



# **Vocational Education and Training (VET)**

***RTO Code: 30419***

## **Student Information Handbook**

Name: \_\_\_\_\_

Year Level: \_\_\_\_\_

Form Class \_\_\_\_\_

2017, Version 2

# VOCATIONAL EDUCATION & TRAINING (VET)

## Student Information Handbook

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## INTRODUCTION

WELCOME: Welcome to OAKEY STATE HIGH SCHOOL and congratulations on your decision to participate in a nationally recognised vocational course.

### **Purpose of this handbook**

This handbook has been written to provide VET students with important information about VET programs offered by the school as well as your rights and responsibilities as a VET student.

You will be asked to sign that you have read this handbook, so please take the time to study it carefully and to ask your Vet teachers about anything of which you are unsure. You should have access to this handbook for reference throughout your enrolment.

**You should also know that the contents of this handbook in many instances represent the key points of various VET Policies and Procedures developed by this school. You can access full copies of all policies and procedures by approaching the Senior Schooling Head of Department.**

### **Courses available at Oakey State High School (Current Scope of Registration)**

Listed below are the nationally recognised qualifications offered at OAKEY STATE HIGH SCHOOL. If you are involved in any of these subjects you are involved in VET:

- BSB10115 Certificate I Business
- BSB20115 Certificate II Business
- SIT10216 Certificate I Hospitality
- SIT20316 Certificate II Hospitality
- ICT10115 Certificate I Information, Digital Media and Technology
- ICT20115 Certificate II in Information, Digital Media and Technology

### **The Australian Qualifications Framework**

All of the VET programs offered by this School can lead to a nationally recognised qualifications Certificate if you complete all of the requirements of the qualification, or a Statement of Attainment for those parts that you do successfully complete (if you do not complete the full qualification). This Certificate/Statement of Attainment will be recognised in all eight States/Territories in Australia.

This is because in Australia we now have a national qualifications framework called the Australian Qualifications Framework (AQF). There are 12 different types of qualifications you can obtain. They are shown in the diagram below. Those that are bolded are the ones that you have the opportunity to fully or partially complete through the VET programs you are undertaking at this school.

## AQF Qualifications by Educational Sector

Schools Sector (QLD)	Vocational Education and Training Sector	Higher Education Sector
Queensland Certificate of Education	Vocational Graduate Diploma Vocational Graduate Certificate Advanced Diploma Diploma Certificate IV Certificate III <b>Certificate II</b> <b>Certificate I</b>	Doctoral Degree Masters Degree Graduate Diploma Graduate Certificate Bachelor Degree Associate Degree Advanced Diploma Diploma

Your VET teacher will provide you with full information about the VET qualification/s you are participating in at this school, including an overview of the specific units of competency, assessment requirements, vocational outcomes, etc.

### **STUDENT SELECTION, ENROLMENT AND INDUCTION/ ORIENTATION PROCEDURES.**

Students enrolled in VET subjects at this school participate in the same enrolment and selection processes as other students at the school. Where numbers are limited for VET subjects, selection will be based on interview and/or on the order in which enrolment was received if there is insufficient students to run additional classes.

At the commencement of all VET subjects, VET teachers will induct students on Workplace Health and Safety guidelines and will continue to incorporate WH&S guidelines throughout the VET course.

### **COURSE INFORMATION, INCLUDING CONTENT AND VOCATIONAL OUTCOMES.**

Senior Subject Selection information is available on the school website outlining each separate VET curriculum area offered at this school. This website outlines industry/VET specific information relevant to the particular course, including qualification/course code and name, links to units of competency to be offered and vocational outcomes

### **OPTIONAL ELLECTIVE UNITS**

Elective units must be relevant to the work environment and the qualification, maintain the integrity of the AQF alignment and contribute to a valid, industry-supported vocational outcome.

### **TRANSITIONING ARRANGEMENTS**

Under VET Standards for Registered Training Organisations it is a requirement that the school informs you when changes are made to training packages you are undertaking. In the event that a course has been superseded, you will be transitioned to the new unit or qualification and notified in writing. In most cases, the school has 12 months to transition to new training packages. Changing

you to a new training package will mean you will be able to complete the certificate/s under a new updated qualification.

