IVET INSTITUTE
RTO ID: 40548



2027

School Partnership Handbook

IVET Institute
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What is a third-party arrangement?

The Standards for Registered Training Organisations 2025 define a 'Third Party as any person who has an arrangement with an NVR registered training organisation to deliver services, but does not include:

- Employees of the organisation
- Experts engaged by the organisation, or
- Government agencies and government funded agencies that refer VET students to the organisation and do not receive any payment from the organisation for doing so..

Services means:

- Training and assessment
- Training support services (but excludes counselling, mediation, and information and communication technology services), and:
- Any activities related to the recruitment of VET students including marketing, enrolment, induction, or the collection of fees.It does not include services such as student counselling, mediation or information and communications technology (ICT) support.

The School, upon entering into this Agreement is recognised as a Third Party and therefore must act in accordance with the requirements of Third Parties.

Third Party definitions, requirements and Practice Guides can be found at https://www.asqa.gov.au



How to partner with us

Discuss your options



IVET is the largest provider of VETDSS (VET Delivered to Secondary Schools) auspiced solutions in Australia, with close to 500 schools nationally and approximately 30,000 enrolments each school year placing their trust in us to deliver their VETDSS training solutions.

With decades of collective experience dedicated to empowering learners, IVET Group is renowned for being at the forefront of VET education. Our commitment to quality and inclusive learning, coupled with a deep understanding of evolving industry standards and training requirements, puts us in a unique position to deliver unparalleled educational services to our target audience, Senior Secondary Students.

The IVET Group's strength lies not only in the depth and breadth of our experience but also in our innovation and adaptability. Our curriculum design, delivery mechanisms, and assessment strategies continuously evolve to keep pace with advancements in training package changes and the skills needed by industries.

Our team comprises industry veterans, experienced educators, and passionate professionals who believe in the transformative power of education. Partnering with IVET Group means securing an unwavering commitment to your goals and objectives, access to innovative and market-leading educational resources, and the assurance of our dedication to surpassing your expectations with the quality of our service.

IVET deliver a number of VET courses in the Secondary School environment, including:

- Sport and Recreation
- Sports Coaching
- Outdoor Recreation
- Business Services and Workplace Skills
- Information and Communications Technology
- Health Services
- Community Services
- Hospitality
- Cookery
- Creative Industries
- Foundation Skills
- Active Volunteering
- Employment Pathways.

IVET group courses are aligned with industry needs and requirements. They are developed in collaboration with industry professionals, ensuring that students receive training in areas that are in high demand.

IVET has strong relationships with federal and state regulatory bodies, through its representation on various committees. This ensures that IVET has a strong compliance history with industry standards and an excellent reputation for quality assurance. Our collaborative approach with regulators helps IVET stay up to date with regulatory changes, align our training offerings with industry requirements, and maintain a positive reputation for excellence in education.

STEP 1 Nominate a contact responsible for all liaisons with IVET

This is usually the VET Coordinator, Head of Department or Assistant or Deputy Principal.

This person will be the point of contact for IVET. They should have the relevant authority to sign the Partnership Agreement and basic knowledge of VET Delivered to Secondary Schools. IVET can provide VET knowledge and experience and support around the program requirements to meet your senior secondary certificate requirements if relevant.

If you are a new school to IVET, you will meet with your School Relationship Officer.

STEP 2a (New schools only)

Meet your School Partnership Officer

At IVET, we have dedicated School Relationship Officers that are your main point of contact to help determine what VET you want to deliver in your School. They provide guidance and support to Schools in selecting appropriate VET programs for their student cohort and are the first point of call when you have a VET-related question.

Your School Relationship Officer will help you decide on the best VET programs for your student cohort. There are three key components to a successful VET program:

1. Student interest
2. Appropriate equipment and resources
3. A qualified Trainer and Assessor - or means to obtain one before the commencement of training and assessment.

Your School Relationship Officer will check that you have all three before entering into a partnership agreement.

STEP 2b (Existing schools only)

Meet with your existing School Relationship Officer

If you have partnered with us before, you will already have an existing School Relationship Officer. As we grow, we sometimes redistribute School Relationship Officers portfolios to match their geographical location. This provides you with a School Relationship Officer that is close by if you need them to visit at any stage.

Your School Relationship Officer will help you review your current VET programs and decide if you want to add any additional programs for your cohort.

