or Technical Standards and Codes of Practice.
- Policies and Procedures.
- Work Instructions.
- Forms.

REFERENCES

This procedure covers records of all RTO-related activities and may also include records received from other stakeholders as well as students. These records may include, but are not restricted to

- Validation documentation
- Staff matrix of qualifications
- Work Instructions
- [TACWA Guidelines to Records Management](#)
- Training records and related documentation for students
- Course master documentation
- Enrolment documents
- All Registers

RESPONSIBILITIES

- Principal – Review and approve all RTO system documentation.
- VET Program Coordinator - Maintenance and control of RTO Records and ensuring these guidelines are reviewed at least annually. Maintain a Master List of all system documentation. Monitor/review of RTO related Quality Document System
- Trainers/Assessors – Advise the VET Program Coordinator if any change to the RTO System documents is required. Referral of the records to the VET Program Coordinator. Completing records in a legible manner and in accordance with procedures.

ACTION / METHOD

The VET Program Coordinator is accountable to the Principal for the efficient management and security of Morley SHS's RTO records which are created, acquired and maintained in support of Morley SHS's RTO training programs.

Legal obligations involve functions that necessitate the management of specific records used and held by the RTO. This includes the new Standards for RTOs 2015, introduced on the 1st April 2015 in Western Australia. The legislative obligations are further extended by way of the Taxation Administration Act 1953 and other related financial and administrative legislation. These combine to provide a focus on accountability.

IDENTIFICATION

- All system documents will be identified by title, file name, revision status, and date of issue.
- MSHS RTO Procedures are prefixed with **MSHS**.
- MSHS Procedures will have a 01, 02, 03, etc., that indicates whether they are the first, second or third procedure dealing with the requirements of that process.
- RTO-relevant forms are prefixed with one of the following:
 - F - indicating "Form".
 - HR - indicating "Human Resources Form" for the RTO only, if different from the mainstream school documentation
 - R - indicating "Register"
 - Man - indicating Manual, where developed
- All forms have a postscript of file references, e.g. – **plus identifying Morley SHS or letters.docx (or .doc, .pdf or .xlsx as indicated)**. This is the electronic version indicator, for ease of file location.
- Work Instructions, where developed, are prefixed with **WI**. These will have a number, which refers back to the appropriate Procedure and Forms. They may also have a 01, 02, 03, etc., that indicates whether they are the first, second or third work instruction dealing with the requirements of that Procedure.
- Position Descriptions have a prefix of **PD**, and identification based on an abbreviation of the job title.

APPROVAL AND ISSUE

The Principal/VET Program Coordinator shall review and approve controlled documents and data prior to issue. Training program version control is to be updated on the "Training Course Version Control form".

While the Registers may indicate this, the Training Course Version Control form documents all current training products developed for each course and indicates their currency and relevancy at any point in time.

The Principal and/or VET Program Coordinator shall ensure that controlled documents are made available on the RTO Intranet and/or via hyper-linked computer versions where required, for the effective functioning of the procedures system.

Unless indicated otherwise, once printed, these documents become uncontrolled. Some documents may not be made available to all staff, and some may require documented copyright information, for products developed within the RTO.

Recommendations to remove superseded documents may be highlighted on the system. Any obsolete documents that are retained, (e.g. for legal, knowledge or continuous improvement preservation purposes) will be identified:

- as being superseded;
- with the reason for retention; and/or
- with the period/final date of retention, as applicable.

Copies of controlled documents/data may only be issued to external parties with the approval of the Principal or delegate. In this event, the VET Program Coordinator shall:

- ensure the document is marked as "Not Controlled Once Printed", where applicable;
- document the issue electronically, via email or register, and
- advise any external party when the document/data may become superseded, if it is considered the external party may be critically affected.

Note that no document is to be issued with the Principal as the 'Authorised by' without direct knowledge and approval by the Principal.

CONTROL OF DATA STORED ON COMPUTER

Where controlled documents are stored electronically, i.e. servers, etc., the VET Program Coordinator shall ensure that this data is backed up on a regular basis, i.e., daily to prevent loss of data in the event of equipment malfunction, fire or theft. The process of storage shall reflect the following:

"In the event of any discrepancies, the most recently dated back up shall be considered to be the master copy."

DOCUMENT AND DATA CHANGES

The VET Program Coordinator shall review and approve changes to controlled documents and data prior to issue.

Where an RTO staff member considers that a change to controlled documents/data is necessary, this can be suggested by lodging a written recommendation with the VET Program Coordinator. The request should include or refer to the background information upon which the VET Program Coordinator may base the review for approval. Where a change is approved, the VET Program Coordinator shall update the Document Register, identifying the nature of the change. Suggestions may be made via any suitable means of recording, e.g. memo, e-mail, or similar.

The original issue of any procedural documentation shall be described as Version 1. Any change in the revision status shall be dated and that document given a new consecutive revision number. This will apply to all training and assessment forms and RTO procedures. The relevant Register needs to be updated as the documents and versions are modified.

Major version changes will be from 1.0 to 2.0, while minor changes will be 1.0 to 1.1 to 1.2 and so on.

The VET Program Coordinator will ensure that all copies of controlled Policies and Procedures Manuals are effectively updated, where printed.

GENERAL STORAGE OF DOCUMENTS AND ARCHIVING

Where records are electronically stored, the VET Program Coordinator shall ensure that regular back-ups are completed to avoid loss in the event of computer malfunction. These back-ups shall be suitably labelled and stored in a safe fire-proof environment.

Note that there may be a difference between what the WA Department of Education requires when storing records for results and/or auditing purposes, compared to what the TAC WA requires for auditing purposes. This needs to be identified and managed accordingly.

Training course information, usually comprising the completed course assessments and other related student/course documents, such as attendance rolls and so on, may be kept for the required period of at least 5 years, (refer to [TAC WA Guidelines on Records Management](#) para 3.2)

Training or administrative personnel are to refer all RTO records no longer required for operational purposes to the VET Program Coordinator in the first instance. These will be identified for special treatment and stored/disposed of according to the school's IT or other procedures. If archiving is to occur, this should follow the Education Department procedures as required, unless it contradicts the Standards for RTOs 2015, which would take precedence, for RTO aspects only.

ACCESS TO RECORDS

The VET Program Coordinator shall ensure specified records are available for inspection when required by either authorised Morley SHS personnel, the student, or TAC WA.

RTO records, such as course assessment tools, evidence records and completed assessments, may only be removed from storage (physical or electronic) with the permission of the VET Program Coordinator. However, there is a limit to what may be copied - assessments are not to be copied (by hand or electronically in any form) Assessments are a controlled document and copying may compromise the assessment's integrity. A staff member should remain with the person (if a current/past student) at all times. The Code of Practice indicates:

"Students/students have the right to access their own personal records at any time, upon written request. They may receive a copy of all requested information other than the assessment tools. These may be viewed but must remain within Morley SHS RTO control."

Step	Action for Access to Records
1	Upon receipt of a request, the VET Program Coordinator may select an RTO staff member to arrange a time, date and location for the student to access selected records.
2	The RTO staff member will obtain hard copies of the requested student's records.
3	An authorised RTO staff member will complete the Student Access Form to record the date, record title, and who authorised the process.
4	The student is required to sign and print their name in the student 'Signature' column.
5	An authorised RTO staff member will remain with the student whilst they are accessing the selected records.
6	At no time will any original accessed documentation be allowed to be removed from Morley SHS RTO premises or from the Trainer's possession.
7	If amendments or alterations arise from any issues that occur from this access, this must be documented in the Complaints and Appeals form. The complaints and appeals procedure is to be adopted.
8	The Student Access form will remain on file with the Student Record.

LEGISLATIVE REQUIREMENTS

The changing relationship between Government, the Public Service and society is reflected in the Government's concern:

-
- to ensure open and accountable administration; and
 - to provide a means of public redress at law.

This changing relationship has increased the importance of Morley SHS's RTO records and has exposed record-keeping policies and practices to greater levels of scrutiny.

The introduction of the VET Regulatory Framework from 1 Jul 2011 has strengthened the records requirements that the RTO must comply with. This has continued with the VET Quality Framework introduction.

Standards for RTOs 2015 requirements - Copies of applicable RTO documentation are to be retained and made available for inspection during auditing. Other documents may be required to be kept for shorter or longer periods, if required by the school or Departmental policy. There may be a requirement for the retention period to be longer for other authorities for legal, contractual (such as funding contracts) or knowledge preservation reasons. Where this is the case, a record will be kept of the retention period, and a note made of the reason.

The requirements for record keeping are:

- 30 years retention for records of results and include Statements of Attainment for units and/or for complete Qualifications.
- 5 year period of retention for auditing (recommended by User Guide to the Standards)

Note: There is no requirement to retain originals or copies of student work for auditing purposes. However, it is recommended that some examples of student work are retained for validation and moderation purposes. Sufficient evidence to support assessment decisions should be able to be provided through the assessment tools and instruments.

At the end of the retention period the VET Program Coordinator is to ensure that RTO records are secured according to school or Education Department policy. Shredding and/or burning are two suggested methods where contents of the documents may be sensitive or commercially confidential.

PRIVACY ACT 1988

The Privacy Act serves to protect personal information that may be collected by an RTO.

The Act imposes obligations on record keepers to ensure the correct and proper management of personal information and records. Any personal information contained in files must be:

- Accurate, up-to-date, complete and not misleading;
- Used only for a purpose to which it is relevant;
- Only for the purpose for which it was obtained, unless an exception is applicable; and
- Not disclosed to another person, body or agency, unless legislation allows.

Student Information (Procedure 12) outlines the privacy requirements introduced on 12 Mar 2014 regarding privacy of personal information (reflected in the Code of Practice) and how this may apply to the students.

EVIDENCE LEGISLATION

Commonwealth and State Evidence Acts may have an impact on how records are managed.

The RTO's records may be the subject of subpoena or court 'discovery' and must therefore be

maintained as 'admissible' records. To be admissible the records must be the 'best' possible record or version of the record:

- Authentic – It must be clear that the RTO record or document has not been altered or modified;
- Complete and accurate; and
- Logically sequenced and arranged.

ACCOUNTABILITY

All Morley SHS RTO staff are responsible for documenting the business of the RTO.

MSHS - 02 RESPOND TO STUDENTS AND INDUSTRY

PROCEDURE 2 – STRATEGIES TO MEET STUDENT AND INDUSTRY NEEDS

PURPOSE

To establish and maintain a uniform procedure for:

- Recording queries from prospective students to analyse potential/modified programs, and
- making informed decisions about the RTO's capacity to supply identified training and assessment services through industry consultations and analysis of feedback, and subsequent documenting

This will ensure:

- Student requirements/needs are defined and documented.
- Analysis is conducted to ensure Morley SHS RTO has the capability to meet each student's needs, while satisfying the industry requirements, as detailed within the Training Packages
- Records are maintained that contribute to the accurate forecasting of equipment/resources and staff for identified locations/training venues.
- A documented plan is developed that details the training and assessment strategies (TAS) for each scoped qualifications or units that are delivered separately.

SCOPE

This procedure applies to the development of the training and assessment strategies (TAS) that details activities for the operation and conduct of training and assessment services by Morley SHS's RTO and to list information regarding services and products to be delivered to the selected target group.

