VEG EDUCATION



2027

VET TEACHER HANDBOOK

VEG Education's mission is to inspire and equip students with practical skills and a deep understanding of the Food & Fibre Industries through hands-on learning and industry connections. We are committed to fostering curiosity, sustainability, and career readiness, connecting young people with the world around them.





TABLE OF CONTENTS

- Welcome
- Scope of Delivery
- School Partnerships
- Contact Us
- VET in Practice
- Code of Conduct
- Training & Assessment
- Standard for RTOs 2025
- Certification
- Policies
- Teacher Requirements
- aXcelerate

WELCOME



Welcome to the VEG Education vocational education teaching team. This handbook is designed to equip you with essential information and guidance to support you in your role as a vocational education and training (VET) teacher within your school. It provides an overview of key responsibilities, teaching frameworks, resources, and procedures to ensure quality delivery and compliance within the VET sector. Whether you are new to VET teaching or an experienced practitioner, this handbook aims to help you confidently navigate your duties and contribute to the success of your students and the broader VET program.

Velisha Education Group Pty Ltd (t/a VEG Education) is a Registered Training Organisation (RTO) ID 45732. This means that we can provide students undertaking vocational courses with nationally recognised certificates in qualifications on our scope of registration.

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



SCOPE OF **DELIVERY**

For VEG Education's qualifications on its scope of registration see https://training.gov.au/organisation/details/45732/qualifications

We must ensure that our scope of registration is current, and an application to add a training product must be submitted to the regulator only when we wish to deliver a new product or a replacement/non-equivalent updated qualification, whereas equivalent superseded versions typically update automatically.

Our aim is to support, grow, and upskill the industry and related supply chain sectors by delivering practical, hands-on learning experiences and real-life industry insights.

Our programs are designed to offer career pathways, helping students develop the skills needed for thriving careers in fresh produce, food supply chains, animal care, hospitality, and more.

VEG Education emphasises industry relevance, sustainability, and safety, providing resources aligned with industry needs and working closely with schools and teachers.

Our approach promotes connecting people with the living world around them—growing, nurturing, caring, cooking, serving, and selling within a classroom model that bridges education and real industry opportunity.













Nationally Recognised Training

QUALIFICATIONS **ON SCOPE**

GROW

- AHC10322 Certificate I in Horticulture
- AHC20122 Certificate II in Agriculture
- AHC20324 Certificate II in Production Horticulture
- AHC20422 Certificate II in Horticulture
- AHC21216 Certificate II in Rural Operations
- FBP20521 Certificate II in Wine Industry Operations

CARE

- AHC21024 Certificate II in Conservation and Ecosystem Management
- ACM20121 Certificate II in Animal Care
- AHC21624 Certificate II in Landscaping

COOK

- SIT20421 Certificate II in Cookery

SERVE

- SIT10222 Certificate I in Hospitality
- SIT20322 Certificate II in Hospitality

SELL

- BSB10120 Certificate I in Workplace Skills
- BSB20120 Certificate II in Workplace Skills
- CHC24015 Certificate II in Active Volunteering

SCHOOL
PARTNERSHIPS

VEG Education 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 VEG Education 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 VEG Education

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 recognised credential within their senior secondary program and while the program may be at the introductory level, all the national standards and regulations apply.

VEG Education 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.







CONTACT

Our Team

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

VEG Education Head Office
372 Duncans Road
Werribee South, VIC, 3030
Phone: 1300 835 474
Email: info@veg.edu.au
Web: www.veg.edu.au



VET IN **PRACTICE**

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, as well as vocational and higher education pathways.

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

Unique Student Identifier

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

Training and assessment in the vocational education and training (VET) sector must be competency-based and aligned to the requirements of the relevant Training Package or accredited course. Trainers and assessors are required to hold the current Certificate IV in Training and Assessment or a higher adult education qualification, and must maintain vocational competence, current industry skills, and knowledge of contemporary training and assessment practices. This includes undertaking professional development, staying up to date with Training Package updates, and applying ongoing currency in both their industry area and VET practice.

Competency-based assessment is designed to confirm that a learner can demonstrate the skills and knowledge required in the workplace to the level defined by industry standards.



Key features include:

- Assessment is directly linked to the skills and knowledge outlined in the relevant competency standard.
- Learner competence is recognised regardless of where, how, or when skills and knowledge have been acquired.
- Learners are assessed when they are ready and provided with opportunities for reassessment if deemed Not Yet Competent.
- Learners receive a formal record of competencies achieved, supporting their pathways for employment and/or further training.

All training and assessment must ensure outcomes that are consistent, valid, and equitable, in line with the Principles of Assessment outlined in the Standards for RTOs 2025:

- **Fairness:** Assessment considers the individual learner's needs, characteristics and access requirements. Reasonable adjustments must be applied without compromising competency outcomes.
- **Flexibility:** Assessment reflects learner needs, recognises competencies regardless of acquisition pathway, is appropriate to the context and method, and supports ongoing skill development.
- **Validity:** Assessment evidence must directly demonstrate the learner's performance against the requirements of the unit or module. Assessment tools and processes must lead to defensible decisions about competence and be used only in the context and for the group they are designed.
- **Reliability:** Assessment outcomes must be consistent and reproducible across different assessors and contexts, with processes that minimise error and ensure dependable judgements.

CODE OF **CONDUCT**

All trainers and assessors engaged by our RTO must comply with the Standards for RTOs 2025, national regulatory requirements, and uphold the principles of ethical, fair, and transparent assessment. The following code outlines expected professional standards of practice:

- Assessors must recognise and respond sensitively to the diverse needs, characteristics, and circumstances of learners, while ensuring training and assessment remain consistent with industry and enterprise requirements.
- Any potential or actual conflict of interest in the assessment process must be identified, declared, and appropriately managed.
- All assessment activities must be free from harassment, discrimination, bullying, or unfair treatment.
- The rights of learners must be respected and protected throughout the assessment process, including before, during, and after assessment is conducted.
- Assessment decisions must only be based on evidence directly related to demonstrating competency. No personal, cultural, or interpersonal factors unrelated to the standards may influence the outcome.
- Learners must be fully informed of their rights, including the right to appeal and the process for doing so.
- Evidence collected must meet the Rules of Evidence: validity, reliability, authenticity, sufficiency, and currency.
- Assessment decisions must be documented and verifiable by a third party, ensuring consistency across assessors.
- All practices must comply with the RTO's assessment system, policies, and procedures.
- Learners must formally verify that the work they submit for assessment is entirely their own.

CODE OF **CONDUCT**

- Assessment tools, systems, and processes must comply with equal opportunity, anti-discrimination, and workplace legislation.
- Learners must be advised of the purpose, process, and possible impacts of the assessment before it begins, including how results will be reported.
- Confidentiality must be maintained at all times. Assessment records and results may only be released with the learner's written consent or where legally required.
- Assessment outcomes must always align with the purpose explained to the learner.
- Assessors must maintain vocational competency, current industry skills, and up-to-date assessment knowledge consistent with the requirements of their role.
- Ongoing professional development must be undertaken to maintain both industry and VET currency.
- Assessors should actively participate in professional networks and industry engagement opportunities to support continuous improvement.
- Opportunities for collaboration, peer moderation, and technical support in assessment must be fostered to ensure quality and consistency of outcomes.

By following this Code of Conduct, trainers and assessors ensure that assessment practices are ethical, compliant, and supportive of high-quality learner outcomes in accordance with the Standards for RTOs 2025.



TRAINING AND **ASSESSMENT STRATEGY**

VEG Education refers to its Training and Assessment Strategy (TAS) as the VET Program Map (VPM).

The VPM is the key program document that explains how a qualification is delivered and assessed. It outlines the learner cohort, delivery model, unit sequence, assessment approach, required resources, trainer and assessor requirements, industry engagement and quality assurance arrangements.
For teachers, the VPM provides the overall roadmap for the program. It shows what is delivered, when it is delivered, how learning is structured, and how competency is assessed.

