

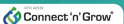
Monitoring and Marketing External VET Providers

Melanie Alexandra



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Melanie Alexandra

Education Services Advisor (Vocational Education, Skills & Training), Independent Schools Queensland

Having held a variety of roles within the Academic and Vocational Education and Training (VET) sectors over the past 25 years including trainer and assessor, Head of Faculty, Program Manager, RTO Manager, and Head of Quality Assurance, Melanie has won awards for excellence in teaching and learning, and outstanding leadership of young people in schools.

In recent years, Melanie worked as a Senior Lead Auditor for the Queensland and Curriculum Assessment Authority, conducting regulatory audits and registrations against the current VET Quality Framework and Standards for RTOs 2015, and has continued to provide support services to Registered Training Organisations as a VET Consultant in her own right.

Today, Melanie provides support, guidance, consulting and mentoring services as the Education Services Advisor of Vocational Education, Skills and Training for Independent Schools Queensland.

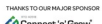
Phone: 07 3228 1562
Email: malexandra@isq.qld.edu.au

Website: Independent Schools Queensland/
Extra Link: [LinkedIn - Melanie Alexandra](#)



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Monitoring and Marketing External VET Providers

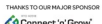
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Effective Practice



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Session Overview

- 1 Establishing the purpose, relationship and responsibilities of external arrangements
- 2 'Confirming' the quality of the training service
- 3 Managing the external learning outcomes of students
- 4 Marketing and student information
- 5 Establishing transparent intentions and high trust environments

Establish arrangements with external providers

- Purpose
- Relationships
- Responsibilities

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VET in Schools

Students can undertake VET at school:

- as part of their school studies - **delivered and resourced by a school registered training organisation (RTO)**
- by enrolling in a qualification with an **external RTO** - funded either by the department's VET investment budget or through **fee-for-service arrangements** i.e. where the student or parent pays for the qualification
- as a **school-based apprentice or trainee**.

The majority of VETiS training in Queensland is delivered and resourced by schools RTOs.

Source: Department of Employment, Small Business and Training

1	2	3	4	5
I am a school RTO and I do not have all of the learning, assessment, human or physical resources required to meet training and assessment services for a qualification or unit on my scope of registration. I want to engage an external RTO to provide some or all of these services.	I am a school RTO and I do not have all of the learning, assessment, human or physical resources required to meet training and assessment services for a qualification or unit on my scope of registration. I want to engage an external party who is NOT an RTO to provide some or all of these services.	I am a school RTO and I do not have a qualification and/or unit(s) of competency on my scope of registration, but I wish to offer this to my students. I want to engage an external RTO to enrol, train and assess, and issue certification to my students and I would like to provide some training and assessment services to that RTO in respect of this arrangement for my students.	I am a school. I am not an RTO and therefore do not have a scope of registration. There are nationally recognised training qualifications and units of competency I would like to offer my students. I want to engage an external RTO to enrol, train and assess, and issue certification to my students and I would like to provide some training and assessment services to that RTO in respect of this arrangement for my students.	I am a school. I am not an RTO and therefore do not have a scope of registration. There are nationally recognised training qualifications and units of competency that my students would like to undertake and therefore I would like to make provision within the curriculum timetable for them to do this to support their school outcomes e.g. QCE, ATAR, career prospects etc. I want to engage with an external RTO to independently enrol, train and assess, and issue certification to my students.

Relationships and Responsibilities

Who has the training product on scope?

- Documenting the arrangements
 - Third Party Agreement (Clause 2.3)
 - External Provider/Partnership Agreement
 - Memorandum of Understanding
- Notifying the regulator (Clause 8.3)
 - Change of provider details
- Regulator co-operation (Clause 8.2)
 - Information requests (ad hoc)
 - Conducting of audits

- Systematic monitoring of services (Clause 2.4)
 - Training and assessment
 - Enrolment and issuing of certification
 - Marketing and student information
 - Complaints and appeals
 - Reporting obligations

Note:

External Provider/Partnership Agreements and Memorandums of Understanding are not covered by the Standards for RTOs 2015

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If the external RTO is solely responsible for compliance, what might the school be responsible for?

