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1. INTRODUCTION

1.1 Purpose of this handbook

This handbook has been written to provide Vocational Education and Training (VET) students with important information about the VET programs offered by this school as well as about your rights and responsibilities as a VET student. VET stands for Vocational Education and Training. 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 anything about which you are unsure. **You should keep 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 accessing T: /Common/VET on the school's network, or by approaching HOD / RTO Manager.

1.2 The Australian Qualifications Framework

Some of the VET programs offered by this school can lead to nationally recognised qualifications – a 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 throughout Australia.

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

VET courses offered at Glenden State School in 2015 include:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPC10111</td>
<td>Certificate I in Construction</td>
</tr>
<tr>
<td>ICT10115</td>
<td>Certificate I in Information, Digital Media and Technology</td>
</tr>
<tr>
<td>RII10113</td>
<td>Certificate I in Resource Infrastructure and Operations</td>
</tr>
</tbody>
</table>

These courses are counted towards attaining the 20 points for QCE as per QCAA policy.
2. STUDENT SELECTION, ENROLMENT AND INDUCTION/ORIENTATION PROCEDURES
At the commencement of all VET subjects, VET teachers will induct students on workplace health and safety issues and will continue to incorporate WH&S throughout VET delivery/assessment.

Prior to participation in structured work placement, all students will undergo a relevant induction program.

3. PROVISION FOR LANGUAGE, LITERACY AND NUMERACY ASSISTANCE
If you are undertaking a VET subject which has embedded units of competency from a Training Package, you will find that basic literacy/numeracy elements have been incorporated. This should help you learn these basic literacy/numeracy components more readily, as they are being delivered in the context of an industry area of your liking. Your trainer/assessor will access a range of reports from OneSchool to assess your literacy and numeracy requirements. Additional literacy/numeracy testing may also be required. If you feel you need additional language, literacy or numeracy assistance, please approach your VET teacher or the HOD / RTO Manager.

4. 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
- HOD – Curriculum
- Deputy Principal
- Principal
A complete guide to services available to students can be accessed at T: /Common/VET

5. DISCIPLINARY PROCEDURES
The Welfare/Discipline System and Procedures are clearly outlined in the Disciplinary Policy found at T: /Common/VET on the school network. Please read this section carefully.
6. ASSESSMENT POLICY & PROCEDURES

The following is this school’s VET assessment policy statement:

All VET students at this school will be fully informed of the VET assessment process and requirements and will have the right to appeal.

Your VET teacher will provide you with a thorough overview of the assessment requirements for your individual VET program/s. The following information, however, represents some general information about the VET assessment process adopted at this school.

6.1 Competency-based assessment

Assessment for 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 environments, in accordance with the standard of performance expected in the workplace.

There are four parts to being competent. They are:

a. undertaking a specific workplace task(s) (called ‘task skills’)
b. management skills – managing a number of different tasks to complete a whole work activity (called ‘task management skills’)
c. responding to problems and irregularities when undertaking a work activity (called ‘contingency management skills’). Examples of problems/irregularities could be:
   - breakdowns
   - changes in routines
   - unexpected results or outcomes
   - difficult or dissatisfied clients.
d. dealing with the responsibilities and expectations of the work environment when undertaking a work activity (called ‘job/role environment skills’), such as:
   - working with others
   - interacting with clients and suppliers
   - complying with standard operating procedures
   - observing enterprise policy and procedures.

This means that when you demonstrate 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.

6.2 The assessment policy principles

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

- Students will be given clear and timely information on assessment. Assessment planners are issued to all students at the commencement of each semester, and this outlines the timing of assessment for VET courses.
- Information available to students, including on the assessment criteria sheet, will include:
  - advice about the assessment methods
  - assessment procedures
  - the criteria against which they will be assessed
  - when and how they will receive feedback
- Where applicable, students will be included in discussions on the choice of assessment methods and timing.
- Students will be made aware of their responsibilities in regard to assessment.
- The assessment approach chosen will cater for the language, literacy and numeracy needs of students.
- Any special geographic, financial or social needs of students will be considered in the development and conduct of the assessment.
- Reasonable adjustment will be made to the assessment strategy to ensure equity for all students, while maintaining the integrity of the assessment outcomes.
- Opportunities for feedback and review of all aspects of assessment will be provided to students.
- Assessment items are mandatory for completion of the course and awarding competencies.