The School Relationship Officer will check to ensure all your programs for the following year have:

1. Appropriate equipment and resources
2. A qualified Trainer and Assessor - or means to obtain one before the commencement of training and assessment.

STEP 3 Sign the Agreement

Signing the Agreement means you have agreed to partner with IVET for the delivery of VET programs. If you are a new School to IVET, you will be introduced to your School Relationship Officer who will assist you from this point on.

How we do things!

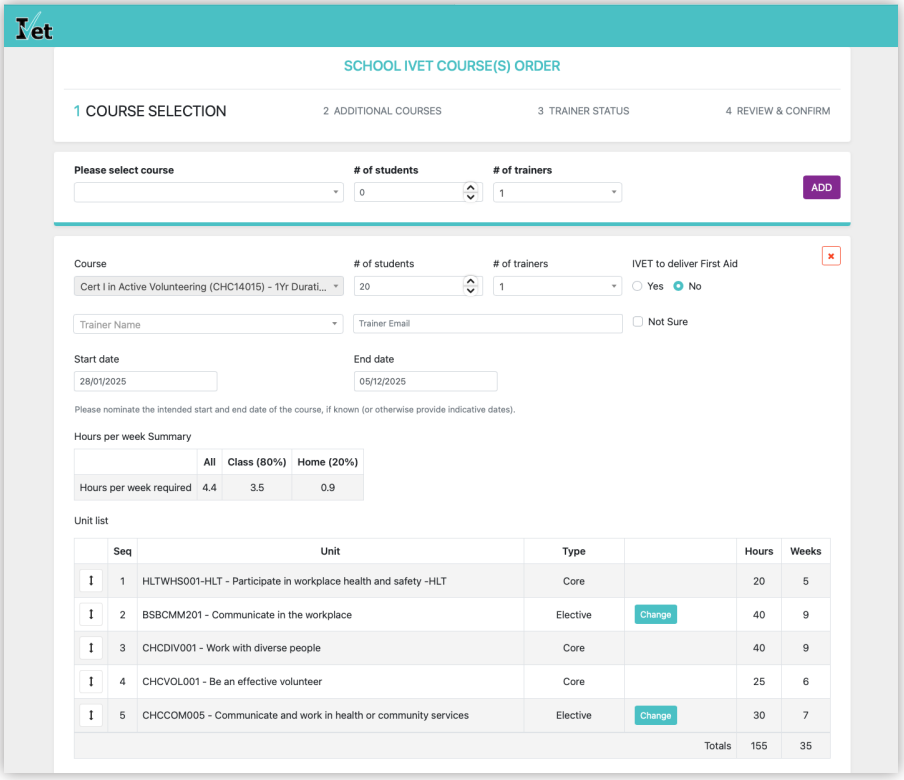
Once the Agreement is signed, your School Relationship Officer will help you submit an order. We need an order to start the class set-up process.

You will need to tell us what course and electives you want to deliver, this will determine the resources and equipment we need to check and the evidence we require from your Trainer and Assessor. If ordering First Aid units, you can also specify which term you would prefer delivery to take place.

Submitting an order

Your School Relationship Officer can assist you with submitting your course order form. This is located in the IVET Portal.

Once your signed Partnership Agreement has been returned, the VET Coordinator can submit an order for the courses and units of competency you wish to deliver. If you do not wish to complete the suggested standard program, it is advised you contact your School Relationship Officer to assist you with your elective selection to ensure it meets training package rules.



The online order form helps you select:

- Each course and its duration (one year or two years)
- Start and end dates of program
- Unit selections (Electives)
- Number of students at the course level (i.e., 3 x classes of 20 = 60 students)
- Identify the Trainers for each course
- Completes a training package compliance check to ensure the program has the right amount of units, hours etc.

FOR YOUR INFORMATION

Compliance Check!

We triple-check your selection!

We need to make sure that the units of competency selected meet the training package requirements.

You can view the relevant clauses (Quality Area 1 – Training and Assessment) of the RTO Standards here:

https://www.asqa.gov.au/how-we-regulate/revised-standards-rtos/practice-guides

Please note: Schools are responsible for checking the compliance of any additional secondary school requirements outside of training package requirements.

Hardcopy student resources (optional)

IVET provides digital copies of all student workbooks within the student enrolment fee, hardcopy resources can be ordered separately.

These resources are invoiced at the time of order, separate from your enrolment fee, and have a strict 21-day payment term.

