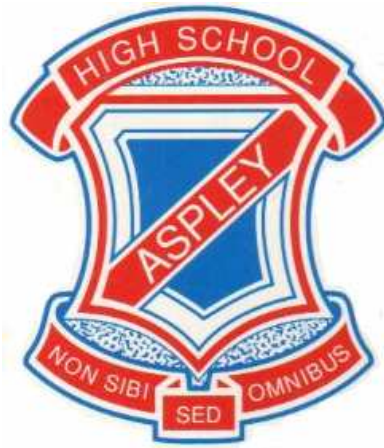
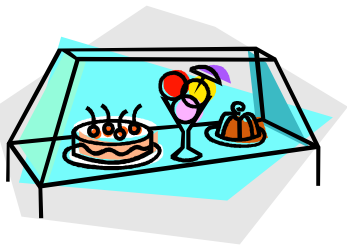


Aspley State High School



VET STUDENT HANDBOOK



2009



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VET Student Handbook	Version 5, March 2009	HODSS

VET STUDENT HANDBOOK

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Code of Practice

As a registered Training Organisation, **Aspley State High School** has agreed to operate within the Principles and Standards of the Australian Quality Training Framework. This includes a commitment to recognise the training qualifications issued by other Registered Training Organisations. The School is registered to deliver a range of VET programmes under the direction of Queensland Studies Authority (QSA) and Department of Employment, Training and the Arts (DETA). The mission of the School as an RTO is to deliver quality training and assessment across a range of selected industry areas in accordance with the National Training Packages. Aspley State High School reserves the right to amend the **code of practice** to suit the needs of training organisations as required. All amendments will be in accordance with legislation governing RTOs.

Legislative Requirements

Aspley State High School will meet all legislative requirements of State and Federal Government. These include: Education (General Provisions) Act 1989, Education (General Provision) Regulation 2000, Training and Employment Act 2000, Education (Work Experience) Act 1996, Vocational Education and Training (Industry Placement) Act 1992, Education (Overseas Students) Act 1996, Child Protection Act 1999, Commission for Children and Young People Act 2000, Workplace Health and Safety Act 1995, Anti-Discrimination Act 1991, Disability Services Act 1992, Freedom of Information Act 1992 and Privacy Act 1991. If students require any further information, please see the **Head of Department Senior Schooling (HODSS)**.

Access and Equity

Aspley State High School is inclusive of all students regardless of gender, race, impairment, or any other factor. Any matter relating to access and equity will be referred to the HODSS as the nominated Access and Equity Officer. All students will be informed of the requirements of the curriculum or National Training Package/s that affects them. Our Access and Equity Policy (see section 9 of this handbook for the School's Access and Equity Guidelines) ensures that student selection decisions comply with equal opportunity legislation.

Appropriately qualified staff will assess the extent to which the student is likely to achieve the stated competency standards and outcomes of the course, based on his/her qualifications and experience.

Quality Management Focus

Aspley State High School has a commitment to providing a quality service and a focus on continuous improvement. It values feedback from students, staff, parents and industry representatives for incorporation into future programs. A [VET Questionnaire - Student](#) is used to gather information.

Client Service

The School has sound management practices to ensure effective service to students. In particular, service standards ensure timely issue of student assessment results and qualifications. These will be appropriate to competencies achieved and issued in accordance with national guidelines.

The School's quality focus includes a Recognition of Prior Learning Policy, a fair and equitable Refund Policy, Complaints and Appeals Policy, an Access and Equity policy and student welfare and guidance services.

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Where necessary, appropriate programs will be developed for those students requiring literacy and/or numeracy support programs. Every opportunity will be taken to ensure that such programs are disseminated, understood and valued by staff, students and parents. Information relating to all fees and charges, course content, assessment procedures and vocational outcomes will be outlined prior to enrolment.

Internal Review

At Aspley State High School each Head of Department in partnership with the **HODSS**, will facilitate a system of annual internal review. Meetings will be held with representatives from the relevant industry areas (where applicable) and staff. The internal review process assists in the development of quality training and assessment.