## **PROVISION FOR LANGUAGE, LITERACY AND NUMERACY SUPPORT**

If you feel you need additional language, literacy or numeracy support, please approach the Head of Department of your subject area.

## STUDENT SUPPORT, WELFARE AND GUIDANCE SERVICES

Students have access to a wide range of support, welfare and guidance services at this school including, for example:

- Guidance Officer – Mr Westlake (Administration Building)
- Nurse – Mrs Choyce (B1)
- Industry Placement Officer – Mrs Darr (B4)
- Community Education Liaison Officer – Mrs A Collins (Science Block)
- Chaplain – Mrs Salamon (A Block)

All of these can be accessed by appointment.

## VET ASSESSMENT POLICY PRINCIPLES

The following represents the basic VET assessment principles of this school. They are designed to promote fairness and equity in assessment.

(a) **All VET students at this school will** be fully informed of the **VET assessment procedures and requirements and will have the right to appeal.**

(b) information given to students, on the assessment cover sheet, will include:

- the elements of competency against which they will be assessed
- advice about the assessment methods
- assessment procedures
- space for comments and feedback

(c) Student will sight and sign their **profile sheet** of results in each VET subject on at least two occasions throughout a 2 year course.

(d) The assessment approach chosen will cater for the language, literacy and numeracy needs of students.

(e) Any special geographic, financial or social needs of students will be considered in the development and conduct of the assessment.

(f) Reasonable adjustment will be made to the assessment strategy to ensure equity for all students, while maintaining the integrity of the assessment outcomes.

(g) Opportunities for feedback and review of all aspects of assessment will be provided to students.

(h) Clearly documented mechanisms for appeal against assessment processes and decisions will be available to students as outlined in the schools Complaints and Appeals Policy.

## VET ASSESSMENT POLICY – COMPETENCY BASED

Competencies studied at OAKLEY STATE HIGH SCHOOL are part of accredited National Training Packages. In order to be successful in gaining competency, students must demonstrate they have the necessary underpinning knowledge and can apply this in a practical way in a simulated workplace setting to industry standard, which will be assessed through various assessment methods.

Results for each assessment item will be marked on a subject **profile sheet**. This allows students to become competent as their skills improve.

Assessment of competencies will be graded as either:

- **C** competent or **WTC** working towards competency

## **COMPENTENCY-BASED ASSESSMENT**

Assessment of the VET components of your course will be competency-based.

What does it mean to be competent? People are considered to be competent when they are able to apply their knowledge and skills to successfully complete work activities in a range of situations and environment, in accordance with the standard of performance expected in the work place.

There are four parts to being competent: They are:

- (a) task skills (undertaking a specific workplace task)
- (b) task management skills (managing a number of different tasks to complete a whole activity).
- (c) Contingency management skills (responding to problems and irregularities when undertaking a work activity). Examples could be: changes to routine, expected results, difficult or dissatisfied clients' etc.
- (d) Job/role environment skills (dealing with the responsibilities and expectations of the work environment). Examples could be: working with others, interacting with clients or suppliers, complying with standard operating procedures etc.

This means that when you demonstrate a competency you will not just demonstrate you can do a task on its own, but you must be able to demonstrate that you can do it in a range of different circumstances, as outlined above.

## **ASSIGNMENTS, EXAMINATIONS AND PRACTICAL ASSESSMENTS**

- The framework for assessment gives students more than one attempt to demonstrate competency when taking part in assessment tasks. If successful on the first attempt, students will not need to present further attempts..
- Students who submit assessments, but who are unsuccessful in demonstrating competency, will receive appropriate feedback and support before submitting their second assessment attempt. This second assessment attempt will be scheduled by teachers to fit in with the program planning and timetabling demands of the course.
- For examinations and practical assessment, students will be scheduled a first attempt date. This date will be regarded as students' first attempt at competency whether they choose to attend or not.
- If successful on the first attempt, students will not need to present themselves for further attempts.
- Students who complete assessment on the first attempt date, but who are unsuccessful in demonstrating competency, will receive appropriate feedback and support before being given another opportunity to demonstrate competency.