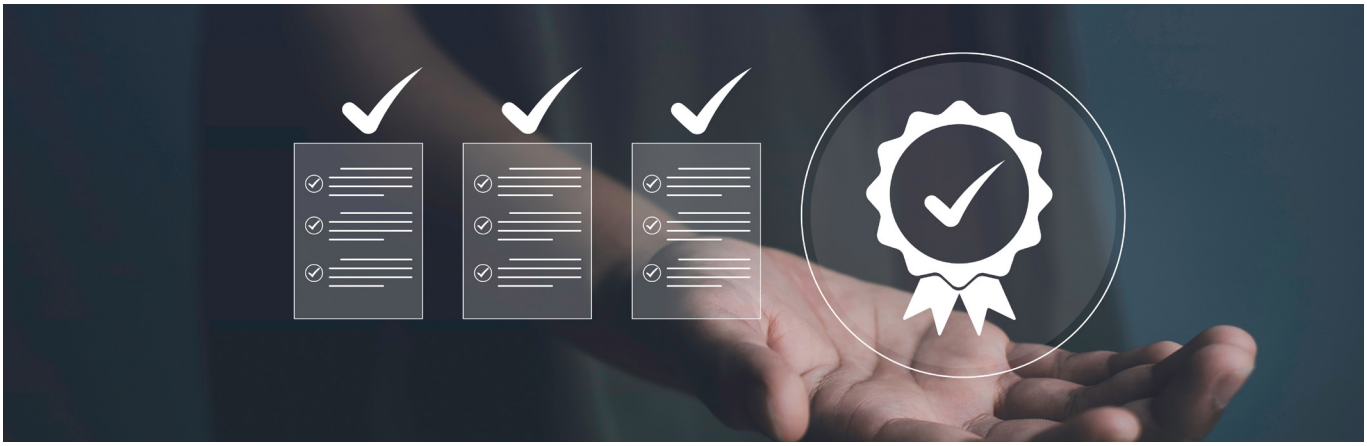
There are no refunds or returns for orders submitted.

Order Before	October 31st	Delivery by	Mid December
Order During	November	Delivery by	End January
Order During	December	Delivery by	Mid February
Other orders	Outside above dates	Delivery by	2 to 6 weeks from order

Facility and equipment checklist

Your School Relationship Officer will complete a Facility and Equipment Checklist for your chosen course. Some units of competency that you select require specific resources to ensure the assessment content can be delivered in the right context. I.e., Some hospitality units require cooking and meal preparation in a kitchen with stainless steel benches.

The selection of electives is important as it will determine the Facility and Equipment Checklist. It will also determine the Trainer forms which Trainers are required to complete to show their currency. This is discussed further in Trainer and Assessor Approval.



Trainer and assessor approval

Once the Partnership Agreement has been signed, the VET Coordinator will get access to the IVET Portal to submit their order, invite their trainers and allocate students. Once they submit the order, the units of competency chosen will determine the trainer forms which trainers are required to show their currency.

There are two parts to trainer approvals:

1. Training and Assessment Credentials
2. Vocational Competency and Industry Currency

1. Training and Assessment Credentials	2. Vocational Competency and Industry Currency
Possess TAE40110 Certificate IV in Training and Assessment OR TAE40116 Certificate IV in Training and Assessment OR TAE40122 Certificate IV in Training and Assessment or its successor **OR** A diploma or higher level qualification in adult education; **OR** A credential issued by a higher education provider (as defined in section 16-1 of the Higher Education Support Act 2003) which would enable the individual to satisfy the academic requirements for registration as a secondary school teacher in accordance with the registration requirements in at least one State or Territory, and one of the following credentials, or the successor to one of the following credentials: TAESS00011/TAESS00019 - Assessor Skill Set; **OR** TAESS00024 - VET Delivered to School Students Teacher Enhancement Skill Set.	Vocational competency means that the Trainer and Assessor has the particular skills and knowledge relevant to the unit of competence they are delivering. Trainers are required to either: • Hold the qualification they are delivering OR • Demonstrate equivalency through systematic professional development and Industry currency **Holding the qualification** Holding the qualification you are delivering means your skills and knowledge are current. You still need to complete systematic professional development. (See Professional Development requirements)

1. Training and Assessment Credentials	2. Vocational Competency and Industry Currency

Other credentials
 	
A trainer does not need to hold a credential listed above if they hold one of the following:
 	
• A diploma or higher level qualification in adult education such as;
  • Associate Degree of Vocational Education and Training
  • Bachelor of Adult and Vocational Education
  • Graduate Diploma in Adult and Vocational Education and Training
  • Graduate Diploma of Adult Language, Literacy and Numeracy
  • Master of Education degree with an adult education focus
  • CASR Part 61 Flight or Simulator Instructor
  • Army Recruit Instructor
	Demonstrating equivalency through systematic professional development and Industry currency.
	