REFERENCES

- Training and Assessment Strategies (TAS) for scoped training products
- Industry/Employer Consultation
- Marketing of Products/Services – MSHS-06

RESPONSIBILITIES

- VET Program Coordinator
 - Monitor the development of each industry area's TAS
 - Provide administrative and technical support to Departments in the development of their TAS
 - Maintain compliance processes and provide advice
 - Monitor any industry consultation contact and accurate recording
- Trainers/Assessors:
 - Communicate with students regarding their needs
 - Contribute to the development of the TAS within their scoped training products
 - Initiate consultation with their industry contacts

ACTION / METHOD

GENERAL

Enquiries from students are usually generated through:

- Careers evenings information and subsequent personal contact with the VET Program Coordinator, or
- Referral from the student's Year Teacher, or parents, or
- Direct student enquiry.

In each case, the query or referral should be documented in a suitable format and forwarded to the VET Program Coordinator for initial contact and provision of information. The specific process and dissemination of information to the prospective student should involve:

- Providing initial information and advice prior to enrolment
- Establishing pre-existing skills, knowledge and experience of the student to identify any special needs, when appropriate
- Selecting and providing resources and materials for programs
- RPL advice and credit transfers – these will most likely not be required for students.

Enquiries relating to compliance and/or accreditation, or privacy issues need to be forwarded to the VET Program Coordinator for consideration.

DOCUMENTATION OF REQUIREMENTS

Prior to the development of a new TAS for training products or scope submission, the VET Program Coordinator will check that the RTO has the capability of complying with the identified resources as detailed within the relevant Training Package/s.

Where any materials, products or labour for the proposed delivery are to be bought in, the availability and capabilities of 'Procedure 4 – Preferred Supplier' needs to be checked, the Staff Matrix consulted as well as the financial implications (Procedure 5) considered.

DEVELOPMENT OF THE TRAINING AND ASSESSMENT STRATEGY (TAS)

Once a course has been identified or developed for delivery, a complete TAS must be produced. The content of the TAS may vary from course to course, depending on the target group, the content, delivery and assessment approaches, and so on. Each time a significant change occurs, the TAS must be rewritten to match the new details. The TAS document is considered 'live' and updated to match the significant changes that regularly occur within the VET system.

When developing the TAS, it is not necessary to have all the information in the one document if other areas of the RTO have already developed suitable materials. For example, a learning program for the course may have previously been developed. Rather than repeat the details within the TAS, hyperlink the separate learning program to the TAS. This will avoid duplication and allows for amendments to occur seamlessly without having to remember what other documents require modification. However, ensure there is a consistency across all linked documentation so that the overall strategy can be clearly seen. Observe the version control across these documents to ensure they match.

There are many TAS templates that have been produced within the VET marketplace. However, there is no set format to the design or structure, but some information is mandatory. A list of what is expected within the TAS is suggested below, along with guiding notes:

Item	Description
Code and Title	Indicate the qualification code and title. Include the version/revision number from the National Register.
Training Package	Include the version/revision number from the National Register.
Packaging Rules: Core and electives	Give a brief overview of what units make up the qualification. It is preferable to list these and note which ones are core and electives. These can be hyperlinked back to the National Register for ease of reference.
Entry Requirements	Do not confuse entry requirements with pre- and co requisites. They are different. Have the requirements clearly explained. May include mandatory details, such as specific literacy skills, or being a certain age, or have a certain level of fitness of skills, and so on
Pre and co requisites	Record a statement here even if there are none. This will show that the area has been considered, and not overlooked.
Target Group	This may stay the same, but as soon as the target group changes another TAS must be developed to cater for that group.
Specific needs	Specific numbers and needs of the student, including physical requirements or LLN; see http://ln.safework.com.au as one example
Delivery Schedule/Plan	Give an overview of the units, when they will be delivered and over what duration. Note the AQF Volume of Learning and amount of training. If there is a significant difference ensure the TAS describes the justification for this.
Delivery Modes/Methods	Give a brief overview of what training methods etc are considered for the program. This must match what is detailed within the Training package.
Assessment methods	Give a brief overview of what assessment methods etc are considered for the program. This must match what is detailed within the Training package
Resources	This may be hyperlinked to the resources lists held elsewhere for each program. This will include training and assessment resources, venue/s for the delivery and assessment, workplace resources or simulations (eg vehicle engine rather than a complete vehicle)
Trainer and assessor competencies	This could be hyperlinked to the staff matrix or other suitable list of both training and assessment qualifications and industry skills and knowledge, including currency.
Industry Consultation	There must be an indication of consulting with industry for the course described within the TAS. A register would be suitable along with a hyperlink to it from the TAS.
Risk assessment	There needs to be consideration of what might go wrong and how the RTO could mitigate any incidents or issues. This might include students misbehaving, not completing the assessments successfully, withdrawing from the course, complaints/appeals and so on. This could be hyperlinked to a Risk Management Register.
Available support services	Could include welfare and other types of guidance, counselling or other similar activities. May be linked to the school's services.
Validation	This is a new requirement from the Standards for RTOs 2015. Consideration of the validation strategy/plan for the RTO should be given, including revision of the TAS.
Feedback/Review	A brief overview of what is expected to be achieved with feedback and from what stakeholder groups it may be obtained from.
Complaints and Appeals	A brief overview of what is available and how the student might access the appeals system, and why.
Transition Arrangements	If a program is conducted over a long period of time, ie, 12 months or 2 years, it may be affected by changes to the Training Packages. A brief overview of how the RTO will manage transitions to a newer version may be necessary.
Student Pathways	This is used to indicate how the program is relevant and where the student can go to after completing the program described in the TAS.

The course TAS should be approved by a "significant" person within the RTO to meet the procedure for new courses, usually either the Principal or the VET Program Coordinator.

ARCHIVAL ACTION

Authorised by: C.HAMILTON	Date: 18 Oct 2024	Form: RTO Procedures - 02	Version: 3.3	Page 16 of 59
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Archival action for documents that refer to Morley SHS's RTO area of responsibility will be archived according to the requirements of the school's procedures.

Refer to [TAC WA Guidelines on Records Management](#) for further information, along with Procedure 1 of this Manual.

MSHS - 03 TRAINING DEVELOPMENT

PROCEDURE 3 – TRAINING DEVELOPMENT

PURPOSE

To outline the development, review and amendment of new or existing courses and support materials.

SCOPE

This procedure covers developing, reviewing and amending products and/or services, including:

- Training courses/programs
- Support materials for training courses.
- Scope modification
- Training Package transition

REFERENCES

- Course Improvement/Modification Proposal –
- New Course Proposal –
- Industry Consultation Feedback –
- Course Feedback Form –
- Training Course Version Control –
- Quality Indicator Learner / Employer Questionnaire – (Data Provision Requirement)

RESPONSIBILITIES

- VET Program Coordinator – Overall responsibility for:
 - program compliance with current Standards,
 - scope modifications and monitoring of Training Package transitions
 - Consultation with students/trainers/industry as necessary.
 - Review and approval of training and support materials.
 - conduct of validations, and
 - support to trainers for their vocational and professional development
- Training Personnel – Contributors to development, review and amending of training and support materials, as well as participation in validations as applicable to Procedure 8

ACTION / METHOD

Training programs are to be reviewed after completion, and at specified intervals of the training, using any or all of the following mechanisms to identify training or student issues/complaints:

- Following the completion of each training program. The selected feedback form is completed by all students and significant feedback logged in a Feedback Register for appropriate follow-up action, at least annually.

- Using a variety of feedback mechanisms to assist in training management, including Workplace Learning requirements for feedback.
- After review of the assessment process and reporting on an "Assessment Review Checklist"
- When Training Packages have expired and/or require transitioning to new version/s.
- Following review by specific RTO staff, Trainers and/or Assessors.
- After validation results are provided (See Procedure 8)

NEW COURSE DEVELOPMENT

When the need for a new VET course is identified and proposed, a "New Course Proposal Form" is to be completed and forwarded to the VET Program Coordinator.

The VET Program Coordinator may delegate to specific training personnel who are to research the availability of suitable units of competency, or a full qualification if necessary. Where identified, the purchase of suitable materials/training programs may be considered. These will be researched for appropriateness and a decision made whether to purchase or to write one with a customised emphasis.

It is the responsibility of the VET Program Coordinator and the Industry teachers to discuss the proposed course or Training Package units with appropriate industry representatives. During or following any documented discussions, the VET Program Coordinator is to commence a training and assessment strategy that will, as a minimum:

- Outline the purpose of the course and provide details of or develop, in consultation with the relevant industry representatives, the course outcomes;
- Identify suitable units from the Training Package to be delivered and assessed;
- Identify any licensing requirements; and/or
- Identify materials and assessment tools that need to be developed.

Acknowledgment of the need for a course by industry groups and their support in the form of a letter/email or other documented form is to be included with any application for change to scope. The Training and Assessment Strategy will be populated with the relevant information from the consultation that is applicable to strategic aspects of the course.

After the originator's submission, and following the process above, a decision by the Principal/VET Program Coordinator will then be made to:

- Adopt the originator's suggestions for a new course;
- Adopt the originator's suggestions with amendments; or
- Not adopt the new course proposal.

The proposal will be passed to the Principal for concurrence and any other appropriate action (e.g. review).

COURSE IMPROVEMENT AND DEVELOPMENT

If a Trainer/Assessor or other RTO staff identifies a current course requiring improvement, the "Course Improvement/Modification Proposal Form" should be raised and forwarded to the VET Program Coordinator, who may pass on to selected trainers/industry representatives for consideration.

The VET Program Coordinator and/or selected trainers may liaise with industry organisations or individuals and where necessary, other training consultants, for alterations to and customisation of the training program or supporting material.

In the case of Training Package courses, customisation of existing units to meet the needs of students is the preferred option to developing a new unit from the identified improvements, where this can be done in accordance with the policies for customising Training Package units. The Training and Assessment Strategy will be populated with the relevant modifications on the improvements applicable to strategic aspects of the course.

The proposal will then be returned to the VET Program Coordinator for concurrence and any other appropriate action.

SCOPE CHANGE PROCESS

Once a qualification is identified to take onto scope, BEFORE it is to be submitted as an application for scope amendment through RTO Portal, (the TACWA online portal), the following processes need to occur:

- Develop and produce the associated documents, including:
 - Training and Assessment Strategy, which must have (as a minimum):
 - Proposed codes, course and unit titles, entry requirements and pre/co-requisites, as appropriate;
 - Course outline for delivery and assessment;
 - Identification of qualified trainers/assessors;
 - Technical input by RTO technical experts;
 - Evidence of incorporation of Industry consultation documented;
 - Consultation with the appropriate Skills Council;
 - Identification and listing of required resources, materials, venue, equipment and other related resources;
 - Risk management process when taking on a new scope item, and
 - Adherence to the rules for the Qualification Framework for full qualifications

- Learning Program, along with:
 - Session plans
 - Workbooks for students
 - Identified text books where necessary
 - Instructor Guide for delivery

- Delivery materials, including:
 - PowerPoint slides, if relevant;
 - Handouts, where appropriate;
 - Technical equipment/venue, and
 - E-learning requirements, where selected as a delivery method.

- Assessment materials, including:
 - Assessment tool, comprising of:
 - Assessor Instructions or Guide
 - Assessment instruments and checklists – minimum of 2, being:
 - Observation checklist/s
 - Questions, with marking guides, e.g., Multiple choice, suggested or expected answers

Assessment materials may also include:

- Final products samplings, for guidance to the assessor
- Third party reports (3PRs) from workplace placements
- Mapping document of the above to the units of competency within the qualification
- Record of assessment, detailing the final outcome/s
- Unit/s of competency – may be linked to the [National Register](#) web site
- Identification and reporting on the trainer/s who will be involved with a list of all their qualifications and experience to match each unit of competency involved – the Staff Matrix should be updated each time a new unit or qualification is added to scope.
- The scope change will need to be validated and documented.