7. RECOGNITION OF PRIOR LEARNING

When you commence a VET program, you may think there are some units of competency or modules you can already do and would be competent at.

You could apply for what is called ‘RECOGNITION OF PRIOR LEARNING’ for those specific units of competency or modules. If you do, you will need to provide evidence that you can in fact already do these particular tasks. Evidence might include:

- letters or testimonials from employers
- samples of work
- awards, certificates, qualifications, statements of attainment
The RPL process is a very supportive one. Your teacher will guide you through the process, the steps of which are outlined below:

**STEP 1:** Read the information in the VET Student Vocational Education Handbook (this information) about RPL. Your teacher may also provide you with additional information.

**STEP 2:** Discuss the RPL process with your teacher or Mrs Barnard if you feel you are already competent in some parts or the entire VET program you are about to do. Ensure that you understand the full RPL application process.

**STEP 3:** Undertake a self-assessment, using the Self-Assessment form. It is a good idea if you feel you already possess some of the competencies in the course you are about to do, to start with a self-assessment. You need to complete a separate RPL Self-assessment form for each unit of competency/module for which you are applying for RPL.

**STEP 4:** Discuss your self-assessment with your teacher. If there are FULL units of competency for which you and your teacher feel RPL may be able to be given, you will be encouraged to move to the next step, the completion of the RPL application form.

**STEP 5:** Complete and submit the Student Application for Recognition of Prior Learning form.

**STEP 6:** Once given the result of your application, discuss the outcome with your teacher. Provide feedback to your teacher and provide feedback on the RPL process itself.

**STEP 7:** Should you wish to appeal, complete the Student RPL Appeals Form.

**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 or HOD / RTO Manager) for more information and for copies of the self-assessment and application forms.

**NOTE:** You do not need to go through the above 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 awarded automatic recognition of prior learning in these cases.
8. COMPLAINTS/APPEALS

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

- an administrative matter, for example, the non-issue of qualifications/statements within the prescribed timeline or a financial matter such as non-refund of VET curriculum/subject levies, etc;
- another person in the school (eg student or teacher);
- the results of an assessment or about the way the assessment was undertaken

You may obtain a copy of the school’s ‘Complaints and Appeals Policy’.
This is available from the HOD / RTO Manager and on T/Common/VET on the school’s network.

The following represents an overview of some parts of the policy.

Scenario 1: Where your complaint is about the action/s of another person/s in the school community, or about an administrative issue eg such as non-refund of subject levies, etc (but not including complaints related to assessment and results, which are outlined elsewhere in this section)

Process to follow:

a. Put the complaint in writing and send it to the Principal and to identify the person involved.
   - Your written complaint should include details of the complaint(s) such as:
     . who/what issue you are complaining about
     . what happened
     . when it occurred
     . how you feel
     . how you would like to see the matter resolved.

b. The principal will:
   . tell the person you are complaining about, about the complaint. He/she will be given the opportunity to put their side of the matter;
   . advise you of how long it will be before you get an answer (usually within a week – no longer than 60 days);
   . ensure that only those people who need to know about the complaint are involved/informed;
   . give you written advice about the outcome and the reasons for it.
You may find that through this process that one of the following outcomes will apply:

- you gain a better understanding of the situation and you no longer feel the need to complain;
- you are happy with the way the issue has been resolved;
- you receive an apology and assurance it will not reoccur; or
- you will be informed that you have no grounds to complain.

Scenario 2: A complaint /appeal related to dissatisfaction with assessment and/or results (apart from issues associated with assessment/results on work placement or during participation as a SAT)

Should you wish to appeal against the results of an assessment or wish to make a complaint about any aspect of the delivery/assessment of the accredited course/module, you need to follow the process outlined below:

a. In the first instance, speak with the relevant teacher/trainer and informally ask for a review of the result.

b. Should this not resolve the matter to your satisfaction, put your complaint in writing in an email and send it to the principal. All written complaints will be acknowledged in writing and you will be told how long it will take to investigate the matter (no longer than 60 days). The outcome will also be put in writing to you.

c. Should you still not be happy with the decision, you go to the QCAA website for further information www.qcaa.qld.edu.au.

At any stage, the decision may take one of several forms, including, for example:

- agreeing with the original result ie not allowing your appeal
- disagreeing with the original result and telling you what will now happen
- asking you if you want to re-sit the assessment.

