FOOD FUTURES

TEACHER HANDBOOK

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Welcome

Welcome to the Food Futures vocational education teaching team. This handbook aims to provide you with the information you will need to support you in your role as a vocational education and training (VET) teacher at your school.

Food Futures: Registered Training Organisation

Food Futures is a Registered Training Organisation (RTO) ID 45732. This means that it is able to provide students in vocational courses with nationally recognised certificates in areas within its scope of registration.

To be registered as an RTO, Food Futures has met strict quality assurance standards and it undergoes continuous improvement processes such as self-assessments and audits. Food Futures must demonstrate that it complies with the Standards for National VET Regulator Registered Training Organisations. The CEO, General Manager and RTO Administration Manager lead and manage this process and rely upon the work of School VET Coordinators and VET Teachers to maintain compliance.

Scope of Delivery

Food Futures has the following qualifications on its scope of registration.

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

For more information see http://training.gov.au/Organisation/Details/45732

School Partnerships

Food Futures works exclusively with secondary schools across Australia. We partner with schools that can demonstrate the ability to deliver and assess a VET program on site.

For this to occur a third-party agreement needs to be in place with each School delivering VET, which explains the partnership and outlines the responsibilities of Food Futures as the RTO and the partnering School regarding training delivery, assessment and quality assurance.

As a VET teacher working with us, you will be involved in the validation team for the training delivery and assessment of your programs industry area.

Working with Food Futures

VET is VET. There is no difference in the requirements or rigor to issue a qualification to a student if the VET program is delivered at school or through a TAFE or private training provider. The students are receiving a nationally recognized credential within their senior secondary program and while the program may be at the introductory level, all the national standards and regulations apply.

Food Futures sets an expectation of quality, not only for the integrity of the certificate being undertaken and awarded but for the benefit of students.

We support schools – working with us is a true partnership

Our Staff

Our experienced team of training and learning staff are committed to providing you with a range of practical, employment & skills based, work ready training packages, designed to get students to where they want to be.

General Information

Office Hours

The administrative office hours are Monday to Friday, 8.00am to 4.00pm

Contact Information

Food Futures Head Office

372 Duncan's Road

Werribee South, VIC, 3030

Phone: 1300 835 474 / **Email:** info@food.edu.au / **Web:** www.food.edu.au

Vocational Courses

VET refers to vocational education and training that focuses on delivering skills and knowledge required for specific industries. It supports young people's transitions to employment, vocational and higher education pathways.

Other benefits of VET participation include obtaining practical experience from work through structured workplace learning (SWL) placements, gaining insight into how workplaces operate, developing employability skills, improving communication and interpersonal

Unique Student Identifiers

All students studying a VET course are required to have a unique student identifier (USI). These are required at enrolment, but it is the responsibility of VET teachers and the VET Coordinator to ensure that all students have a USI. A student cannot be certificated if they do not have a USI.

Information about USIs and how to apply for a USI can be found via https://www.usi.gov.au/.