Each qualification, skill set or course delivered by VEG Education must have a current and approved VET Program Map that reflects the applicable training product requirements, packaging rules, assessment requirements and VEG Education delivery model.

The VPM is more than a compliance document. It is the master implementation guide for the program and provides a practical framework for trainers, assessors, partner schools and VEG Education management to understand what is delivered, when it is delivered, how learning occurs, how competency is assessed, and how quality is monitored.

Maintaining accurate and current VET Program Maps supports compliance with the Standards for RTOs 2025 and helps ensure that VEG Education delivers consistent, well-resourced and industry-relevant training and assessment across all delivery locations.

ASSESSMENT TASKS

Vocational competencies are assessed through varied methods—such as formal tasks, observations, practical activities, class exercises, and work placements—to capture each learner's skills and knowledge. Students are deemed competent when they meet all performance criteria outlined in the relevant unit of competency.



Assessment design must align strictly with training package requirements, including elements, performance criteria, performance/knowledge evidence, and assessment conditions.



To ensure compliance, the assessment process is managed through aXcelerate using the following protocols:



- **Mapping:** Each task is housed in aXcelerate and explicitly mapped to the relevant unit of competency and qualification.
- **Authenticity:** Students must complete a digital declaration confirming the submitted work is entirely their own, which is automatically date- and time-stamped.
- **Evidence Storage:** All assessment evidence must be uploaded directly to aXcelerate to satisfy compliance, verification, and secure retention requirements.
- **Grading Benchmarks:** Teachers are provided with model answers and clear marking benchmarks within the assessment section of the platform.



All assessment instruments must be authorised and regularly reviewed in accordance with VEG Education's validation schedule. These continuous improvement measures ensure ongoing validity, reliability, and strict compliance with the Standards for RTOs 2025.

Australian Qualifications Framework



VOLUME OF LEARNING

The Australian Qualifications Framework (AQF) defines Volume of Learning (VoL) as the typical time a learner without prior experience needs to gain the knowledge, skills, and attributes required for a qualification. It is expressed in equivalent full-time years and includes all learning activities—formal classes, online modules, individual study, workplace learning, and assessment.

RTOs must design training and assessment strategies that comply with AQF VoL requirements to ensure sufficient time and depth of learning.

The VoL comprises:

- **Nominal (Supervised) Hours** – Structured, trainer-led sessions and assessments delivered face-to-face, online, or through distance education.
- **Unsupervised Hours** – Independent learning such as study, assignments, projects, and work experience.

While Nominal Hours are used mainly by governments for funding calculations, they represent only the supervised component of training and exclude independent study. They do not define course length. By contrast, Volume of Learning reflects the total time required for competency development, encompassing both supervised and unsupervised learning.

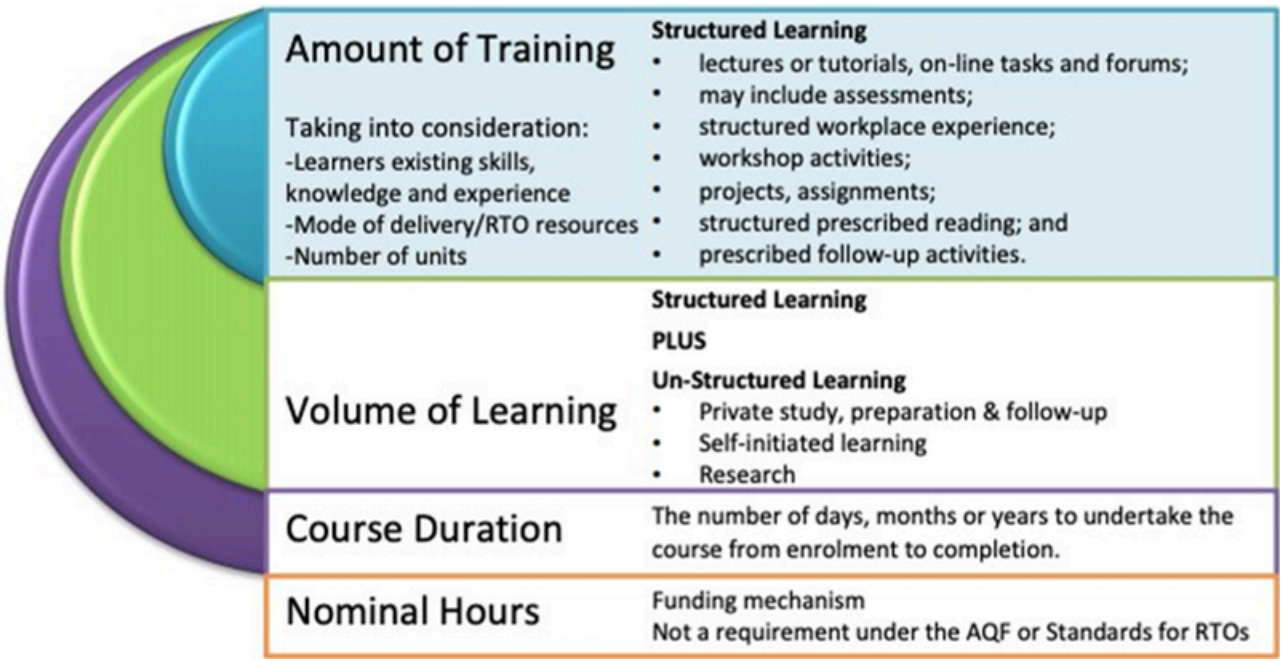
Nominal hours are the standard hours allocated to each unit of competency in accordance with government and industry guidelines. These hours represent the expected supervised learning and assessment time required to deliver and assess the unit, and are used primarily for funding and reporting purposes.

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

Course duration measures the total enrolment period (from commencement to completion), which may include inactive periods and therefore differs from both nominal hours and VoL.

By aligning program design with AQF Volume of Learning ranges, RTOs maintain consistency, rigour, and compliance with national standards and ensure training is sufficiently structured, engaging, and paced for learners to achieve competency.



OUTCOME STANDARDS
FOR RTOS

2025 Standards for Registered Training Organisations (RTOs)









Quality Area 1 – Training and Assessment:

- Training
- Assessment
- Recognition of Prior Learning and Credit Transfer
- Facilities, resources and equipment

Quality Area 2 – VET Student Support:

- Information
- Training support
- Diversity and inclusion
- Wellbeing
- Feedback, complaints and appeals

Quality Area 3 – VET Workforce:

- VET Workforce Management
- Trainer and Assessor Competencies

Quality Area 4 – Governance:

- Leadership and Accountability
- Risk Management
- Continuous Improvement

FACILITIES, RESOURCES & EQUIPMENT



Standard 1.8

Standard 1.8 of the 2025 Standards for Registered Training Organisations (RTOs) mandates that facilities, resources, and equipment for each training product must be fit-for-purpose, safe, accessible, and sufficient. This means an RTO must ensure all physical and virtual learning environments, tools, and materials effectively support the delivery and assessment of training as required by the training product. Facilities and resources must meet health and safety standards, be accessible to all students, and be adequate to deliver quality training outcomes across all delivery modes, including face-to-face, online, and blended learning. RTOs are expected to identify and provide or source necessary facilities and equipment, including those provided by third parties, while managing risks to maintain safe and effective learning conditions. Overall, this standard supports delivering training that meets national quality and safety expectations, fostering positive learner outcomes and compliance with regulatory requirements.

Schools must ensure that:

- resources and equipment used in training and assessment align with all requirements set out in the qualification and units of competency.
- resources and equipment are contemporary and relevant to current industry practice, including any emerging technologies
- equipment for each unit of competency is fit-for-purpose, safe and regularly maintained

Consider:

- How do students access the facilities, resources and equipment?
- Do all students have reasonable and equitable access?
- What risks are associated with the facilities, resources and equipment and how are these risks proactively managed to ensure the safety of students and staff at all times?

