



Pine Rivers State High School

"By different ways to excellence"

VOCATIONAL EDUCATION & TRAINING
RTO CODE: 30423

Student Handbook

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Introduction

This handbook overviews information about Vocational Education and Training (VET) processes and procedures at Pine Rivers State High School. This handbook will outline:

- your rights and responsibilities as a VET student
- qualifications offered
- aspects of competency –based training (such as RPL, credit transfer and printing of certificates)
- specific procedures that apply to VET courses, such as the Complaints and Appeals Process and Recognition of Prior Learning (RPL).

This handbook is available from your teacher or on the school drive at:

G:/common/Year 11 or Year 12 (select your year level)/VET Subjects/Student Information/VET Student Handbook

Many of the processes and procedures overviewed within this handbook are covered within the VET Induction session that was shared with you at the commencement of your course. This handbook has been compiled to ensure you have ongoing access to information that impacts upon your enrolment within VET courses offered at Pine Rivers SHS.

I wish you all the best in your training and assessment.

Carol Brodie

Head of Department Senior Schooling

RTO Manager

What is VET?

Vocational Education and Training (VET) courses are nationally recognised qualifications that develop knowledge and skills for specific workplaces and contexts. VET Certificates are arranged on the Australian Qualifications Framework (AQF) in a hierarchy from Certificate I to Graduate Diploma. Both employers and other Registered Training Organisations (RTOs) recognise qualifications throughout Australia.

As a VET student, it is important to understand:

- VET courses differ your school subject and criteria-based assessment (graded A – E), as VET uses competency-based assessment (Competent – Not Yet Competent)
- Your training and assessment will include work-like activities, including the use of simulated tasks and environments
- Competency-based standards are industry-determined standards of performance that set skills, knowledge and attitudes required to effectively perform within that industry
- Knowledge and skills will need to be demonstrated consistently and across a range of conditions before competency can be awarded.

Benefits of VET:

Benefits of participating in a VET course while at school include:

- Gaining a nationally recognised qualification
- Developing industry-standard knowledge and skills for employment
- Creating links and contacts with employers.

VET Quality Framework

The Vocational Education and Training (VET) Quality Framework is aimed at achieving greater national consistency in the way RTOs are registered and monitored and in how standards in the vocational education and training (VET) sector are enforced.

The VET Quality Framework comprises:

- the *Standards for Registered Training Organisations (RTOs) 2015*
 - the Australian Qualifications Framework
 - the Fit and Proper Person Requirements
 - the Financial Viability Risk Assessment Requirements, and
 - the Data Provision Requirements
- (Source: <https://www.asqa.gov.au/about/australias-vet-sector/vet-quality-framework>)

The Australian Qualifications Framework (AQF) establishes the quality of Australian qualifications. The AQF is the national policy for regulated qualifications in the Australian vocational education and training systems. It incorporates the quality assured qualifications from each education and training section into a comprehensive national qualifications framework. The VET sector delivers eight qualifications under this framework – from a Certificate I to Vocational Graduate Diploma level.

The graphic below overviews expectations of knowledge and skill expectations at each level

Level	Level 1	Level 2	Level 3	Level 4	Level 5
Summary	Graduates at this level will have knowledge and skills for initial work, community involvement and/or further learning	Graduates at this level will have knowledge and skills for work in a defined context and/or further learning	Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning	Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning	Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning
Knowledge	Graduates at this level will have foundational knowledge for everyday life, further learning and preparation for initial work	Graduates at this level will have basic factual, technical and procedural knowledge of a defined area of work and learning	Graduates at this level will have factual, technical, procedural and some theoretical knowledge of a specific area of work and learning	Graduates at this level will have broad factual, technical and some theoretical knowledge of a specific area or a broad field of work and learning	Graduates at this level will have technical and theoretical knowledge in a specific area or a broad field of work and learning
Skills	Graduates at this level will have foundational cognitive, technical and communication skills to: <ul style="list-style-type: none"> • undertake defined routine activities • identify and report simple issues and problems 	Graduates at this level will have basic cognitive, technical and communication skills to apply appropriate methods, tools, materials and readily available information to: <ul style="list-style-type: none"> • undertake defined activities • provide solutions to a limited range of predictable problems 	Graduates at this level will have a range of cognitive, technical and communication skills to select and apply a specialised range of methods, tools, materials and information to: <ul style="list-style-type: none"> • complete routine activities • provide and transmit solutions to predictable and sometimes unpredictable problems 	Graduates at this level will have a broad range of cognitive, technical and communication skills to select and apply a range of methods, tools, materials and information to: <ul style="list-style-type: none"> • complete routine and non-routine activities • provide and transmit solutions to a variety of predictable and sometimes unpredictable problems 	Graduates at this level will have a broad range of cognitive, technical and communication skills to select and apply methods and technologies to: <ul style="list-style-type: none"> • analyse information to complete a range of activities • provide and transmit solutions to sometimes complex problems • transmit information and skills to others
Application of knowledge and skills	Graduates at this level will apply knowledge and skills to demonstrate autonomy in highly structured and stable contexts and within narrow parameters	Graduates at this level will apply knowledge and skills to demonstrate autonomy and limited judgement in structured and stable contexts and within narrow parameters	Graduates at this level will apply knowledge and skills to demonstrate autonomy and judgement and to take limited responsibility in known and stable contexts within established parameters	Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgement and limited responsibility in known or changing contexts and within established parameters	Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgement and defined responsibility in known or changing contexts and within broad but established parameters