Training and Assessment

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

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

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

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

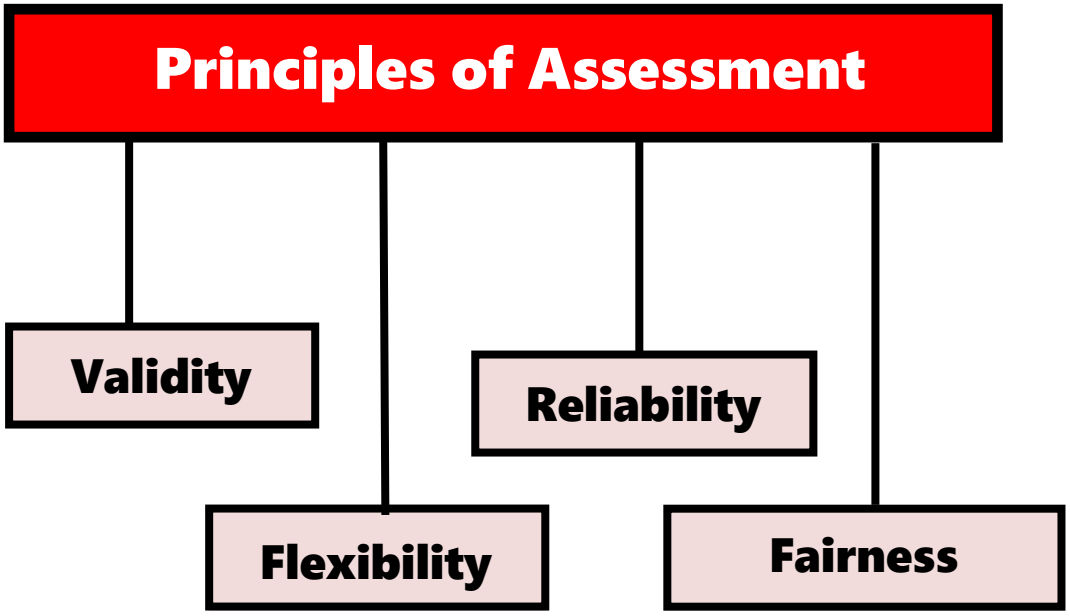
Principles of assessment are required to ensure quality outcomes. Assessments should be fair, flexible, valid and reliable as follows:

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

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

c. **Validity:** Validity is concerned with the extent to which an assessment decision about a student, based on the evidence of performance by the student, is justified. It requires determining conditions that weaken the truthfulness of the decision, exploring alternative explanations for good or poor performance, and feeding them back into the assessment process to reduce errors when making inferences about competence.
Unlike reliability, validity is not simply a property of the assessment tool. As such, an assessment tool designed for a particular purpose and target group may not necessarily lead to valid interpretations of performance and assessment decisions if the tool was used for a different purpose and/or target group.

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



Code of conduct

All Teachers undertaking assessment of our behalf are required to abide by the International Code of Practice for Assessors, as follows:

a. The different needs and requirements of the person being assessed, the local enterprise and/or industry are identified and handled with sensitivity
b. Potential forms of conflict of interest in the assessment process and/or outcomes are identified and, if necessary, appropriate referrals are made
c. All forms of harassment are avoided throughout the planning, conduct, reviewing and reporting of outcomes
d. The rights of the candidate are protected during and after the assessment
e. Personal or interpersonal factors that are not related to the assessment ofcompetency must not influence the assessment outcomes
f. The candidate is made aware of the rights and processes of appeal
g. Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency
h. Assessment decisions are based on available evidence that can be produced and verified by another assessor
i. Assessments are conducted within the boundaries of the assessment system policies and procedures
j. Formal agreement is obtained both from the candidate and the assessor that the assessment was carried out in accordance with agreed procedures
k. Assessment tools, systems and procedures are consistent with equal opportunity legislation.
l. The candidate is informed of all known potential consequences of decisions arising from an assessment, prior to the assessment
m. The candidate is informed of all assessment reporting processes prior to the assessment
n. Confidentiality is maintained in respect of the assessment results
o. Assessment results are released only with the written permission of the candidates
p. The assessment results are consistent with the purposes explained to the candidate
q. Self-assessments are periodically conducted to ensure competencies are current against the Training and Assessment Competency Standards
r. Professional development opportunities are identified and sought
s. Opportunities for networking amongst assessors are created and maintained
t. Opportunities are created for technical assistance in planning, conducting and reviewing assessment procedures and outcomes

Training and Assessment Strategies (TAS)

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

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

A TAS must be developed for each qualification delivered through Food Futures. A template and examples are provided by Food Futures.

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

VET Assessment Task Sheets

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

For each assessment task students are to receive clear statements about what is required and under what conditions it will be undertaken.

This includes:

- Course Title
- Unit Title, Value, Semester and Year
- Due date or time allowed, as appropriate to the task
- The RTOs name, code and explanation - Food Futures RTO 45732
- The name and code of the VET qualification being delivered e.g. BSB20120 Certificate II in Workplace Skills
- The name and code of the units of competency being assessed
- Clear instructions regarding the nature of the task
- Clear statement of conditions under which the task will be undertaken, including any policy around the submission of drafts
- Explicit task-specific criteria for assessment and/or marking schemes
- Where work is completed out of class, reference to the requirement for the student to include a statement that the work presented is their own

These details will normally be specified in the assessment instruments developed by Food Futures.