RECORDING VOCATIONAL **COMPETENCIES**

All assessments are mapped directly to the relevant units of competency within the VEG Education Student Management System (SMS), aXcelerate. When a student is marked “Satisfactory” across all assessment tasks linked to a unit, the SMS will automatically record the student as competent for that unit and note the unit completion date.

Students may be recorded as either Competent or Not Yet Competent for each unit of competency. All VET activity, including assessment outcomes and student progress, is systematically recorded and measured for reporting purposes. VEG Education uses aXcelerate's tracking and reporting tools to regularly review student progress, ensuring they stay on track to successfully complete units and the qualification.

Recognition of Prior Learning (RPL) and Credit Transfer (CT) outcomes are recorded in the SMS once the RPL process is completed or evidence for CT is verified by VEG Education staff.

It is essential that competencies are entered into the SMS promptly and regularly.

Trainers and assessors must cross-check portal records against their personal records and communicate routinely with students about their progress towards competency and qualification completion.

Students may achieve competencies at any point in their course, including through Structured Workplace Learning or other learning activities. Students have the right to request reassessment when they feel ready after an initial Not Yet Competent outcome, and such requests should be managed collaboratively between the student and VET teacher.

STUDENT SUITABILITY

VEG Education requires a thorough pre-enrolment suitability assessment for all prospective VET students. This includes:

- Review of the prospective student's existing skills, competencies, language, literacy, numeracy (LLN), and digital literacy relevant to the training product.
- Consideration of any prerequisites or entry requirements specific to the qualification or course.
- Assessment of the student's individual needs, including any physical or other requirements related to the training product.
- Provision of clear, accurate, and accessible advice to the student about the suitability of the course based on the assessment outcomes.
- Where a student is deemed not suitable to undertake the qualification, advice on alternative training products or pathways to build necessary skills is provided.
- Discussion of reasonable adjustments, training support services, and wellbeing support available to enable informed decision making by the prospective student.

Responsibilities of Partner Schools

Partner schools delivering VET qualifications in partnership with VEG Education are required to:

- Conduct or facilitate student suitability assessments prior to enrolment in consultation with VEG Education.
- Ensure that students understand the nature, requirements, and commitments of the VET qualification.
- Confirm that the student has the prerequisite skills or provide pathways or support to develop them before enrolment.
- Provide ongoing support to students during the program, including access to training support, trainers, and wellbeing services.
- Promote and uphold inclusive, safe, and supportive learning environments that accommodate diverse student needs and make reasonable adjustments as necessary.
- Collaborate with VEG Education to monitor student progress and address any emerging suitability or capability issues promptly.

Commitment to Quality Outcomes

VEG Education and its partner school providers commit to delivering high-quality training aligned with student needs and industry standards, ensuring students are well-placed to succeed in their chosen VET qualification. Continuous improvement of suitability assessment processes and support services is a priority to maintain compliance with the Standards for RTOs 2025.



STUDENT CERTIFICATION

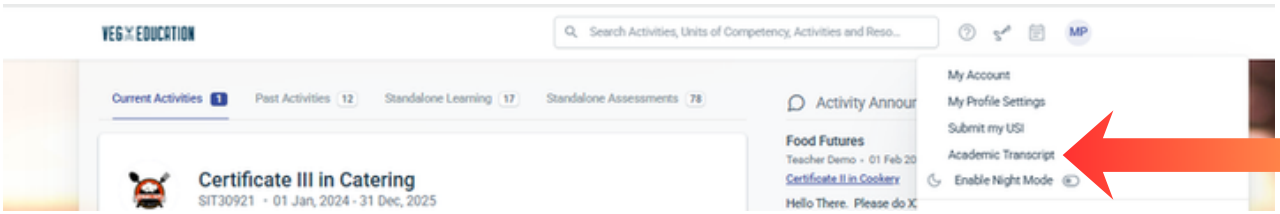
Students receive a Certificate (qualification) if all the required units of competency are achieved to industry standard and the Structured Workplace Learning placement/s (if necessary) has been successfully completed. A Statement of Attainment is awarded for partial completion of a qualification.

Vocational certificates are produced by VEG Education at the end of each school year for students after a rigorous data checking process. Certificates are not produced 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 via the Learner Portal. Most students, who complete their vocational studies at the end of October, will be issued their certificates in November. Certificates are provided as PDF documents in the Learner Portal for students to immediately download and to the school for distribution upon request.

Students can access their own digital copy from the Learner Portal by selecting “Academic Transcript” in the My Account Menu.



ASSESSMENT MODERATION

Moderation is a quality assurance activity conducted annually involving VET teachers from all VEG Education schools delivering the same course. During moderation, all assessment instruments are reviewed and compared to ensure they:

- Are appropriate for the units of competency being assessed
- Accurately reflect the requirements outlined in the elements, performance criteria, range statements, and evidence guides
- Include clear detail on how evidence is collected and the rationale underpinning assessment decisions

While moderation is not a mandatory requirement under the Standards for RTOs 2025, it remains an important best practice supporting consistency and fairness in assessment outcomes across different assessors and delivery sites. The results of moderation activities inform continuous improvement of assessment instruments and practices.



POLICIES
APPEALS

Students enrolled in vocational education and training courses have the right to appeal decisions related to individual assessment tasks or how unit results are determined.

If a student disagrees with an assessment decision, they should initially raise their concerns with their VET teacher. If the matter is unresolved, the student may escalate the issue to the VET Coordinator for review. Should the student remain dissatisfied after this review, they may submit a formal appeal to VEG Education.

The appeals process is conducted in accordance with principles of natural justice and procedural fairness, ensuring that students are informed of their rights and the avenues available for review, including the opportunity for independent review if requested.

Appeals must be documented, and outcomes communicated to the student promptly. Outcomes of appeals are used to inform continuous improvement within the RTO.



POLICIES
WHS

VEG Education ensures compliance with all relevant Commonwealth and State Workplace Health and Safety (WHS) legislation as part of its responsibilities as an RTO. Vocational courses delivered through VEG Education incorporate WHS units and content to prepare learners to work safely in their industry environments.

Teachers are required to embed safe work practices within their training and assessment activities, modelling and reinforcing WHS standards applicable to the workplace. This includes ensuring students understand and correctly use Personal Protective Equipment (PPE), follow safety protocols, and are familiar with risk management principles and emergency procedures relevant to their vocational area.

The RTO actively monitors and maintains safe learning environments, whether on-site at schools or within simulated and actual industry workplaces, ensuring facilities comply with WHS regulations and standards.

Consistent with the updated Work Health and Safety Regulations and related legislation, VEG Education promotes a culture of safety and responsibility supporting both staff and students, contributing to quality vocational education outcomes.



POLICIES
PRIVACY

VEG Education collects personal information to manage your enrolment in VET courses; withholding this data prevents enrolment and qualification issuance. By law under the NVETR Act, we disclose this data to the National Centre for Vocational Education Research Ltd (NCVER) as the National VET Data Custodian, as well as to relevant State or Territory training authorities.

In compliance with Standards for RTOs 2025 (Clause 20) and Australian Privacy Principle 11, records are securely stored in aXcelerate, with USIs protected from internal tracking use, and retained for statutory periods before secure destruction. Under the Australian Privacy Principles, students can access, correct, or make complaints regarding their data by contacting the Privacy Officer or visiting the **VEG Education Privacy Policy**.

Anyone with questions or responsibilities related to privacy management should consult the VET Coordinator at their school for guidance and support.

VEG Education ensures that:

- Personal information is collected lawfully, transparently, and only for specified, legitimate purposes.
- Information is stored securely and accessed only by authorised personnel.
- Students and staff are informed about how their information is used and their privacy rights.
- Privacy breaches or complaints are promptly managed in accordance with legal and regulatory requirements.

This policy aligns with national privacy principles and supports safeguarding student and staff data integrity and confidentiality.