- Satisfaction and choices
- Welfare and support
- Learning journey and experience
- Progress and achievement
- Personal growth



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ASQA Scoping Study and Approach

Australian Skills Quality Authority (National VET Regulator)

- Assessment and certification
- Amount of training
- Students being properly informed, protected and supported
- Industry currency and vocational skills of trainers and assessors
- Oversight of third-party arrangements

ASQA's **student-centred audit approach** provides a focus on the **student experience** and the **practices of RTOs**.



How student centred is your relationship with your external providers?

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Quality of the Training and Assessment Service

- Training and Assessment Strategies and Practices
- Amount of Training
- Assessment and Validation
- Trainers and Assessors

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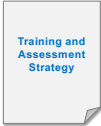


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Training and Assessment Strategies and Practices

Clause 1.1: "The RTO's **training and assessment strategies and practices**, including the **amount of training** they provide, are consistent with the requirements of training packages and VET accredited courses and enable each learner to meet the requirements for each unit of competency or module in which they are enrolled."



- authoring and maintaining the TAS
- TAS document not representing practices
- TAS document not accessible between the parties
- lack of monitoring and approval practices

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Amount of Training

Clause 1.2: "For the purposes of Clause 1.1, the RTO determines the amount of training they provide to each learner with regard to: the existing skills, knowledge and the experience of the learner; the mode of delivery; and where a full qualification is not being delivered, the number of units and/or modules being delivered as a proportion of the full qualification."



Amount of scheduled training and duration of the program often does not reflect these considerations.



Competency-based Training enables a learner to apply skills and knowledge learned *across a range of different contexts* and *over a period of time*.

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CIII/CIV Training Hours (QCAA determined)

Table: Credit for VET qualifications — maximums

VET qualification	Set standard	QCE credits	Notes
Certificate II	Completed qualification	4 (maximum credit available)	QCE credit accrued from new learning contributes to the completed Core when a student completes the full qualification.
Certificate III and IV	Completed qualification	8 (maximum credit available) Credits* Hours 8 440+ 7 385-439 6 330-384 5 < 330	QCE credit accrued from new learning contributes to the completed Core when a student completes the full qualification.

* Based on the recommended hours of learning as determined by the Queensland Government, Department of Employment, Small Business and Training.

QCAA School Portal > Student Management > Admin Tab > VET QCE Data
Type into the search, the exact code of the qualification

QCE and QCEA policy and procedures handbook v3.0 | Queensland Curriculum and Assessment Authority (www.qcaa.qld.edu.au)

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Let's talk about Diplomas

BSB50215 Diploma of Business – 8 Units (0 Core, 8 Elective)

<https://training.gov.au/Training/Details/BSB50215>

Units	Nom Hours	Units	Nom Hrs
BSBPMG522 Undertake project work	60	BSBADM504 Plan and implement administrative systems	60
BSBADV507 Develop a media plan	60	BSBHRM501 Manage human resources services	60
BSBMKG501 Identify and evaluate marketing opportunities	70	BSBHRM502 Manage human resources management information systems	60
BSBADM502 Manage meetings	50	BSBXCM501 Lead communication in the workplace	50
Total Nominal Hours:			470

Nationally Assessed Hours: N/A (R – May 2022)

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Let's talk about Diplomas

BSB50120 Diploma of Business (Not Equivalent)

<https://training.gov.au/Training/Details/BSB50120>

BSB50220 (5 x Core Units, 7 x elective units)	12 units	Nom Hours
BSBCRT511 Develop critical thinking in others		50
BSBFIN501 Manage budgets and financial plans		70
BSBOPS501 Manage business resources		80
BSBSUS511 Develop workplace policies and procedures for sustainability		50
BSBXCM501 Lead communication in the workplace		50
Total Core Unit Training Time:		300

Nationally Accredited Hours: NOV/ER - May 2022

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Assessment and Validation

Clause 1.8: "The RTO implements an assessment system that ensures that assessment: a) complies with the requirements of the relevant training package or accredited course; b) is conducted in accordance with the Principles of Assessment and Rules of Evidence."