External Review

Aspley State High School has agreed to participate in external monitoring and audit processes required by the state government. This covers random quality audits, audit following complaint and audit for the purposes of re-registration, by QSA.

Management and Administration

Aspley State High School has policies and management strategies which ensure sound financial and administrative practices. Management guarantees the organisation's sound financial position. Student records are managed securely and confidently and are available for student perusal on request. Aspley State High School has adequate insurance policies.

Marketing and Advertising

Aspley State High School markets vocational education and training products with integrity, accuracy and professionalism, avoiding vague and ambiguous statements. In the provision of information, no false or misleading comparisons are drawn with any other training organisation or training product.

Training and Assessment Standards

Aspley State High School has personnel with appropriate qualifications and experience to deliver the training and facilitate the assessment relevant to the training products offered. Assessment will meet the National Assessment Principles (including *Recognition of Prior Learning and Credit Transfer*). Adequate facilities, equipment and training materials will be utilised to ensure the learning environment is conducive to the success of students.

Sanctions

Aspley State High School will honour all guarantees outlined in this Code of Practice. We understand that if we do not meet the obligations of this Code or supporting regulatory requirements, we may have our registration as a Registered Training Organisation withdrawn.

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Recognition of Qualifications issued by another RTO

Aspley State High School will recognise all AQF qualifications issued by any other RTOs. The School will seek verification of the certification from the relevant RTO where there is any ambiguity,

- a) The student will present a copy of their Qualification or Statement of Attainment to the relevant Teacher/Head of Department, for verification of authenticity. The verified copy of the qualification is placed in the student's file and the qualification is recorded on the Student Data Capture System for possible use by the School (or QSA where applicable) in issuing Queensland Certificate of Education (QCE).
- b) Once the qualification is verified, the HOD/teacher will give the student exemption for the units of competency or modules identified in the qualification and update the student's records accordingly. The relevant VET Staff will be notified of this update.

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INTRODUCTION

Congratulations on your decision to complete a *nationally recognised* vocational course.

This handbook has been written to provide students with important information about the VET programmes offered at Aspley State High School as well as your rights and responsibilities as a VET student.

Students should take the time to study this handbook carefully and ask their VET teacher if they are unsure of any details. Students should keep this handbook for reference throughout their enrolment.

The contents of this handbook in many instances represent the key points of various VET Policies and Procedures developed by this School. Copies of full VET Policies and Procedures can be obtained via the **HODSS**.

The Australian Qualifications Framework

All of the VET programmes offered by this School can lead to nationally recognised qualifications – a certificate if all of the requirements of the qualification are completed, or a statement of attainment for those parts that are successfully completed (if the full qualification is not completed). This certificate/statement of attainment will be recognised in all eight States/Territories in Australia. This is because Australia now has a national qualifications framework called the Australian Quality Training Framework (AQTF). There are 16 different types of qualifications that can be obtained. These are shown in the diagram below. Those that are bolded are the ones where the opportunity exists to be either fully or partially completed through the VET programmes being undertaken at this School.

AQF Qualifications

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

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

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1. STUDENT SELECTION, ENROLMENT AND INDUCTION/ORIENTATION PROCEDURES

Students enrolled in the VET courses 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 enrolments were received.

At the commencement of all VET subjects, the HODSS will induct all VET Students with this VET Student Handbook.

2. COURSE INFORMATION, INCLUDING CONTENT AND VOCATIONAL OUTCOMES

Course information, including qualification, course content, codes and vocational outcomes is contained in the School's Subject Information Booklets (or similar document). Additional information can be sought from your VET teacher.

3. FEES AND CHARGES, including REFUND POLICY

VET Students are not charged for VET Certificate Courses, other than via the School's Student Levies.

In the event that circumstances change and additional costs are on-charged, any fees and charges will be made known to participants before enrollment.

Students who pay fees for courses covered by the scope of registration will be issued with receipts.

The School's **Registrar** will be responsible for ensuring that those fees are accounted for in a separate financial control centre and are identified as fees paid in advance.

Where students attend TAFE, associated fees will be paid by students directly to TAFE institution.