	Evidence of equivalence is captured by mapping the requirements of each selected unit of competency from the training package and comparing these to the Trainer's actual industry skills and knowledge.
	
	Equivalent vocational competence should be demonstrated by including descriptions of work experience that specifically relate to each part of a unit of competency requirements.
	
	Equivalent vocational competence for some units or part thereof may be demonstrated through other mechanisms including providing evidence of other accredited and non-accredited training and assessment undertaken that equate to unit/s of competency within the relevant IVET course.
	
	IVET will actively monitor changes to qualifications and units of competency. Where required, IVET will ensure each Trainer update their matrices annually to demonstrate compliance with new unit requirements and advise them on ways that they can further develop their skills, knowledge and maintain current practice for a specific program.

Trainers under direction If a trainer does not hold one of the required qualification(s) prescribed by the Credential policy, that person can only train under the direction of a qualified Trainer and Assessor and is not permitted to conduct any formal assessments (i.e., cannot make any final judgements of competency). They must also enroll into an approved qualification prior to undertaking and training under direction. There are strict compliance requirements if training under direction is required, and IVET will conduct additional monitoring to ensure the Trainer is progressing through their training and assessment credential at an appropriate pace. Please note: Training under direction is an application-based process and approval is not automatically guaranteed. Any trainers seeking to train under direction must also meet vocational competency and currency requirements.	**Trainers under direction** Trainers under direction are still required to meet this requirement. **CRITICAL INFORMATION** It is essential that trainers complete their credential requirements in a timely manner to avoid losing access to the IVET Portal. A Trainer cannot get access to their class and resources until they submit an approved training credential and complete their additional form, demonstrating their vocational competency and industry currency. Once the Trainer is approved, Trainers or VET coordinators can add students to the class and students will receive their IVET Portal username and password. Trainers can also act under the direction of a suitably qualified Trainer with prior approval from IVET. Training under direction does not permit the trainer to make final Assessment Decisions (judgements of competency).

Changing trainer and assessor during the delivery year

We understand that some Trainers move schools or become unavailable to train and need replacing. It's important to notify your School Relationship Officer of any proposed changes to Trainers. The new Trainer needs to undergo the same approval process and get the required approvals before they can access the class.

If the class goes more than 14 days without an approved Trainer, the class will be hidden from students until a qualified Trainer can be provided. IVET and the School will be required to meet to ensure that the class is not at risk of not completing the required hours of the program.

Professional development requirements

The RTO Standards state that all Trainers and Assessors undertake professional development in the fields of the knowledge and practice of vocational training, learning and assessment, including competency-based training and assessment.

IVET is committed to providing high-quality training and support to students. The professional development of each Trainer and Assessor, therefore, is of prime importance.

The Trainer delivering and assessing IVET courses on IVET's scope of registration will be required to undertake professional development, develop their knowledge and skills and maintain industry currency. Professional development activities will relate to the training and assessment across all qualifications listed on the IVET Group of RTOs' scope of registration to ensure that trainers practice, skills and knowledge reflect industry expectations and standards.



IVET requires each Trainer/Assessor to undertake ongoing professional development per IVET's Trainer and Assessor Policy.

IVET recommends each trainer working under IVET's scope of registration undertake activities to develop their vocational training and assessment skills and knowledge including attending:

- Industry specific professional development run by peak bodies
- VET workshops run by industry
- VET in Schools' workshops run by State or Commonwealth authorities
- Assessment writing workshops run by State or Commonwealth authorities
- Assessment writing workshops run by IVET
- Specific industry professional development sessions
- Undertake mandatory work placement in industry as defined in the unit of competency
- IVET may also offer the schools customised professional development workshops on a cost recovery basis.

Accessing your class

Once you have completed the following, your class is ready to access:

- Returned signed Partnership Agreement
- Submitted order with course and unit selection
- SRO completed the TFEC
- Trainers have been approved



Various resources are available to support trainers in delivering a VETDSS course with IVET.

The list below details the resources you have access to, in the order of which you will access first when devising your delivery plan.