- Not reflecting the requirements of the units of competency
 - RTO's assessment system
 - Assessment designer/developer competence
- Tools/instruments not enabling required evidence
 - Principles of Assessment not sufficiently applied during design and development of assessment tools and instruments
- Judgements not supported by sufficient evidence
 - Instruments not enabling recording of judgements
 - Assessors not competent to make valid judgements
- Validation of assessment (Clauses 1.9, 1.10 and 1.11)
 - Not conducted effectively (PoA and RoE)
 - Validator credentials not verified
 - Not sharing validation outcomes
 - Compliance is commonly assumed



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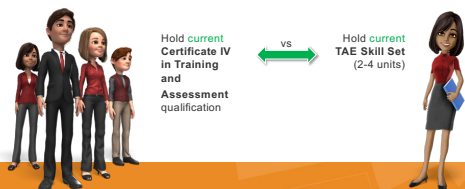
Trainers and assessors

Clauses 1.18: require the RTO to ensure that any individual working under the supervision of a trainer:

- holds the training and assessment credential specified in Item 6 of Schedule 1;
- has vocational competencies at least to the level being delivered and assessed; and
- has current industry skills directly relevant to the training and assessment being provided.

Source: Standards for RTOs 2015 - Clause 1.18

What is the difference between a fully qualified VET teacher and one who is training under supervision?



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Disengagement and separation of practice



- Engage in consistent quality practices
- Foster a supportive team
- Work with your RTO Manager and co-ordinators
- Take responsibility for your part in the approval process
- Own the knowledge



Revised Standards for RTOs 2015
Monitoring and Evaluation Chapter 7.20 and 6

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Managing the external learning outcomes

- QCE credits
- External RTO assumptions
- Late disclosure of outcomes



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Student D — Combination of courses including VET from the same training package

Student D enrolls in General and Applied subjects and VET courses (Core category) and a Short Course (Complementary category). The student completes two qualifications from the same training package (SIT) and credit accrues accordingly.

Subject	Units studied			Category of learning	QCE credits
	Unit 1	Unit 2	Units 3 & 4		
English	U	S	C	Core	3*
General Mathematics	S	S	B	Core	4*
Drama in Practice	S	S	B	Core	4*
SIT20316 Certificate II in Hospitality	100% complete			Core	4*
SIT20116 Certificate II in Tourism	100% complete (50% credit transfer)			Core	2*
ICT20115 Certificate II in Information, Digital Media and Technology	100% complete			Core	4*
Short Course in Aboriginal & Torres Strait Islander Languages	B			Complementary	1
Total QCE credits					22

*Credits meet criteria to contribute to the completed Core requirement of the QCE.

QCAA QCE Eligibility Scenario

Total of 6 Completed Core Credits for completed qualifications from the same training package.

Note: 50% credit transfer where 50% of units contribute towards the SIT20316 CII Hospitality.

Cannot duplicate credit for the same units.

Duplication of Learning (2 x CII)

SIT20316 Certificate II in Hospitality (Total: 12 units)

Code	Title	Status
SITTIND001	Source and use information on the tourism and travel industry	Core
SITXCCS003	Interact with customers	Core
SITXCOM002	Show social and cultural sensitivity	Core
SITXWHS001	Participate in safe work practices	Core
BSBWOR203	Work effectively with others	Core
SITHIND003	Use hospitality skills effectively	Core
SITXFS001	Use hygienic practices for food safety	Elective (Group A)
SITHACS001	Clean premises and equipment	Elective (Group B)
CPPCLO2009A	Clean glass surfaces	Elective (Group B)
CPPCLO2035A	Maintain cleaning storage areas	Elective (Group B)
BSBCMM201	Communicate in the workplace	Non-Listed Elective (Imported)
BBSUS201	Participate in environmentally sustainable work practices	Non-Listed Elective (Imported)

- 6 core units, consisting of:
 - 1 unit from Group A
 - 3 units from Group B
 - 2 units from Group B, elsewhere in the SIT Training Package, or any other current Training Package or accredited course.