The above process - from the commencement of the identification of a unit or qualification to the scope completion - may take between **two to six months**, depending on the availability of qualified technical people to develop the documentation required to pass the TAC scope change. If the unit is high risk, the process may take longer.

If the decision is made to purchase pre-written material, the RTO needs to indicate how staff have reviewed all the resources to establish the materials meet the standards required for the Training Package and the selected unit/s of competency.

TRANSITION OF TRAINING PACKAGES COURSE EXPIRY

The VET Program Coordinator is to monitor the transitioning of Training Packages relevant to Morley SHS's RTO scope and prepare the necessary steps to move older current/superseded units of competency to the current/current status, as indicated on to the [National Register](#). Automatic monitoring can be achieved by subscribing to the relevant Training Package areas within the National Register.

Modifications to the following documents/materials will usually be required, depending on the depth of the changes to the Training Package:

- Unit of Competency – (download new unit/s from applicable Training Package/s and file a hard copy in the Trainer's Library.)
- Training and Assessment Strategy.
- Training Manual and supporting documents/PowerPoint/handouts.
- Instructor's Guide (and/or session plans).
- Assessment Tool and all supporting documents.
- Mapping documents – new revision required when changes are significant
- Resources and equipment if necessary/required.

These changes may require the generation of a new or modified course proposal, and subsequent TAS. These will require new version control references.

Version control for each document is to be updated as necessary. The VET Program Coordinator will ensure the new version controlled documents are available for the Trainers/Assessors once updated and approved and will update the "Training Course Version Control Form".

Application forms for modifications are available within the forms section of the [TAC WA](#) website.

REVIEW OF PROPOSALS

Evaluation and reviews will be used appropriately during the development phases of the new course and course improvement proposals to ensure they maintain validity to Morley SHS's RTO Policies and Procedures.

MSHS - 04 PREFERRED SUPPLIERS

PROCEDURE 4 – PREFERRED SUPPLIERS

PURPOSE

To establish a consistent method for the selection, evaluation and control of preferred suppliers for Morley SHS RTO's training programs

SCOPE

This procedure applies to those who provide Trainer/Assessor services to Morley SHS that may critically affect the services supplied to the student. This may include, and is not limited to:

- Casual training staff
- Office and other administrative supplies/resources
- Training resources provision

REFERENCES

- Preferred Supplier/Subcontractor Record –.

RESPONSIBILITIES

- Principal – Overall financial accountability
- VET Program Coordinator – Maintain records of preferred suppliers.

ACTION / METHOD

The VET Program Coordinator maintains a list of preferred suppliers in the RTO records system. Selected information is kept on a "Preferred Supplier Form". Where practicable, services are to be provided from these preferred suppliers as the required checks and verifications required within the VET system will have already been conducted.

Where appropriate, it is expected that the RTO would obtain necessary resources and other supplies through the already established Education Departmental supply system. However, the VET Program Coordinator may evaluate and select suppliers on the basis of their ability to meet the requirements of a selected product/service provision - not on the basis of price alone.

Trainers have specific requirements to meet for the selected unit/s or qualifications, as per Clauses 1.13-1.16 and Schedule 1 of the new Standards for RTOs 2015.

The VET Program Coordinator may specify any additional requirements for supervision, monitoring and/or verification of the preferred supplier's training, assessments and/or other services provided. In doing this, they will need to take into account the following factors:

- The Supplier's own QA/Professional Body status.
- Known levels of quality assurance control exercised by them.
- Mutual arrangements for quality control between them and Morley SHS's RTO.

Products/supplies may include, but are not limited to:

- Casual Trainer/Assessors list.
- Consultants, when used, particularly in the provision of TAE and PD for the trainer/assessors, as well as
- Office supplies, such as paper, files or similar
- Vehicle supplies/repairs.
- Office equipment such as desks, computers and printer/copiers.
- IT equipment such as routers, servers.
- Production equipment such as machinery, parts.

In most other cases, the RTO will most likely access the School's preferred supplier list

MSHS - 05 FINANCIAL MANAGEMENT

PROCEDURE 5 – FINANCIAL MANAGEMENT

PURPOSE

To establish the system for the preparation and management of Morley SHS RTO's financial capabilities.

SCOPE

This procedure covers procedures associated with day-to-day handling and management of financial matters within the RTO.

REFERENCES

- [Financial Viability Risk Assessment Requirements \(no longer in force\)](#)
- [Schedule 6](#) of the new Standards for RTOs 2015 implemented from 1 Apr 2015
- Student Queries and Contracts – MSHS- 01
- Code of Practice- Refund Policy – MSHS-12

RESPONSIBILITIES

- Principal – Oversees the financial management procedures and allocation and/or approval of all financial transactions.
- Registrar – Monitoring the financial management procedures and allocation and/or approval of all financial transactions. Monitoring allocation and approvals, preparation of budgets and forecasts, and advice on financial commitments and obligations
- VET Program Coordinator – Allocation and approval of daily financial transactions. Weekly reporting to the Principal of financial issues

ACTION / METHOD

Morley SHS's RTO is committed to prudent financial management that ensures that:

- Funds are available for ongoing financial commitments, including day-to-day commitments.
- Budgeting is conducted in accordance with FAAA protocols.
- RTO-incurred debts and liabilities are paid promptly.
- RTO procedures and controls require all amounts due to Morley SHS are collected and deposited in an efficient and effective manner in order to minimise the risk of loss of revenue through bad debts, theft or loss.
- The RTO records created or maintained in support of Morley SHS's objectives shall be managed in a way that enables the RTO to effectively meet statutory obligations and fulfil functional responsibilities

BUDGETING AND FINANCE

The Registrar is responsible for preparing budget papers and authorising the release of funds for expenditure. This responsibility cannot be delegated. The Registrar is also responsible for the control and safe custody of all monies, records and accounts of Morley SHS's RTO. The Registrar is

responsible for reviewing monthly financial indicators, e.g. general ledger, BAS, and other associated financial documentation to ensure Morley SHS's RTO remains in a position to meet its ongoing financial commitments.

In addition to the monthly reviews, the budget and finance systems are to be reviewed annually and subjected to regular internal audit.

FINANCIAL MANAGEMENT

The Registrar will ensure that financial management:

- is focused on achieving profitable results for Morley SHS's RTO's activities;
- is focused on achieving fiscal responsibility throughout the RTO's functions to improve the overall business activities;
- is a continuous procedure, which ensures that funds received are properly accounted for and deposited and that creditor invoices are paid promptly, and
- requires that financial records are maintained to create an audit record, provide real time information for decision making and provides for accessible records for scrutiny in accordance with RTO procedures.

GENERAL CREDITORS

Incurred debts and liabilities for Morley SHS' RTO are to be paid promptly and efficiently within agreed payment terms.

The Principal, or in their absence, the Registrar, is responsible for the authorisation for payment of all accounts with support from the VET Program Coordinator.

AUDIT REQUIREMENTS

The Principal, through the Registrar, is responsible for the preparation of financial audits. The VET Program Coordinator should ensure regular auditing to monitor the state of the financial health of the RTO.

[Standard 7, Clause 7.2](#) of the new Standards for RTOs 2015 states:

“The RTO satisfies the [Financial Viability Risk Assessment Requirements](#)”

Whenever there is a change of 'high managerial agent' within the RTO, the must be a "fit and proper person' declaration made to TAC WA. (See Schedule 3 of the User Guide)

ADVICE ON FEES

Morley SHS's RTO must include in its responsibilities of the RTO the following requirements to ensure, prior to enrolment:

- Sufficient and accurate fee information if applicable, is passed to the potential student, and
- Any fees that may be applied for extra services are advised.

These responsibilities are also detailed within the publicly available document - the Code of Practice, which reflects Procedure 12 – Student Information.

PAYMENT OF FEES

Morley SHS's RTO does not collect fees at any stage of the training from the student..

Assessment Outcomes

Students who experience difficulty with assessment, or who are considered 'Not Competent' at the completion of the training may, in discussion and agreement with their respective trainer/assessor and the VET Program Coordinator, be given one further opportunity to re-sit the assessment - with or without further coaching and instruction, at no additional cost.

If the student is deemed 'Not Competent' on their second attempt it may be recommended they repeat the full course again. Should they disagree with the assessor's decision, there is provision to appeal the decision should the student think they were unfairly assessed.

FEE INFORMATION

Morley SHS's RTO ensures that, where appropriate, marketing/advertising material for each qualification being offered, will contain information on course fees, only if applied, as well as any other additional costs such as administrative or material fees.

REFUND POLICY

Refund requests must be submitted in the first 6 weeks of the Training Program commencing. Requests are to be submitted in writing, to the VET Program Coordinator. A full or partial refund, or account credit may be provided at the discretion of the Financial Administrator (Manager Corporate Services).

FEE PROTECTION

[Schedule 6](#) from the new Standards has a number of options for fee protection. However, this is not applicable to the Morley SHS's.

MSHS - 06 MARKETING OF PRODUCTS/SERVICES

PROCEDURE 6 – MARKETING OF PRODUCTS/SERVICES

PURPOSE

To detail the processes to be used for marketing the RTO's products and services to its students.

SCOPE

This procedure relates to all marketing activities undertaken by or on behalf of Morley SHS's RTO throughout its area of operation.

REFERENCES

- Web site – www.morleyshs.wa.edu.au
- Code of Practice – [MSHS-12](#)

RESPONSIBILITIES

- Principal – Approval of all marketing information for the RTO.
- VET Program Coordinator – Responsible for the ethical and accurate marketing of all of the RTO's scoped training programs conducted in all locations.

ACTION / METHOD

Marketing activities for the RTO must be ethical and accurate in the information provided to students and other stakeholders. The information needs to be tailored for the target market and not provide false impressions or lead the expectations of stakeholders.

TARGET MARKETS

By location and school definition, the RTO has determined that the target market remains with students within the educational environment of Morley SHS, in Western Australia.

While not ignoring any request from potential students, management has determined that specific industries can be targeted for competency-based training and assessment in areas where the school has strong industry links that will complement the Training Packages for:

- Automotive Industry – Retail, and
- Screen and Media

The current business plan and the RTO scope will reflect the specific courses to be focussed on any given period.

Students will be targeted on the basis of recognised industry need, student and industry inquiries and as a result of liaison with Western Australia Department of Education, Skills Service Organisations and Industry Associations, as appropriate.

Marketing will be conducted through:

- promotion of Morley SHS's RTO courses to students in line with school marketing planning,
- advertising in the selected and appropriate medium, and/or
- Flyers and E-mails to selected students, i.e. parents, public and lower school stakeholders.

