

STANDARDS FOR REGISTRATION AS A VCAL PROVIDER

STANDARDS FOR REGISTRATION FOR DELIVERY OF VCAL	Evidence Guide
<p>Provider registration status The provider must be registered on the State Register as authorised to deliver VCAL.</p>	
<p>To deliver and assess VCAL, a provider must be registered as a school or RTO thus meeting the VRQA minimum criteria for</p> <ul style="list-style-type: none"> (a) student learning outcomes and welfare services (b) student enrolment records (c) teaching, learning and assessment (d) governance, probity and compliance with statutory requirements (e) quality assurance, review and evaluation processes. 	<p>Document indicating that the provider is a government school.</p> <p>Registration by RSB, if a non-government school, to deliver years 11 and 12.</p> <p>Registration on NTIS (National Training Information Service) if an RTO.</p>

Implementation plan	
The home provider must have a VCAL implementation plan.	
<p>The plan should be signed by the Principal and School Council or equivalent governing body and describe the home provider's goals and strategies for VCAL for the next four years. The VCAL plan should include</p> <ul style="list-style-type: none"> (a) evidence of consultation with the local client community (b) an outline of the learning program (c) opportunities for experiential learning both in the community and in vocational education and training (d) a list of partner organisations (e) a fair resource allocation in relation to other programs that are offered by the provider (f) processes for the selection of VCAL students which take into account their strengths and interests, preferred learning style, vocational goals and aspirations, personal development needs and any specific support needs (g) processes for recognising a student's prior learning and experience that is relevant to VCAL. 	<p>For Government schools, the VCAL implementation plan should be included in the School Plan.</p> <p>For non-government schools and RTOs the information may be in a policy and procedures manual, information manuals or brochures, or on the provider's website.</p>

<p>Teaching staff</p> <p>The VCAL program must have adequate provision of qualified and competent staff to teach and assess all VCAL components, including the staff in partner organisations.</p>	
<p>The home provider must have written policies for and hold evidence for the home provider and partner organisations of</p> <p>1. Qualifications of teachers</p> <p>(a) VET units including AQTF accredited further education units in qualifications such as the CGEA (Certificate of General Education for Adults) must be delivered and assessed in accordance with AQTF Standard 7</p> <p>(b) For VCAL units, staff must have <u>either</u></p> <ul style="list-style-type: none"> ▪ VIT registration or provisional registration or permission to teach, <u>or</u> ▪ an appropriate teaching qualification or the Certificate IV in Training and Assessment or equivalent competencies <p>Where teaching is being carried out by other staff with tertiary qualifications or demonstrated work experience (either paid or voluntary) appropriate to the VCAL unit, direct supervision by a teacher as qualified above is required.</p> <p>(c) Where VCE studies are delivered as part of the VCAL program, teachers must have teaching qualifications for the secondary sector for the provision of any VCE study. Teachers should also have tertiary qualifications relevant to the subject area they are teaching.</p> <p>(d) All partner organisations must comply with the Working with Children Act 2005, including criminal records checks where appropriate. VIT registration meets these requirements. Information is available on http://www.justice.vic.gov.au</p>	<p>The home provider should have</p> <ul style="list-style-type: none"> ▪ a declaration from the RTO responsible for delivery of a VET unit/course that it holds verified CVs and copies of qualifications of all people undertaking assessment on behalf of the RTO ▪ a declaration from other partner organisations delivering VCE or VCAL units that it holds verified CVs and qualifications for staff and has arrangements for appropriate supervision ▪ recruitment procedures which ensure teachers of VCAL and VCE units are adequately qualified and which are communicated to all partners ▪ a policy for supervision of non-registered staff and volunteers ▪ procedures to monitor compliance with the Working with Children Act.

<p>1. Selection of teachers</p> <p>The provider must have selection criteria that take into account teacher interest and resourcefulness, applied learning experience and industry knowledge.</p> <p>1. Ongoing professional development</p> <p>The provider must have a documented policy for ongoing professional development of teachers to promote teaching strategies based on youth development principles, adult learning principles and vocational and applied learning. Where appropriate, professional debriefing should also be made available.</p> <p>1. VCAL Coordinator</p> <p>There must be a designated person responsible for ensuring overall compliance with VCAL principles and requirements.</p>	<p>For VCAL units, documents might include position description, position advertisement and list of selection criteria.</p> <p>Program and materials for induction program, and survey of feedback from staff on induction program.</p> <p>Schedule of meetings for staff; professional development schedule.</p> <p>A duty statement and time allowance.</p>
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<p>Physical and learning resources</p> <p>VCAL students must have access to physical facilities which meet building regulations and occupational health and safety requirements.</p> <p>VCAL students should be provided with adequate learning resources.</p>	
<p>The provider, including partner organisations, must provide evidence for the units for which it is responsible that</p> <p>(a) the provision of VCAL units meets all requirements for resources and facilities which give access to a range of learning experiences and meet applied learning principles</p> <p>(b) where possible, students are provided with a flexible learning space and diverse teaching materials including access to IT, art, technical and design, multimedia, audio visual, library and other curriculum materials.</p>	<p>Certificate of occupancy for the home provider and its partner organisations indicating compliance with building regulations.</p> <p>Occupational health and safety reports, and agreements with partner organisations.</p> <p>Timetables of relevant facilities showing VCAL students access to resources.</p>