Resource	Description
Master Training & Assessment Strategy (MTAS)	The MTAS includes information from course packaging rules to potential future employment for students. It also includes a course delivery schedule, which identifies how many weeks each unit should be delivered for during your course delivery period (typically 1 year or 35 delivery weeks). This document informs decision-making about unit delivery sequences This resource is available in the Support Pages area on the IVET Portal.
Assessor Guide	An Assessor Guide is available for every unit of competency. The Assessor Guide, includes details about what students need to do to demonstrate their competency in a unit. It explains how they will be assessed and suggests responses that can be used when marking student submissions. Also in an Assessor Guide are assessment conditions, explaining the environment and resources that need to be provided when administering each assessment. This document is available on a unit's timeline in the IVET Portal and is visible to Trainers only.
Student Assessment Guide	This is the student's version of an Assessor Guide. The Student Assessment Guide details all the information a student needs to complete for their assessment in a unit. It explains how they will be assessed and what evidence they must provide to prove competency. This document is available on a unit's timeline in the IVET Portal and is visible to Trainers and students.
Student Resource and Presentation Material	The Student Resource is a 'textbook' that includes all the information required for students to develop their knowledge and prepare for assessments. If your school has opted to receive hardcopy Student Resources, they will be available from the beginning of the year. The resource is also accessible on the Portal as a Flipbook and a printable PDF and can be found: • Unit-based – on the unit's timeline • Course-based – on the course resource timeline Presentation Material is supplied with every Student Resource. Presentation Material supports Student Resources in the form of a visual display. Learning Checkpoints, Learning Activities and questions to prompt class discussion are included throughout presentations. This resource is also found on a unit's timeline for trainers and students.

Trainer Guide	A Trainer Guide supplements a unit's Student Resource. Suggested responses to Learning Checkpoints and Learning Activities (where applicable) are provided in a Trainer Guide. Trainer Guides are available for every unit, visible only to Trainers on the Portal and are found: • Unit-based – on the unit's timeline • Course-based – on the Course Resource timeline
Delivery Plan	Delivery Plans outline how to structure a training plan for each unit, including suggested supplementary resources, learning tasks, and practical activities. Included in the Delivery Plans is more information than likely to be needed in a teaching plan. The intent is that this is used as a tool from which activity ideas that are suitable for the students and delivery context can be selected. This resource is visible to Trainers only and can be found on each unit's timeline in the IVET Portal.
Supporting material	Some units include additional resources that can be used to deliver content. They include: • Multimedia – audio and video clips of interviews with industry professionals • Posters • Class activities – practical, theory-based, etc. • Recipes The availability of these resources varies between courses and units. They can be found on individual unit timelines or Course Resource timelines.



Recruit your students!

Working with close to 500 schools nationally, and approximately 30,000 enrolments each school year, we understand there are a number of ways that schools run their subject selections. We have a number of resources to support schools during this period. Your School Relationship Officer can supply you with the tools to ensure your students are fully informed about the course they are selecting to undertake.

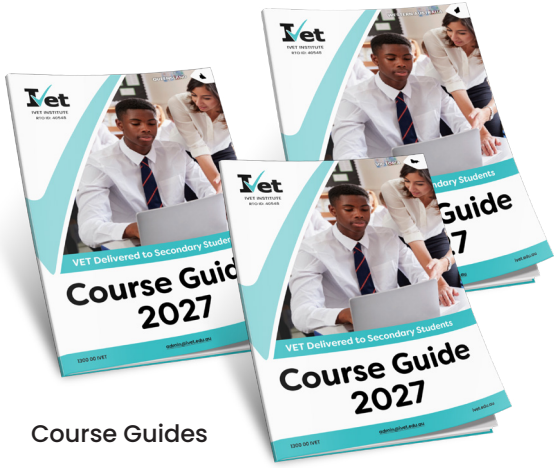
Marketing support

Our support materials include:

- Materials/Course Guides/brochures etc.
- Course information sessions
- Posters
- Website
- Student Handbook

If provided enough notice, your School Relationship Officer can attend your Career or Subject selection Expos.





Course Guides

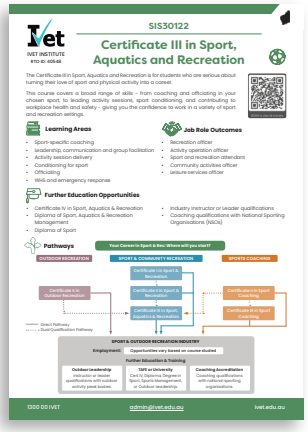


Student Handbook





Posters



Student Flyers

Onboarding!