VET Qualifications Delivered at Pine Rivers SHS under our Scope of Registration.

A range of VET courses are delivered by Pine Rivers SHS:

Faculty	Qual. Code	Qualification Title	
Humanities (Business and Social Science)	BSB20115	Certificate II in Business	Year 12 only
	BSB30115	Certificate III in Business	Year 12 only
	BSB20120	Certificate II in Workplace Skills	Year 11 only
HPE	SIS20419	Certificate II in Outdoor Recreation	Years 11 and 12
Senior Schooling	FSK20113	Certificate II in Work and Vocational Pathways	Years 11 and 12-targeted students only
Arts	CUA31115	Certificate III in Visual Arts	Year 11 and 12

Each of these courses have a specific Course Outline your teacher will share with you in your first lesson. This will provide specific information about units of competency offered within the

qualification, type of assessment tasks undertaken and processes such as RPL, Credit Transfer and the Complaints and Appeals Process.

Enrolment Procedures

All students enrolled within a VET course must be a student of Pine Rivers SHS.

All Year 10 students receive information about VET courses throughout Terms 2 and 3 as part of SET Plan preparation. Information for new enrolments are discussed within enrolment interviews with the relevant Year Level Deputy Principal. A detailed Subject Selection Handbook, is available via the SET Plan OneNote, for all students and their parents/guardians, to review prior to enrolment.

In situations where courses are over capacity, enrolment will be reviewed in consultation with teachers based on information within SET Plans (career pathways), previous academic and behaviour records and student interest.

It is important to note that although the learning is competency-based, and teachers design courses for students to have multiple opportunities to demonstrate their ability to meet these, there is no guarantee students will successfully complete all competencies required within a qualification or obtain particular employment outcomes.

Subject Selection OneNote

Each year, students in Year 10 are sent an invitation to access the SET Plan OneNote which contains information regarding all subjects including VET. All VET Courses promoted as being delivered by Pine Rivers SHS, are listed on the school's Scope of Registration and includes information such as:

- RTO Code
- Code and title of qualification
- Information about fees, camps, excursions and other requirements (for example safety equipment)
- Any additional information such as safety requirements

Student Induction

All students will engage within a VET Induction process within their first lesson of the course.

Within this induction the following information will be presented and explained:

- Course Overview detailing units of competency, assessment requirements, materials and equipment required
- Recognition of Prior Learning (RPL) processes
- Process for recognising qualifications and/or Statement of Attainments from other RTOs
- Potential maximum QCE points

While the school is committed to completing outlined training and assessment once a student has started their study within a selected VET course, students must meet their responsibilities. These include:

- Actively participate within Induction session
- Actively meet RTO requirements to successfully complete training product:
 - participate within learning experiences
 - participate within all assessment experiences, including those which have been outlined within Subject Handbook information such as practical tasks, excursions and camps

- Provide materials and equipment for learning as required

Students entering a course after the start date may have a negotiated package that will lead to obtaining a Statement of Attainment.