In instances where fees have been paid for school VET subjects (via Student Levies) any student who exits the School prior to completion of the Course will be issued a pro-rata refund.

4. 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/assessed in the context of an industry vocational area of your liking/choice. If you still feel you need additional language, literacy or numeracy support, please approach your teacher.

5. FLEXIBLE LEARNING AND ASSESSMENT PROCEDURES

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

- (i) All VET students at this School will *be fully informed* of the VET assessment procedures *and requirements and will have* the right to appeal.
- (ii) Students will be given clear and timely information on assessment.

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- (iii) Information given to students, on the assessment cover 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
- (iv) Students will sight their profile sheet of results in each VET subject on at least two occasions throughout a 2 year course.
- (v) The assessment approach chosen will cater for the language, literacy and numeracy needs of students.
- (vi) Any special geographic, financial or social needs of students will be considered in the development and conduction of the assessment.
- (vii) Reasonable adjustment will be made to the assessment strategy to ensure equity for all students, while maintaining the integrity of the assessment outcomes.
- (viii) Opportunities for feedback and review of all aspects of assessment will be provided to students.
- (ix) A clearly documented mechanism for appeal against assessment processes and decisions is available to students in the School's AQTF Quality Manual. This is available from the **HODSS**.

Assessment Methods

Each teacher will maintain a student profile for each student and on completion of the program of study, an exit level will be awarded, based on the principles of assessment.

Elements of competency will be assessed and recorded once the teacher is satisfied that a student has demonstrated consistent competency in an element or unit of competency. Students may also receive assessment if they apply for and meet the requirements for, Recognition of Prior Learning (RPL). A master record detailing students' achievements of the units of competency is maintained at the School on the Student Data Capture System. This will record all elements and units of competency achieved. This will be held by the School and will be issued by QSA to the student once they complete the program of study or within 21 days of exit.

Competency Based Assessment

Competencies and modules studied at Aspley State High School are part of accredited courses and 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 workplace setting to industry standard *over a range of different contexts*.

In most subjects, assessment tasks are completed a number of times throughout the year. Results for each assessment item will be marked on a subject profile sheet/competency tracking sheet or similar document. This assists students to become competent as their skills improve.

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Assessment of competencies will be graded as either:

- **TC** for Towards Competency, **C** for Competent or **NYC** for Not Yet Competent.
- For Board Registered Subjects such as BCT, course specific codes that include graded assessment: VHA, HA, SA, LA and VLA will also be issued

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

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

6. STUDENT SUPPORT, WELFARE AND GUIDANCE SERVICES

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

- VET Teacher
- Guidance Officer
- Head of Department
- Deputy Principal (or equivalent)
- HODSS
- Principal

7. COMPLAINTS & APPEALS PROCEDURES

Complaints & Appeal Policy

Any person wishing to make a complaint against the School concerning its conduct as an RTO, whether a complaint, appeal or other matter, shall have access to the complaints procedure. All formal complaints will be heard and decided within 15 working days of the receipt of the written complaint by the School. The **HODSS** will keep a [Register of Complaints](#) which documents all formal complaints and their resolution. Any substantiated complaints will be reviewed as part of the continuous improvement procedure.

This policy will be reviewed to align with the national guidelines for complaints when available.

Complaints procedure

Persons with a complaint concerning the manner that the School conducts its responsibilities as an RTO, have access to the following procedure:

Informal complaint:

- the initial stage of any complaint shall be for the complainant to communicate directly with the operational representative of the School, e.g. the teacher, who will make a decision and record the outcome of the complaint
- person(s) dissatisfied with the outcome of the complaint to the teacher may then complain to the relevant Head of Department (HOD) or equivalent, who will make a decision and record the outcome of the complaint
- person(s) dissatisfied with the outcome of the complaint to the relevant HOD may initiate a 'formal complaint'.