<p>Learning and assessment strategies</p> <p>VCAL students must have access to VCAL programs where there is an emphasis on student negotiation of curriculum content and assessment styles that assist students in achieving positive educational outcomes.</p> <p>VCAL students should have access to flexible delivery modes and must have opportunities for applied and experiential learning.</p> <p>The quality and consistency of the assessment program must be assured through the design of the teaching program, and the setting of assessment tasks.</p>	
<p>The cross sectoral nature of VCAL requires compliance with a range of quality assurance arrangements. The provider, including partner organisations, must provide evidence for the units for which it is responsible that</p> <ul style="list-style-type: none"> ▪ VET units are delivered and assessed according to AQTF national standards ▪ VCE units are delivered and assessed according to VCAA requirements. <p>For VCAL units, evidence should be provided that they</p> <p>(a) are delivered and assessed according to VCAA requirements</p> <p>(b) are based on adult learning principles and youth development principles</p> <p>(c) are, where possible, integrated in their delivery and assessment</p> <p>(d) are negotiated with students in regard to curriculum content and assessment style in accordance with VCAL policy guidelines</p> <p>(e) have a mode of delivery suited to the students' needs which may include classroom learning, online and community and workplace settings</p> <p>(f) provide the student with clear indication of assessment requirements and the plan for regular feedback on progress</p> <p>(g) have a teaching approach that involves a shared understanding of learning outcomes, delivery strategies and assessment criteria.</p>	<p>VET units are delivered by, or are auspiced by, an RTO with the unit on its scope of registration as shown on NTIS.</p> <p>Student details report from VASS indicates student's enrolment in VET units with the name of the RTO, and also enrolment records in VCAL and VCE units.</p> <p>Evidence of teachers' participation in VCAL quality assurance processes including</p> <ul style="list-style-type: none"> ▪ name of VCAL Liaison Teacher ▪ sample tasks ▪ report of QA meeting attended. <p>Evidence of internal processes including</p> <ul style="list-style-type: none"> ▪ information to students about the range of learning and assessment options ▪ procedures for systematically identifying individual learning needs ▪ plans, agendas, meeting minutes that indicate that discussion of learning and assessment materials takes place regularly ▪ assessment activities.

Individual learning plans	
VCAL programs must allow for individualisation of student programs.	
<p>The home provider must have a documented plan and a file for each student that clearly outlines pathways with immediate and longer term goals. The file should include</p> <ul style="list-style-type: none"> ▪ the students' plans and records of review ▪ reports about special needs, if any ▪ reports about attendance issues, if any ▪ a copy of the student's feedback survey. <p>Each student should have regular individual review meetings.</p> <p>The student should be provided with a handbook, diary or personal contract setting out</p> <ol style="list-style-type: none"> (a) VCAL requirements (b) information about application for RPL (c) information about application for special needs arrangements (d) information about appropriate welfare agencies (e) rights and responsibilities of the student (f) attendance requirements (g) a process for student complaints (h) procedures for reporting progress. 	<p>A copy of a selected student's plan and file.</p> <p>The file should indicate when review meetings took place and record outcomes.</p> <p>A copy of the student handbook.</p>

<p>Consistent attendance</p> <p>VCAL programs must promote consistent attendance of students appropriate to their VCAL learning program.</p>	
<p>The provider, including partner organisations, must have documented procedures to support attendance and should include</p> <p>(a) clearly documented rules in relation to attendance which are communicated to students at enrolment and the commencement of the program;</p> <p>(b) systems to monitor attendance at each session;</p> <p>(c) strategies to promote attendance and to allow catch-up with lost learning; and</p> <p>(d) strategies for supporting students who fail to meet the provider's rules for attendance to achieve satisfactory completion of the program.</p>	<p>A copy of the home provider's attendance policy including rules and follow-up action required.</p> <p>A sample record of attendance for a class at the home provider and at least one of its partners.</p> <p>Review the file of a student who has experienced attendance difficulties and the support provided.</p>