POLICIES
MARKETING

Marketing Material Approval

- Partner schools must obtain written approval from VEG Education prior to publishing or distributing any marketing or promotional materials related to VET courses.
- All marketing materials must accurately represent the course content, delivery mode, costs, and any entry requirements or student obligations.
- Marketing materials must not mislead or exaggerate potential outcomes, such as employment or further study prospects.

Mandatory Marketing Information

All marketing and advertising content by partner school providers must include:

- The registered training organisation’s name and RTO code: "This qualification is delivered under a third party arrangement with VEG Education RTO 45732."
- The accurate code and full title of the training product as listed on the National Register (training.gov.au).
- Clear and accessible information about course fees, refunds, payment terms, complaints and appeals processes, and any government subsidies or entitlements related to the course.
- Obligations and requirements students must meet to complete the course successfully, including any technology or equipment needed.

Compliance Requirements

- Marketing and advertising must be presented clearly in the name of VEG Education as the RTO responsible for delivering the nationally recognised training product.
- Partner school providers must ensure that advertising complies with all relevant legislative and regulatory requirements and is consistent with the ethical standards set out by ASQA.
- Marketing activities, including digital, social media, television, and radio, must include VEG Education's RTO code and the specified statement about the third-party delivery arrangement.
- Any marketing material managed or produced by third parties on behalf of the partner school providers must also comply with these requirements and receive prior approval from VEG Education.

Monitoring and Enforcement

- VEG Education retains the responsibility and authority to monitor marketing practices of partner school providers.
- Non-compliance with this policy may result in corrective actions, including removal of non-compliant marketing materials, suspension of marketing privileges, or review of third-party arrangements.
- Partner school providers must cooperate with VEG Education in providing evidence of compliance and marketing material records as requested.

Logo Use

The VEG Education logo can be used to promote the courses, however cannot be changed or modified from published form. Contact us for a approved image file.

EMPLOYABILITY **SKILLS**

Employability Skills are an integral part of all VET qualifications and courses. They represent the core capabilities that learners need not only to secure employment but also to progress within workplaces and contribute effectively to organisational goals. Commonly referred to as key skills, core skills, life skills, or transferable skills, the preferred industry term in the VET sector 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 broad Employability Skills which underpin success across many job roles and contexts:

- Communication
- Teamwork
- Problem solving
- Initiative and enterprise
- Planning and organising
- Self-management
- Learning
- Technology

All current Training Packages have incorporated Employability Skills into their units of competency, and future Training Packages must continue to embed these skills. VEG Education must ensure that training and assessment strategies explicitly address the development and assessment of Employability Skills, tailored to the requirements of each qualification. Summaries of required Employability Skills for each qualification can be found on the official training.gov.au website.

FOUNDATION **SKILLS**

Under Standard 2.2 of the 2025 Standards for RTOs, vocational education and training (VET) students must be advised before enrolment about the suitability of the training product for their individual skills and competencies.

This includes a mandatory pre-enrolment review of prospective students' language, literacy, numeracy (LLN), and digital literacy skills, aligned with the Australian Core Skills Framework (ACSF) and Australian Digital Capability Framework (ADCF). Based on this assessment, RTOs provide accurate advice on whether the training product meets the student's needs or if alternative options or support pathways are more appropriate.

Foundation skills encompass essential communication, cognitive, and digital capabilities required for successful participation in training, work, and community. These include speaking, listening, reading, writing in English, applying mathematical concepts, and digital tasks. VET teachers assess these foundation skills at training commencement to identify any learning support needs. They enable access to additional support services—such as study skills, English as a Second Language (ESL), bridging programs, and digital skills development—when gaps are identified.

Embedding foundation and digital skills within Training Packages ensures learners develop the competencies necessary for lifelong learning, workplace success, and full participation in vocational training.

VEG Education provides access to LLN and Digital Capability testing via LLN Robot and Digital Robot prior to enrolment for all students.

RESPONSIBILITIES OF VET TEACHERS

In addition to general teaching responsibilities, VET teachers have specific obligations to ensure high-quality vocational education and compliance with regulatory standards. These include:

- Delivering courses based on current endorsed Training Packages, ensuring alignment with packaging rules and qualification requirements.
- Holding and maintaining the necessary vocational and Training and Assessment (TAE) qualifications relevant to the courses they deliver.
- Maintaining continuous professional development and industry experience to remain current in both vocational industry skills and VET training and assessment practices.
- Keeping accurate and up-to-date records of industry currency, professional learning, vocational experience, and qualifications.
- Actively participating in industry networks, forums, and meetings related to the qualifications taught to maintain relevance and align training with evolving industry standards.
- Providing students with clear, accurate information about course requirements, competencies, and assessment through unit outlines and related materials.
- Offering opportunities for students who are work-ready to undertake Structured Workplace Learning (SWL), coordinating and monitoring SWL according to college policies, duty of care requirements, and relevant procedure timelines.
- Conducting assessments consistent with competency-based principles and RTO assessment policies to ensure fairness, validity, reliability, and flexibility.
- Reviewing assessment strategies and tools collaboratively with industry representatives and validating these tools regularly to ensure ongoing effectiveness.
- Maintaining and implementing a current Training and Assessment Strategy (TAS) / VPM for each qualification delivered.
- Keeping secure, organised, and accessible records of student assessments, facilitating efficient tracking and transparency of student progress.
- Maintaining regular communication with students regarding their progress towards achieving competencies and qualification completion.
- Providing timely advice to students about opportunities for Recognition of Prior Learning (RPL), Credit Transfer (CT), Australian School-based Apprenticeships, and further pathway options following vocational training.
- Participating in scheduled VET teacher meetings as required to support collaboration and quality improvement efforts.
- Adhering to all VET-related dates and deadlines as outlined in the college calendar to facilitate smooth course delivery and compliance.
- Supporting the RTO in maintaining its Registered Training Organisation status by ensuring all practices comply with the Standards for RTOs 2025 and related regulatory requirements.

QUALIFICATIONS & **INDUSTRY CURRENCY**

VET teachers are required to hold appropriate qualifications and maintain industry currency to ensure the delivery of quality vocational education aligned with current standards. Specifically, VET teachers must have:

- A recognised Training and Assessment qualification, which can include one of the following:
  - TAE40122 Certificate IV in Training and Assessment, or earlier versions such as TAE40116 or TAE40110.
  - OR a diploma or higher qualification in adult education,
  - OR a teaching degree supplemented with TAESS00019 or TAESS00024 (or their current equivalents).

- Any additional qualifications mandated by the relevant Training Package for the qualification being delivered.

- Vocational competencies that meet or exceed the level of the qualification or units they are teaching or assessing, supported by relevant current industry skills and experience as specified by the Training Package.

Maintaining industry currency involves ongoing professional development, active participation in industry networks, and engagement in practical experience to keep skills and knowledge aligned with workplace and sector developments.

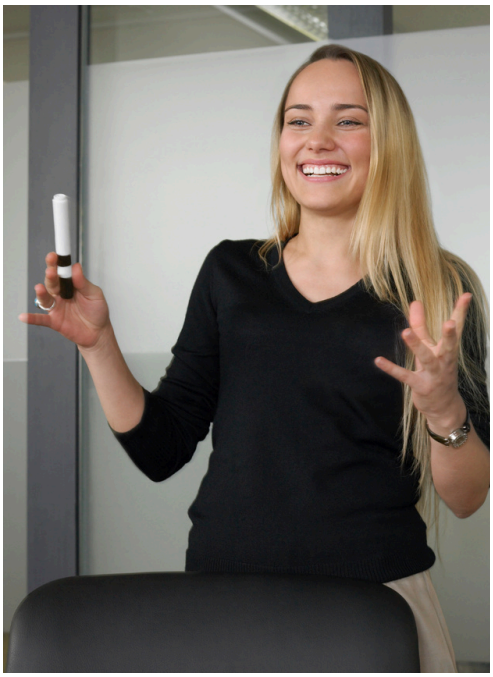


INDUSTRY CURRENCY

VET teachers must maintain ongoing industry currency to ensure they deliver training and assessment that reflects current sector standards and practices. Currency is maintained through relevant professional learning and direct engagement with industry, such as completing industry placements or projects aligned with the units of competency taught.