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Formal complaint:

- a. formal complaints may only proceed after the informal complaint procedure has been finalised
- b. the complaint and its outcome shall be recorded in writing on the [Complaints and Appeals Record Form](#)
- c. on receipt of a formal complaint the Principal shall convene an independent panel to hear the complaint; this shall be the 'complaint committee'
- d. the complaint committee shall not have had previous involvement with the complainant and should include representatives of:
 1. the Principal
 2. the teaching staff
 3. an independent person
- e. the complainant shall be given an opportunity to present his/her case to the committee and may be accompanied by one other person as support or as representation
- f. the relevant staff member shall be given an opportunity to present his/her case to the committee and may be accompanied by one other person as support or as representation
- g. the complaint committee will make a decision on the complaint
- h. the complaint committee will communicate its decision on the complaint to all parties in writing within 5 working days of making its decision via the [Complaints and Appeals Record Form](#).

8. DISCIPLINARY PROCEDURES

Refer the School Planner

9. ACCESS AND EQUITY**Access and Equity Guidelines**

The access and equity guidelines at Aspley State High School are designed to remove barriers and obstacles so that all students have the opportunity to gain skills, knowledge and experience through access to VET subjects. Any matter relating to access and equity will be referred to the Head of Department Senior Schooling (**HODSS**), as the designated Access and Equity Officer.

Access and equity guidelines will be implemented through the following strategies:

- The School curriculum, while limited by the available human and physical resources, will provide for a choice of VET subject/s for all students
- Links with other providers, such as TAFE Institutes will be considered where additional resources are required.
- Access to school-based apprenticeships and traineeships may be available to students within appropriate parameters, such as the pool of available employers.
- Where possible, students will be provided with the opportunity to gain a full Certificate at AQF levels I or II
- Access to industry specific VET programs will be available to all students regardless of gender or race.

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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:

1. VET curriculum areas will be adequately resourced, with teachers with the appropriate qualifications, in order to ensure students have quality outcomes.
2. 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 ways in which students learn. Students with learning difficulties or impairment 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.
3. All students will be actively encouraged to participate in VET programmes, irrespective of background/cultural differences.
4. Prior to participating in structured workplacement, students will be provided with an induction programme that will equip them with the knowledge to recognise harassment/discrimination should it occur and to ensure they have the strategies to deal with anything like this. Appropriate support will be provided to ensure students are successful in their workplacement.
5. Literacy/numeracy is integrated throughout all VET programmes, as well as being delivered separately through your English/literacy and Maths/numeracy programme.
6. This School will openly value all students, irrespective of background/culture/other differences and all students will be made to feel valued through the delivery of appropriate training/assessment methods and support structures.
7. Any complaints in relation to discrimination/harassment will be treated seriously, in line with the School's VET Policies and Procedures: Student Complaints and Appeals.

10. RECOGNITION OF PRIOR LEARNING (RPL), CREDIT TRANSFERS

All VET students have access to a procedure that gives Recognition of Prior Learning (RPL) or Credit Transfer.

RPL (Recognition of Prior Learning) the acknowledgement of the skills and knowledge a person has acquired through previous training, work or life experience, which may be used to grant status or credit in a subject or module.

Credit transfer refers to the granting of credit to students for subjects, modules or units of competency they have completed previously. Institutions or training organisations can grant credit to students for studies or training completed at the same or another institution or training organisation.

If a student believes that they fulfill these requirements they should approach their teacher first, who will bring it to the attention of the HOD. At the beginning of each course, the VET Teacher will be responsible for ensuring that the students are informed of the Recognition of Prior Learning and Credit Transfer procedures. RPL information and forms can be obtained from the VET Teacher or HOD.

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Recognition of Prior Learning policy

All students shall have access to, and will be offered, Recognition of Prior Learning (RPL). Recognition of Prior Learning procedure

Each year, the HODSS will make students aware of the School's RPL policy via the VET Student Handbook. Teachers will remind students of this policy at the beginning of each new term and provide opportunities to engage in the RPL process.

When approached by a student seeking RPL, teachers will:

- d. provide the student with copies of an [RPL Student Application Form](#)
- e. provide the student with information about the types of evidence that can be used to support an RPL application
- f. make a prompt decision and notify students of the outcome of the RPL process
- g. update the student's records, if RPL is granted
- h. students can appeal a decision via the [RPL Student Appeals Form](#)

11. RECOGNITION OF AQF QUALIFICATIONS AND STATEMENTS OF ATTAINMENT ISSUED BY ANOTHER RTO

Recognition of qualifications policy

The School will recognise all AQF qualifications issued by any other RTO. The School will seek verification of the certification from the relevant RTO where there is some ambiguity.