<p>Student welfare</p> <p>Students with special needs should be provided with opportunities in their learning program to achieve learning outcomes.</p> <p>Students experiencing significant hardship should also be assisted in accessing relevant welfare services.</p>	
<p>The home provider must provide clear and demonstrable access to programs and services which offer support to students and provide information on appropriate welfare agencies.</p> <p>The home provider must have a documented policy</p> <p>(a) for special provision to assist students with special needs to complete their VCAL program within a reasonable timeframe</p> <p>(b) for developing a management plan including establishing a VCAL Support Group for that student.</p>	<p>Evidence that equity and access principles are included in the policies and procedures of the home provider and its partner organisations.</p> <p>Professional development and induction programs include information about special needs.</p> <p>Evidence of communication between home provider and partner organisations about advice from the student's Support Group.</p>

<p>Duty of care</p> <p>Responsibility for duty of care is with the home provider and extends to all places where the student is involved in VCAL program activities. The home provider must have measures in place which demonstrate duty of care and is responsible for taking reasonable steps to protect a student from risk.</p>	
<p>All providers must be aware of and comply with relevant Commonwealth and State legislation and regulatory requirements including but not limited to:</p> <ul style="list-style-type: none"> ▪ working with children ▪ occupational health and safety ▪ workplace harassment, victimisation and bullying ▪ anti-discrimination, including equal opportunity, racial vilification and disability discrimination ▪ education and training ▪ privacy. <p>The home provider must have documented procedures</p> <ul style="list-style-type: none"> ▪ to take reasonable steps to protect students in their charge from risks of injury that are reasonably foreseeable, irrespective of whether the risk occurs in or outside the provider's education or training environment ▪ to ensure that students are adequately supervised in and outside the provider's education and training environment ▪ for informing the student's parent/ guardian about activities that the student is undertaking outside the provider's education or training environment ▪ for obtaining written acknowledgement from the parent/ guardian that they have been informed of the activities and arrangements, and give their permission. 	<p>Policies and procedures that guide the way the provider (including partners) handles compliance with legislation.</p> <p>Staff induction materials explain the relevance and application in terms of compliance with legislation.</p> <p>Staff information materials/professional development on specific legislation and regulatory requirements are made available. Memos/ bulletins explaining recent changes are distributed.</p>

<p>Partnership arrangements</p> <p>Where the home provider has entered into a partnership for the delivery of some or all components of VCAL, the principal of the home provider is the formal authority for the procedural and managerial requirements in the VCAL.</p> <p>The home provider is required to monitor the quality of program delivery and assessment and the adequacy of provisions of duty of care.</p>	
<p>The home provider must keep a register which includes the written agreement with each of its partner organisations.</p> <p>Each agreement should clearly state the parties to the agreement, the duration of the agreement and the respective roles and responsibilities.</p> <p>The Principal of the home provider must have a documented procedure ensuring that <i>all</i> teachers involved in a student's VCAL program are informed of standards relating to duty of care and workplace learning.</p> <p>The home provider must ensure that the arrangements with regard to duty of care and workplace learning are properly carried out.</p> <p>The home provider must ensure that <i>all</i> VCAL teachers have access to the current VCAA Administrative Handbook, VCAA Bulletins and relevant VCAL curriculum documents.</p>	<p>Each partnership agreement should refer to the registration status of the partner as a school or RTO, and ensure that it has a scope of registration appropriate for the course or qualification being provided.</p> <p>Each agreement should be written, signed and dated, and indicate</p> <ul style="list-style-type: none"> ▪ the duration of the agreement ▪ program components to be delivered and assessed ▪ resources and facilities to be provided ▪ roles and responsibilities of the partner organisation ▪ processes for communication, including provision of VCAA Handbook, Bulletins and memoranda ▪ processes to ensure OH&S responsibilities are met ▪ level of adequate public liability cover ▪ right of access to premises by the home provider Principal.

