



BUNDABERG
STATE HIGH SCHOOL

VOCATIONAL EDUCATION AND TRAINING (VET)

STUDENT HANDBOOK



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Introduction

This handbook provides you with the information you will need during your Vocational Education and Training (VET) course of study and covers general VET information only. Course specific information relating to training and assessment can be accessed through e-learn. It is important that you are aware of your rights and responsibilities as a VET student. Take the time to read everything in this handbook as each student who enrolls in a VET subject will be required to sign that they have read and understood its contents. If there is anything that you do not understand, please ask your teacher/trainer about it. A glossary of terms can be found in Appendix 1. 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 summarised 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 the HOD Senior VET.

All VET students are required to participate in an Induction Session. To ensure this handbook meets our systems for quality service, consider providing feedback to the HOD - Senior School VET/Pathways.

What is Vocational Education and Training (VET)?

VET is an acronym for *Vocational Education and Training*. The key words are vocational and training, meaning job related practical skills which underpin the knowledge of those skills. In essence it is the practical work-related skills students need to get a job. These work-related skills provide a wide range of options for students while they are still attending school.

VET provides students with a start to their post-school careers and employment opportunities. At Bundaberg State High School, a pathway of a Certificate I, II or III level qualification can progress students as far as a degree with recognition of achievements, after leaving year 12. Alternatively, students can enroll in VET courses after leaving secondary school.

Benefits of Vocational Education & Training in Schools (VETiS)

The successful completion of Year 12 in conjunction with a nationally recognised certificate qualification increases the skills level of students and enhances the opportunities for them to competitively enter the workforce and/or further study.

Students undertaking VETiS, which is funded by the VET investment budget, can choose from a range of certificate I and II level qualifications, referred to as employment stream qualifications. These qualifications have been identified in consultation with industry as leading to employment outcomes and are based on skills shortages and Queensland Government priorities. Subsidised VETiS qualifications can be found on the Priority Skills List. Students undertaking VETiS, funded by the VET investment budget, can complete one employment stream qualification at the certificate I or II level.

VET courses are stand-alone programs or school-based Apprenticeships and Traineeships. VET programs help Year 10, Year 11 and Year 12 students in their transition from school to work. It contributes to young people's chances of obtaining employment upon leaving school and offers other benefits.

Recognised vocational education and training allows school students to reinforce and consolidate general learning in more applied contexts. In this way, recognised VET programs also cater for a broader range of students' learning styles.

Source:QCAA website

Vision Statement

The main focus of Vocational Education and Training at Bundaberg State High School is to provide an opportunity for students to complete vocational based training within the surroundings of a simulated workplace environment. Bundaberg State High School trainers work closely with industry to enable participants to undertake training realistic and relevant to the industry.



BSHS has developed a number of goals that are instrumental in meeting its training objectives, industry and employers needs as well as ensuring the success of the education and training to all its participants. These goals are:

- Deliver and innovate, industry focused, on the job training that will equip participants for a successful future.
- Utilise and embrace the latest pedagogical strategies and technologies in the delivery of work based training to all participants.
- Promote education and training that encourages innovation, industry input, job readiness, maximum education attainment, QCE Points, certificate completions and relevant vocational learning for all participants.

Our VET Courses

Bundaberg State High School offers a variety of VET subjects which are stand-alone subjects. The following table indicates the current offerings at our school. Also see VET teachers or the Bundaberg State High School website for specific detail on each course. Each department will issue individual learning and assessment plans informing you of the requirements of **each** subject.

<https://bundbergshs.eq.edu.au/Curriculum/Vocationaleducation/Pages/Vocationaleducation.aspx>

<p>BSB20115 – Certificate II in Business Offered: Year 10, 11 Course duration 1.5 years RTO: Bundaberg State High School #30038</p>	<p>SIT10213 – Certificate I in Hospitality Offered: Year 10 Course duration: 1 year RTO: Bundaberg State High School #30038</p>
<p>BSB30115 – Certificate III in Business Offered: Year 11 Course duration: 1.5 years RTO: Binnacle # 31319</p>	<p>SIT20416 – Certificate II in Kitchen Operations Offered: Year 11-12 Course duration: 2 years RTO: Bundaberg State High School #30038</p>
<p>FSK20113 Certificate II in Skills for Work and Vocational Pathways Offered: Year 10, 11-12 Course duration: 1.5 years RTO: Bundaberg State High School #30038</p>	<p>SIT20316 - Certificate II in Hospitality Offered: Year 11-12 Course duration: 2 years RTO: Bundaberg State High School #30038</p>
<p>CPC10111 Certificate I in Construction Offered: Year 11-12 Course duration: 2 year RTO: Blue Dog Training #31193</p>	<p>SIR10116 Certificate I in Retail Services Offered: Year 10 Course duration: 1 year RTO: Bundaberg State High School #30038</p>