Volume of learning (VoL)

Australian Qualifications Framework

The Australian Qualifications Framework (AQF) defines the volume of learning as 'a dimension of the complexity of a qualification. It is used with the level criteria and qualification type descriptor to determine the depth and breadth of the learning outcomes of a qualification. The volume of learning identifies the notional duration of all activities required for achievement of the learning outcomes specified for a particular AQF qualification type. It is expressed in equivalent full-time years.'

The AQF volume of learning is part of the complexity requirements of a qualification. The AQF provides a guide to the volume of learning which describes how long a learner who does not hold any of the competencies identified in the relevant units of competency would take to develop all the required skills and knowledge.
The AQF specifies the volume of learning in years.

RTOs are required to comply with the AQF in applying the volume of learning to programs and must develop and implement strategies for training and assessment that are consistent with the AQF.

The volume of learning identifies the notional duration of all activities required to achieve the learning outcomes of the course, including all teaching and learning activities such as guided learning (classes, lectures, tutorials, online or self-paced study), individual study, research, learning activities in the workplace and assessment activities.

Nominal (supervised) hours represent the supervised structured learning and assessment activity required to sufficiently address the content of each unit (acknowledging that progress can vary between learners). Nominal (supervised) hours are assigned to learning and assessment activities that are delivered via face-to-face, online and/or structured distance education.

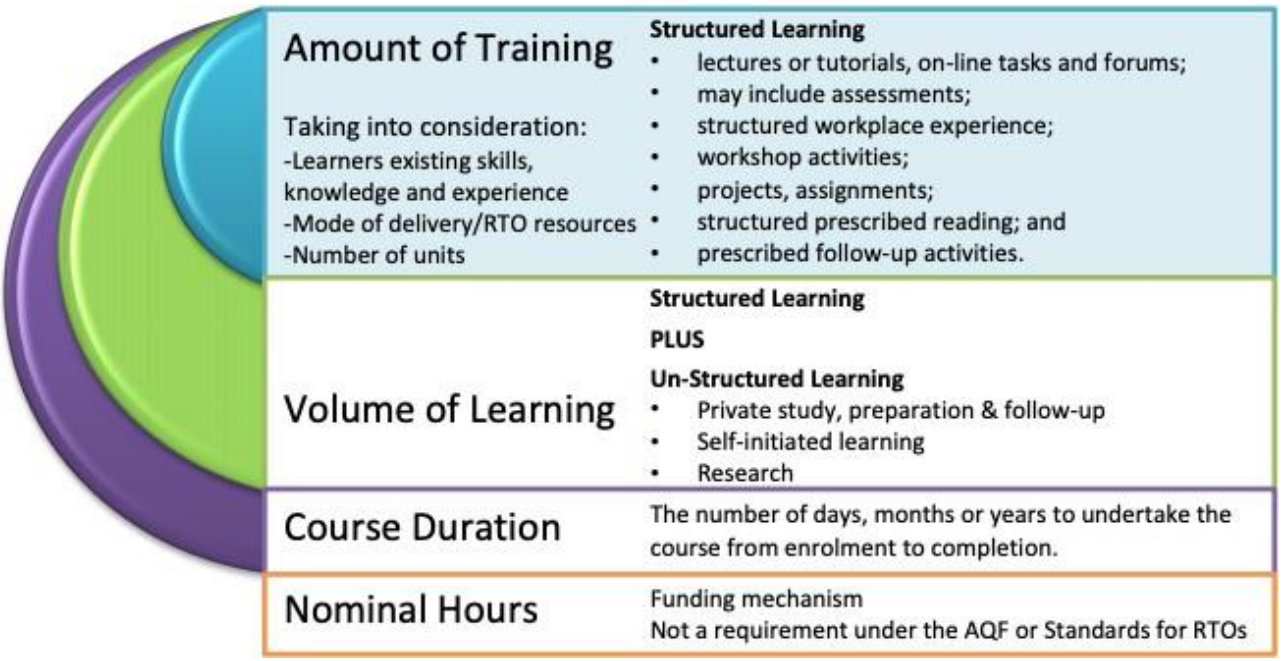
Unsupervised hours represent activities that contribute to achieving the course outcomes that are not supervised by an RTO trainer or assessor. These may include activities such as non-supervised work experience, field placement, private study and/or assignment work.