This subsequent assessment tasks need not be the same as the first assessment task but

will assess the same element/s of competency or outcome/s of modules. The scheduling of this second opportunity to demonstrate competency will be determined by teachers to fit in with the program planning and timetabling demands of the course.

## **RECOGNITION OF PRIOR LEARNING (RPL)**

When you commence a VET programme, you may think there are some units of competency you can already do and would be competent at. You could apply for what is called '**RECOGNITION**' for those specific units of competency. If you do, you will need to provide evidence that you can in fact already do these particular tasks.

Details of the RPL process at Oakey State High School are outlined in the school's RPL Policy (see school website).

**NOTE: You do not need to go through the following process if you already have a Statement of Attainment from another Registered Training Organisation for any units of competency/learning outcomes which are the same as those in any of the school's VET programs. You will be rewarded automatic recognition in these cases. This is referred to as "mutual recognition".**

The RECOGNITION process is a very supportive one. Your teacher will guide you through the process, the steps of which are outlined as follows:

- STEP 1:** Read the school RPL Policy to understand your and your assessors responsibilities in regards to RPL. Your teacher/trainer will also provide you with additional information on appropriate methods of demonstrating prior learning for recognition.
- STEP 2:** If you feel you are already competent in some parts (or all) of the VET program you are about to do, discuss the RECOGNITION process with your teacher/trainer. Ensure that you understand the full RECOGNITION application process, including the appeals process.
- STEP 3:** Undertake a self-assessment, gathering evidence which can prove your competence.
- Evidence can take many forms and will usually include such things as: examples of work, photographs, videos, letters and reports, awards, certificates and qualifications, employer references, letters from work colleagues, etc.
- STEP 4:** Discuss your self-assessment with your teacher. If there are FULL units of competency for which you and your teacher feel RECOGNITION may be able to be given, you will be encouraged to move to the next step, the completion of **RPL Application Form**. (see appendix)
- STEP 5:** Complete and submit the Application Form to your VET teacher.
- STEP 6:** Once given the result of your application, discuss the outcome with your teacher. Provide feedback to your teacher and on the RECOGNITION process itself.

**STEP 7:** Should you wish to appeal, complete the STUDENT RPL APPEALS FORM. (see appendix)

**STEP 8:** Discuss the outcome of the appeal (when known) with your teacher and provide feedback about the APPEAL process itself.

See your VET teacher for more information and for copies of the self-assessment and application forms.

## COMPLAINTS/GRIEVENCES/APPEALS

If you are unhappy about any aspect of your VET program such as:

- an administrative matter (eg: the non-issue of qualification/statements within the prescribed timeline etc.)
  - a financial matter (eg: non-refund of VET curriculum/subject levies, etc)
  - another person in the school (student or teacher)
  - a person outside the school (eg: a person at your place of work/training)
  - a complaint about the result of an assessment or the way the assessment was taken
- you will should read the school's Complaints and Appeals Policy and see the HOD of Senior Schooling & VET to obtain a Complaints and Appeals Application form to make a written complaint.

## CONTINUOUS IMPROVEMENT: INTERNAL REVIEW/INTERNAL AUDIT

To assist schools in continuous improvement of our services, products and operations, we welcome comments and suggestions. These comments can be passed on to your VET teacher or their HOD.

By Term 4 each year, the **Internal Review Committees** for each Vet subject will meet to evaluate the delivery of its VET courses. This IR committee will comprise of the relevant subject Head of Department, subject teachers, a student representative and a representative from the industry.

Teachers and students will also be asked to complete evaluation forms (see appendix). This will allow the school to obtain written feedback, which will be addressed by the school **Internal Audit Committee**. This Committee comprises of the Principal or Nominee, Head of Department Senior Schooling & VET and other nominated personnel and will meet in Term 4.