MEM20413 Certificate II in Engineering Offered: Year 11-12 Course duration: 2 year RTO: Blue Dog Training #31193	SIR20216 Certificate II in Retail Offered: Year 11-12 Course duration: 2 years RTO: Bundaberg State High School #30038
ICT10115 Certificate I in Information, Digital Media and Technology Offered: Year 10 Course duration: 1 year RTO: Bundaberg State High School #30038	SIS20310 Certificate II in Sport and Recreation Offered: Year 11 Course duration: 1 year RTO: Fit Education Pty Ltd #32155
ICT20115 Certificate II in Information, Digital Media and Technology Offered: Year 11-12 Course duration: 2 years RTO: Bundaberg State High School #30038	SIS30310 Certificate III in Fitness Offered: Year 12 Course duration: 1 year RTO: Foundation Education #22557
CHC30113 Certificate III in Early Childhood Education and Care Offered: Year 11-12 Course duration: 2 years RTO: Cairns Training Academy #30857	HLT23215 Certificate II in Health Support Services CHC22015 Certificate II in Community Services HLT33115 Certificate III in Health Services Assistance Offered: Year 11-12 Course duration: 2 years RTO: Connect N Grow #40518
CHC24015 Certificate II in Active Volunteering Offered: Year 11-12 Course duration: 1 years RTO: Volunteering Queensland #6020	

Enrolling in a VET course

Students are given information about subjects prior to enrolment through subject guides, information evenings and subjects talks from Curriculum representatives. Students who wish to enrol in a VET course must complete a two forms:

- Vet Application for Enrolment form
- Vet Privacy Notice and Student Declaration Form

This form must be submitted to the Senior Hub by published closing dates.

All students are eligible to enrol in any subject, provided they meet any prerequisites outlined in the course subject guide. Should there be insufficient numbers for a subject to run, students will be required to make another subject selection. Where situations arise when too many students have requested to undertake a particular subject, then entry to that subject (if multiple classes cannot be run) will be based upon:

- Completion of enrolment document in full and early submission
- academic performance in that or similar subjects in the past;
- application and effort in that or similar subjects in the past;
- promptness in returning required documentation.

All students will be inducted into VET through a general induction. This handbook is available on the school website for students to access. Students who commence studying VET at a later stage will be required to complete an online induction and submit the Induction form (Appendix 2 - Extract) to their teacher. Induction Forms will be forwarded to the HOD VET for filing.

Individual subject teachers will introduce subject-specific information such as content, assessment and workplace health and safety procedures at the beginning of the course (and thereafter at the start of a new term or semester).

Expectations

STUDENT EXPECTATIONS - The student will agree to:

- Supply their USI number within the 1st week of the commencement of their course, or bring the required documentation to class to obtain a USI during the class lesson.
- Allow others to learn
- Be on time to class and school activities
- Complete their work to the best of their ability
- Bring the right equipment to every lesson
- Be in the right place at the right time
- Keep their belongings safe, as well as those of others
- Make the school safe by not threatening, bullying or hurting anyone in any way
- Make the classroom safe by following teacher instructions and safety directions especially in practical lessons
- Follow BSHS Responsible Behaviour Plan for Students – see student diary
- Take responsibility for own learning
- Ask when something is not clear
- Develop constructive strategies for dealing with problems
- Submit assessment and class tasks by their due dates. Where changes in assessment are required, students need to follow the school assessment policy, which is available in the student diary.

TRAINER/ASSESSOR EXPECTATIONS - The teacher/trainer will:

- Provide all details as requested for the Staff Profile
- Maintain minimum professional development and current industry experience required to be a registered trainer
- Ensure the currency of all materials in relation to the delivery of Training Packages
- Ensure that training, delivery and assessment is competency based
- Ensure all students are offered RPL
- Ensure that relevant legislation is implemented e.g. WHS, anti-discrimination and access and equity
- Maintain accurate student records and securely store records, relating to student enrolments, progress, fees paid and certificates and statements of attainment
- Monitor students' performance and progress within the VET course
- Communicate effectively, providing feedback to students in written and oral form
- Provide opportunity for negotiation, self-assessed work, varied learning/assessment, equity
- Offer students who are work-ready the opportunity to undertake vocational placements
- Advise students regularly about opportunities such as credit transfer, RPL, and opportunities following from vocational education
- Attend vocational teachers' meetings at the school which are held at least once a term
- Provide clear instruction, support and opportunity for feedback.
- Mark work within a reasonable time frame
- Support the school in maintaining its Registered Training Organisation status
- Assist students to provide their USI number to the Senior Hub Administration Officer (Room A4) in the first week of the commencement of their course. This may involve assisting students to apply online during class time. All USI numbers must be verified by Week 4 of Term 1. Check class list for USI numbers

Workplace Health and Safety (WHS)

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 and assessment.

