

VET Student Handbook

Standards for RTOs 2015

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VET Student Handbook

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Introduction

Welcome to students undertaking a vocational education and training (VET) course this year. The purpose of this handbook is to provide all VET students with information about the VET programs offered. It also outlines your rights and responsibilities as a VET student studying at this School. Take the time to read everything in this handbook as you will be required to sign that you understand its contents. If there is anything that you do not understand, please ask your teacher about it. You may need to refer to this handbook throughout your period of enrolment in your VET course/s. Please note that the Policies and Procedures covered in this handbook are edited to provide you with the key concepts. You can access the full copies of all the policies and procedures at any time by making a request to your RTO Manager.

Nambour State College 30084 is a Registered Training Organisation (RTO) and as such, is able to deliver and assess Nationally Recognised Qualifications under the Australian Qualification Framework (AQF). Information about the School as an RTO can be accessed at:

www.training.gov.au

Contact Details:

Name: Angela Hix

Position: Head of Senior School and RTO Manager

Email: ahix1@eq.edu.au

Certification and Credit Transfer

Students are reminded that they must inform the RTO Manager if they have completed a previous qualification or unit of competency prior to delivery. If a student has completed a unit of competency previously and retains a Statement of Attainment from the Registered Training Organisation (RTO), they can apply for credit transfer of that unit. Students must contact the RTO Manager if this is the case.

Students who meet the training and assessment requirements of the training package or VET accredited course, will be awarded a Nationally Recognised Qualification under the Australian Qualification Framework. The RTO Manager will ensure that the student retains a verified USI prior to awarding of the certificate or statement of attainment. All certificates or statements of attainment will be awarded within 30 calendar days of course completion, providing all fees have been paid.

If a student enrolls late into a Vocational Education and Training course, that student may not complete all competencies to enable them to gain the full Qualification. If this is the case, the student will receive a Statement of Attainment outlining the competencies they have completed.

A replacement qualification can be requested through the RTO Manager at any time but may incur a fee.

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Unique Student Identifier (USI)

Student Identifiers Act 2014

The USI scheme was implemented 1st January 2015.

A Unique Student Identifier (USI) is a reference number made up of numbers and letters that gives students access to their USI account. A USI will allow an individual's USI account to be linked to the National Vocational Education and Training (VET) Data Collection allowing an individual to see all of their training results from all providers including all completed training units and qualifications.

The USI makes it easier for students to find and collate their VET achievements into a single authenticated transcript. It will also ensure that students' VET records are not lost.

The USI is available online and at no cost to the student. This USI will stay with the student for life and be recorded with any nationally recognised VET course that is completed from 1st January 2015.

Further information on the USI can be obtained at:

<http://www.usi.gov.au/Pages/default.aspx>

Process

1. Upon enrolment into a VET qualification students will provide their Unique Student Identifier (USI) to the designated person for verification.
2. If the student does not have a USI they will create one online using verifying documentation such as:
 - a. Birth Certificate
 - b. Passport
 - c. License
 - d. Medicare card
3. The USI will only be used when reporting AVETMISS data via SDCS/SM or other to Queensland Curriculum Assessment Authority (QCAA). It will not be placed on the AQF certification documentation.
4. USI information will be stored on the school RTO's secured network.

Enrolment and Induction Procedures

1. All students will receive information about VET courses available in the School in Term 3 of Year 10.
2. Should any VET Course be over-subscribed, interviews according to set criteria, where applicable, will be used to make selections. When interviews are not possible, students will be selected, in consultation with staff members, based on the students' demonstrated interests and aptitudes.
3. At the beginning of the year, all VET students will receive an induction in the form of direct instruction and a copy of this handbook. VET teachers will also ensure that you are informed about assessment and the specific competencies covered in the first lesson.

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During this induction, you will be reminded about School Work Health and Safety procedures.

4. You must complete the Student VET Enrolment Form/VET Student Agreement Form and return to your teacher.

Fees and Refund Policy

The School Fees policy can be found at [Nambour State College Website fees](#)

The School's policy on refunds can be found at [Nambour State College Website fees](#)

The School must have certain teachers and equipment to run these VET courses. If the School loses access to these resources, the School will provide students with alternative opportunities to complete the course and the related qualification. The School retains the right to cancel the course if it is unable to meet requirements.