<https://www.qld.edu.au/learning/qualification/SIT20316>

www.iq.qld.edu.au

Duplication of Learning (2 x CII)

SIT20616 Certificate II in Tourism (Total: 11 units)

Code	Title	Status
SITTIND001	Source and use information on the tourism and travel industry	Core
SITXCCS003	Interact with customers	Core
SITXCOM002	Show social and cultural sensitivity	Core
SITXWHS001	Participate in safe work practices	Core
BSBWOR203	Work effectively with others	Core
HLTAID011	Provide first aid	Listed Elective
SITTTSL009	Process travel-related documentation	Listed Elective
SITTGDE001	Interpret aspects of local Australian Indigenous culture	Listed Elective
SITHFAB005	Prepare and serve espresso coffee	Listed Elective
SITHFAB004	Prepare and serve non-alcoholic beverages	Listed Elective
SITTTSL001	Operate online information systems	Listed Elective

QCE Credit claimed for these 5 units in SIT20316 qualification

6 units = 50% of 11 unit qualification

NEW Learning

<https://www.qld.edu.au/learning/qualification/SIT20616>

www.iq.qld.edu.au

Duplication of Learning (CII/CIII)

SIT20319 Certificate II in Sport Coaching (Total: 7 units, 395 hours)

Code	Title	Status
HLTAID011	Provide first aid	Core
SIRXWHS001	Work safely	Core
SISSCO002	Work in a community coaching role	Core
SISSCO001	Conduct sport coaching sessions with foundation level participants	Elective (Group A)
SISXEMR001	Respond to emergency situations	Elective (Group B)
SISSOF002	Continuously improve officiating skills and knowledge	Elective (Group B)
SISSPAR009	Participate in conditioning for sport	Non-Listed Elective (Imported)

- 3 core units
- 4 elective units, consisting of:
 - 1 unit from Group A
 - 1 unit from Group A or B
 - Up to 2 units can be selected from the SIS Training Package, or from any other current Training Package or accredited course.

<https://www.qld.edu.au/learning/qualification/SIT20319>

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SIS30115 Certificate III in Sport and Recreation (Total: 15 units)

Code	Title	Status
HLTAID011	Provide first aid	Core
BBSWHS303	Participate in WHS hazard identification, risk assessment and risk control	Core
BBSWOR301	Organise personal work priorities and development	Core
HLTWH5001	Participate in workplace health and safety	Core
ICTWEB201	Use social media tools for collaboration and engagement	Core
SISXCAI003	Conduct non-instructional sport, fitness or recreation sessions	Core
SISXCAI004	Plan and conduct programs	Core
SISXCCS001	Provide quality service	Core
SISXEMR001	Respond to emergency situations	Core
SISXCAI006	Facilitate groups	Listed Elective
SISXIND006	Conduct sport, fitness or recreation events	Listed Elective
BBSWOR204	Use business technology	Listed Elective
SISSSCO001	Conduct sport coaching sessions with foundation level participants	Non-Listed Elective (Imported)
SISSPAR009	Participate in conditioning for sport	Non-Listed Elective (Imported)
SISSSOF002	Continuously improve officiating skills and knowledge	Non-Listed Elective (Imported)

NEW Learning

Five units from the SIS20319 claim QCE credits as part of that qualification

9 core units, 6 elective units, consisting of:

- 3 Listed electives
- 3 Listed electives
- OR from elsewhere in the SIS Training Package, OR any other current Training Package or accredited course.