Support Services

As a VET student you have access to a range of support, welfare and guidance services. In the first instance, you should seek assistance from your teacher. Further services you can access include:

Year Level Coordinators

- | | |
|-----------|----------|
| - Year 10 | Mrs Reid |
| - Year 11 | Mrs Marx |
| - Year 12 | Ms Klein |

Faculty Head of Departments:

- | | |
|---------------------------------|--------------|
| - Humanities | Mr Krarup |
| - Health and Physical Education | Ms Mellish |
| - Design Technologies | Mr Cronin |
| - Science and Home Economics | Mrs Campbell |
| - Learning Technology | Mrs Schneid |
| - Student Welfare | Ms Grant |
| - Learning Connections | Ms Edwards |
| - Senior Schooling | Ms Brodie |

Year Level Deputy Principal

- | | |
|-----------|--------------|
| - Year 10 | Mr Bowman |
| - Year 11 | Mr Armstrong |
| - Year 12 | Ms Morel |

Principal

Mr Watson

Guidance Officers

Ms Lee and Ms Matthews

Youth Support Coordinator

Ms Russell

Unique Student Identifier (USI)

The Unique Student Identifier (USI) initiative was implemented 1st January 2015. A USI is a reference number, comprising of a mixture of numbers and letters, giving 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 enabling that individual to view all training results, including completed competencies and qualifications, with all RTOs they have been enrolled with. This allows a single point of contact to access VET records, to ensure ongoing recognition of qualifications.

A USI is available online to create or retrieve at <https://www.usi.gov.au/>. This is available at no cost, and will stay with the student for life, recording any nationally recognised VET course that is completed after January 1st 2015.

Procedures

Students are responsible for obtaining their own USI. Identity documents, such as a birth certificate, driver's licence/learner's permit, passport or Medicare Card, are required to verify

student's identity. The USI website has a Frequently Asked Questions section to assist with the creation of a USI.

Once students have obtained their USI it is to be forwarded to Senior Schooling, being emailed to the Student Management Operator, Ms Lyn Avery, at laver6@eq.edu.au
This is entered into OneSchool, where it is verified.

You must retain a copy of your USI for your own records. It is strongly recommended this be stored in a safe and accessible location, such as within your phone. As this is your USI for your lifetime it is important to ensure its safe storage.

Any questions or concerns you have with creating or accessing your USI must be directed to the USI office at www.usi.gov.au

Qualifications and Statements of Attainment can only be issued to students with a verified USI.

Training

Each VET course has units of competency that describe the knowledge and skills required. These have been determined by industry through an over-arching document known as a training package. During the course of your training, you will develop a range of employability skills that will be essential in the workplace.

Each VET course will provide a variety of learning activities that reflect the standards and nature of the workplace and an emphasis on knowledge and skills that reflect the requirements of a particular industry.

The mode of delivery will be specific to each subject area, though most courses will employ a combination of the following:

- face-to-face
- online delivery
- work tasks
- private study
- tutorials (if required)

Students "Not On Track" with their learning and/or assessment at the conclusion of each unit, will attend Spring/Summer School to assist in meeting course requirements.

Assessment

In VET, a learner is considered to be competent when able to apply knowledge and skills to successfully complete activities in a range of situations and environments. These need to be performed at the standard expected in the workplace and as determined by the AQF level of the certificate and the expectations specified in the training package.

Assessment will involve a range of different modes such as:

- undertaking a specific workplace task(s),
- responding to problems or irregularities when undertaking a work activity. For example: breakdowns, changes in routine, difficult or dissatisfied clients.

- dealing with the responsibilities and expectations of the work environment. For example: working with others, interacting with clients and suppliers, complying with standard operations/procedures, observing enterprise policy and procedures.
- management skills where a number of different tasks are undertaken to complete a whole activity
- this means that you need to demonstrate that you can do a task in a range of different circumstances and under different conditions.

For each unit of competency, you will be deemed to be either:

- Continuing enrolment
- Competency Achieved/Passed
- Recognition of Prior Learning granted
- Credit Transfer/National Recognition
- Competency Not Achieved/Fail
- Recognition of Prior Learning not granted
- Withdrawn/Discontinued
- Not yet started

If you do not achieve Competent Achieved/Passed, Recognition of Prior Learning granted or Credit Transfer/National Recognition, you are encouraged to repeat, resit or revisit the unit of competency (or specific Elements) in order to demonstrate competency. Your teacher will assist you with this.

For end of Unit reporting purposes using OneSchool, students will be deemed “Working towards Competency” if on track to successfully complete the qualification. If not on track to successfully complete the qualification, students will be deemed “Not working towards competency”. Students are encouraged to work closely with their teacher to ensure they get back on track.