The Australian Qualification Framework (AQF)

All of the VET programs offered by this School can lead to a nationally recognised qualification if all requirements of the qualification are completed. Alternatively a Statement of Attainment is issued for those parts that are successfully completed. Bundaberg State High School is not obliged to issue a qualification or statement of attainment that is achieved wholly through recognition of units and/ or modules completed at another RTO or RTOs.

This Certificate / Statement of Attainment will be recognised in all eight States / Territories in Australia because in Australia we now have a national qualifications framework called the Australian Qualifications Framework (AQF). There are two different types of qualifications you can obtain. They are shown in the table below. Those that are bolded are the ones that you have the opportunity to fully or partially complete through the VET programs you are undertaking at this School. All courses attract QCE credits. Please note that QCE points awarded may be dependent on a number of factors including course duration and new learning. Refer to QCAA QCE credit and duplication of learning <https://www.qcaa.qld.edu.au/senior/new-snr-assessment-te/qce-requirements>.



AQF Qualifications by Education

Schools Sector – Senior Secondary Certificate of Education <ul style="list-style-type: none"> qualifies individuals with knowledge, skills and values for diverse pathways to further learning, work and effective participation in civic life
Certificate I <ul style="list-style-type: none"> Graduates at this level will have knowledge and skills for initial work, community involvement and/or further learning
Certificate II <ul style="list-style-type: none"> Graduates at this level will have knowledge and skills for work in a defined context and/or further learning
Certificate III <ul style="list-style-type: none"> Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning
Certificate IV <ul style="list-style-type: none"> Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning
Diploma <ul style="list-style-type: none"> Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning
Advanced Diploma <ul style="list-style-type: none"> Graduates at this level will have broad knowledge and skills for paraprofessional/highly skilled work and/or further learning
Bachelor Degree <ul style="list-style-type: none"> Graduates at this level will have broad and coherent knowledge and skills for professional work and/or further learning
Bachelor Honours Degree / Graduate Certificate / Graduate Diploma <ul style="list-style-type: none"> Graduates at this level will have advanced knowledge and skills for professional highly skilled work and/or further learning
Masters Degree <ul style="list-style-type: none"> Graduates at this level will have specialised knowledge and skills for research, and/or professional practice and/or further learning
Doctoral Degree. <ul style="list-style-type: none"> Graduates at this level will have systematic and critical understanding of a complex field of learning and specialised research skills for the advancement of learning and/or for professional practice

Nationally Recognised Training

The NRT logo (on right) is used to promote and certify national vocational education and training leading to AQF qualifications or statements of attainment. It is a distinguishing mark of quality for promoting and certifying National Vocational Education and Training, leading to Australian qualifications.



Source: QCAA website

Registered Training Organisation

Bundaberg State High School offers a number of **VET (Vocational Education and Training)** programs which can lead to nationally recognised qualifications for students. These qualifications lead to Certificates at levels I, II or III. Completion of all or some requirements of the qualification, can lead to a Certificate or Statement of Attainment and will be recognised in all eight States/Territories in Australia.

In order to offer national qualifications, Bundaberg State High School is a **Registered Training Organisation (RTO)** and is able to deliver, assess and issue qualifications (certificates and statements) for those certificate courses within its **Scope of Registration**.

Code of Practice

As a Registered Training Organisation (RTO), Bundaberg State High School has agreed to operate within the Standards for Registered Training Organisations. 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 programs under the direction of QCAA as delegate for Australian Skills Quality Authority (ASQA). 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. Bundaberg 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

Bundaberg State High School will meet all legislative requirements of State and Federal Government, in particular, Work, Health and Safety Act 2011, Workplace Relations and Vocational Education, Training and Employment Act (2000) at all times.

Language, Literacy and Numeracy

All VET subjects have 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 and assessed in the context of the VET area of your choice.



Language, literacy and numeracy assistance can be obtained from the course teacher. Where additional assistance is required this can be requested from the VET HOD via the course teacher.