Let's do the maths

Certificate II in Sport Coaching = 4 Completed Core QCE Credits

Certificate III in Sport & Recreation (7 credits, 395 hours):

- NEW LEARNING:** 10 (out of 15) units = 66.6%
- Take this number DOWN to 50% (25%, 50%, 75% or 100%)
- Claim 50% of the full credit award for the Certificate III qualification = 3.5 credits
- Again, take this DOWN = 3 Core QCE Credits.

If the student undertook the Certificate III only, how much QCE credit would they get, and what type of credit would that be?

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Student O — Combination of courses with a school-based apprenticeship

Student O enrolls in a combination of VET courses and Applied subjects (Core category) as well as a Diploma (Complementary category). The student undertakes a school-based apprenticeship in hairdressing, completing the maximum allowable learning (at school) and on-the-job hours in Years 11 and 12.

Subject	Units studied			Category of learning	QCE credits
	Unit 1	Unit 2	Units 3 & 4		
Essential English	S	S		Core	2
Essential Mathematics	S	S	B	Core	4*
SHB20116 Certificate II in Retail Cosmetics	100% complete (no VET credit transfer)			Core	4*
SHB30416 Certificate III in Hairdressing	25% complete (as per maximum allowed for SAT) (no VET credit transfer)			Core	2
	50 days/year on-the-job (100 in total)			Core	4*
SHB50115 Diploma of Beauty Therapy	4 units complete (no VET credit transfer)			Complementary	(4) 2 eligible
Total QCE credits					18

QCAA QCE Eligibility Scenario

Total of 2 Core credits for the Study Component.

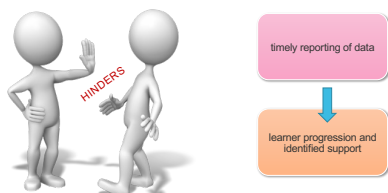
Maximum SAT %:

- ≤33.3% (4 years)
- ≤40% (3 years)
- ≤50% (4 years)

Total of 4 Completed Core credits for the on-the-job component (over 2 years).

*Credits meet criteria to contribute to the completed Core requirement of the QCE.

Late disclosure of achievement outcomes



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Marketing and Student Information

- Conveying an accurate message to students
- Marketing considerations for schools ... in a nutshell
- Accuracy of information (examples)

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Marketing Nationally Recognised Training

Conveying a message



As schools, where would we market or provide information to our students about nationally recognised training services being provided by the school or an external provider that the school is in partnership with?

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Who is the enrolling and issuing RTO?



Example: I'm a school RTO who uses a third-party RTO to deliver some units – do I have to include the third-party RTO's name and details in my advertising (print, radio, Google Ads etc)?

Great Training RTO ID: 99999
SIS30315 Certificate III in Fitness

Core units:

- SISFFIT001 Provide health screening and fitness orientation
- SISFFIT002 Recognise and apply exercise considerations for specific populations
- SISFFIT003 Instruct fitness programs
- SISFFIT004 Incorporate anatomy and physiology principles into fitness programming
- SISFFIT005 Provide healthy eating information
- SISFFIT014 Instruct exercise to older clients/SISXCCS001 Provide quality service
- SISXPAC001 Maintain equipment for activities
- SISXIND001 Work effectively in sport, fitness and recreation environments

Elective units:

- BBSRSK401 Identify risk and apply risk management processes
- HLDAD003 Provide first aid
- HLTWH5001 Participate in workplace health and safety
- SISCAQU002 Perform basic water rescues
- SISCAQU008 Instruct water familiarisation, buoyancy and mobility skills
- SISFFIT008 Instruct water-based fitness activities
- SISFFIT022 Instruct aquatic sessions for specific population groups

** delivered by an agent under a third party arrangement*

<https://www.qld.edu.au/education/training-and-work-preparation>

Misinforming Students



Gives the **WRONG IMPRESSION** that the school is providing third-party training and assessment services,

- who is issuing the certification.
- who is the RTO
- who is issuing the certification.