Additional ways to sustain industry currency include:

- Participating in documented industry meetings and consultations
- Inviting guest speakers from industry into the classroom
- Organising or attending industry excursions and site visits
- Engaging in industry competitions relevant to the qualification
- Conducting visits to workplaces during Structured Workplace Learning programs
- Attending industry-specific workshops, forums, and conferences



VET teachers are expected to document these activities as evidence of maintaining currency, linking them explicitly to the units of competency they deliver and assess. This ensures alignment with the Standards for RTOs 2025 and supports the delivery of current, industry-relevant training to learners.

PROFESSIONAL DEVELOPMENT

VET teachers are required to engage in ongoing professional development each year. This is a crucial part of meeting regulatory standards, maintaining currency in industry skills, and enhancing one's capabilities in vocational education and training. Maintaining a high level of expertise is essential for quality delivery and assessment at VEG Education.

Professional development activities may include, but are not limited to:

- Formal external training courses and qualifications
- In-house professional development sessions, skill briefs, and compliance updates
- Industry seminars, forums, webinars, and conferences
- On-the-job training, coaching, mentoring, and peer observation
- Participation in industry networking events
- Industry placements or secondments to deepen practical knowledge
- Keeping current through reading industry journals, magazines, newsletters, and other publications
- Collaborative work, mentoring, or shadowing with other trainers and assessors



It is important to note that delivering training and assessment alone does not count as professional development. Professional development activities must be structured, purposeful, and demonstrably enhance the trainer’s skills and knowledge relevant to their role.

QUALIFICATIONS REGISTER



All VET teachers must maintain a comprehensive, up-to-date record of their qualifications, vocational competencies, industry currency, professional learning, and relevant experience. This record is essential for demonstrating compliance with the Standards for RTOs 2025 and supporting ongoing quality in training delivery.

Each time there is a change or update to a Training Package, qualification, or unit of competency, the teacher must complete or update their Trainer Profile accordingly.

This ensures that records accurately reflect the scope of their current delivery responsibilities.

Soft copies of all academic and vocational qualifications, training and assessment certifications, and evidence of professional development must be uploaded and securely stored in the Teacher's Portfolio within the VEG Education Student Management System (SMS).

All ongoing professional development activities must also be logged in the SMS for continuous monitoring and compliance reporting.

This process supports transparency, regulatory compliance, and informed workforce management within the RTO.

PROFESSIONAL ASSOCIATIONS

VET teachers are encouraged to join relevant professional and industry associations. Membership in these organisations provides valuable opportunities to network, build industry connections, and stay informed of emerging trends, changes, and innovations within specific industry areas.

Active involvement in professional associations should be documented and can be used as evidence of ongoing industry engagement and currency. Participation in association events, seminars, conferences, and committees contributes directly to professional development and supports compliance with the Standards for RTOs 2025.

Examples of notable professional bodies for VET teachers and trainers in Australia include:

- Australian Institute of Training and Development (AITD)
- Australian Vocational Education & Training Professionals Association (AVETPA)
- Australasian Vocational Education and Training Research Association (AVETRA)
- Institute for Learning & Performance (ILP)
- VET Development Centre (VDC)
- Industry-specific associations related to the qualification areas being taught

Maintaining memberships and engaging with these bodies helps VET teachers enhance their professional practice and ensures their delivery remains aligned with industry needs.

INDUSTRY ENGAGEMENT

Training Packages are developed by industry to meet the evolving training needs of the workforce. These packages undergo regular, extensive consultation to ensure they remain relevant and responsive to industry changes.

As VET teachers, it is essential to maintain ongoing engagement with industry to ensure that training and assessment strategies remain current with industry standards and practices. Regular consultation helps align course delivery, assessment items, and student readiness with the latest industry knowledge and initiatives.

Teachers should maintain a register documenting all industry engagement activities, including discussions with industry representatives or stakeholders about courses, assessments, student competencies, emerging trends, and workplace expectations.

Examples of industry engagement activities include:

- Formal meetings or consultations with industry representatives
- Informal discussions or networking with employers and industry bodies
- Industry site visits or workplace tours
- Attendance at industry forums, seminars, or workshops
- Collaboration with industry experts on course content and assessment design

Maintaining detailed records of these interactions provides evidence of compliance with regulatory requirements and supports continuous improvement in course delivery.

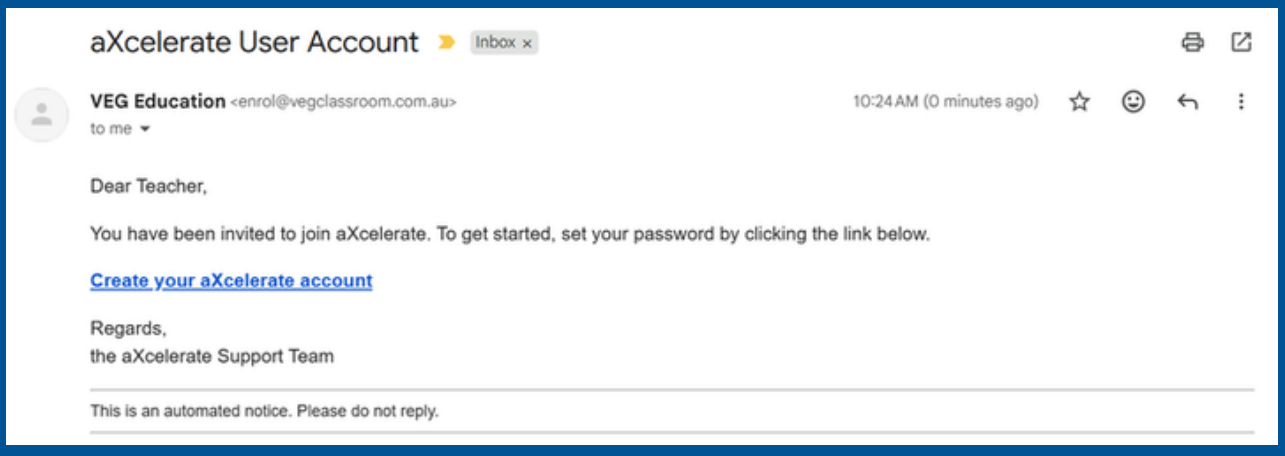


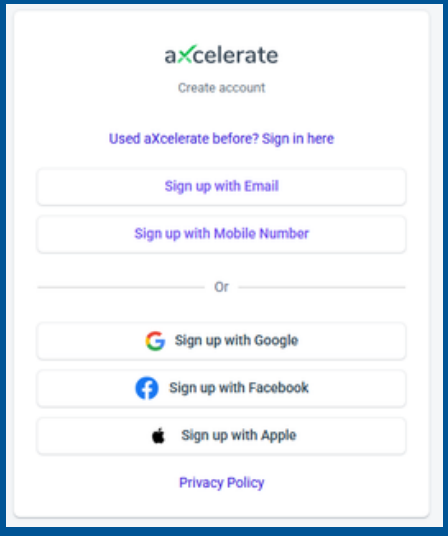
SMS
AXCELERATE

Our Student Management System (SMS) and Learning Management System (LMS) is aXcelerate. This allows for all learning materials, assessments and student records to be integrated in the one online platform.

Access to the system is set up for you by the VEG Education Team. You will recieve an email inviting you to create your own log in to the system.

Access our Teacher Portal Navigation video by scanning the QR code above.