Course Information

Below is a list of VET qualifications currently delivered. For detailed information on these courses please refer to the: [Year 10, 11 and 12 studies guide](#)

VET Qualification (school RTO number)	Code	Delivery (Year 10, 11 and/or 12)
Certificate I in Visual Arts	CUA10315	10
Certificate II in Visual	CUA20715	10, 11, 12 Community Pathways
Certificate III in Visual	CUA31115	11, 12
Certificate III in Dance	CUA30113	11, 12
Certificate I in Business	BSB10115	10
Certificate II in Skills for Work and Vocational Pathways	FSK20113 and FSK20119	10, 11
Certificate II in Furnishing Making Pathways	MSF20516	11, 12
Certificate II in Hospitality	SIT20316	11, 12
Certificate I in AgriFood Operations	AHC10216	10
Certificate II in Conservation and Land Management	AHC21016	11, 12
Qualifications accessed through external RTO's	Code	RTO Name and Code, location
Certificate II in Kitchen Operations	SIT20416	TAFE Maroochydore State High School
Certificate II Sports and Recreation	SIS20115	Skills Generation 41008 Core Strength and Fitness Maroochydore
Certificate II Hair & Beauty	SHB20216 SHB20116	CSaT RTO 32466 Nambour State College
Certificate II Automotive	AUR21216	TAFE RTO 0275 Nambour TAFE
Certificate II Electro technology	UEE32466	TAFE RTO 0275 Nambour TAFE
Certificate II Plumbing	52700WA	TAFE RTO 0275

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		Nambour TAFE
Certificate II & III Health	HLT23215/ HLT33115	TAFE RTO 0275 Kawana State College
Certificate II Health	HLT23215	TAFE RTO 0275 Mooloolaba
Cert III Business	BSB30115	Binnacle Training 31319 Nambour State College
Certificate II in Engineering Pathways	MEM20413	Blue Dog Training 31193 Nambour State College
Certificate I in Construction	CPC10111	Blue Dog Training 31193 Nambour State College

Student Support and Guidance

The school will provide any educational or support services, as required. These may include things like:

- a) study support and study skills programs;
- b) language, literacy and numeracy (LLN) programs or referrals to these programs;
- c) equipment, resources and/or programs to increase access for learners with disabilities and other learners in accordance with access and equity;
- d) learning resource centres;
- e) mediation services or referrals to these services;
- f) flexible scheduling and delivery of training and assessment;
- g) counselling services or referrals to these services;
- h) information and communications technology (ICT) support;
- i) learning materials in alternative formats, for example, in large print;
- j) any other services that the RTO considers necessary to support learners to achieve competency.

There are many people on staff who will be able to assist you if you are in need of help. People involved in support and guidance services at this school include:

- Head of Department Senior Schooling
- Dean of Students
- Guidance Counsellors
- Community Education Counsellor
- School Chaplains
- Teacher/Librarian
- Learning Support Teachers
- EAL Support Staff

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Language, Literacy and Numeracy Support

You are undertaking a VET subject which has embedded units of competency from a Training Package and as such 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/ assessed in the context of the VET area of your choice.

In addition to the above, you will receive further support in English and Maths classes.

Behaviour Management Policy and Attendance

Every family in the School has access to the Behaviour Management Policy. Please make sure that you read it as its application is also relevant to all School VET programmes. Attendance in VET classes complies with the School's Attendance policy.

Flexible Learning and Assessment Procedures

At this School, all VET students will be fully informed of the VET assessment process and requirements and will have the right to appeal.

The mode of delivery will be specific to each subject area. A combination of the following will occur:

- Face-to-face
- Online delivery and/assessment
- Blended delivery
- Private study
- Tutorials, if required

The following information represents some general information about the VET assessment process adopted at this School.

Competency-based Assessment

The School will comply with the assessment guidelines from the relevant Training Package or accredited course. Assessment will be competency-based (See [Appendix 1: Definitions](#))

Essentially, students are considered to be competent when they are able to apply their knowledge and skills to successfully complete activities in a range of situations and environments, in accordance with the standard of performance expected in the workplace, as specified in the training package or VET accredited course.

Principles of Assessment

The School's delivery and assessment of VET courses are designed to promote valid, reliable, flexible and fair assessment that is also informative in its context and purpose. These principles comply with the School's Assessment Policy found at [Senior School Assessment Policy](#)

This means that:

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- a) Students will be given clear and timely information on assessment, including:
- advice about the assessment methods
 - assessment procedures
 - the performance criteria against which they will be assessed
 - when and how they will receive appropriate feedback
 - the mechanism for appeal.
- b) Sufficient evidence will be gathered to enable a fair and accurate judgment of each Student's competence.
- c) The assessment approach chosen will cater for the language, literacy and numeracy needs of students.
- d) Reasonable adjustments will be made to the assessment strategy to ensure equity for all students, while maintaining the integrity of the assessment outcomes as stated in the Training Package.
- e) Opportunities for feedback and review via surveys of all aspects of assessment will be provided to students.
- f) Clearly documented mechanisms for appeal against assessment processes and decisions will be available to students.
- g) All students have access to reassessment on (informal) appeal.