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Missing or Misleading Information



Essential Training Product Information

Accredited Programs

In Marketing:
Certificate III in Business Administration

Listed units of competency:

- Develop keyboarding speed and accuracy
- Contribute to health and safety of self and others
- Work effectively in an educational environment

In Student Information:

Missing mandatory training package information such as:

- pre-requisite information
- and/or experience
- off site location requirements
- essential work place assessment
- support (LLN or other)

<https://www.qld.edu.au/education/training-and-work-preparation>

Missing Product Codes

Certificate Issuance

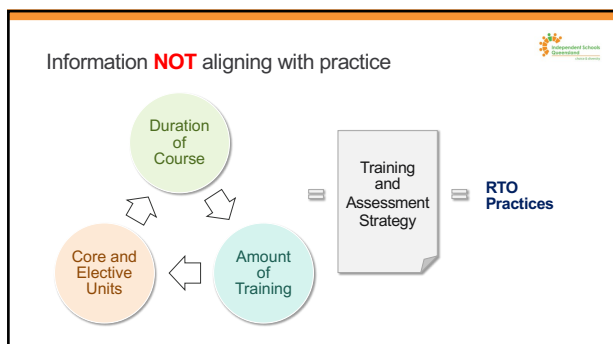
The Information

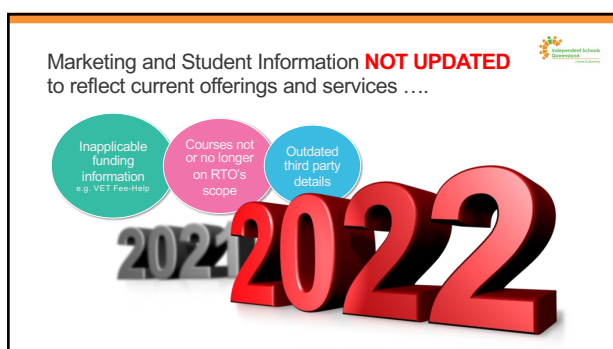
- RTO issuing the **certificate** not clearly identified.
- RTO issuing SOAs for any **credited** units that contribute towards that certificate not clearly identified.
- Fees associated with certificate issuance and/or re-issuance not reflecting the practice.

The Credential

- Displaying the NRT logo on both the certificate **AND** its attached Record of Results.







Marketing Considerations ... in a nutshell

- Who is the enrolling and certificate issuing RTO?
 - correct use of the RTO name and ID (with permission)
- What is and what isn't nationally recognised training?
 - correct use of the NRT logo (distinguished from non-accredited training)
- Does the information reflect the practice?
 - what is advertised vs
 - what is documented in the training and assessment strategy vs
 - what is actually being practiced.

An illustration of an acorn is located at the bottom right of the slide.

Transparent Intentions and High Trust Environments

To formalise an agreement, an ongoing understanding must be reached.



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SCHOOL AND INDUSTRY PARTNERSHIP PROGRAM

Looking to the Future: Report of the Review of senior secondary pathways into work, further education and training

Professor Peter Shergold, July 2020, modified July 2021



Professor Peter Shergold

"Regardless of how VET is delivered, there needs to be an expectation that it will be packaged in a meaningful way that assists students with their chosen pathway".

"ASQA's high standards mean that schools and schoolteachers are well equipped to provide entry level training, to the standard of any other RTO."

"Far too often, there is a lack of mutually effective partnerships between VET providers, industry and schools."

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Partnership Agreements

Agreement types

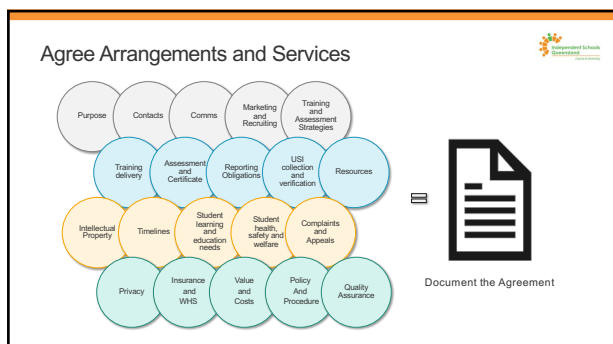


Third Party agreement
(School RTO or External RTO)

Contract or 'purchasing' agreement
(training, apprenticeship, fee for service etc.)