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 Pine Rivers SHS Assessment and Academic Integrity Plan.

This means that:

1. Clear and timely information on assessment will be provided such as:
 - a. Advice about the assessment methods
 - b. Assessment procedures
 - c. When and how appropriate feedback will be received
2. Sufficient evidence will be gathered to enable a fair and accurate judgment of each student's competence.
3. Assessment will cater for the language, literacy and numeracy needs of students.
4. 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.

5. Opportunities for feedback and review will be provided.

Flexibility

All VET courses are flexible and designed to provide every student with an opportunity to demonstrate competence. This means that if you have an identified need, the conditions of the assessment may be changed. For example, a Learning Connections 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 will decide what adjustments are necessary. 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 conditions under which the task was performed has changed will be noted on your assessment task sheet.

Assessment Procedures

The school's Assessment and Academic Integrity Plan is to be followed by students enrolled in VET Courses.

Please note the following assessment procedures:

1. Task sheets outlining the task/work requirements, unit of competency and elements and performance criteria under assessment will be distributed.
2. Teacher feedback (written and verbal) will be provided.
3. Each student will have a folio, which will contain a profile. Copies of assessment tasks are filed in the folio.
4. Students should check their progress towards a qualification using the information on the profile. The folio will be distributed at least once per term for this purpose.
5. Results from your VET course will be periodically updated via Student Management. Students should check VET enrolment and progress via their Learning Account through the QCAA MyQCE website at <https://myqce.qcaa.qld.edu.au/>. Through the Student Portal link from MyQCE, students can also check that their personal details and course enrolments are correctly recorded.
6. Students who are dissatisfied with a decision on assessment, have access to an Appeals Process. Refer to the information below.

Recognition of Prior Learning (RPL)

All VET students at Pine Rivers State High School have access to Recognition of Prior Learning (RPL). RPL is used when you believe there are some units of competency that you can already do and are competent at. RPL recognises your current knowledge and skills obtained through:

- Other subjects,
- Things you have learnt outside school (for example sporting or community involvement),
- Work experience or industry placement,
- Your part-time job,

and measures them against specific units of competency.

If what you have learned at work or elsewhere is relevant to the knowledge and skills required in your VET course, you may apply for 'recognition' for those specific units of competency. You will need to provide evidence to support your belief that you can in fact already do these particular tasks.

RPL may benefit you as you may be able to shorten your course or substitute the learning with new or more advanced skills for those you have already mastered. It also means that you do not have to waste time by repeating the learning of skills you already have.

RPL is a supportive process. Your teacher and the faculty HOD will guide you through the requirements. The basic steps for RPL are outlined below:

1. Discuss the RPL process with your teacher, if you believe you are already competent in some parts or all of the VET course you are enrolled in. Ensure that you understand the full RPL Application Process, including the Appeals Process.
2. Complete and submit the Student RPL Application form, attaching evidence such as work samples, Supervisor Reports, photos, videos, awards, certificates.
3. Your teacher and faculty HOD will examine the evidence provided and make a judgement about whether competence has been achieved.
4. Your teacher will inform you of the result of your RPL Application, within 15 days of submission.
5. The outcome may be appealed using the Appeals Process.

Note: If you have a qualification or 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 courses, you will be awarded automatic recognition and it will not be necessary for you to apply for RPL. You must make the VET teacher aware if this is the case.

Recognition of AQF Qualifications and Statements of Attainment

Pine Rivers State High School recognises all qualifications and statements of attainment issued by another institution.

If you have successfully completed units of competency and/or qualifications with another RTO, you can apply for Credit Transfer/National Recognition. To do this, originals of the qualification and/or statement of attainment must be provided to the trainer/assessor, Faculty HOD or HOD Senior Schooling who will arrange for verification by a Justice of the Peace (JP) or Commissioner for Declarations. This will be copied and the original returned. The verified original will be kept on file in your folio.

If you have successfully completed units of competency and/or qualifications at Pine Rivers State High School, Credit Transfer/National Recognition will be automatically applied.

Printing Certificates and/or Statements of Attainment

Pine Rivers State High School will print VET certificates and statements of attainment for qualifications offered on its Scope of Registration.

VET certificates and statements of attainment are printed and provided within 30 days of students exiting a course.