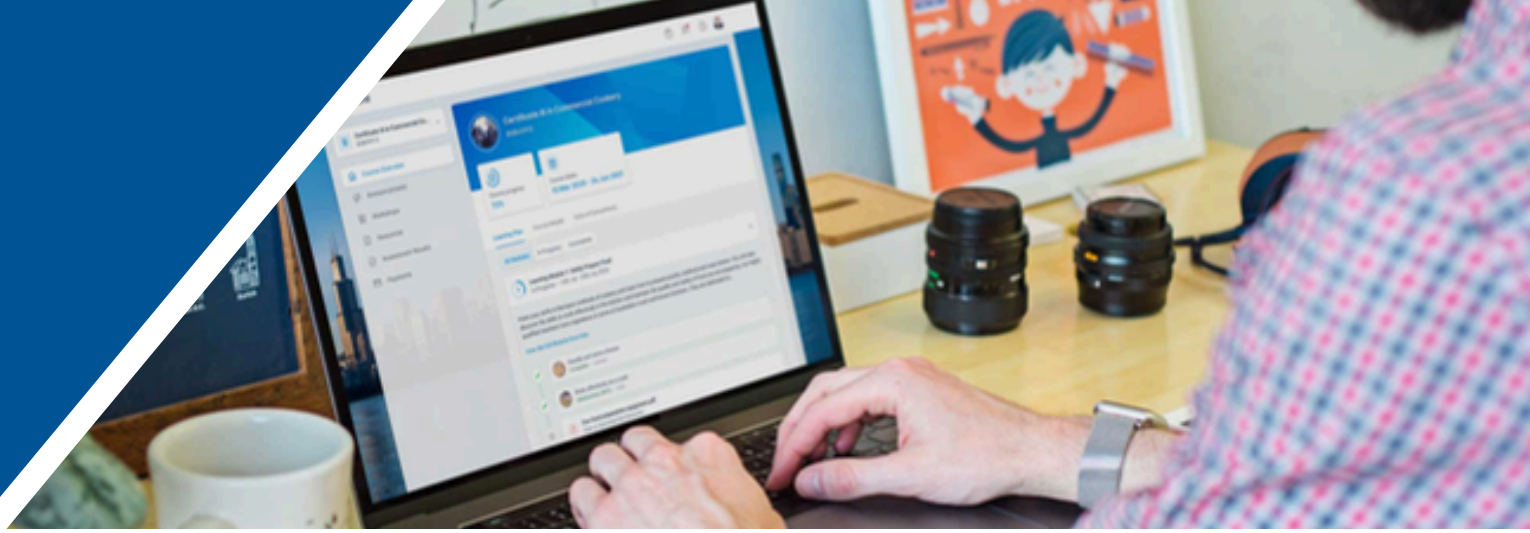




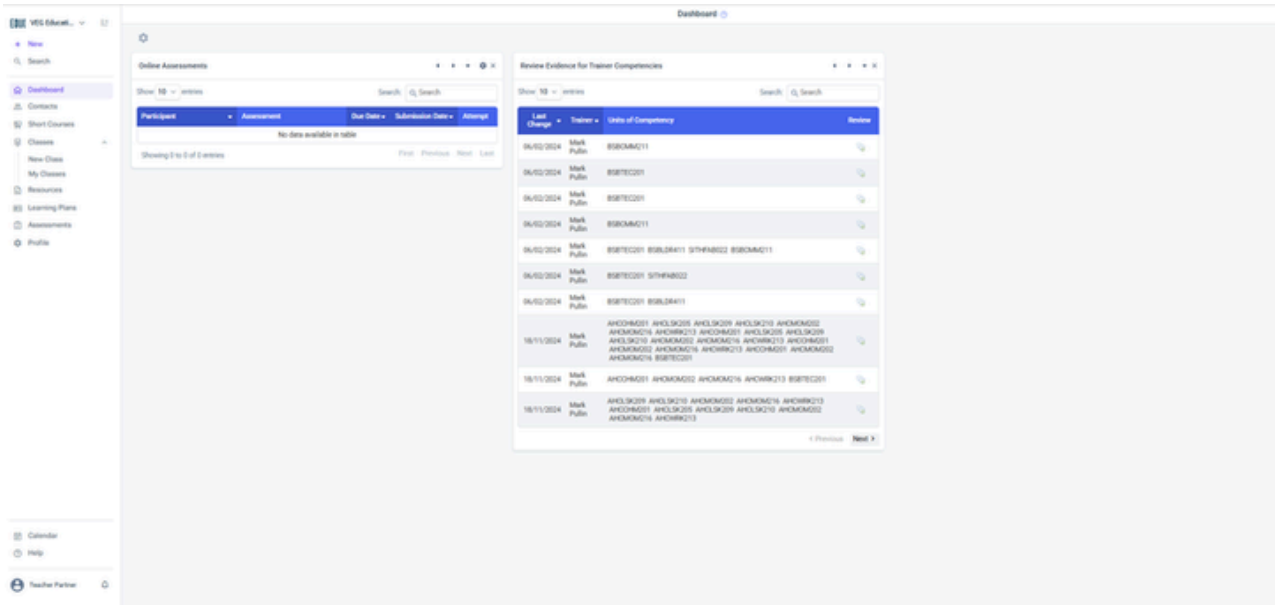
You can choose to sign up and log in using:

- an email
- a mobile phone
- Google Account
- Facebook Account
- Apple Account

If you already have an aXcelerate account, you can also log in using the same credentials to access the VEG Education platform.



TEACHER DASHBOARD



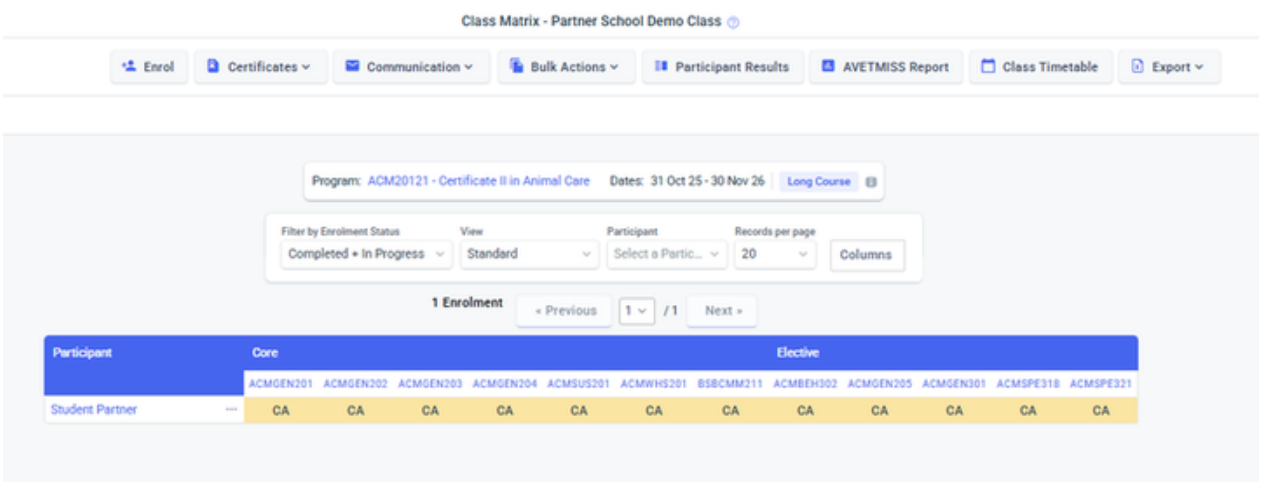
The aXcelerate Teacher Dashboard is a simple tool where teachers can view and manage their classes. Using the "Classes" menu and selecting "My Classes," teachers can see all the active classes they are assigned to. From there, they can easily access all the resources needed for each class, such as course materials, assessments, and student information, all in one place. This makes it convenient for teachers to track their classes and prepare for teaching efficiently.