'Amount of training' has a different meaning to volume of learning. The amount of training provided by an RTO is part of the overall volume of learning and relates primarily to formal activities including classes and other activities as well as workplace learning.

Conversion of AQF volume of learning to hours

Certificate I	Certificate II	Certificate III	Certificate IV
0.5 – 1 year	0.5 – 1 year	1 – 2 years	0.5 – 2 years
600 – 1200 hours	600 – 1200 hours	1200 – 2400 hours	600 – 2400 hours

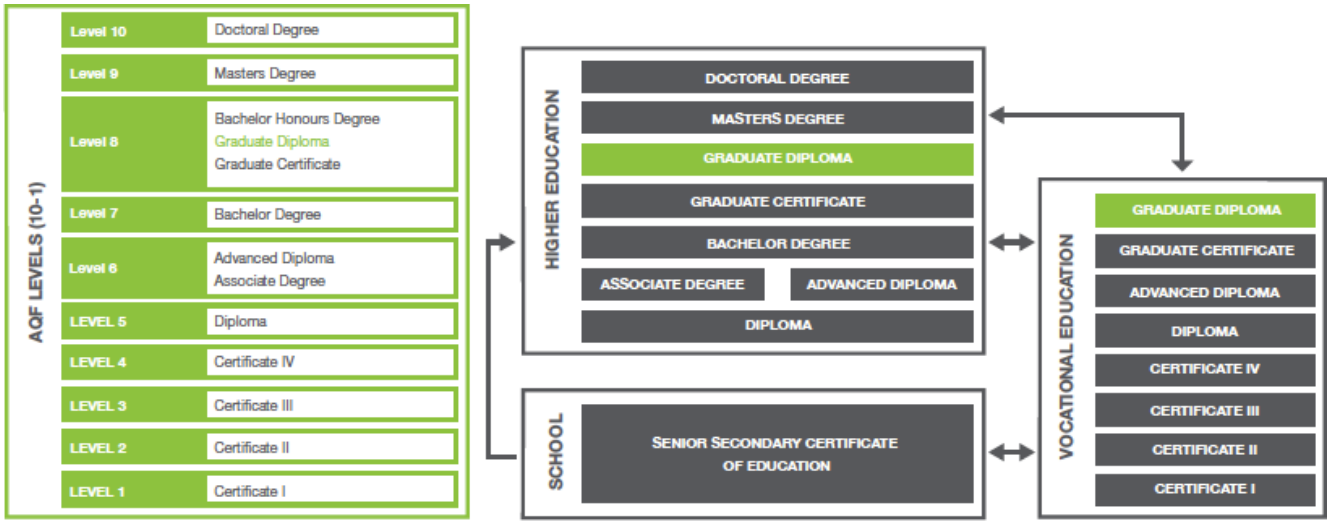
Amount of Training, Volume Learning, Course Duration and Nominal Hours Explained



The amount of training comprises the formal learning activities you provide to a learner while the volume of learning includes all activities (formal structured activities plus unstructured, unsupervised activities such as individual study, research, field-placement, non-supervised work experience etc).

Both the amount of training and volume of learning guidelines intend to:

- Ensure the training offered by an RTO is of sufficient duration
- Establish a general guideline on sufficient duration as that which enables a learner to gain the skills and knowledge specified by a particular qualification



Recording Vocational Competencies

All assessments are mapped to the units of competency in the Food Futures Student Management System (SMS). My marking the student "SATISFACTORY" across all assessment tasks mapped to a unit, the system will make the student competent in the unit and record the unit end date. This will occur automatically.

Students may be recorded as Competent or Not Yet Competent for a unit of competency. All VET activity is measured for reporting purposes. Reports of student activity are available in the Food Futures SMS for each semester, Food Futures will review student assessment progress and unit completions.