Adding students to your class

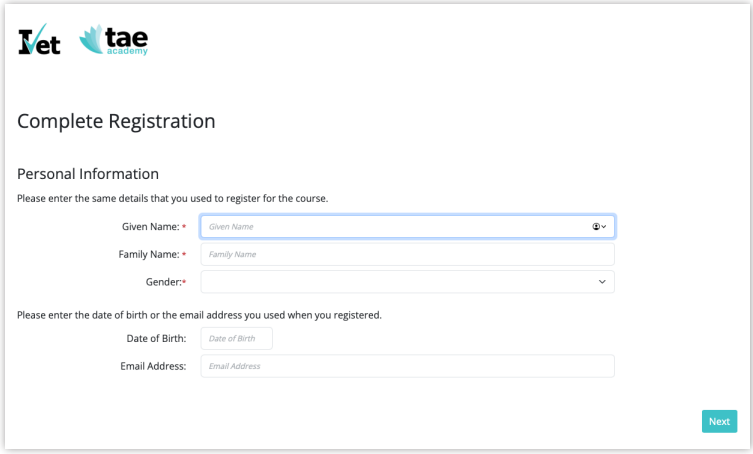
VET Coordinators can set up the number of classes required, assign trainers to those classes and add students to each class. This helps to protect the school from students inputting incorrect names, DOB or other information, and the school can ensure student accounts are set up using the school email address instead of personal email addresses. At this point, the students will receive an email containing a welcome message and their username and password for the IVET Student portal.

For Trainers to invite students to enrol, they must have completed and submitted their qualifications form and had this approved first.

If required, your School Relationship Officer can assist your Trainer or the VET Coordinator with inviting the students into the Portal.

Completing the enrolment form (new students)

Upon receiving their username and password students will be first presented with an enrolment form to complete within the IVET portal. The enrolment form requests relevant student personal information and a set of standard questions all students must answer when enrolling in a nationally recognised VET program.



After completing the enrolment form, students are then guided to complete a Pre-Training Review, an LLN (Language, Literacy and Numeracy) assessment, and a Digital Literacy assessment.

Upon completing these, the student will then be able to access the portal, and they will see a tile for every course they are seeking to enrol into. Once the Trainer has confirmed the students' enrolment, students can commence any work that has been activated by their Trainer. The enrolment process can be completed in the classroom with the Trainer, as a group, or in their own time. This is entirely up to the Trainer and managed by the timing of when the Trainer sends the invitation to the student.

Completing the enrolment form (returning students)

Students who are enrolled in a course that is delivered over a two-year period will not need to enrol a second time. Their portal access to the class remains open throughout the duration of the studies. Please note where a course is split into 2 delivery periods such as VCE 1&2 and VCE 3&4 the student will need to be added to each component of the course and complete an enrolment for each.

Unique Student Identifier

A USI is an individual education number for life. It also gives the student an online record of their Vocational Education and Training (VET) undertaken in Australia.

Students completing nationally recognised training need a USI. Without one, they cannot get their qualification or Statement of Attainment.

Pre-training review

The Pre-Training Review (PTR) is the process undertaken with a prospective student to determine the most suitable and appropriate training for that individual. This is to ensure the student receives very high-quality training which is tailored to their needs. The purpose of the PTR is to suggest the placing of a student into a course or qualification that can be predicted to achieve success.

The placement of the student into a course is determined through:

- Student's LLND skills assessment
- Student's goals and needs
- Any disabilities or specific needs identified

What does it cover?

PTR is a question-response format which covers the following aspects:

- Interests in study
- Educational and work experiences
- Learning approach
- Language, literacy, and numeracy (LLN) assessment
- Digital Literacy assessment
- Fitness to study
- Digital access
- Course commitments
- Placement commitments

Withdrawals

Schools can enrol and withdraw students without charge prior to the census date. This can be done by the VET Coordinator through the Portal. Once flagged as withdrawn, the student will appear at the bottom of the class and a visible flag will alert Trainers that a withdrawal is pending. Upon processing by the IVET team, the students status will be confirmed as withdrawn and visible to the trainer and Coordinator by the student appearing in a new group called "Withdrawn".