ACCURATE INFORMATION

Information, whether disseminated directly by Morley SHS's RTO or on its behalf, is both accurate and factual, and:

#	Details
1.	Accurately represents the services it provides and the training products on its scope of registration. (See www.training.gov.au and click 'Scope')
2.	Includes the RTO Code - # 50638 – in every instance
3.	Refers to a student or industry / organisation in its marketing material <u>only</u> if the consent of that person or organisation has been obtained (this is included within Student Registration / Enrolment Forms)
4.	Uses the NRT Logo only in accordance with the conditions of use specified in Schedule 4
5.	Distinguishes between nationally recognised training/assessment leading to the issuance of AQF certification documentation from any other training or assessment delivered by the RTO (which may result in a 'Statement of Attendance')
6.	Includes the title and code of any training product, as published on the National Register, referred to in information provided to potential students and stakeholders
7.	Only advertises or markets a non-current training product while it remains on the RTO's scope of registration (this is an unusual event and would only occur when a unit remains due to the respective Training Package qualification rules not being updated until a later date than the actual unit)
8.	Only advertises or markets that a training product it delivers will enable students to obtain a licensed or regulated outcome where this has been confirmed by the industry regulator in the jurisdiction in which it is being advertised.
9.	Includes details about any government funded subsidy or other financial support arrangements associated with Morley SHS's RTO provision of training and assessment.
10.	Does not guarantee that: <ul style="list-style-type: none"> • a student will successfully complete a training product on its scope of registration, or • a training product can be completed in a manner which does not meet the requirements of the respective Training Package rules or method/s of delivery and where it differs from the training and assessment strategies and the stated volume of learning or amount of training or <ul style="list-style-type: none"> ▪ a student will obtain a particular employment outcome where this is outside the control of Morley SHS and the RTO.

MARKETING STANDARDS

The Principal is responsible for ensuring Morley SHS's marketing arrangements is operated in accordance with the SRTOs 2015 protocol for marketing and advertising. It is policy to market its services with integrity, accuracy and professionalism and to ensure that all promotional, marketing and information materials published are truthful, accurate and unambiguous.

The VET Program Coordinator will ensure that marketing or promotional materials do not:

- Contain untruthful claims and information about the facilities, equipment and resources provided.
- Make use of photographs of places unrelated to Morley SHS and the RTO (e.g. buildings or similar being depicted as or hinting as being part of its facilities).
- Encourage unrealistic expectations about the level of qualifications attainable.
- Make inaccurate claims about approval or recognition of statements of attainment and qualifications.
- Make misleading or false comparisons of courses provided by other RTOs.
- Make misleading statements about the qualifications or experience of staff.
- Make misleading statements about the prospects for employment at completion of any program.

Further, the VET Program Coordinator will ensure that registered training will not be advertised with non-registered training or in a manner to imply that non-registered courses are registered.

Morley SHS's RTO is subject to all relevant consumer protection law that applies in any jurisdiction where it operates.

The RTO must enable informed choices for students by providing clear and factual information, whether this is done directly (including through the Morley SHS website) or by face-to-face contact with teachers or other educational staff at the Senior High School.

Morley SHS's RTO is responsible for all marketing or other material disseminated on its behalf, regardless of the medium or method used.

As the information must be accurate, Morley SHS's RTO must ensure it honours all commitments it makes.

RTO code – as per www.training.gov.au (National Register)

- The RTO must include the RTO code in all marketing material.
- Marketing or advertising material **must** indicate that Morley SHS's RTO is responsible for the training and/or assessment and for issuing a qualification or statement of attainment,
- If Morley SHS is delivering under a third-party agreement with another RTO, that RTO's code **must** be included in all marketing or other material relating to those courses.

Nationally Recognised Training (NRT)

- To maintain the credibility of the NRT logo, it must be used only in accordance with the conditions of use in [Schedule 4](#) of the Standards.

- When Morley SHS delivers training that is not nationally recognised, these activities **must** be clearly separate marketing from the nationally registered training of the RTO.



Code and full title of the training product

Whether Morley SHS's RTO offers qualifications or individual units, all marketing material **must** include the code and the full title of the training product (as listed on the National Register) to ensure that there is no confusion about what is being offered and to allow potential students to verify the information.

Morley SHS's RTO **must** only promote training or assessment for training products that are currently on the scope of registration.

MSHS - 07 COURSE ADMINISTRATION AND MANAGEMENT

PROCEDURE 7 – COURSE ADMINISTRATION AND MANAGEMENT

PURPOSE

To detail the procedures from pre-enrolment to recording, monitoring and administering of training courses provided through Morley SHS's RTO, to ensure accurate records are kept for financial, auditing and historical purposes.

SCOPE

This procedure is designed to cover the processes for course administration and management, including:

- Pre-enrolment requirements;
- Enrolment/Student information and induction;
- Course administration and documentation;
- Appeals, disciplinary issues and behaviour;
- Feedback; and
- Awarding of certificates.

REFERENCES

- Training and Assessment Strategies -
- Record of Complaints and Appeals –
- Training Resources/Equipment –
- Course Feedback Form –
- Student Registration Form –
- Trainer/Assessor Course Review Form –
- Code of Practice Procedure –

RESPONSIBILITIES

- VET Program Coordinator
 - Monitor the standard of training/assessment for students.
 - Monitor quality of developed/purchased workbooks, tools and other support materials.
 - Monitor, analyse and respond to feedback from students, trainers or workplace.
 - Ensure issue certificates for qualifications (or single units, as appropriate).
 - Validate the assessment process, including 'NYC' assessed students.
 - Ensure the student obtains and holds their USI prior to certification

- Trainers/Assessors
 - Train, monitor and assess students in selected units of competency.
 - Support students who may have special delivery/assessment needs or implement allowable adjustments.
 - Monitor and deal with behaviour of students to safeguard all within Morley SHS and the RTO.
 - Report and record student progress
 - Adhere to RTO policies and procedures, compliance and other similar requirements as advise, to ensure course administration is documented, accurate and timely.

ACTION / METHOD

Morley SHS's RTO provides training courses for mainstream students as well as those who are considered at risk or have identified special needs. Some may require customisation of training materials to suit their particular requirements. Specific pre-course information is obtained through respective Departments regarding numbers and names of students, as well as possible job descriptions, to assist in the customisation.

Morley SHS does not provide training for individuals / general public through advertised courses. The Business Plan highlights the development of training for the multimedia course through online and self-paced training commenced as an 'in-house' program. All training / assessment information made available to prospective students details the necessary course information, as well providing the Code of Practice for their perusal at the school website and / or within the Student Handbook.

PRE-ENROLMENT

To maximise the chance of the potential student's success in completing their selected training program, prior to enrolment, the RTO:

- Endeavours to identify any support the individual student may require, and
- Provide access to that support throughout their training.

Morley SHS's RTO recognises the need for access and equity and will support students with special needs to its full capacity. This is advised within the pre-enrolment documents provided prior to training.

Contact - Potential students enquiring about the training provided through the RTO will usually have first contact with Administration/Reception. They are provided with the requested information as per their individual queries, while being responded to in a thorough and professional manner. However, most queries should be directed to the VET Program Coordinator to provide answers, unless they are very general in nature and Admin/Reception are able to provide suitable responses.

The potential student has a number of avenues for the provision of course information, including:

- School web site;
- Brochures/flyers available throughout the school buildings and notice boards;
- Arranging an appointment with the VET Program Coordinator or Department Head (of the specific industry course) to discuss their options.

HOUSEKEEPING

On commencement of the training, the Nominal Roll is to be completed by the Trainer, to ensure all attendances and absences are recorded.

In the introduction to all training, the Trainer should cover the following, as a minimum:

- Course, unit, elements and performance criteria;
- Delivery and assessment procedures and timings;

- W/OSH issues applicable to the specific training environment and venue;
- Course timings, breaks and available amenities;
- Aspects of the Code of Practice, highlighting expected student behaviour, and
- Any special needs requirements and specific adjustments allowed, and
- USI requirements, issues and documentation, including stressing that if a USI is not provided, the student cannot receive the necessary statement/qualification, despite attending, participating, passing and paying for the training.

While ensuring a flexible approach, Trainers are to adhere to the session plans as much as possible and note any discrepancies that might occur throughout the training days. These are to be recorded for future course improvements, changes and upgrading of content.

Course Attendance

As part of the introduction, at no time is the Trainer to state that assessment requirements includes 100% attendance at the face-to-face training. As this is competency-based training/assessment, a student can obtain their skills and knowledge through a number of sources, not just in the classroom. What should be indicated, as per the Code of Practice, is:

Morley SHS's RTO requires that students have 100% attendance for the classroom sessions (face-to-face) to enhance their opportunity for achieving successful assessments. The student may be at a disadvantage if full attendance is not achieved. Where full attendance is not maintained, the RTO may recommend the student be scheduled for the next appropriate course. This may involve re-sitting the following year, or outside of course work / study.

While it is preferable that students attend daily to take full advantage of their training, there is no obligation for them to do so, unless criteria in the Training Package indicate such attendance requirements. Students should not be prevented from attending assessment if they can demonstrate they have completed suitable study/experience to be able to complete an assessment successfully.

ASSESSMENT PROCEDURES

The assessment processes must be clearly documented to ensure it actually captures the performance and other evidence provided at the time of assessment. Assessors will be provided with or have developed the appropriate Assessment Tools> They have the opportunity through this Procedure to offer suggestions for improvement in the validation of current and new assessment documents. This assists in contributing to the continuous improvement of processes within this RTO.

For unit assessments, Assessors are to clearly mark the unit checklist as indicated on the Tool, when it is obvious the student has NOT provided sufficient evidence of competency. The unit's checklist is to be annotated indicating the areas/s the student does not complete successfully. Feedback is to be provided to the student, once documented. The Assessor shall then complete the Record / Comments area of the Assessment Tool, indicating the student as 'not competent' along with recommendation for further training or more practice. Ensure full recording of the results to ensure the student's result is not forgotten.

This information is to be passed to their Head of Learning Area for suggested alternative action, where necessary. This action may include recommendations for:

- Further training;
- Further practice;
- Re-sitting the course; or
- Other remedial attention, such as literacy training, as one example.

COMPLAINTS AND APPEALS

This section details the process for dealing with student complaints and appeals that may have been generated from training courses. If any complaints and appeals occur, these need to be completed on the "Record of Complaints and Appeals Form" for follow-up action as documented by the VET Program Coordinator. Investigative action is to be taken as soon as the Appeals form is received. Resolution is to be sought as soon as practicable, but completed within 60 calendar days, and recorded in the Appeals Register.

Should a student be dissatisfied with their assessment they have the right to appeal under this procedure" MSHS-07 and the "Code of Practice - Procedure" MSHS-12. It needs to be noted whether the assessment validation presents an accurate reflection of the workplace performance to ensure the appeal is sufficiently represented and recorded.

Process

1. On receipt of a formal written appeal, the VET Program Coordinator will write to the appellant (student) acknowledging receipt of their request for appeal, and outlining the appeals process, policy and timeframe.

The VET Program Coordinator will convene an Assessment Appeal Panel comprising:

- VET Program Coordinator
 - Trainer/Assessor, preferably not associated with the student
 - An industry/content expert who is independent of the original assessment process
2. Members of the Panel will gather information from the assessor, the appellant and other relevant parties. Both the appellant and the assessor(s) will be given an opportunity to present their case to the Panel.
 3. The Panel members will be guided by the Appeals Criteria when arriving at a decision.
 4. Notes on the appeal investigation and resulting outcome will be recorded using the Appeal Register. All panel members are to sign and date the form.
 5. The VET Program Coordinator will contact the appellant in writing within 21 days of the receipt of the formal appeal and advise them of the outcome of their appeal.
 6. The student's assessment appeal, decision and action taken must be recorded on the records system by the VET Program Coordinator.

INCIDENTS

An "Incident Report Form" form is to be used to report any incidents that may arise within the training day/s, such as W/OHS related occurrences. Ensure these documents are on hand for all training programs.

Education Department documentation should be checked for suitability to record incidents, to avoid duplication of paperwork/forms.

CONFIDENTIALITY

All assessment documents are to be treated as confidential once student details have been entered, regardless of whether these were used in a validation or in an actual assessment.