Students may also receive RPL or Credit Transfer (CT) for a unit of competency and this is recoded accordingly in the Food Futures SMS. However, this is entered by the Food Futures after the RPL process has successfully been completed and/or evidence of CT has been provided.

It is important to enter competencies regularly and to cross check the resulting portal with your personal records on a regular basis. You must also communicate with students regularly regarding their progress towards competency and qualification achievement.

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

Certification

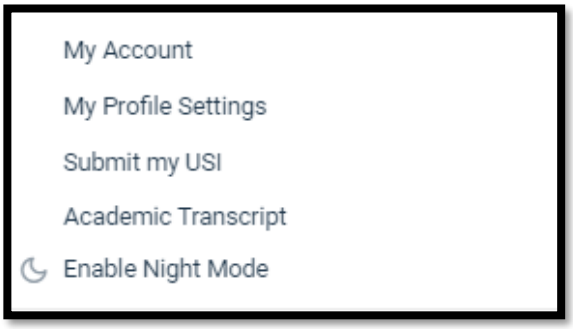
Students receive a Certificate (qualification) if all the required units of competency are achieved to industry standard and the Structured Workplace Learning placement/s (if necessary) has been successfully completed. A Statement of Attainment is awarded for partial completion of a qualification.

Vocational certificates are produced by Food Futures at the end of each school year for students after a rigorous data checking process. Certificates are not printed for continuing students as their vocational studies are deemed to still be in progress.

A student leaving school to work, go to further education or move interstate, can request that their VET qualifications be issued.

Certificates are to be issued to students within 28 days of the completion of their course or from the time they withdraw from the course. Most students, who complete their vocational studies at the end of October, will be issued their certificates in November. Certificates are sent to the school for distribution.

Students can also access a digital copy of their certificate from the Learner Portal by selecting "Academic Transcript" in the My Account Menu.



Moderation

Moderation is conducted once a year with other VET teachers from the same course across all Food Futures schools. All assessment instruments are reviewed and moderated to ensure they are appropriate for the units of competency and reflect information contained in the elements, performance criteria, range of variables and evidence guide as well as include detail regarding how evidence is collected and the basis on which assessment decisions are made.

Validation

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

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

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

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

The validation process also includes acting upon any recommendations for future improvement. As part of validation, your RTO must have a documented plan which describes:

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

The ASQA Validation Fact Sheet has other important information for VET teachers.

Appeals

Students in vocational courses are entitled to appeal against results for individual assessment tasks and the procedures by which unit results are derived.

If a student is dissatisfied with the accuracy of their unit assessment, they should first discuss this with their VET teacher and then the VET Coordinator if the issue is not resolved with the teacher.

If the student is still not satisfied after a review has occurred, they may make a formal appeal to Food Futures.

Employability Skills

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

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

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

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

Foundation Skills

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

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

Responsibilities of VET Teachers

NOTE: these responsibilities are additional to your general responsibilities as a teacher

- To deliver courses based upon current Training Packages
- To hold the vocational and training and assessment qualifications necessary to deliver those courses
- To undertake professional learning and industry experience to maintain currency in industry skills
- Regularly maintain your record of industry currency, experience, professional learning and qualifications
- To attend industry network meetings (or similar) related to the course/s being taught
- To provide students the relevant information about their courses, competencies and requirements through unit outlines and other information.
- To offer students who are work-ready the opportunity to undertake Structured Workplace Learning
- To organise and monitor Structured Workplace Learning in a timely manner, consistent with the Directorate's and college's processes and duty of care policies
- To undertake assessment in a manner consistent with the principles of competency-based assessment

- To ensure that assessment is also consistent with Food Futures assessment policies
- To ensure that assessment strategies and tools are developed in consultation with industry and that tools and evidence are validated
- To develop and maintain a Training and Assessment Strategy for each qualification delivered
- To keep records of student assessments in a well-organised, secure manner which is available to other staff in the college
- To communicate with students regularly regarding their progress towards competency and qualification achievement
- To advise students regularly about opportunities such as Recognition of Prior Learning, credit transfer, Australian School based Apprenticeships and pathways following from vocational education
- To attend the VET teacher meetings as specified
- To adhere to all VET dates and deadlines as specified in the college calendar
- To support Food Futures in maintaining its Registered Training Organisation status.