Flexibility/Reasonable adjustment

All VET courses are flexible and they are designed to give every student an opportunity to demonstrate competence. This means that if you have an identified need, the conditions of the assessment task that you do may be changed. For example, a learning support aide may read the tasks to you or they may act as a scribe. These conditions for assessment must still comply with training package requirements. Your teacher, together with the Learning Support staff, will decide what adjustment needs to be made. In making an adjustment, the rigor or difficulty level of the task will not change as you will still need to be judged 'competent' in order to gain the qualification. The fact that the conditions under which the task was performed has changed will be noted on your assessment task sheet.

Recognition of Prior Learning (RPL)

When you commence a VET programme, you may think there are some units of competency you can already do which, therefore, make you competent. You can apply for '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. You may need to perform a 'skills test' to support your claim.

PROCESS

If you believe that you have sound reasons to apply for recognition ask your teacher to guide you through the process listed below.

1. Discuss the recognition process with your teacher.
2. Retain a copy of the Recognition of Prior Learning Policy from the RTO Manager

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3. Ensure that you understand the full recognition application process, including the Appeals process.
4. Collect evidence of your prior learning from a variety of sources. Evidence can take many forms, and will usually include such things as:
 - a. letters or testimonials from employers
 - b. photographs, videos, reports
 - c. awards, certificates and qualifications
5. Discuss your self-assessment with your teacher. If there are full units of competency for which you and your teacher feel recognition may be given, you will be encouraged to complete a *Recognition of Prior Learning template* found at [Vocational Education Page](#)
6. Complete and submit the *Recognition of Prior Learning template*.
7. You will know the outcome of your application within 15 days of application.
8. Should you wish to appeal the decision, complete the Complaints and Appeals Form which you can get from the RTO Manager.

Note: If you have a Statement of Attainment from another Registered Training Organisation (RTO) for any units of competency which are the same as those in any of the School's VET programmes, you will be awarded automatic recognition and it will not be necessary for you to apply. You must make the VET teacher aware if this is the case.

Complaints and Appeals

You may approach the School if you are dissatisfied with any aspect of your VET program. This includes:

- an administrative matter such as, for example, the non-issue of qualifications/statements within the prescribed timeline;
- another person in the school (student or teacher);
- a complaint about any aspect of the course or its delivery;
- a complaint about the results of an assessment or about the way the assessment was undertaken.

Complaints Procedure

Persons with a complaint against the school RTO on how it conducts its responsibilities with regard to:

- The RTO, trainers and assessors or other staff
- A third party providing services on the school RTO's behalf, its trainers and assessors or other staff or
- Another learner of the school RTO

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have access to the following procedure:

1. the initial stage of any complaint shall be for the complainant to communicate the complaint at the earliest and lowest level first in an attempt to resolve the issue.
2. person(s) dissatisfied with the outcome of the complaint may then apply to the relevant operational representative (RTO Manager) of the school RTO, who will make a decision and record the outcome of the complaint
3. the complaint and its outcome shall be recorded in writing on the *Complaints and Appeals form*.
4. the RTO manager will attempt to resolve any issues with all parties involved.
5. persons dissatisfied with the outcome may lodge their complaint with the principal (CEO) of the school RTO.
6. on receipt of a formal complaint the principal shall convene an independent panel to hear the complaint; this shall be the 'complaint and appeal committee'
7. the complaint committee shall not have had previous involvement with the complaint and should include representatives of:
 - (a) the principal
 - (b) the teaching staff
 - (c) an independent third party
8. the complainant shall be given an opportunity to present their case to the committee and may be accompanied by one other person as support or as representation
9. the relevant staff member shall be given an opportunity to present their case to the committee and may be accompanied by one other person as support or as representation
10. the complaint committee will make a decision on the complaint
11. the complaint committee will communicate its decision on the complaint to all parties in writing within 5 working days of making its decision.
12. If the complaint will take more than 60 days to finalize, written notification will be given to all people involved explaining the delay.