COMMITMENT TO ACCESS AND EQUITY PROVISIONS AND ANTI-DISCRIMINATION

Access to Training - Students meeting the minimum standards reflected in the Training Package will not be discriminated against in selection for attendance at courses or in accessing course information. When necessary, the VET Program Coordinator/Administration staff will highlight the course entry requirements to students to assist them in their decision on their suitability to complete a training program.

Special Needs - If a prospective participant requests special consideration to join a training course where they do not meet the specific entry requirements, consultation with the VET Program Coordinator and subject/technical experts is necessary to check that compliance with the unit/s can be met within the Training Package guidelines and/or whether they are likely to be able to complete assessment successfully.

Harassment/Discrimination - Morley SHS's RTO provides an environment that is free from harassment as set out by the relevant State and Federal Anti-Discrimination Legislation. If any alleged harassment or discrimination occurs, Morley SHS staff are to use the Complaints Procedure detailed in MSHS-12 to facilitate expedient and objective resolution of the issues/s. The RTO staff and Trainers/Assessors will endeavour to address the reasonable needs of all students/student regardless of gender, ethnicity, age, disability or diversity of background.

Disabilities - Where safe to do for all concerned, the RTO is committed to providing opportunities for people with disabilities to access training courses. This commitment is based on a philosophy of integration that characterises the current Australian approaches to service provision and affirmative action for people with disabilities.

Every effort will be made to meet the individual environmental and training needs of students with disabilities. However, it may be necessary to counsel the prospective student with disabilities if the training is likely to be difficult for them, put them or other student in any form of risk or stress or cause unplanned financial obligation for the RTO

BULLYING

Whilst attending Morley SHS's RTO training, students will not be subjected to any form of bullying from other students or staff of Morley SHS on the basis of any of the following:

- Race or colour;
- Gender or associated preferences;
- Culture or religious beliefs and practices; or
- Any other grounds of diversity;

The RTO is committed to high standards of professional and ethical conduct in all its activities and holds its commitment and responsibilities to students as being of paramount importance.

STUDENT, TRAINER AND ASSESSOR FEEDBACK

Feedback to students on performances or theory assessments is essential for the development of their skills and knowledge. Student and trainer/assessor feedback is collected to gauge satisfaction and gain an overview of opinions of the training received. The RTO is committed to providing honest feedback in a constructive, consistent, timely and fair manner. This is a major consideration particularly when courses are conducted over time.

Feedback is not to be withheld from students. Trainers/Assessors are to ensure feedback to student is immediate. The RTO may conduct some training that may be considered high risk, due to the nature of the content of the training, for example, some automotive training, therefore immediate feedback is often essential.

Feedback from students will take the form of various Feedback Forms from each course or from a review of the Quality Indicators – Student and Employer Questionnaires (through the ACER web portal), on a minimum of quarterly reviews. Feedback Forms are usually completed on the last day of the program.

Trainer Course Evaluation forms are used at the end of the program and are completed by the trainer/assessor. The trainer/assessor should also review Course Feedback Forms and notes positive feedback as well as identify areas of concern which need to be raised in the Feedback Register. Scanned information of these Course Evaluation Forms is preferable when collected from the Trainer – and passed to the VET Program Coordinator for review. Serious issues must be brought to the immediate attention of the VET Program Coordinator and discussed as soon as possible, for attention / rectification.

Areas of concern should be discussed, and a determination should be made what items need to be recorded on the Feedback Register. Any items recorded on the register, need to be actioned by a nominated person. The VET Program Coordinator is responsible for overseeing the process and ensuring any issues identified are actioned and followed up.

LANGUAGE, LITERACY AND NUMERACY (LLN)

Following the introduction of the Australian Core Skills Framework (ACSF), the RTO has conducted a review of the language, literacy and numeracy requirements for each training course delivered. Core skills development is life long and workers are likely to require new or enhanced core skills each time a new role is undertaken within their working life, or as technology changes or progresses. As the units are modified and advised through the National Register, the RTO must consider the possible implications within their current training courses.

Revisions are to commence within the Training and Assessment Strategy as they become outdated, and then through the relevant documentation, such as:

- Student Registration form –
- USI documentation –
- Relevant training manuals/workbooks;
- Relevant assessment documentation, and
- Course Feedback Form –

as a minimum, to reflect the LLN requirements.

Trainers/Assessors may assist the VET Program Coordinator in the identification/progression of these requirements.

Regardless, all Trainers/Assessors will consider the LLN issues within their classes and need to be flexible enough to recognise when students require specific assistance. They are to offer support as necessary, through such activities as verbal assessments, or allowing more time if acceptable. More difficult situations need to be referred to the VET Program Coordinator.

When such support is given, this is to be recorded on the participant's assessment documentation, and within the "Trainer Course Evaluation" form, as necessary.

Identification of any LLN issues should commence once a potential student indicates their intent to Morley SHS's RTO for the training programs. The VET Program Coordinator, in the interview stage, should remain alert to any issues from the 3 areas of language, literacy or numeracy for each student and manage or recommend further action as deemed necessary.

DELIVERY OF TRAINING

After the course introduction has been successfully completed and all necessary administrative documentation completed, instruction in the body of the training commences.

The trainer is to employ suitable learning principles within their delivery to ensure effective facilitation.

The relevant Session Plan/s or Facilitator's Guide, as necessary are to be followed. Any deviation from the program needs to be noted and justified. If this is a constant occurrence, the course program and content may require modification. See Procedure 2 for Training Development for current courses/programs and modification processes.

The trainer should be watchful of any students who may be exhibiting difficulties with their studies for the longer programs, and where necessary, devise a training plan to assist them in achieving the outcomes. This should be documented in the Assessment Tool and advised to the VET Program Coordinator to monitor.

AWARDING OF CERTIFICATES

Whatever the number of units within a qualification, an Assessor must certify the successful completion of each unit and verify that the student can be awarded a Statement of Attainment for the training (when the training is recognised within the National Register only). The student may receive a Certificate of Participation/Statement of Attendance for non-accredited courses, if this is requested.

The RTO training records must hold all the details of a certificate issued, and is to include:

1. the RTO's Certificate Number,
2. accurately recorded student name and address,
3. RTO Name and registered number,
4. certificate type,
5. unit/s of competency (for Statement of Attainment),
6. date issued (and date posted or delivered,) as well as
7. details of the person entering the information.

AQF certification documentation needs to be issued to a student within 30 calendar days of the student being assessed as meeting the requirements of the course attended if the training program in which the student is enrolled is complete, and providing any agreed fees owing to the RTO have been paid.

INTERNAL MONITORING

Prior to certification, the VET Program Coordinator may, at any time, conduct an internal monitoring check on an assessment tool used for assessment within any of the courses. Any discrepancies are to be noted on the "Internal Verification – Assessment Checklist".

Where any discrepancies are noted, action is to be taken to rectify these before certificates are issued, where these are affected. Action taken needs to be noted, initialed and dated on the "Internal Verification – Assessment Checklist" by both the VET Program Coordinator and the Assessor concerned. This is to ensure that follow-up professional development may need to be conducted with the Assessor, if necessary. This will also contribute to the continuous improvement process.

MSHS - 08 VALIDATION

PROCEDURE 8 – VALIDATION

PURPOSE

To describe systematic validation procedures of assessment practices for products/services against specified requirements.

SCOPE

This procedure details assessment procedures along with the trialing of assessment tools which may affect quality in delivery and/or assessment activities, and any products/services provided to the student.

DEFINITION *(modified meaning in the Glossary of the new Standards for RTOs2015)*

Validation is the quality review of the assessment process.

Validation involves checking that the assessment tool/s produce/s valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the Training Package are met.

It includes reviewing a statistically valid sample of the assessments and making recommendations for future improvements to the assessment tool, process and/or outcomes and acting upon such recommendations.

REFERENCES

- Internal Verification Checklist –
- Assessor Validation Form (TAS and Tools) –
- Validation Register –
- TAS and Assessment Validation Tools -
- Validator Competence Verification –
- [Fact Sheet – Assessment Validation dated 3 Nov 15](#)

RESPONSIBILITIES

- Principal – Authorise validation of assessment tool/s and monitor assessment practices and associated tasks/exercises development.
- VET Program Coordinator - provide advice on content development, obtain technical advice as necessary, monitor feedback from validations and rectify/modify action taken as necessary
- Assessor/Trainer – Provide feedback on the products developed through the RTO.

ACTION / METHOD

GENERAL

To ensure thorough and rigorous assessment practices and results, RTOs are now required to implement a plan for systematic validation of assessment materials and tools. RTOs must use a risk-based approach to developing a validation plan, considering risk indicators such as:

- the potential safety concerns to students from an assessment outcome that is not valid,
- the mode of delivery,
- changes to Training Packages and/or
- licensing requirements.

Each training product on the RTO's scope of registration must undergo validation once every 5 years and validation of at least 50% of the training products must be validated in the first three years of that that cycle.

VALIDATION REQUIREMENTS

It is a **requirement** that one or more persons conduct the validation who are not directly involved in the particular instance of delivery and assessment of the training product being validated. While not part of the Standards, it will be recommended that some staff involved in the delivery of the materials be involved in the validation discussions but not decisions, to ensure they understand the implications and recommendations made by the validator/s.

Those involved in the validation process must have:

- matching vocational competencies to those being validated
- current industry skills and knowledge,
- current TAE training and assessment qualification or assessor skill set and
- current knowledge and skills in vocational teaching and learning

All training and assessment products must conform to the principles of assessment and ensure the evidence collected meets the rules of evidence:

PRINCIPLES OF ASSESSMENT:

- Valid
- Reliable
- Flexible
- Fair

RULES OF EVIDENCE:

- Valid
- Current
- Sufficient
- Authentic

See Page 25 of the [User's Guide](#) to the SRT0 2015 for full definitions of the principles and rules.

Good assessment practice dictates that prior to using the developed documentation with new or existing courses, all training and assessment products should be reviewed and validated. This validation is different to the mandatory validation now required by the new Standards for RTOs 2015. There are a number of types of validation:

- Validation (prior to use) of the documents to ensure all aspects of the Training Package units/s and other mandatory requirements are sufficiently covered by both delivery and assessment. Mapping should be checked at this stage.
- Validation (often at the end of various assessments) where performance or theory aspects are checked with other assessors to ensure these match the required or expected results (often referred to as 'moderation')
- Validation – as depicted in the new Standards for RTOs 2015 – that is post assessment and concentrates on the student's actual performance and demonstrated knowledge. As it is a quality review, it is used for improving assessment. This validation is not intended to be used to make adjustments or changes to assessment outcomes.

When developing the plan for validation, remember that:

- each training product on the RTO's scope of registration must undergo validation at least once every five years.
- The validation plan must allow for validation of at least 50 per cent of the training products in the first three years of the five-year cycle.
- It may be that there is a need to validate certain training products more often where specific risks have been identified, for example, if the RTO's industry consultation identifies areas of particular risk, such as first aid, security or the TAE qualifications.

QUALIFICATIONS FOR THOSE UNDERTAKING VALIDATION

While being independent of delivery and assessment of a training product being validated, those involved in validation for Morley SHS's RTO must hold:

- the most current Certificate IV in Training and Assessment, or
- as a minimum, the Assessor Skill Set TAESS00001.

It would be of assistance for at least one staff member to also hold the Diploma of Training and Assessment TAE50216 or its most current equivalent to oversee the validation process, but this is not essential.

Each validator's qualifications are to be recorded on the Validator Competence Verification document or recorded on the Staff Matrix.