Qualifications and Industry Currency

VET teachers need to have:

- Training and Assessment Qualification. This can be one of the following:
    - TAE40116 Certificate IV in Training and Assessment
    - TAE40110 Certificate IV in Training and Assessment, plus the competency TAELLN411 Address adult language, literacy and numeracy skills and TAEASS502 Design and Develop Assessment Tools
    - Diploma or higher qualification in Adult Education (VET)

- Any other qualifications stipulated by the relevant training package
- Any other skills or experience stipulated by the training package (e.g. 'competency to a level at least equal to that which they are delivering').

Industry Currency

VET teachers are required to maintain their currency in the delivery of their VET course. This means that they should complete an industry placement or appropriate professional learning, to ensure that they are delivering the units of competency to the standards deemed by industry.

Other options include documented meetings and consultations with industry, guest speakers in the classroom, and excursions to industry, participating in specific industry competitions, Structured Workplace Learning visits, attending specific industry workshops and forums and so on.

Professional Development (PD)

VET teachers are required to complete VET professional development each year. This is an important aspect of fulfilling the standards, maintaining industry currency and your VET knowledge and skills. The maintenance of a high level of skills is essential to Food Futures and a requirement of Teachers working in VET. Food Futures takes the currency of trainers and assessors very seriously and has developed these guidelines to ensure all VET Teachers meet the minimum requirements.

Professional development activities and opportunities may include:

- Formal external training;
- In-house meetings, skill briefs, compliance updates;
- Industry seminars, forums and webinars;
- On-the-job training, coaching and mentoring;
- Networking events;
- Placements/secondments in Industry;
- Industry journals, magazines, newsletters and other publications; and
- Working closely, or shadowing, with other trainers and assessors.

The delivery of training and assessment does not constitute professional development on its own. Professional development activities require structure and a clear link to how the trainer and assessor's skills and knowledge have been enhanced through their participation.

Food Futures has developed a VET Teacher Registration system that requires any Teacher who is delivering and/or assessing a VET program with us to have active registration.

To maintain registration, the Teacher must complete a minimum amount of Continuing Professional Development (CPD) activities as outlined in the next few sections of this guide.

CPD Requirements

To maintain registration as a Food Futures VET Teacher, you must undertake CPD across four key areas:

Teaching	Assessment	Industry and community	Systems and compliance
Theory Design Facilitation Evaluation	Theory Products Processes Validation	Engagement Networks Vocational competence Workforce development	System standards System stakeholders Products Processes
PD Day / Conferences Association Membership eg VELG/ VETIG Couse evaluations	PD Day / Conferences Association Membership eg VELG/ VETIG VET Cluster Meeting Validation sessions	Work in Industry Industry course / PD Industry network Trade Association Membership Industry Newsletter Subscription	VET Webinar Trade Show Expo VET Cluster Meeting

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

Vocational Teacher Qualifications Register

All VET teachers must maintain an ongoing record of their qualifications, industry currency, experience and professional learning. A Trainer Profile will need to be completed each time there is a new Training Package, Qualification, Unit change or update.

A soft copy of all VET and academic qualifications and relevant certificates must be uploaded to the Teacher's Portfolio in the Food Futures SMS. All ongoing PD activities are uploaded and logged in the Food Futures SMS.

Resources

Schools partnering with Food Futures are expected to ensure the facilities and equipment provided to students, are maintained and reflect current industry practice.

Schools must budget for the purchasing of equipment and consumables for the delivery f the VET qualification. Assessment is required to take place in an industry environment or simulated environment that mirrors industry. This includes, but not limited to, industry standard software, hardware, tools, equipment, documents, plans, PPE and safety protocols.

Professional Associations

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

Workplace Health and Safety

Most vocational courses incorporate units on Workplace Health and Safety (WHS). As an RTO, Food Futures must comply with relevant State and Commonwealth legislation relating to Workplace Health and Safety. Teachers therefore need to be embedding safe work practices in their classrooms.