Memorandum of Understanding
(MOU)

You are in this journey together



Components of the agreement

Schedule 1: Listing key reference items of the agreement

Items may include details that may be subject to change, such as:

- Details of the **RTO, RTO ID, ABN, Contact** person details etc
- Details of the **School RTO, RTO ID, ABN, Contact** person details etc
- **Start and Finish Dates**
- **Duration** of the course
- **Qualification, Code and Title**
- Units of **Competency, Codes and Titles**
- A description of required **training and assessment services**
- A description of required **educational and support services**
- A list of delivery **locations**
- **Fees, notices, insurances, invoices, payment terms** etc

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Components of the agreement

Schedule 2: Outlines the obligation specifics that the Principal RTO and the Third Party are responsible for, such as

Area	Description
Training and Assessment Strategies	The school RTO is responsible for authoring and maintaining the Training and Assessment Strategy for the qualification specified at Item 6 of Schedule 1 and ensuring that practices and associated resources are informed by industry prior to training taking place.
Validation	The school RTO will conduct pre-validation of all assessment materials pertaining to qualification's selected units of competency and in accordance with its current 5-year validation schedule and prior to commencement of training. The Third Party will participate in validation activities as arrangement by the school RTO.
Certificate Issuance	The school RTO will ensure the issuance of all certificates pertaining to achieved competencies for the qualification specified at Item 6 of Schedule 1 to the learner within 30 calendar days.

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Components of the agreement

Other schedules

Other Schedules

- calendar of monitoring activities
- a table of trainer and assessor requirements external legislation or licensing requirements
- details of Student Cohort
- code of conduct

Execution

There must be a place for both parties to endorse the execution of the agreement by dating and signing and having this witnessed where possible.

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Fostering Positive Partnerships

- Student Centred Approach
- Turning assumptions into knowledge
- Fostering and maintaining positive partnerships

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- **Know** compliance requirements are being met by the external RTO (and by you)
- **Know** training and assessment meets training package rules and current industry requirements
- **Know** students are happy and enjoying their learning experience

Turn your
ASSUMPTIONS
into
KNOWLEDGE

Maintaining Positive Working Relationships



- Consider what your students are telling me
- Consider what your teachers are telling you
- Review performance data outcomes
- Engage with third party's industry relevance processes
- Participate in third party's validation processes or at least be informed as to the outcomes
- Maintain regular and transparent communications
- Apply continuous improvement practices
- Consider
 - is this still the right provider?
 - should this product be on the school RTO's scope of registration?



As a VET Practitioner in a school, consider

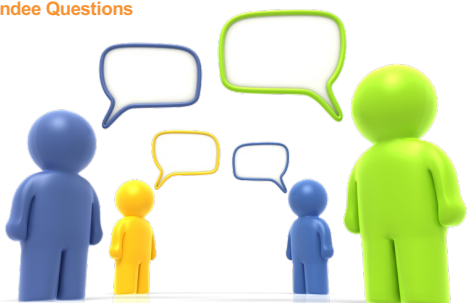
... what part do **YOU** play in the monitoring and maintenance of services being provided for your learners?

... what new things will **YOU** do from here on to improve the monitoring of those services?

Independent Schools Queensland

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Attendee Questions





MORE INFORMATION

MELANIE ALEXANDRA
EDUCATION SERVICES ADVISOR (VOCATIONAL EDUCATION, SKILLS AND TRAINING)
TEL: 07 3228 1562 | EMAIL: MALEXANDRA@ISQ.QLD.EDU.AU

www.isq.qld.edu.au