<p>Workplace Learning</p> <p>VCAL students must have opportunities for applied and experiential learning which foster skill development through placements in learning environments that strengthen connections with community and workplace settings.</p>	
<p>Workplace learning arrangements must be covered by a written agreement between the home provider and the partner organisation, and all parties must ensure that</p> <ul style="list-style-type: none"> (a) occupational health and safety training is provided for students prior to students commencing the work placement (b) students are protected through DE&T's insurance policy and WorkCover. (c) employers and employees understand their obligations regarding workplace learning - this includes observance of legislative requirements on occupational health and safety, equal opportunity and information privacy. (d) the work placement offers training in skills and competencies relating to the students' VCAL program (e) the suitability of the workplace learning arrangement is established via a pre-visit (f) students' attendance while on work placement is monitored (g) students maintain a record, which may be a diary or logbook, that includes student and employer reflections (h) the employer has nominated a supervisor of the student(s) (i) at any time not more than one student is engaged for every three employees in a workplace (j) the home provider maintains contact with the student during the work placement, preferably on a weekly basis (k) the Principal, or his/her representative, has access to the student in the work placement at any reasonable time as arranged between the parties. 	<p>Best practice is for a three signatory agreement between the home provider, the employer and the student (or guardian, if the students is under 18 years of age), and for the skills to be learned, enhanced or demonstrated during the placement to be clearly specified in writing as part of the written agreement. DE&T's WorkCover insurance is activated by signing the written agreement governing the work placement.</p> <p>Part 5.4 of the <i>Education and Training Reform Act</i> sets out the requirements for registered schools and registered training organisations with regard to workplace learning.</p> <p>The home provider has no duty of care or control of a student at the workplace of an employer or under the supervision of an employer.</p> <p>The home provider should ensure that arrangements for Workplace Learning are carried out according to the DE&T <i>Structured Workplace Learning Manual</i>: http://www.sofweb.vic.gov.au/voced/structured_workplace_learning/swlmanual.htm</p> <p>An additional resource containing useful material is the <i>Practical Placement Information Package</i>., http://www.eduweb.vic.gov.au/edulibrary/public/voced/Practical_Placement.pdf</p>

<p>Student records</p> <p>The provider must implement procedures to maintain the integrity, accuracy and currency of student records.</p>	
<p>The home provider must be able to demonstrate that the VCAL students are correctly enrolled and that their results records are accurately stored on VASS.</p> <p>The home provider must have</p> <ul style="list-style-type: none"> (a) procedures to ensure that partner organisations forward relevant student enrolments and results to the home provider in a timely manner as required by the VCAA schedule (b) the appropriate minimum PC, printer, software and network requirements as currently recommended by the VCAA for recording of enrolments and results on VASS (c) processes in place to address relevant privacy legislation (d) a designated VASS Coordinator. 	<p>Samples of student details generated from VASS for a selection of students from each of the partners.</p> <p>Interview VCAL coordinator about any issues relating to forwarding of data and results.</p>
<p>Evaluation</p> <p>The VCAL implementation plan must be updated annually.</p>	
<p>The home provider must demonstrate, in consultation with the provider's VCAL community, that there is an annual evaluation of</p> <ul style="list-style-type: none"> (a) the goals and strategies of the VCAL program(s) (b) opportunities for experiential learning and partnership arrangements (c) student selection processes (d) student satisfaction surveys (e) student outcomes and destinations. 	<p>Annual report to School Council or equivalent body.</p> <p>Staff responses to surveys and interviews.</p> <p>Samples of student satisfaction surveys.</p>

Glossary

AQTF (Australian Quality Training Framework) A national regulatory framework to ensure the provision of a nationally consistent, high quality vocational education and training system.

Home provider The VCAL student's school/provider that has enrolled the student on VASS. The term may apply to a government or non-government school, or an RTO registered to deliver VCAL. Only the home provider may enter a student's personal details on VASS. A student may have only one home provider at a time.

NTIS National Training Information Service

Partner organisation A partner organisation involved with the delivery of VCAL.

Principal The principal executive officer with overall responsibility for VCAL; refers to school principals, college principals of multi-campus schools, headmasters, headmistresses and TAFE/ RTO directors or divisional managers with overall responsibility for VCAL.

RTO (Registered Training Organisation) A training organisation registered on NTIS and approved to deliver Vocational Education and Training (VET) programs within a defined scope of registration.

RPL Recognition of Prior Learning is the acknowledgment of skills and knowledge obtained through any combination of formal or informal training, work experience or general life experience. Decisions regarding RPL for VCAL Personal Development Skills or Work Related Skills units are the responsibility of the home provider.

RSB Registered Schools Board.

Special needs Arrangements made to allow students who are experiencing significant hardship to achieve learning outcomes and demonstrate their learning and achievement.

VASS (Victorian Assessment Software System) The internet-based system used by providers to enter a student's personal details, VCAL enrolments and results directly onto the VCAA database.

VCAL provider may be a government school, non-government school or RTO recorded on the State register as approved to deliver VCAL.

VCAL quality assurance process ensures that there is a common understanding among teachers regarding assessment judgements and the design of assessment tasks for the VCAL levels. The process provides an opportunity for teachers to clarify their ideas about the appropriate VCAL level and tasks for students.

VCAL Support Group A Support Group for a student with special needs may include the student, a parent of the student, teachers and any aides of the student. Involvement presents teachers with the opportunity to become better informed about the medical or personal situations of the students.

VIT Victorian Institute of Teaching.

Workplace learning involves placement of a student in a workplace or community organisation in order to develop skills and competencies related to his/her VCAL program. The arrangement is subject to a written agreement between the home provider and the employer or organisation responsible for the student in the workplace.