Privacy Act

With respect to the collection, use and disclosure of personal information, Food Futures is bound by the *Information Privacy Act 2014*. Please see the VET Coordinator at your school if you have any specific questions about your responsibilities in this area.

Industry Engagement

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

Continuous Improvement

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

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

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

Recognition of Prior Learning

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

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

The Food Futures's procedures for Recognition of Prior Learning:

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

Credit Transfer

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

Students who wish to receive recognition of AQF qualifications and Statements of Attainment issued by any other RTO are to see the VET Coordinator. Copies of certificates must be made and sent to Food Futures for verification. The student will then be notified at the completion of the process.

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

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

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

Structured Workplace Learning (SWL)

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

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

SWL placements must be organised by the school.

Reasonable Adjustment for Students with Disabilities and Additional Needs

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

There are a range of staff available to assist students in regard to disabilities, additional needs and access and equity issues. All staff are responsible assisting students through a process of referral to the appropriate staff.

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

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

Teachers should also ensure that reasonable adjustment is made for students with physical disabilities.

In addition to internal policies and procedures, All schools are also governed by all Education Department policies relating to racism, sexual harassment, WH&S and the provision of learning opportunities.

Complaints Procedures

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

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

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

Use of Logos

There are clearly defined guidelines on the appropriate use of The National Registered Training (NRT) logo. For details refer to:
https://www.asqa.gov.au/sites/g/files/net2166/f/NRT_logo_specifications_NEW.pdf

Marketing must include:

- RTO name "FOOD FUTURES"
- RTO code 45732 - must be easily identifiable.
- The Food Futures Logo is only to be associated with authorised Food Futures products and services.
- On any page that references a training product, the code and title of that training product (as published on training.gov.au) must be used.
- Only include the NRT logo in association with a training product that is registered on Food Futures's scope of registration.

Pathways for Students after VET

These include:

- Credit transfer to other RTOs
- Traineeships at higher levels
- Apprenticeships
- Employment
- Study at university

All students undertaking vocational study through Food Futures should be encouraged to consult regularly with the Careers Advisor or Transitions Officer at their respective school. They can assist with career exploration and career pathways activities.

VET Queries

Julie Armstrong from Education is Key will be your go to contact for all inquiries. She will visit your school, undertake onboarding and ongoing training, support you during the program and handle and issues that arise. All VET queries must come through the VET Coordinator. This is to manage the flow of queries and the answer to your question may be known within the school.

Contact Julie – p: 0439315448 e: julie@educationiskey.com.au

VET Glossary and Acronyms

AQF	Australian Qualifications Framework. The Australian Qualifications Framework provides information on the unified system of national qualifications in schools, vocational education and training (TAFEs and private providers) and the higher education sector (mainly universities). http://www.aqf.edu.au/
ASQA	The Australian Skills Quality Authority. ASQA is the national regulator for Australia's vocational education and training sector. ASQA regulates courses and training providers to ensure nationally approved quality standards are met. http://www.asqa.gov.au/
Assessment	Means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard expected in the workplace, as expressed by the relevant endorsed industry/enterprise competency standards of a Training Package or by the learning outcomes of a VET accredited course.
ATAR	Australian Tertiary Admission Rank
Authenticity	To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the candidate's own work.
Competency	Means the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.
Credit Transfer	Credit transfer allows students to count relevant, successfully completed studies, competencies or qualifications towards a current qualification or course. It is based on identified equivalence in content and learning outcomes between the two qualifications.
Industry	Means the bodies that have a stake in the training, assessment and client services provided by RTOs. These can include but are not limited to industry skills councils, industry organisations, industry training advisory bodies, unions, specific enterprise/industry clients, occupational licensing bodies and group training organisations.
NYC	Not Yet Competent.
Qualification	Means a formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes or competencies relevant to identified individual, professional, industry or commercial needs
Reasonable adjustment	Means adjustments that can be made to the way in which evidence of student performance can be collected. Whilst reasonable adjustments can be made in terms of the way in which evidence of performance is gathered, the evidence criteria for making competent/not yet competent decisions (and/or awarding grades) should not be altered in any way. That is, the standards expected should be the same irrespective of the group and/or individual student being assessed; otherwise comparability of standards will be compromised.