VALIDATION PROCEDURE

The validation activities are to confirm that assessment judgements are being made correctly. The validation procedure involving a valid sampling approach will be structured as follows:

- Review the scope for training products involving the qualifications and/or units for validation, ensuring these are prioritized to be validated at least once every 5 years, and record in the MSHS – Validation Register
- The Register needs to ensure 50% of the training products are validated within the first 3 years of a 5 year registration cycle.
- Notification of the process is to be circulated to the selected validators, ensuring all those involved have recorded on the Validation Competence Verification document or through the Staff Matrix the following, or a combination of the following:
 - appropriate vocational competencies
 - current industry skills and knowledge
 - the necessary training and assessment qualification or assessor skill set, and
 - current knowledge and skills in vocational teaching and learning.
- Select a random sample size of assessment judgements for validation. See www.raosoft.com/samplesize.html for 'statistically valid sample size'.
- Decisions from the validation activities are to be recorded on the TAS and Assessment Validation Tool, with follow-up of any changes/improvements to be recorded when necessary
- Review/rectification of adverse validation decisions should be made within 30 days of the validation taking place.

Further clarification of the process can be found in the User's Guide for the Standards for RTOs 2015

MSHS - 09 EVALUATION OF PRODUCTS/SERVICES

PROCEDURE 9 – EVALUATION OF PRODUCTS/SERVICES

PURPOSE

To outline the process to be followed for gathering and using feedback from students to contribute to continuous improvement of training and assessment products and services, and comply with Data Provision Requirements for the RTO.

SCOPE

This procedure is to be observed by all Trainers/Assessors at Morley SHS's RTO who are responsible for conducting training/assessment and the review of training courses, products and/or services.

REFERENCES

- Document and Data Control Procedure [MSHS-01](#)
- Internal Audits [MSHS-11](#)
- Record of Complaints and Appeals
- Course Feedback Form
- Trainer Course Evaluation
- Proposal to Change Policies and Procedures Manual
- Student Survey Form –
- Quality Indicator Student Engagement Questionnaire –

RESPONSIBILITIES

- VET Program Coordinator – Monitor, analyse and review/respond to student feedback. Review student feedback, respond to or obtain advice on action and implement
- Trainer/Assessors – Perform corrective/preventive action where delegated to do so. When necessary, refer student complaints to the Principal or VET Program Coordinator.

ACTION / METHOD

Evaluation feedback will be used as a means of appraising the student environment aspects (training facilities, course resources and related materials) and the Trainer/Assessor's performance (delivery style, student needs, responding to participant needs, and so on).

COURSE FEEDBACK FORMS

Morley SHS's RTO collects data on training and assessment services through a variety of collection and feedback tools including:

- course evaluation sheets
- Student surveys (compulsory)
- employer surveys (compulsory)

- staff / trainer feedback
- review of any complaints received
- consultations with industry representatives
- documented staff meetings

Quality Indicator data via the Learner/Employer Evaluation Questionnaires are to be used:

- at the completion of each training program,
- to review environmental and delivery aspects of the course, and
- as a means of gaining student input for the review of a course or training program, and

The Questionnaires are to be completed by all students, or a sampling, depending on the number of students per year.

Note that:

- Valid random sampling may be used at the discretion of the VET Program Coordinator.
- Student comments are an integral part of the course review, and
- Employers may be interviewed for their views on how the student has progressed following training or while attending Workplace Learning.

The VET Program Coordinator will use the information gathered to determine environmental changes required and to identify needs of the Trainer or Assessor.

The VET Program Coordinator may arrange to view the delivery of a Trainer or Assessor as part of normal staff supervision or as a result of student evaluation comments. A report generated from this review may be used as feedback to the Trainer / Assessor and kept for Performance Reviews – see "[Trainer Checklist](#)" and "[Assessor Observation](#) "

Administration

On completion of training programs, each trainer / assessor will ensure that the feedback & evaluation forms are returned to the VET Program Coordinator for review. Outcomes from the feedback tools are reviewed and analysed on completion of each training programme, and on an as-needs basis, to identify potential improvements to the training and assessment services and where appropriate, feed into the continuous improvement process.

Where an idea, issue, concern or compliment has been received, this should be tabled at staff meetings for discussion, documenting and action planning with appropriate timeframes outlined. All training staff are aware that the collection and feedback tools must be used for each programme, and a set policy for Student & Employer Feedback, along with Policy on Continuous Improvement are available to staff and management.

QUALITY INDICATORS

Morley SHS's RTO must ensure each student receives the Quality Indicator (QI) Learner Survey Questionnaire after the training course.

Collation and checks on feedback from the Quality Indicators should be completed at least six monthly via a summary of the feedback received. These need to be reviewed and issues highlighted for attention to the appropriate area of the RTO for management.

Under the Standards for RTOs 2015, RTOs are required to collect and use data against the quality indicators, being:

- Competency completion (CCOS)(if exemptions apply) by 30 Jun each year, and
- Learner and employer surveys by 30 Jun each year, as well as
- AVETMISS and USI (Total VET Activity Reporting) by 28 Feb each year

Further information on the reporting requirements for RTOs can be accessed at the following TAC WA [link](#) for RTOs.

CORRECTIVE ACTION/IMPROVEMENTS FROM FEEDBACK

Where non-compliance/s has been identified from course feedback, the VET Program Coordinator or delegate shall determine the issue and record it on the "Continuous Improvement Form". This will initiate corrective actions necessary to:

- Overcome the immediate problem; and/or
- Eliminate the cause/s.

Corrective action is to be recorded. On completion, the "Continuous Improvement Form" will be filed and a follow-up check conducted to verify that the corrective action has been effective.

PREVENTIVE ACTION

In addition to the corrective action procedure, the VET Program Coordinator will consider appropriate sources of information to detect, analyse, and eliminate potential cause/s of non-compliances. These sources of information may include, but are not restricted to:

- Internal quality audit results;
- Internal verification monitoring;
- External (2nd or 3rd party) quality audit results,
- Comments on returned student questionnaires/surveys;
- Personal observations; or
- Validation findings

Where potential cause/s of non-compliance are detected, the VET Program Coordinator will:

- Determine suitable preventive actions to be taken;
- Document the action taken,
- Identify the non-compliance on a "Continuous Improvement Form", and
- Delegate any actions to rectify.

On successful completion, the "Continuous Improvement Form" shall be returned to the VET Program Coordinator.

The VET Program Coordinator will file the Continuous Improvement Form and ensure a follow-up check to verify that the preventive action has been effective.

STUDENT COMPLAINTS AND APPEALS

Action required when receiving a complaint or appeal is defined in MSHS – 7. All training/assessing personnel are to refer student complaints to the Principal and/or VET Program Coordinator. Appeals on assessment are to be referred to the VET Program Coordinator.

Where a student has registered a written complaint and/or appeal, the matter is to be investigated and recorded. Corrective/preventive action will be applied as necessary as part of the evaluation of training and assessment delivery.

EVALUATION OF TRAINING AND ASSESSMENT STRATEGY

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To ensure the training and assessment meets Training Package and workplace needs Morley SHS's RTO has developed and documented Training and Assessment strategies for all qualifications within it's scope.

The RTO annually reviews the Training and Assessment Strategies. The review covers:

- currency of the unit/s of competency
- performance and knowledge evidence and assessment requirements, as well as context of assessment for each unit, including all endorsed components of the Training Packages
- employer / industry feedback on trends / changing requirements
- changes to relevant legislation or regulations
- any new identified student needs including required outcomes, prerequisites and entry requirements.
- any changes to delivery methods or materials
- any new resource requirements
- identification of changes to target groups

Feedback and consultation notes from:

- industry contacts, in conjunction with
- Training Packages and course resources, as well as
- equipment requirements, and
- input from the RTO's vocationally experienced and qualified educational staff

are considered when reviewing and re-developing the training and assessment strategies/programmes.

As part of this, the review may also include:

- Currency and skills of relevant trainers / assessors to ensure that they meet Training Package and course requirements
- The facility and equipment requirements as detailed in the Training Package qualification course outlines.
- Learning support material, to ensure they meet the requirements of the Training Package qualification courses along with industry expectations and requirements.

From this is produced:

- An updated staff skills matrix
- Resources Lists appropriate to each individual training programme which includes:
 - training & assessment materials,
 - learning support materials (handouts, books etc.),
 - practical skills resources and
 - presentation equipment
 - Training Site Facilities and Hazard evaluation sheet for any onsite training

The VET Program Coordinator regularly reviews and updates the Staff Matrix to ensure that all trainers and assessors are appropriately qualified, as required by the associated Training Package.

CHANGES TO QA SYSTEM

Where a student complaint and/or appeal, or a non-compliance highlights the need for a change to

the QA system, the VET Program Coordinator, in liaison with relevant personnel, will implement any resultant changes as soon as is practicable.

Any changes to the QA System documents will be controlled in accordance with "Document and Data Control Procedure" and "Internal Audits Procedure", using the "Proposal to Change Policies and Procedures Manual Form", if the Policies and Procedure are included in any changes.

As a documented process, this contributes to and demonstrates continuous improvement.

MSHS - 10 INTERNAL AUDITING

PROCEDURE 10 – INTERNAL AUDITING

PURPOSE

To establish and maintain a system to determine whether the planned arrangements detailed within these policies and procedures developed by Morley SHS's RTO are being followed in practice, and to ensure *continuous improvement*.

SCOPE

This procedure applies to all aspects of Morley SHS's policy and procedures system. The scope of audit may be determined by the importance of the activity being audited.

REFERENCES

- Record of Internal Audit Form –
- Continuous Improvement Form –
- Risk Register Database
- Proposal to Modify Policies and Procedures Manual Form –
- Internal Verification – Assessment Checklist Form –
- Internal Audit Schedule Form –

RESPONSIBILITIES

- Principal – Overall responsibility for Quality Management system and monitor and review audits.
- VET Program Coordinator – Plan and implement internal audit/verification processes.
- All Personnel – Take corrective/preventative action when delegated.

ACTION / METHOD

At least every twelve (12) months the complete RTO Policies and Procedures system, together with associated documentation and records, shall be audited to ensure its effectiveness. The audit may comprise of a series of partial audits. This will be dictated by time and staffing arrangements.

The VET Program Coordinator will establish an "Internal Audit Schedule Form" to plan and record any partial audits, and to ensure that the complete audit process takes place over the twelve (12) month period. The schedule shall be maintained within the quality records filing system, along with the VET Program Coordinator's calendar.

The Principal may also decide that based on the importance, risk management or previous history, selected activities may be audited more frequently. These may be identified at any time throughout the audit year.

The audits may be performed by the VET Program Coordinator or be delegated to other staff depending on the staff experience. They must be carried out by:

- Those not having direct responsibility for the area being audited; or
- Those with adequate ability to perform the task.

Where considered necessary an outside consultant may be called in to form an objective overview of the system.

All such audits shall be recorded on a "Record of Internal Audit Form". Audits shall be performed by taking the following steps:

- List the actions being audited in the left-hand column;
- Check whether the actions have been performed; and
- Enter the results in the right-hand column.

Following completion of the audit, all "Record of Internal Audit Form" forms shall be signed, dated and returned to the Principal.

In the event of non-compliances being detected, a "Continuous Improvement Form" shall be used and actioned as appropriate. The VET Program Coordinator will ensure that appropriate personnel will take prompt action on any deficiencies found during the audit.

Audits may reveal deficiencies and subsequent modifications within these Policies and Procedures. For recording this event the "Proposal to Change Policies and Procedures Manual Form" will be used and the findings considered by the Principal.