Access and Equity

Our Access and Equity Policy ensures that student selection decisions comply with equal opportunity legislation. The policy states that:

- a. Prospective clients will be assessed to determine the likelihood or otherwise of their achieving success in the proposed course. This assessment could take place in the form of examining a student's previous academic record and attendance records or having the student undertake a recognised test. Student Education and Training Plans (SETP) will also show a student's aptitude and career pathway to inform the appropriateness of selected course of study.
- b. Applicants will have the right to appeal any assessment decisions in accordance with the Appeals Policy.
- c. In the event a student requires special assistance with practical aspects of a course, the student will:
 - Show proof of special requirements e.g. Medical certificate, IEP
 - If necessary be referred to the Guidance Officer for assistance. The HOD of Senior School VET/Pathways, in consultation with other stakeholders will advise the student's teachers of special provisions.
- d. Where possible, furniture in general classrooms shall be arranged to enable access to people with disabilities.
- e. Where furniture and fixtures need modifications in order to meet the needs of a student with disabilities, the teacher should consult with the Principal and the Business Services Manager (BSM).

Competency-Based Training (CBT)?

Each certificate course contains units of competency based on Competency Based Training (CBT), meaning it measures your ability to perform a specific task to a precise standard under specific conditions. These standards have been set by industry, and are set out in the VET Quality Framework (VQF).

Competency based assessment is a system for assessing a person's knowledge and skills. Assessment is based on actual skills and knowledge a person can demonstrate in the workplace or in other relevant contexts.

Throughout a course a portfolio of evidence will be collected and can take the form of the following assessment methods:

Questioning	Questions which need answers of a single word, a few words, a sentence or paragraph.
Project	An exercise or research task from which time constraints have been largely removed. It usually involves the work being carried out without close supervision.
Group Discussion	A means of generating information on a student-apprentice's ability to listen, interpret, communicate ideas and sustain conversation.
Case Study	Allows opportunity for student-apprentices to display process and problem-solving skills in a set of integrated tasks in a simulated context.
Practical Exercise	A task which involves an application of knowledge. The work will be carried out under close supervision and may be open or closed book.
Observation	Involves observing the demonstration of a student-apprentice's performance.
Role Play	Presents student with the opportunity to display behavioral and interpersonal skills in a simulated context.

Training and Assessment Standards

Bundaberg State High School has personnel with appropriate qualifications and experience to deliver the training and facilitate the assessment relevant to the training products offered. Staff, facilities, equipment and training and assessment materials used by Bundaberg State High School are consistent with the requirements of the Training Package or VET accredited course and are developed through effective consultation with industry.

Assessment including Recognition of Prior Learning (RPL):

- (a) meets the requirements of the relevant Training Package or VQF accredited course; and
- (b) is conducted in accordance with the principles of assessment and the rules of evidence; and
- (c) meets workplace and, where relevant, regulatory requirements; and
- (d) is systematically validated.

Students should refer to the *Bundaberg State High School Assessment Policy 2016* for information regarding the non-submission or late submission of assessment items.

Assessment

This school utilises a system of continuous assessment. After each assessment item has been administered the teacher records results on an individual profile sheet.

Assessment is an integral part of the school curriculum. Students are able to attempt units of competency more than once, in order to achieve success. Should students still not meet the competency, they should discuss any future attempts with their teacher, on an individual basis. Each teacher will maintain a student profile for each student which students will have access to. The profile will illustrate overall student achievement and should be updated each term.

Units of competency will be assessed and recorded once the teacher is satisfied that a student has demonstrated consistent competency in the unit of competency. Students may also receive assessment if students 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. Students may also be issued with a Student Record Book if they participate in work experience as part of the course. This will record all elements and units of competency covered by the work placement and will be held by the school once the work experience placement is completed.

Reasonable adjustment may be made to the assessment items e.g. the assessment may take a different format or have extra time. However, they will still be required to perform to industry standard. It is the student's responsibility to inform their teacher in advance should reasonable adjustment needs to be made to assessment instruments.

Teachers will give each student feedback regarding performance and methods of improvement. It is the student's responsibility as a learner to ask if they do not understand

Course organisation

Each course will contain a variety of learning activities giving you the opportunity to progress according to your individual learning style. Some of the courses are self-paced. This is a different way of learning and takes some getting used to. However, it is expected that you will become involved, therefore, making your learning experiences fun and valuable, **it's up to you!**



Attendance Policy

Regular attendance and arrival on time for school is a mandatory aspect of student enrolment. See student diary for further policy details.

Recognition of Prior Learning (RPL) Process

All students at Bundaberg State High School will be offered Recognition of Prior Learning (RPL). RPL – means an assessment process that assesses the competency/s of an individual that may have been acquired through formal, non-formal and informal learning to determine the extent to which that individual meets the requirements specified in the training package or VET accredited courses. In the first VET class of the year, the teacher will be responsible to ensure that the students are informed of the Recognition of Prior Learning procedure. Teachers will remind students at the beginning of each term.