9. ACCESS AND EQUITY

Discrimination occurs if a person treats someone differently on the basis of an attribute or characteristic such as gender, sexuality, race, pregnancy, physical or intellectual impairment, age, etc.

This school strives to meet the needs of each student through incorporating access and equity principles and practices which acknowledge the right of all students to equality of opportunity without discrimination.
For example, the following principles apply:

a. VET curriculum areas will be adequately resourced, with teachers with the right qualifications, in order to ensure you have quality outcomes.

b. VET training and assessment will be in line with industry standards to ensure quality outcomes for students. As well, a variety of training/assessment methods will be used to cater for the different ways in which students learn. Students with special needs will participate with an initial and annual panel meeting with their parent/guardian and relevant school staff to ensure that the training and assessment provided meets their needs.

c. All students will be actively encouraged to participate in VET programs, irrespective of background/cultural differences.

d. Prior to participating in structured work placement, you will be provided with an induction program that will equip you with the knowledge to recognise harassment / discrimination should it occur and to ensure you have the strategies to deal with anything like this. Appropriate support will be provided by your VET teacher, to ensure you are successful in your work placement.

e. Literacy/numeracy is integrated throughout all VET programs, as well as being delivered separately through your English/literacy and Maths/numeracy program.

This school will openly value all students, irrespective of background/culture/other differences and all students will be made feel valued through the delivery of appropriate training/assessment methods and support structures.

Any complaints in relation to discrimination/harassment will be treated seriously, in line with the school’s Policies and Procedures.

To obtain a full copy of this school’s Access and Equity Policy, ask your teacher, the HOD / RTO Manager, or log onto T:\Common\VET on the school’s network.
10. WORKPLACE HEALTH AND SAFETY

The safety and wellbeing 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 a teacher/trainer and observe good housekeeping practices
- Report all injuries or near misses to a teacher/trainer
- Ensure that your conduct does not interfere with:
  - school property
  - school staff 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.

First Aid

First Aid Kits are available at a number of locations throughout the school. A member of staff trained in First Aid should be sought to carry out any treatment necessary.

Students should not handle injuries which involve spilled blood without wearing gloves, and all blood spills must be doused with chlorine.

Accident/Emergency Situations

You are advised that school staff are not permitted to transport injured/unwell students to hospital. Therefore an ambulance will be called in case of an emergency.

11. UNIQUE STUDENT IDENTIFIER

Every student in Year 10, and many students in Years 11 and 12 at Glenden State School will be enrolled in a VET course and will be required to obtain a Unique Student Identifier. This USI is required to be kept on record at Glenden State School in order for qualifications or statements of attainment to be printed. All students will generate a USI with their teacher during Year 10. Students can obtain further information by asking the HOD / RTO Manager or on the school’s network at T: /Common/VET. Alternatively, further
information can be found at www.usi.gov.au.

12. COMPLETION OF QUALIFICATIONS
You will be informed by your teacher once you have completed the qualification that you are enrolled in. Your teacher will provide you with written notification of completion of the qualification. You must receive the certificate within 30 days of completion of the qualification.

13. ACCESS TO RECORDS & STUDENT/PARENT CONSENT/ACKNOWLEDGEMENT FORM
You can have access to your own personal records at any time, by approaching the Head of Department, Principal or Teacher for the subject area in which you wish to check your information. This staff member will ensure that you obtain access to your records. If the matter is not related to any one specific subject you should approach the HOD.

A record may be kept on your file that you have accessed your records.

14. VET CURRICULUM/SUBJECT LEVIES AND REFUND POLICIES
VET curriculum/subject levies are shown in the textbook and resource hiring scheme brochure available at the office. All details of our refund policy are available from the HOD / RTO Manager or on the schools network at T: /Common/VET on the school’s network.
STUDENT ACKNOWLEDGEMENT FORM

ACKNOWLEDGEMENT OF RECEIPT OF INFORMATION

I acknowledge that upon commencement in my VET program at this school, I have been provided with a VET Student Information Handbook. I acknowledge that I have read this Handbook and understand that I can access further information on some of these topics (as outlined in the VET Student Information Handbook) should I wish to do so.

Student Name: ________________________________

Student signature: _____________________________

Date: ______/____/_____