INTERNAL VERIFICATION OF ASSESSMENT

At any time, after assessment documentation is submitted for certification and before issue of Statement of Attainment by the RTO, the Principal/VET Program Coordinator may conduct an internal verification of the processes taking place. Comments are to be made on the "Internal Verification - Assessment Checklist Form" relevant to the findings of the check. This is a brief check and is a separate action from the validation process in Procedure 8.

The VET Program Coordinator will advise the relevant Assessor of the verification results. In the event of issues being raised, details will be recorded on the "Continuous Improvement Form" and actioned, as appropriate. The responsible Trainer/Assessor is to be advised and issues rectified as soon as possible. These actions may be recorded, for professional development purposes, against the name of the respective Trainer/Assessor in their personnel file and for continuous improvement purposes.

FOLLOW-UP

The performance of these actions will be followed up by the VET Program Coordinator. The follow-up may be by means of continuous monitoring, planned reporting, or re-assessment at the next audit of that activity.

RISK MANAGEMENT AUDIT

Risk management audits will be carried out a minimum of once per year, as per the "Record of Internal Audit Form". When considered necessary, audits may be called for more often, with the reason being documented and made clear to all involved.

The extent to which each RTO is monitored and audited by the Registering Body (TAC WA) throughout its registration period is based on an assessment of risk to the quality of training and assessment outcomes and the National VET system. TAC WA uses information about the RTO's performance and its operating context to make the risk assessment.

In line with contemporary models of regulations, RTOs which have a lower risk rating can expect a lower level of quality assurance intervention by TAC WA.

PERFORMANCE RISK INDICATORS

Performance risk indicators focus on the performance of each RTO in delivering quality skills outcomes.

The performance risk indicators are:

- history of audit compliance
- data from quality indicators
- history of complaints

Depending on the allocated risk assessment the RTO may be audited via:

- a site audit,
- a desk top audit, or
- the registering body may approve an application without any supporting evidence being provided by the RTO

PLANNING

For planning purposes all staff involved in the internal auditing process should be notified at least one month in advance of the internal audit/review to allow adequate preparation and timetabling, and to advise requirements for meeting attendance or PD.

Timeframe/appointments will be established two weeks prior to Audit/Review.

MSHS - 11 INDUCTION AND TRAINING

PROCEDURE 11 – INDUCTION AND TRAINING FOR RTO STAFF

PURPOSE

To establish and maintain procedures to:

- Introduce new employees to the organisation's procedures, products and services.
- Identify current need for trainer professional development.
- Provide such training (especially that which will lead to quality improvement).
- Maintain training records.

SCOPE

This procedure applies to the training of all staff who manage, perform or verify activities that affect quality of organisational products/services within Morley SHS's RTO.

REFERENCES

- Job Descriptions Trainer and Assessor and Validator
- Code of Practice for Assessors Form –
- Training Attendance Record –
- Internal Verification – Assessment Checklist
- Human Resources Induction Checklist –
- Employee Details Form –
- Training Action Plan Form –
- Training Instructor Evaluation –
- New Starter Training Instructor Pathway –
- Assessor Record of Observation –
- Trainer Qualifications Database

RESPONSIBILITIES

- Principal – employ new personnel
- VET Program Coordinator - Allocation of training resources. Identify and report training requirements. Monitoring the progress of the Trainer/Assessor and provide mentoring/coaching as necessary

ACTION / METHOD

NEW PERSONNEL – includes staff and possibly contractors and/or partnerships

Morley SHS does not advertise to hire personnel but obtains selected qualified teachers who hold appropriate VET qualifications for Trainers/Assessors, through the WA Education Department, as teachers are posted to the school.

INDUCTION TRAINING

Prior to any service provision, the VET Program Coordinator or Department Heads will provide the new staff with induction to the School's philosophies, quality statement, Codes of Practice and so on. These requirements are listed within the Induction Checklist, and along with the other appropriate papers, filed as 'staff-in-confidence' documents. These are to be signed once being received, reviewed and understood, and within the first week of commencement of VET delivery.

Job - specific training

The VET Program Coordinator should detail the qualifications and / or experience required for all VET training positions. These requirements are detailed into the appropriate job descriptions.

The VET Program Coordinator may decide, at any time, to observe training / assessment by staff and this may result in recommendations for further PD training for that trainer/assessor. This can also include discussion during the management review meeting, and periodic business planning meetings.

QUALIFICATIONS TO CONDUCT TRAINING AND ASSESSMENT - See Item 4 of Schedule 1

Clauses 1.17 to 1.20 are quite specific in their requirements and are repeated below.

Clause 1.17

Where the RTO, in delivering training and assessment, engages an individual who is not a trainer or assessor, the individual works under the *supervision of a trainer and does not determine assessment outcomes.

Clause 1.18

The RTO ensures that any individual working under the supervision of a trainer under Clause 1.17:

- a. holds the skill set defined in **Item 4 of Schedule 1;
- b. has vocational competencies at least to the level being delivered and assessed; and
- c. has current industry skills directly relevant to the training and assessment being provided.

Clause 1.19

Where the RTO engages an individual under Clause 1.17, it ensures that the training and assessment complies with Standard 1.

Clause 1.20

Without limiting Clauses 1.17 – 1.19, the RTO:

- a. determines and puts in place:
 - i. the level of the supervision required; and
 - ii any requirements, conditions or restrictions considered necessary on the individual's involvement in the provision of training and collection of assessment evidence; and
- b. ensures that trainers providing supervision monitor and are accountable for all training provision and collection of assessment evidence by the individual under their supervision.

*Direct supervision is defined below:

Direct supervision is achieved when a person delivering training on behalf of Morley SHS's RTO has regular documented guidance, support and direction from a person designated by Morley SHS who has the competencies as detailed above and who monitors and is accountable for the training delivery. It is not necessary for the supervising person to be present during all training delivery.

** Item 4 of Schedule 1 of the Standards for RTOs 2015.

Item	Relevant Standard	AQF Qualification or unit of competence (from 1 Jan 2016)
4.	1.18	a. TAESS00007 Enterprise Trainer—Presenting Skill Set or its successor or b. TAESS00008 Enterprise Trainer—Mentoring Skill Set or its successor c. TAESS00003—Enterprise Trainer and Assessor Skill Set or its successor.

Where the Trainer/Assessor may not have full vocational competencies, or are not current, they will be placed in a program of updating their skills and recorded through the "Training Action Plan".

TRAINERS/ASSESSORS

Assessors for Morley SHS's RTO receive a copy of the "Code of Practice for Assessors". While Assessor Instructions are within the respective Assessment Tools, these outline the marking guides and other requirements for Trainers/Assessors to observe when conducting the specific assessment scenarios and knowledge test. The Code of Practice for Assessors is more general and relates to the overall RTO assessment processes.

Internal moderation may be conducted with selected Trainers/Assessors on assessments as they are submitted, using the "Internal Verification – Assessment Checklist". This overview should be conducted by the VET Program Coordinator or other senior Trainers/Assessors.

STAFF RECORDS

A copy of each appropriate qualification, along with the list of units attained, as well as a relevant CV/resume must be held on file within the RTO's trainer records or database. These are to be updated regularly during the time in which the Trainer/Assessor may work with the RTO, for when they attend professional development or attend the workplace to update skills and experience.

Morley SHS's RTO aims to employ high quality, vocationally qualified and experienced staff in all areas of its operations. To achieve this, the VET Program Coordinator will regularly review the Staff Matrix to ensure all trainers and assessors are vocationally experienced and have the current knowledge and skills relevant to at least the level of training and assessing they are involved with.

As part of ongoing Professional Development (PD), training staff undertaking any training or skills experience must keep the VET Program Coordinator updated with their current progress. All training completed by staff members must be added to the Staff Matrix on successful completion of the training. New qualifications and any completed non-accredited training should be listed and copied into the staff's record.

Any staff member's vocational experience is to be verified with reference checks prior to listing on the Staff Matrix. Staff qualifications and relevant experience are to be verified with reference checks on employment and prior to listing on the Staff Matrix. Original documents must be sighted and checked with issuing RTOs, with verification held on file, along with copies.

The VET Program Coordinator will review the Staff Matrix to ensure that all trainers and assessors have the industry skills and currency directly relevant to what they intend to deliver, prior to any delivery of training or assessment services.

Professional Development - The RTO has a Professional Development strategy to ensure that all training and assessing staff remain current in their skills and knowledge both vocationally and within the industry. Professional development including formal and informal activity is captured and logged on the Skills Matrix and in the staff records.

MSHS - 12 STUDENT INFORMATION

PROCEDURE 12 – STUDENT INFORMATION

PURPOSE

To establish and maintain a set of procedures for dissemination to the student, staff and other stakeholders, as appropriate. This will ensure that:

- Students are aware of RTO policies and procedures, along with important legislative, regulatory or other processes that may affect their successful participation in training and/or assessment activities, and other similar interactions with Morley SHS's RTO.
- Trainers/Assessors are similarly aware of RTO policies and procedures, plus changes to important legislative, regulatory or RTO policies and procedures,
- Students can access the information from Morley SHS's website and relevant details may be accessed at will.
- Morley SHS is seen to be operating in an open and transparent manner.

SCOPE

This procedure applies to activities relating to good practice in all areas of interaction with the student and other stakeholders. It is available to potential students at any time to enable them to make an informed decision about their own training and assessment needs through Morley SHS's RTO.

REFERENCES

All quality policies, procedures and forms.

RESPONSIBILITIES

- Principal – Overall responsibility.
- All RTO Staff – Adherence to the Code of Practice as written.

ACTION / METHOD

Introduction

This Code of Practice applies to all qualifications provided by Morley SHS's RTO. Students may have access to this Code of Practice either online, when available on the School's website, or by contacting Morley SHS on (08) 9376 5544. Morley SHS will provide access to a copy of this Code of Practice as part of the course material for their classroom sessions.

Enrolment and Induction

Morley SHS's RTO will provide sufficient and accurate information to students to detail the total costs/fees to students as well as the objectives, assessment procedures and outcomes to be achieved. An Enrolment/ Registration Form must be completed by all students attending any RTO course.

Enrolment Procedure

It is the responsibility of the VET Program Coordinator to ensure communication of sufficient information about course enrolment is provided to the student.

Enrolments are conducted prior to the course commencement, where the student accurately completes the Student Registration form.

During the enrolment procedure, the student is advised about applying for their unique student number (USI). The student may apply or the RTO may apply on their behalf. The process allows for this, but it is preferable the student applies in their own right.

Course Information

Morley SHS's RTO will provide sufficient and accurate information to students that set out the detail on the units of competency, assessment procedures and outcomes to be achieved by students. Information provided by the RTO to students about the VET courses offered will include the following:

1. A description of the course, content and vocational outcomes;
2. Learning & assessment procedures, including provision for language, literacy and numeracy;
3. Recognition of Prior Learning/Skills Recognition arrangements, if required;
4. A statement as to whether the course is recognised by industry or professional organisations, public institutions or government authorities, where relevant;
5. A description of student support services including welfare and guidance services;
6. Information on appeals and complaints procedures;
7. Disciplinary procedures;
8. Staff responsibilities for access and equity; and
9. Course pre-requisites and/or entry requirements.
10. Expected duration of the training program, a suggested timetable and any resources/materials supplied or required for the training.

Fees, Charges and Refund Policy

Fees, charges and a refund policy does not apply for VET programs within Morley Senior High School.

Course Attendance

Morley SHS's RTO requires that students have 100% attendance for the classroom sessions (face-to-face) to enhance their opportunity for achieving successful assessments. The student may be at a disadvantage if full attendance is not achieved. Where full attendance is not maintained, the RTO may recommend the student be scheduled for the next appropriate course. This may involve re-sitting the following year, or outside of course work / study.