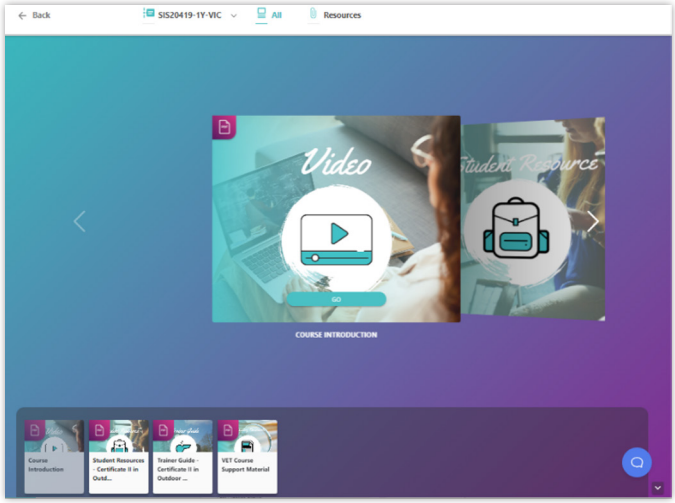
Census date

The census date is the last opportunity for schools to withdraw students without charge. Schools can invite, enrol and withdraw students without charge prior to the census date. All enrolments in the Portal after the census date will be invoiced the student enrolment fee as per Schedule 1 in the Partnership Agreement. Enrolment extensions are invoiced at $50 per student per term.

Census date is Wednesday March 10th, 2027 6.00pm AEST

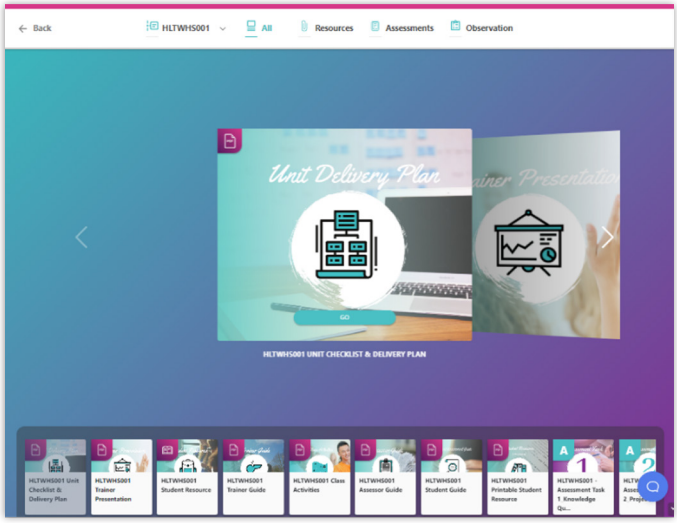
Delivery and support

We have a number of supporting documents to assist Trainers. For support related to delivery and assessment, Trainers are equipped with a range of resources visible to only them within the IVET Portal. IVET also has a dedicated Head of Learning for each Course who is available to support all Trainers with questions related to delivery and assessment.



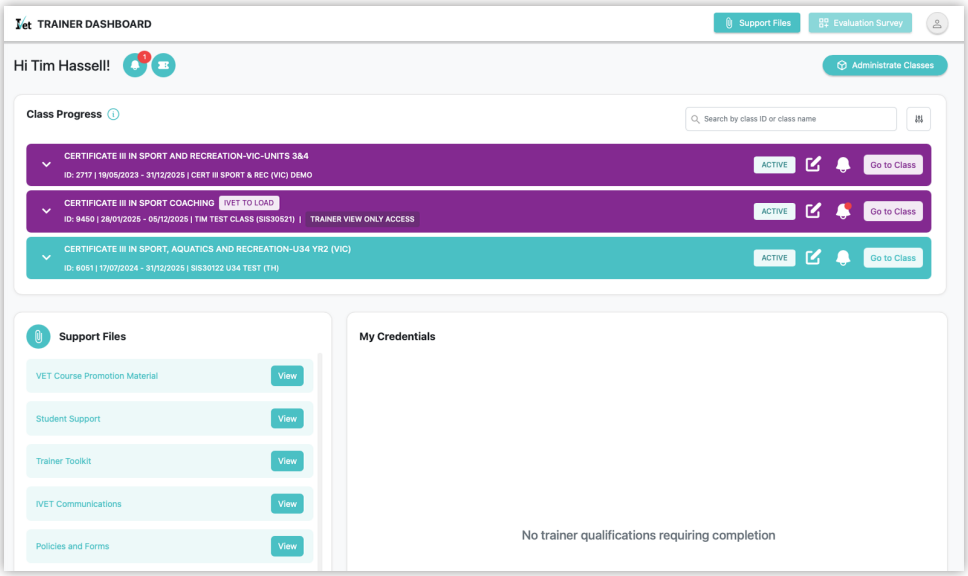
We also have a number of supporting documents to assist trainers such as;