The Principal or Nominee in charge of QA will need to take into account AQTF requirements when conducting the internal audit.
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## WORKPLACE HEALTH AND SAFETY

The safety and well being of the staff and students of this school is one of our greatest responsibilities. All of us, including you, have responsibilities to ensure a safe environment.

You are required to:

- Use and take reasonable care of any protective equipment that is provided
- Obey any reasonable instructions in relation to health and safety
- Not interfere with or remove any safety devices from machinery.

- Ensure that you do not endanger your own or others' safety by the consumption of alcohol or drugs
- Report unsafe acts or equipment to the teacher/trainer and observe good housekeeping practices
- Report all injuries or 'near misses' to the teacher/trainer
- Ensure that your conduct does not interfere with:
  - school property
  - school staff and safety or welfare, or with their ability to perform their duties
  - student safety or welfare, or their ability to participate in and benefit from instruction.

## **Workplace Health and Safety and Accidents/Incidents while on structured work placement/work experience.**

Where you find that you are required to undertake work that is a risk to your health and safety, you must advise your Principal or Head of Department – Senior Schooling & VET immediately. Action may include withdrawing you from the work placement.

### **Where a serious accident occurs:**

The school will investigate all serious accidents as soon as possible after they occur so that an accurate account of events is recorded and remedial action taken to reduce the risk of other similar accidents.

## **ACCESS AND EQUITY AND CLIENT SERVICE**

### **Access and equity policy**

Oakey State High School is inclusive of all students regardless of sex, race, impairment, or any other factor.

We will meet the needs of individuals, and the community as a whole through the integration of access and equity guidelines. We will ensure that equity principles for all people are implemented through the fair allocation of resources and the right to equality of opportunity without discrimination. We will increase opportunities for people to participate in the vocational education and training system, and in associated decisions which affect their lives.

### **Access and equity procedure**

Staff and students, in their induction to the school, are made aware of the school's access and equity policy and that they may contact the HOD – Senior Schooling & VET for information and/or support on the school's access and equity policy.

Access and Equity for the vocational education and training system at Oakey SHS is based on the application of the following principles:

- Equity for all people through the fair and appropriate allocation of resources and involvement in vocational education and training.
- Equality of outcome within Queensland's vocational education and training for all people, without discrimination.
- Access for all people to appropriate, quality vocational education and training programs and services.
- Increased opportunity for people to participate in vocational education and training and in relevant decision making processes within the vocational education and training system.

Access and Equity as a best practice strategy, underpins and informs all other policies and programs within our vocational education and training system. It is used and considered by all staff in vocational education and training when:

- developing our own access and equity implementation strategy;
- developing appropriate services and programs;
- formulating, implementing and reviewing our own operational policies and strategic plans; and
- evaluating the aims, objectives and delivery of our programs.

With these principles providing a basis for action, the objectives of the Access and Equity Policy for the OAKEY SHS VET systems are:

1. To incorporate access and equity principles and practices in key processes which affect the outcomes for students in the vocational education and training system, eg. training program development and design; staff development.
2. To achieve equitable access for all current and potential students.
3. To increase the participation of people who are under-represented in vocational education, training and employment services and programs, by setting targets for funding arrangements.
4. To increase participation in decision making processes associated with people from under represented groups.
5. To encourage positive outcomes for students and clients of the vocational education and training system by giving them enabling skills to participate successfully in vocational education and training services and programs.
6. To develop quality support services which enhance clients' and students' changes to achieve positive outcomes.
7. To provide incentives and support for registered training organisations who develop and implement access and equity strategies.

## **REFUND POLICY**

VET Qualifications offered by Oakey SHS (RTO 304190) do not attract a training fee, but may incur subject costs to cover materials and handouts etc, the same as all subjects at OSHS. If a student requests a refund before the beginning of the service related to the fee, the school shall return the fees to the student or transfer the fees to the subject taken in place of the VET Course.

If a student requests a refund after the beginning of the service related to the fee, the school will return a pro rata amount of the fee to the student.