Course Withdrawal

The student may decide to withdraw from the course of their own accord. Extenuating circumstances must be in writing and addressed to the VET Program Coordinator, Morley SHS.

Course Assessment

Students who experience difficulty with assessment or considered 'Not Competent' at the completion of their course may, in discussion and agreement between the VET Program Coordinator and their Trainer/Assessor, be given one (1) further opportunity to re-sit assessment – with or without further coaching and instruction. If they are deemed 'Not Competent' on their second attempt, it may be recommended they repeat the course again. Should the student feel they have been disadvantaged

by the assessment process and the assessor's decision, they have the right to appeal the decision.

Recognition of Prior Learning (RPL)

Assessment procedures are in place through Morley SHS to ensure all students have an equitable opportunity to have their skills assessed and formally recognised. These skills may have been gained through formal and/or informal education and training, work experience and/or life experiences.

The RTO will recognise current qualifications accompanied by a Record of Achievement or Statement(s) of Attainment issued by other Registered Training Organisations (RTO) throughout Australia, should a student be moving from other locations to Perth, WA.

Stages of RPL

The process for requesting RPL through Morley SHS includes:

1. A request from a student for RPL recognition through the RTO at Morley SHS;
2. The RTO will provide an RPL application for the student. This needs to be completed and returned to the VET Program Coordinator or the relevant Trainer/Assessor.
3. Upon receipt of the RPL application, the trainer/Assessor will assess and validate the application, and arrange formal assessments, where appropriate.

Student/Student Support Services

The RTO aims to provide timely and appropriate information, advice and support services which assist students in achieving their identified outcomes. Once the student is enrolled in a VET training program, support that is available to mainstream students at the school will still be available to the VET student.

Language, Literacy and Numeracy

The RTO's VET courses will ensure that the language, literacy and numeracy requirements of assessments are no greater than the performance requirements of the competencies in the workplace.

Procedures for students with literacy/numeracy difficulties can be adopted, using an integrated approach by the RTO training and assessment staff. Where necessary, the staff will work co-operatively in the classroom and applied environments, incorporating practical work, role-plays and simulations to ensure effective and supportive learning and assessment.

Guidance on any outstanding language/literacy development needs will be given where required and, wherever possible, applications will be held open for the student whilst such needs are fulfilled.

Marketing and Promotion

Morley SHS will market the RTO training programs with integrity, accuracy and clarity. All promotional literature and marketing materials published by or on behalf of Morley SHS in whatever form will be truthful, accurate and unambiguous.

- Before the RTO can use any individual details or photographs in RTO course marketing, it must have written permission from that individual;
- Advertisements referring to the RTO status need to clearly identify the products and services covered by the scope of registration;
- Advertisements will identify nationally recognised products separately from courses recognised by other bodies or without nationally recognised status;
- Marketing or promotional literature and general media advertising will not:
 - encourage unrealistic expectations about the level of qualifications attainable and the facilities and equipment provided, or

- make claim to approval or recognition that is inaccurate or use misleading or false comparisons of courses with others provided by competitors, or
- make misleading statements concerning the qualifications or experience of staff, or
- make misleading or false statements about the prospects of employment following completion of the course.

Appeal and Complaints Mechanisms

Morley SHS's RTO will ensure that students have a fair mechanism for appealing assessment decisions where considered unfair or where they have been disadvantaged or where complaints may arise in non-assessment situations.

Complaints are an invaluable resource for improving services and as such, will be received in an open and positive manner. Every effort will be made to encourage students to express any concerns or issues they have. They will be managed in a confidential, sympathetic, prompt and professional manner.

In the event that a student encounters a problem with a trainer/assessor or another staff member while with the RTO, they will be encouraged to speak to the person directly or bring the matter to the attention of the VET Program Coordinator. If the issue cannot be resolved through discussion, a written complaint can be submitted to Morley SHS's Principal.

- The student will receive a copy of Morley SHS's Complaints Procedure, and
- A complaint will not deprive the student of their rights as a student.

Disciplinary Procedures

Morley SHS reserves the right to request that a student leave a course should the student's participation in the course be markedly less than what is expected. Reasons for dismissal from the course may include, but are not limited to:

- repeated lateness to class;
- unexplained/unauthorised absences;
- disruptive behaviour towards other students, trainers/assessors during class or industry placements or towards Morley SHS staff when in the Morley SHS training environment;
- failure to fulfil class work and/or other stipulated requirements;
- failure to meet the AQF requirements and the level of the qualification being attended (*further information can be provided on request*)

A student will be given two warnings, in private, both verbally as well as in writing, before dismissal from a training program. If the student wishes to appeal the decision of dismissal, they may do so in writing to the VET Program Coordinator. The Morley SHS VET Program Coordinator and student/student representative(s) (if applicable) will then sit and review the reason for the dismissal. Remediation may take place, with the final decision resting with Morley SHS Principal.

Access and Equity Policy

Morley SHS is committed to the principles of access and equity in its dealings with students, having regard to the particular needs of each program group.

Morley SHS's RTO fosters the implementation of access and equity best practice by ensuring that:

- equal opportunity policies are in place, widely dispersed and understood;
- barriers to access and participation are identified and strategies developed to overcome them;
- key staff have identified responsibility and expertise in equal opportunity matters;

- the RTO's policies and procedures are non-discriminatory and inclusive;
- all staff and students are provided with information and training about access and equity issues and the RTO's complaint resolution processes;
- all components of the training and assessment process are evaluated to ensure that they are inclusive and value students from diverse backgrounds;
- staff are aware of progress in the participation and outcomes for target group, and
- action plans are developed and put in place to meet any deficiencies

Dress Standards

Students attending training programs and assessments need to be appropriately attired to suit the training / assessment activities, as detailed in relevant Training / Assessment strategies and plans.

Dress codes for trainers and assessors will be appropriate for their involvement in these activities in support of the students.

Welfare and Guidance Services

Morley SHS aims to ensure that every student gains the maximum benefit from participating in a particular course or program. RTO practices are implemented that safeguard the interest and welfare of students in all training and assessment situations.

All RTO staff are highly qualified and experienced personnel who give students support, advice and counselling whenever needed. Students who are unable to attend classes due to illness or other issues are encouraged to catch up. Students who fall behind or are experiencing difficulties will need to discuss their progress needs with their Trainer/Assessor or the VET Program Coordinator to ascertain further support availability.

Student Responsibilities

- Students are responsible for ensuring they disclose sufficient information to enable the RTO staff to determine whether they are capable of engaging in, and benefiting from, the program.
- Students need to make the best use of the learning support offered, follow the safety procedures provided and to take the opportunities provided to make any further learning needs they have known to the RTO staff.
- Students must familiarise themselves with the course assessment outcomes, to make the best use of any work-based practice and assessment opportunities offered and to make any further work-based practice and assessment needs known to the RTO staff, for assistance, where necessary.
- Students are required to give feedback and complete evaluation forms to provide the basic data for continuously improving the course.

Occupational Safety and Health Policy

It is the policy of Morley SHS to promote and maintain the highest degree of safety, health and well-being of staff and students within the RTO by aiming to:

- prevent accidents and ill-health caused by training/working conditions;
- protect staff and students from any health hazard which may arise out of their work or the conditions in which it is carried out; and
- place and maintain staff and students in an occupational environment designed to satisfy their needs for safety, health and well-being at work.

This policy provides for:

- establishing and maintaining work practices which are safe and which minimise risk to health;
- all RTO staff to be responsible and accountable for minimising the potential for occupational injury to and illness of students and staff within their area of responsibility;
- provision of appropriate instruction, information and training for Morley SHS students and staff;
- training, placing and supervising all students and staff to enable the safe performance of duties;
- developing and implementing preventative strategies which include workplace and job design, the identification of hazards in the workplace and taking of appropriate remedial action to control any hazards;
- identifying and reviewing potential hazards in the working environment through the process of health and safety audits.

Privacy Policy

Morley SHS and the RTO are committed to ensuring that the personal information it holds regarding its stakeholders, including students, staff, visitors and other individuals, is handled appropriately and lawfully, in accordance with the Privacy Act 1988, and the Australian Privacy Principles published on 12 March 2014 (and amendments from April 2015)

Information collected on students' behalf will only be used for the purpose of advice on products and the provision of Morley SHS's RTO services. This information will not be released to any third party without the written consent of the student.

The RTO only collects personal information that is necessary for its operational functions and activities, or to comply with legal or regulatory obligations. Activities might include:

- Providing training and assessment services,
- Informing students about additional or upcoming courses available, or
- Gathering feedback from students or trainers regarding training and assessment for the RTO's course development, and ongoing continuous improvement

When personal information is collected, as far as is practicable, the RTO will provide the student with information about the purpose of collection, the types of organisations (if any) to which disclosure may occur regarding the personal information (eg student's organisation, student records) or relevant law/s that requires the particular information to be collected.

The RTO will take all reasonable steps to protect personal information held from misuse and loss from unauthorised access, modification and disclosure, by:

- Securing all files in suitable locations;
- Destroying unnecessary information after the required retention period;
- Ensuring computer security at all times by the use of firewalls and up-to-date virus software
- Using password access to the computer systems, and
- Not releasing information to third parties without prior written permission.

The RTO cannot guarantee the security of any data disclosed on-line. Individuals accept the inherent security implications of dealing on-line over the Internet and will not hold Morley SHS or its agents or

suppliers responsible for any breach of security.

Rights to access and change personal information

Students have the right to request access to their personal information at any time. A student may ask Morley SHS to correct personal information held about them, where necessary.

Where required, a request can be made in writing or in person by contacting the VET Program

Coordinator as per the details below.

VET Program Coordinator,
Morley SHS, Bramwell Road, NORANDA WA 6062
Ph: 08 9376 5544 | Fax: 08 9276 9364

Morley SHS's RTO will endeavour to meet or advise of the outcome of a request as soon as is practicable. For any privacy issues or concerns please contact the VET Program Coordinator or Year Teacher.

Liability Disclaimer

The RTO will use all reasonable efforts to protect and keep confidential any personally identifiable information in its possession in relation to its students or website visitors. If any confidential or personally identifiable information is accessed by a third party, whether by negligence or otherwise of Morley SHS, its agents, suppliers, contractors, related corporate bodies, affiliates or associated parties, to the extent permitted by law, Morley SHS is not liable for any loss, damage, costs, liability or other form of contribution.

Further information may be obtained on privacy issues in Australia by visiting the Australian Federal Privacy Commissioner's web site at www.privacy.gov.au.

Unique Student Identifier (USI)

A Unique Student Identifier (USI) is an alpha numeric reference that gives students access to their USI account. They need to create this at www.usi.gov.au. A USI will allow an individual's USI account to be linked to the National Vocational Education and Training (VET) Data Collection allowing an individual to see all of their training results from all providers including all completed training units and qualifications.

Like all other RTOs, Morley SHS cannot issue a certificate to a successful student unless they make their valid USI available. As mentioned above, the USI requires the same confidentiality treatment as all student information, currently kept in the Student Database.

Students who do not yet have a USI are encouraged to access the above web site to create one and pass on to Morley SHS's RTO. Alternatively, Morley SHS staff can create the USI for the student, but this is seen as a last resort. Due to more sensitive personal details required, as well as identification documentation, the student is encouraged to use the dedicated computer at the school facilities for this purpose.

For further information students are recommended to read details at the [USI website](#) prior to application.