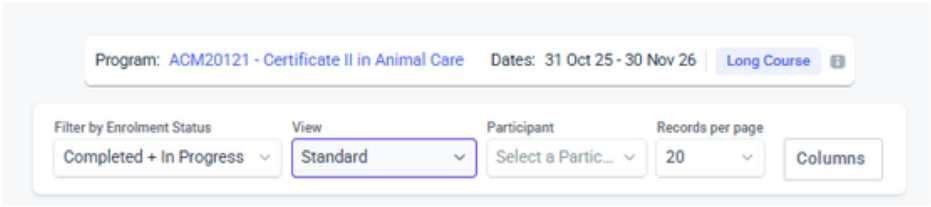
Click on the CLASS NAME to access the student matrix.

If you need more detailed help or navigation tips, the aXcelerate support site offers guides and FAQs for users.

CLASS
MATRIX



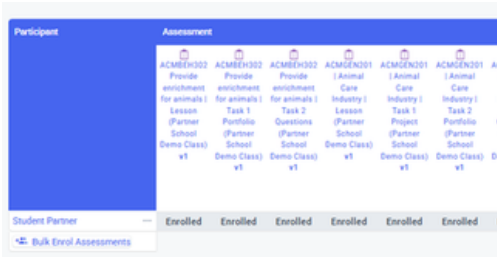
The default class matrix view is “STANDARD”. This displays all of the students enrolled and the units of competency, with status. “CA” is continuing activity.



You can change the view by selecting the “VIEW” dropdown.

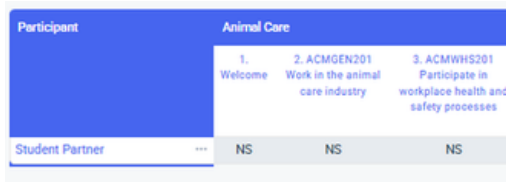
Options that are relevant include:

- ASSESSMENTS



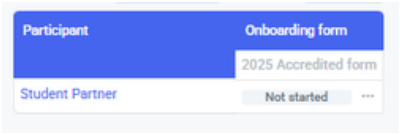
View all assessments, see progress through tasks, access marking pages, preview assessments, print assessment tasks.

- LEARNING PLAN



View students progress through each module. Aligned to the Learner Portal, view progress through tasks.

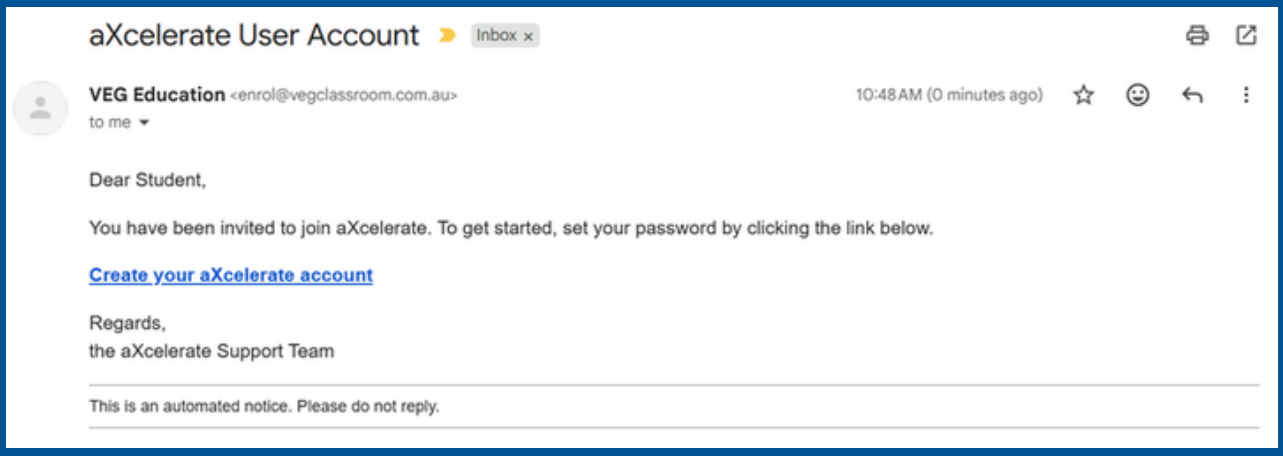
- ONBOARDING



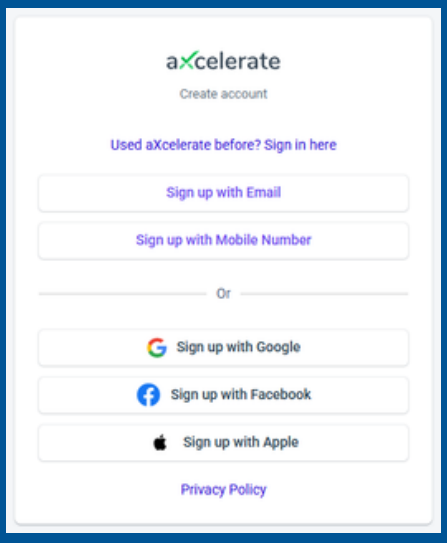
Onboarding is the students enrolment form that they complete in the Learner Portal. View progress.

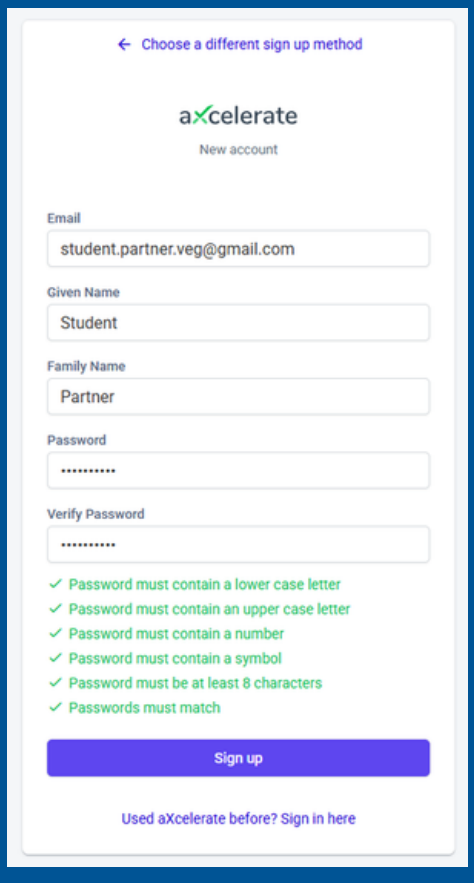
STUDENT ACCESS

The enrolment process for students is for schools to provide VEG Education with ta list of student names and email addresses. Students will be loaded into the correct class and an email will be sent from the system, inviting them to create their aXcelerate account.



Students follow the link and choose their own log in. Much like Teachers, they can choose the log in method.





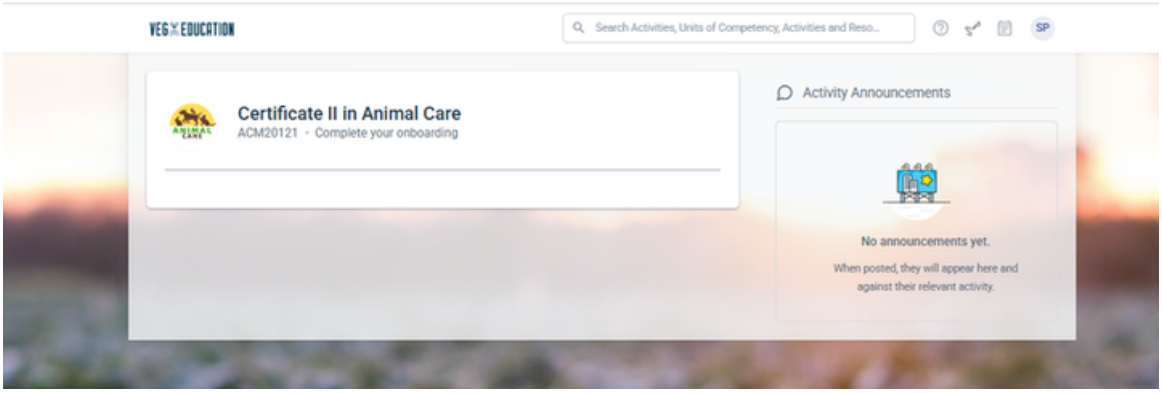
After completing this account creation, students are taken directly to the Learner Portal to complete their onboarding, enrolment details.