The VET certificate/s and statements of attainment are signed by the Principal and posted or given directly to students. It is very important that you ensure the school has your correct mailing address so you receive any qualifications you are entitled to.

Students can request reprints of VET certificates or statements of attainment. Students and/or parents/caregivers need to provide this request in writing to the HOD Senior Schooling, who will arrange for the printing, signing and postage of the identified qualification/s. The current fee for this process is \$25.

Workplace Health and Safety

The safety and well-being of staff and students of the school is very important.

All in the school environment have responsibility to:

- Use and take reasonable care of any protective equipment that is provided,
- Follow teacher instructions in relation to workplace health and safety,
- Report unsafe acts to your teacher,
- Report all injuries or near-misses to your teacher,
- Ensure your conduct does not interfere with school property, student safety or welfare or their ability to participate in their course.

Course Fees and Refund Policies

Fees for VET Courses are outlined in the Learning Resources Scheme. Additional costs, such as excursions, are negotiated by the class teacher.

Students who leave the school early are refunded on a pro-rata basis. No student is charged fees in excess of \$1 500.

Disciplinary Procedures

Pine River's State High School's Student Code of Conduct Plan outlines school expectations regarding behaviour. This document is available for download via the school's website.

Complaints and Appeals Procedures

1. If a complaint relates to a report about harm or safety, refer to Pine Rivers State High School's appropriate Student Protection procedures.
2. On receipt of a verbal complaint:
 - Resolve the complaint if possible, documenting the complaint, its cause, actions taken and decisions made in the secure Complaints and Appeals Register.
 - If the complaint cannot be promptly and simply resolved, advise that an appropriate staff member will deal with the complaint, but a written record of the complaint is required.
3. To put a complaint/appeal in writing, advise the complainant/appellant that:
 - they may use the support of a third party in progressing the complaint/appeal
 - you can make a written record for them to sign. In this case
 - note whether the complainant/appellant wants the support of a third party
 - ensure the complainant signs and dates the form
 - identify yourself, and your role within the school RTO
 - sign and date the form yourself.
 - On receipt of a written complaint/appeal:
 - if the complaint/appeal is not in relation to the RTO Manager

To resolve the complaint/appeal, the RTO Manager and/or Deputy Principal:

- discuss the issue/s with the staff member to whom the complaint/appeal was made
- give the complainant/appellant an opportunity to present their case (they may be accompanied by other people as support or as representation)
- give the relevant staff member, third party or student (as applicable) an opportunity to present their case. They also may be accompanied by other people as support or as representation.
- if necessary, convene an independent panel, the Complaints and Appeals Committee, to hear the complaint/appeal.

The committee must not have had previous involvement with the complaint/appeal, and must include:

- a representative of the Principal
- one or more representative/s of the teaching staff
- an independent person.
- forward it to the RTO Manager
- enter it into the secure Complaints and Appeals Register.

- if the complaint is in relation to the RTO Manager
 - forward it to the Deputy Principal- Senior School, Mr Murray Bowman
 - enter it into a separate secure Complaints and Appeals Register, which is kept separate from the main Register.
 - send a prompt written acknowledgement to the complainant from either the RTO Manager or the Deputy Principal responsible for the Senior School, as appropriate.
 - deal with the issue/s
 - communicate the outcome/decision to all parties in writing within 60 days of receipt of the complaint/appeal
 - document the complaint/appeal — including the cause, actions taken and decisions made — in the appropriate secure Complaints and Appeals Register.
4. If the complaint/appeal is not finalised within 60 calendar days of its receipt, inform the complainant/appellant of the reasons in writing and regularly update them on the progress of the matter.
 5. If the procedures fail to resolve the issue/s, the complainant/appellant may have the outcome reviewed (on request) by an appropriate party independent of the RTO.
 6. If the complainant is still not satisfied, the Principal will refer them to the QCAA website for further information about making complaints (<https://www.qcaa.qld.edu.au/senior/vet/rto-registration-audits/appeals-complaints-enforcement>).
 7. The school RTO will undertake a continuous improvement process that includes:
 - reviewing the details in the Complaints and Appeals Register
 - reviewing the complaints and appeals policy and procedures
 - taking appropriate corrective action to eliminate or mitigate the likelihood of the same problems occurring again.

If the processes fail to resolve the complaint or appeal, a review by an independent party will be provided if requested.