Appeals Procedure

Learners are informed at their Induction, of their right to request a review of a decision. This may include:

- Appeal of an assessment decision made by either the school RTO or a Third Party providing services on behalf of the RTO (if relevant)
 1. the initial stage of any appeal shall be for the appellant to communicate the appeal at the earliest and lowest level first in an attempt to resolve the issue.
 2. person(s) dissatisfied with the outcome of the appeal may lodge the appeal with the operational representative (RTO Manager) of the school RTO, who will make a record about the nature of the appeal.
 3. the appeal and its outcome shall be recorded in writing on the *Complaints and Appeals form*.
 4. the RTO Manager will attempt to resolve any issues with all parties involved.
 5. Persons dissatisfied with the outcome may lodge their appeal with the principal (CEO) of the school RTO.
 6. On receipt of an appeal the principal shall convene an independent panel to hear the appeal; this shall be the 'complaint and appeal committee'

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7. the complaint and appeal committee shall not have had previous involvement with the appeal and should include representatives of:
 - a) the principal
 - b) the teaching staff
 - c) an independent third party (if relevant)
8. the appellant shall be given an opportunity to present their case to the committee and may be accompanied by one other person as support or as representation
9. the relevant staff member shall be given an opportunity to present their case to the committee and may be accompanied by one other person as support or as representation
10. the complaint and appeal committee will make a decision on the appeal
11. the complaint and appeal committee will communicate its decision on the appeal to all parties in writing within 5 working days of making its decision.
12. If the appeal will take more than 60 days to finalize, written notification will be given to all people involved explaining the delay.

Work 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 equipment that is provided
- Obey any reasonable instructions in relation to health and safety
- Not interfere with or remove any safety devices from machinery
- Report unsafe acts or equipment to a teacher and observe good housekeeping practices
- Report all injuries or near misses to a teacher
- Ensure that your conduct does not interfere with:
 - School property;
 - School staff safety or welfare, or with their ability to perform their duties; or
 - School student safety or welfare, or their ability to benefit from instruction.

First Aid is available at the School Administration Office. Students or staff should not handle injuries which involve spilled blood without wearing gloves, and all blood spills must be cleaned appropriately by trained School personnel.

An ambulance will be called in case of an emergency.

Access to Records

You can have access to your own personal assessment records at any time, by approaching the VET Teacher concerned. If the matter is not related to any one specific subject you should approach the Head of Department.

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Appendix 1: Definitions

Assessment means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course.

Competency means the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.

RTO means a Registered Training Organisation

Statement of attainment means a statement issued to a person confirming that the person has satisfied the requirements of the unit/s of competency or accredited short course specified in the statement.

Training Package means the components of a training package endorsed by the Industry and Skills Council or its delegate in accordance with the Standards for Training Packages. The endorsed components of a Training Package are: units of competency; assessment requirements (associated with each unit of competency); qualifications; and credit arrangements. The endorsed components form part of the requirements that an RTO must meet under these Standards. A training package also consists of a non-endorsed, quality assured companion volume/s which contains industry advice to RTOs on different aspects of implementation.

Unit of competency means the specification of the standards of performance required in the workplace as defined in a training package.

USI means Unique Student Identifier – You must retain a USI before gaining your certificate or statement of attainment. These will be held securely by the school RTO.

VET means vocational education and training

Appendix 2: Legislation

Work Health and Safety Act 2011

The Work Health and Safety Act 2011 provides a framework for managing health and safety risks in Queensland workplaces. The objective of the Act is to prevent fatalities, injuries and illnesses caused by a workplace, by workplace activities or by a specified high risk plant.

Workplace Harassment, Victimisation and Bullying

Industrial Relations Act 1999

The principal objective of the Industrial Relations Act 1999 is to provide a framework for industrial relations that supports economic prosperity and social justice.

Anti-Discrimination

Anti-Discrimination Act 1991

The Anti-Discrimination Act 1991 aims to promote equality of opportunity for everyone by protecting them from unfair discrimination in certain areas of activity, including education and training. The services developed by RTOs, including their administrative practices and assessment processes, must take into account the principles established by this legislation.

Privacy

Information Privacy Act 2009

The Information Privacy Act 2009 is an Act to make provision to protect the privacy of individuals, and for related purposes. The Federal Privacy Act contains eleven Information Privacy Principles. It also has ten National Privacy Principles (NPPs).

VET & Apprenticeships/Traineeships

National VET Regulator Act 2011

An Act to establish the National Vocational Education and Training Regulator, and for related purposes

Work Experience

Education (Work Experience) Act 1996

An Act regulating work experience provided to students as part of their education.

A work experience arrangement is an arrangement made between a student's educational establishment and a person (the 'work experience provider') under which the person will provide experience ('work experience') to the student as part of the student's education. An educational establishment may make work experience arrangements for its students.

The work experience arrangement must be in writing. A work experience arrangement may be made for a student only with the approval of the principal of the student's educational establishment.

Further information on legislation is available on the State government web site

www.legislation.qld.gov.au and the Commonwealth government website: www.comlaw.gov.au