Until completing the onboarding process, students are not officially enrolled into the program.

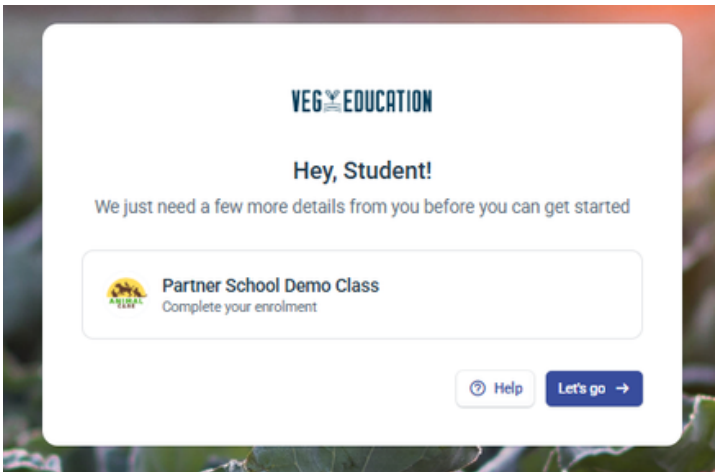
Students will need their USI to complete this step.

LEARNER PORTAL

veg.app.axcelerate.com



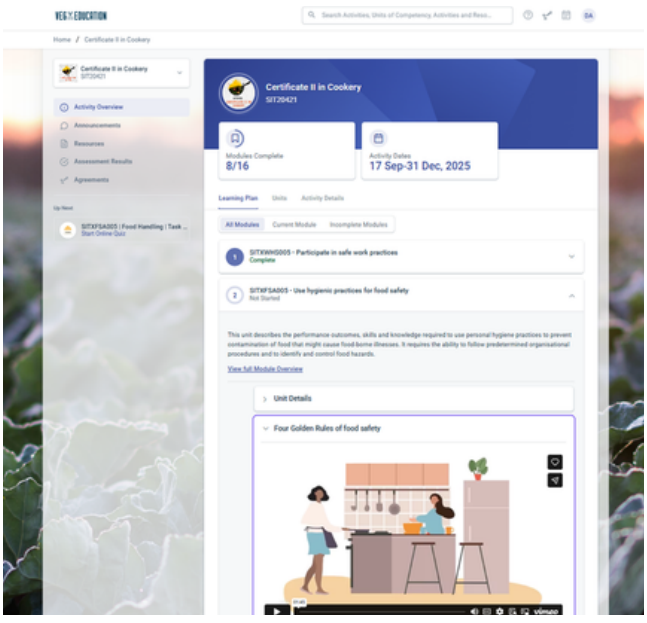
Students can click on their course tile to start the onboarding process.



All required questions must be completed to ensure that the student is enrolled.

Students will also receive emails for LLN Robot and Digital Robot to complete LLND assessments. This is a support tool for schools and the students results are available in aXcelerate.

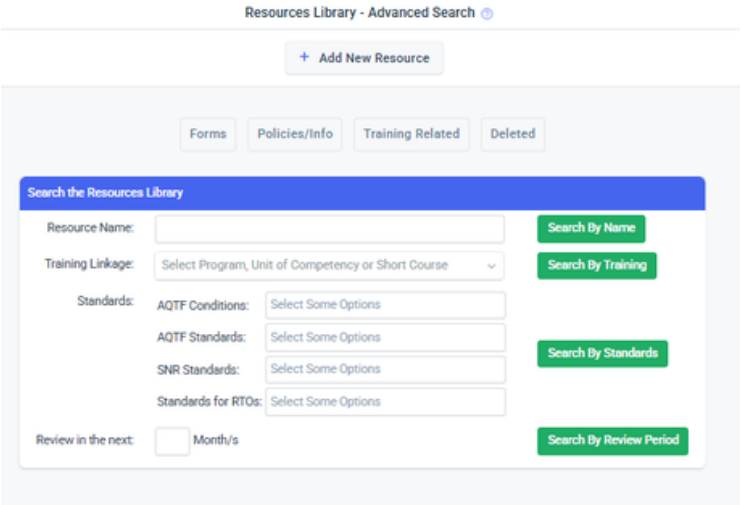
Within the portal, students can view all their courses and the specific units within each qualification, track their progress through clear status indicators (such as not started, in progress, or completed), and access relevant learning materials and assessments. The portal also enables students to communicate directly with their trainers via email, facilitating support and feedback throughout the program. Students can see their course milestones, receive announcements, and download certificates once they complete qualifications.





LEARNING
RESOURCES

From the teacher dashboard, choose RESOURCES - RESOURCES LIBRARY.





You can search by resource name or select your qualification to list all the resources available.

Select the resource to view/download.

Learner Guides are set up in landscape format so that teachers can use these as presentations in class.

Students have access to all the resources for their course in the Learner Portal.

AXCELERATE **APP**

Download on iOS | Download on Google Play



The aXcelerate App equips teachers to deliver and assess training right where the work happens. Download the APP to your mobile or tablet and log in using the same credentials as you do you the desktop/laptop version.

Realistic observation

Built to facilitate seamless on-site observation assessments

Bulk marking tools

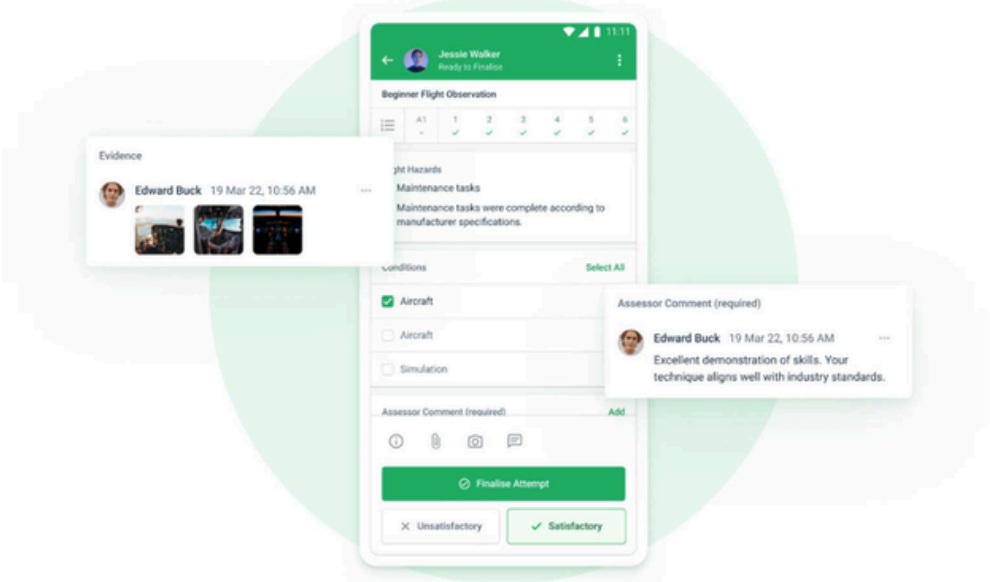
Grade the entire group, item by item. Or, individuals in one go.

Offline capability

Deliver entire assessments without internet connection.

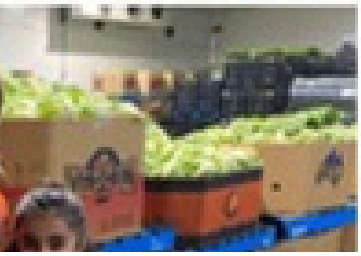
Stay in sync

Syncs directly to your aXcelerate system.










VEG EDUCATION

VETDSS
TEACHERS



1300 835 474
www.veg.edu.au
info@veg.edu.au
372 Duncans Rd Werribee South VIC 3030