- Portal Guide
- Trainer Handbook
- Student Handbook
- VETDSS videos



IVET also provide Schools with monitoring reports so VET Coordinators can keep track of student progress across multiple trainers or courses.

In addition to the delivery and assessment related support materials, IVET offers a range of support and knowledge bank articles from within the IVET Portal. These appear on the Trainer main dashboard where the Trainer can navigate to their profile icon, any support material on how to use the portal and a range of content related material.



Student support

IVET provides all students with a detailed Student Handbook available in the IVET portal. The Handbook outlines all areas of the process for the student: how to login, complete their work, and most importantly reach out for support. IVET students also have chat and message options to speak with their Trainer where this feature is turned on by the school. Trainers have access to the Student Handbook also.

Quality control

Validation and monitoring

IVET is responsible for the quality of training and assessment of all students enrolled with IVET. IVET, therefore, monitors and validates all aspects of training and assessment to minimise the risk of students not receiving a quality experience and outcome.

IVET systematically reviews and monitors its training and assessment practices and materials to ensure they address the training package, industry and student requirements. IVET's Continuous Improvement Policy outlines actions taken as a result of Monitoring and Validation activity.

IVET has a regulatory responsibility to monitor the provision of all services by a Third Party to ensure compliance with the VET Quality Framework.

Meetings or other forms of contact, where appropriate and where agreed, will be scheduled to review service delivery and organise the implementation of any subsequent action. The progress and effectiveness of actions will be reviewed at subsequent meetings and through communication between the parties.

The monitoring arrangements are to include:

- Regular contact and discussions between IVET and the School
- Sample auditing of completed assessment materials where appropriate
- Evaluation surveys
- Review of each Trainer/Assessor professional development log to identify if they are undertaking the agreed professional development activities
- Evaluation of training and assessment processes being implemented
- Evaluation of facilities, equipment, resources and materials
- Confirmation of Amount of Training provision
- Evaluation of student progress and completion
- Evaluation of the School's ability and commitment to comply with policies
- Evaluation of the School's commitment to comply with the VET Quality Framework
- Both parties agree to record the outcome of monitoring activities, analyse the results, and implement appropriate action where required to ensure services are being provided in accordance with the VET Quality Framework.

Complaints and appeals

IVET treats all enquiries with urgency and privacy. Should students need to lodge a formal complaint or appeal, IVET makes available a complaints and appeals process from within the IVET Portal or from our public landing page. The complaints and appeals process is outlined in the Trainer and Student Handbooks.

Feedback and continuous improvement

IVET is committed to the continuous improvement of our training and assessment services, student services and management systems. We do this by systematically collecting feedback and information about our assessments and services to identify improvement opportunities.

We learn from the industry about what students want from future employees, and we learn from Trainers about how we can help with better resources.

We do this by asking for feedback from you, often through surveys, but also by following up on emails, complaints and by us having checks and reviews on our processes, measuring our and your results and listening to your feedback.

In order to identify and act on any continuous improvement opportunities, we have various systems in place, including but not limited to:

- Student evaluation surveys
- Trainer evaluation surveys
- A systematic approach to review complaints and appeals
- Regular reviews of resources, processes, and
- Investments in staff professional development

Student feedback

Students will be surveyed about their experiences and the effectiveness of their training and assessment. Their feedback provides IVET actionable feedback to improve outcomes.

We collect feedback through quality indicator surveys, Trainer evaluation forms and surveys via the portal. We also collect information informally through discussions with the trainers and VET Coordinators.

Issuing certificates

IVET are required to issue credentials in accordance with regulatory requirements (30 days after the end result is processed by IVET) Certificates, Records of Results and Statements of Attainment are issued directly to the student and as per the conditions of the student's enrolment, and are available to approved School stakeholders.

IVET maintain a register of all certificates issued and archive student assessment submissions in accordance with IVET's Records Management policy and procedures.

GET IN TOUCH

Want to know more? Contact us today.

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