Recognition of qualifications procedure

Each year, the teacher shall make students aware that any existing AQF qualifications or statements of attainment they possess will be recognised by the School. Teachers will remind students of this policy at the beginning of each new term.

If a student presents an AQF qualification or statement to the teacher, the teacher will take a copy and bring it to the attention of the relevant head of department.

The head of department will verify the authenticity of the qualification or statement. The verified copy of the qualification or statement is placed in the student's file.

Once the qualification or statement is verified, the teacher will give the student exemption for the units of competency or modules identified in the qualification or statement and update the student's records accordingly.

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12. SIGNIFICANT LEGISLATION

Aspley State High School will meet all legislative requirements of State and Federal Government. These include: Education (General Provisions) Act 1989, Education (General Provision) Regulation 2000, Training and Employment Act 2000, Education (Work Experience) Act 1996, Vocational Education and Training (Industry Placement) Act 1992, Education (Overseas Students) Act 1996, Child Protection Act 1999, Commission for Children and Young People Act 2000, Workplace Health and Safety Act 1995, Anti-Discrimination Act 1991, Disability Services Act 1992, Freedom of Information Act 1992 and Privacy Act 1991. If students require any further information, please see the HODSS.

13. ACCESS TO RECORDS & VET STUDENT CONSENT FORM

Confidentiality procedure

Information about a student, except as required by law or as required under the Standards for Registered Training Organisations, is not disclosed without the student's written permission and that of their parent or guardian if the student is under 18 years of age. The HODSS will get all VET students to complete a VET Student/Parent Consent Form upon enrolment. Where a student consents to disclosure of information, this consent is kept on the Register of Consent. Students have access to their personal records.

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**ASPLEY STATE HIGH SCHOOL
VET Student/Parent Consent Form**

This consent form has been completed by (please print):

_____ of **Aspley State High School**
(FULL NAME)

and (if student is under 18 years of age)

of _____
(PARENT/GUARDIAN NAME) (ADDRESS)

A. CONSENT

I hereby consent to the School providing relevant information about me to the following agencies/organisations, in order to facilitate the recording of my results and the issuing of relevant certification:

- * Queensland Studies Authority (QSA)
- * Department of Employment, Training and the Arts (DETA).

I also consent to the School providing relevant information about me to the agencies/organisations associated with structured workplacement or school-based traineeships/apprenticeships.

This information will include:

- name, address, age and contact details
- preferences for workplacement and access to transport
- additional information which will ensure that the most appropriate and supportive placement/SAT is sought on my behalf.

I also agree to completing any relevant, separate paperwork required by relevant external organisations, realising that they too may require separate consent forms to be signed.

I also agree to this School showing copies of any of my VET completed assessment tasks to the QSA should QSA undertake an external audit of the VET offered at this School. I understand that student work is required in order to satisfy the QSA that all assessment is of the correct, industry standard.

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B. ACKNOWLEDGEMENT OF RECEIPT OF INFORMATION

I also acknowledge that prior to commencement in my VET programme at this School, I have been provided with a *VET Student Handbook*, which contains information on the topics listed below.

- i.* student selection, enrolment and induction/orientation procedures
- j.* course information, including content and vocational outcomes
- k.* fees and charges, including refund policy and exemptions (where applicable)
- l.* provision for language, literacy and numeracy assistance
- m.* student support, welfare and guidance services
- n.* flexible learning and assessment procedures
- o.* appeals and complaints procedures
- p.* disciplinary procedures
- q.* staff responsibilities for access and equity
- r.* Recognition of Prior Learning (RPL) arrangements
- s.* Recognition of AQF qualifications and statements of attainment issued by other RTOs.

I acknowledge that I have read this Handbook and understand that I can access further information on some of these topics should I wish to do so.

Student signature

Signature of parent/guardian

Date: ____/____/____

Date: ____/____/____

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