## **STUDENTS' RIGHTS**

Students' rights if Biloela SHS or a third party delivering training on its behalf ceases to deliver any part of the qualification that a student is enrolled in:

Biloela SHS is committed to completing the outlined training and assessment once students have started study in their chosen qualifications or courses from the course start date (including delivery by a third party on Biloela SHS's behalf).

Students who enter the course after the start date may have a negotiated package of units that will lead to a statement of attainment. However, most students who enter a course late will be expected to complete the certificate in their own time in addition to school time.

In the event that Biloela SHS is unable to complete delivery of training, Biloela SHS will, if possible, arrange for agreed training and assessment to be completed through another RTO (fees may be incurred). Prior to the transfer to another RTO, affected students will be formally notified of the arrangements, and an agreement to those arrangements, including any refund of fees, will be obtained. If transfer is not possible, the RTO will gain a written agreement for a subject/course transfer from the student and parent.

## QUESTIONS FOR STUDENT REPRESENTATIVE

What is the name of your qualification?

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	Yes	No
At the start of your program of study were you given information about your qualification?	<input type="checkbox"/>	<input type="checkbox"/>
Has your teacher given/shown you a course outline?	<input type="checkbox"/>	<input type="checkbox"/>
Have you been given/shown an assessment outline?	<input type="checkbox"/>	<input type="checkbox"/>
Do you have a 'Student Profile' of your results?	<input type="checkbox"/>	<input type="checkbox"/>
Have you been informed about the RPL process?	<input type="checkbox"/>	<input type="checkbox"/>
Do you understand the appeal and grievance procedures at the school?	<input type="checkbox"/>	<input type="checkbox"/>
Have you been informed about other services provided by the school for student assistance? (eg guidance officer, ESL services, ATSI assistance)	<input type="checkbox"/>	<input type="checkbox"/>
Do you receive feedback after each piece of assessment?	<input type="checkbox"/>	<input type="checkbox"/>
Are the terms and conditions of assessment explained to you before you begin a piece of assessment?	<input type="checkbox"/>	<input type="checkbox"/>
Have students been given opportunities to resit competencies?	<input type="checkbox"/>	<input type="checkbox"/>
Have you ever completed a questionnaire on VET in the school?	<input type="checkbox"/>	<input type="checkbox"/>

What does the term 'competency' mean to you?

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Please include any suggestions for improvement of your course or the offering of VET in general in the school:

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# RPL APPLICATION FORM

Student name: \_\_\_\_\_

Date: \_\_\_\_\_

Course: _____					
<b>Units of competency</b>		<b>Details of relevant previous experience including formal training, work experience and life experience (interests, skills etc.)  Attach copies of relevant evidence</b>	<b>FOR OFFICE USE</b>		
<b>Code</b>	<b>Name</b>		Assessor's comments and recommendations	Comp.	NYC

**RPL APPEAL'S FORM  
OAKLEY STATE HIGH SCHOOL**

Name: \_\_\_\_\_

Date of original RPL interview: \_\_\_\_\_ Course Code \_\_\_\_\_

1. Which competency decision/s do you wish to appeal?

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2. On what grounds do you wish to appeal?

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3. What additional evidence will you be presenting at the appeals interview?

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Applicant's Signature: \_\_\_\_\_

Date: \_\_\_\_\_



# Vocational Education and Training (VET) Student Information Handbook

Name: \_\_\_\_\_

Year Level: \_\_\_\_\_

Form Class \_\_\_\_\_

Name : \_\_\_\_\_ Year Level: \_\_\_\_\_

I acknowledge I have read/workshopped the Vocational Education and Training Student Information Handbook and have been advised to refer to it throughout my course of study.

Date : \_\_\_\_\_ Signature: \_\_\_\_\_

Parent/Guardian Signature :  
\_\_\_\_\_

(Office Use Only)

Date : \_\_\_\_\_ HOD Signature : \_\_\_\_\_

**\*\* Detach and return this page to the your Trainer/Assessor\*\***