RPL	Recognition of Prior Learning. RPL means an assessment process that assesses an individual's formal, non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of, a VET qualification.
RTO	Registered Training Organisation.
SWL	Structured Workplace Learning. The workplace component of a nationally recognised, industry specific VET in Schools program. It provides supervised learning activities which contribute to an assessment of competence.
TAS	Training and Assessment Strategy. This is a framework that guides the learning requirements and the teaching, training and assessment arrangements of a VET qualification. It is the document that outlines the macro-level requirements of the learning and assessment process.
Training Package	Means a nationally endorsed, integrated set of competency standards, assessment requirements, Australian Qualifications Framework qualifications, and credit arrangements for a specific industry, industry sector or enterprise
VET	Vocational Education and Training

Seven Principles of assessment

Appendix 1:VET Teacher Assessment Tool Development Guide

Visualising Competence

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

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

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

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

This may take a number of forms including:

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

The Four Dimensions of Competency Assessment

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

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

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

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

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

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

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

Simulated Workplaces

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

Are there opportunities to:

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

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

Validity – the tasks:

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

Reliability:

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

Flexibility – the assessment tasks:

- Can be adapted to meet the needs of all students' (inclusive of students with specialneeds)

Assessment Judgements

Valid - Is the evidence provided:

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

Sufficient:

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

Consistent – is the evidence provided:

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

Authentic

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

Final Results

Final results against the units of competency is a critical requirement and must be completed not only on a regular basis but also accurately.

The VET Teacher is required to submit unit results throughout the program. Food Futures expects results to be uploaded at least once per semester, with end of year resulting due by the 1st of November.

There are only THREE possible results.

1. **COMPETENT** - Student has completed all assessment tasks satisfactorily and been deemed competent in that unit.
2. **NOT YET COMPETENT** - Student has completed all or some of the assessment tasks, but not to a satisfactory standard by the end of the program. This is a final result. Only mark as NYC for a "fail" grade.
3. **NO RESULT** - If the unit has not been assessed, or started, or if the student will have more time to demonstrate competency in the future, or if the student is continuing next year, DO NOT enter a result for the unit - please leave it blank.

Reasonable adjustment in VET Assessment

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

Definition of Disability

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

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

Definitions under the DDA

Disability refers to:
(a) total or partial loss of a person's bodily or mental functions, or
(b) total or partial loss of a part of the body, or
(c) the presence in the body of organisms causing disease or illness, or
(d) the presence in the body of organisms capable of causing disease or illness, or
(e) the malfunction, malformation or disfigurement of a part of the person's body, or
(f) a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction, or
(g) a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgement or that result in disturbed behaviour.

And includes a disability that:
(h) presently exists, or
(i) previously existed but no longer exists, or
(j) may exist in the future, or
(k) is imputed to a person.

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

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

- The curriculum, teaching materials, and the assessment and certification requirements course or program are appropriate to the needs of the student and accessible to him or her

- The assessment procedures and methodologies for the course or program are adapted to enable the student to demonstrate the knowledge, skills or competencies being assessed.

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

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

The Disability Standards for Education (2005) indicate that:
' … the provider is entitled to maintain the academic requirements of the course or program, and other requirements or components that are inherent in or essential to its nature'. (Section 3.4 (3), p.15).

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

The process must include:

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

Support

The school is obliged to provide support services to all students enrolled in a VET course in partnership with Food Futures.

The range of support services must include (but not limited to)

- Literacy and Numeracy support
- Study support
- Access support
- Personal support such as counselling

Support for Teachers

Food Futures provides ongoing support for all VET Teachers. We have an annual PD Day that is compulsory for all partners and our staff are available via phone and email to assist at any time.

Industry Connection

Food Futures is part of the Velisha Education Group, VEG Education and Velisha Farms. Working with us gives you access to the food supply chain through Velisha Farms and our industry partners.