RPL can only be granted for the units of competency which each course covers. Students may have developed knowledge and skills suitable for RPL from other subjects, work experience, industry placement, part time job or unpaid work, activities outside school etc. RPL's will be offered to students before the commencement of units of study. If students wish to apply for RPL they must:

- Ask their teacher or access the learning place to obtain specific information about the elements of competency that relate to the course.
- Obtain an RPL Application Form (Appendix 3). Complete this in detail and attach all relevant evidence for assessment. The types of evidence that can be used to support their application include: a work report from an employer, work experience records, records of professional development and training conducted within a workplace, products of your work or other forms of commendation. The process will also include a face to face interview to confirm skills, knowledge and evidence received.

The VET teacher and HOD - Senior School VET/Pathways will review student applications and decide the outcome. Students will be notified of the result in writing. If they disagree with the outcomes they may appeal it. Applications for RPL's are documented the Student RPL Application Register (Appendix 4). Appeals for RPL's that have not been agreed to are documented in the RTO Complaints and Appeals Register (Appendix 6).

Credit Transfer

Bundaberg State High School will recognise all qualifications issued by any other RTO. Bundaberg State High School will seek verification of the certification from the relevant RTO where there is some ambiguity. Credit is recognising the equivalence in content and learning outcomes between different types of learning and/or qualifications previously undertaken and completed successfully.

The steps to obtaining / recognising credit is as follows:

- In the first VET class of the year, the teacher shall make students aware that the school will recognise any existing qualification they possess.
 - If a student presents a qualification or statement of attainment to the teacher, the teacher will take a copy and bring it to the attention of the HOD - Senior School VET/Pathways. The HOD - Senior School VET/Pathways will verify the authenticity of the qualification by contacting the organisation that issued the document to confirm the content is valid. The verified copy of the qualification is placed in the student's file.
- Once the qualification is verified, the teacher will give the student exemption for the units of competency identified in the qualification and update the student's records to reflect this information.
- Only then will the qualification or units of competency be added to the Student Management or Data Capture for senior certification.

RTOs can directly view a USI transcript online via the USI transcript Service (www.usi.gov.au) for any student who has activated permission for them to do so in the USI Registry System. Students are able to activate this permission online at any time using a smartphone or any internet connected device (theirs or their RTOs). This represents an acceptable alternative to calling the issuing organisation.

Work Preparation

Structure Workplace Learning (SWL)

In addition to the theoretical learning in the classroom, in some courses it is compulsory to undertake structured work placement. Work Placement mainly takes place during the regular school year in school holidays. As a part of this, students are provided with feedback in line with employability skills from their employer/supervisor. All VET students at BSHS have an option to do work placement to enhance their learning. Risk assessments will be conducted for all work placements, and subject to Principal approval.

Australian employers have selected eight skill areas needed for successful workplace performance in all employment.

- communication
- initiative and enterprise
- learning
- planning and organising
- problem solving
- self-management
- team work
- technology

Source: <http://training.gov.au/>

Feedback from employers about a student's ability to meet these employability skills form part of the conversation as to how well students are tracking in their transitioning to the world of work, post-secondary school.

Work Experience (WEX)

Work Experience provides students with appropriate knowledge and skills related to a field or vocation of their interest. At Bundaberg State High School, the majority of work experience programs take place during school holidays time. Often, Work Experience is taken by students on an Academic (OP) or (VET) Pathway. Work Experience is an optional extra as a part of the Senior Pathway for students. Risk assessments will be conducted for all work experiences arrangements, and subject to Principal approval.

School-based Apprenticeships and Traineeships (SATs)

Year 10, 11 and 12 students can undertake school-based apprenticeships and traineeships. The school-based apprenticeships and traineeships (SATs) program provides young people with more flexibility and variety in their senior schooling. This can have enormous benefits for those who thrive on a hands-on learning approach.

Young people also undertake SATs to supplement their academic program. The qualification or competencies a student completes during their SAT may count toward their Queensland Certificate of Education (QCE) and are nationally recognised qualifications.

For more information about School-based Apprenticeships and Traineeships, visit <http://apprenticeshipinfo.qld.gov.au/school-based/index.html>

Complaints Procedures

For students undertaking VET courses, there may be occasions where the need arises to question the procedures involved in awarding a unit of competency or in recognising the RPL process.

In the first instance, if the student feels comfortable, they are encouraged to first speak to their VET teacher or HOD of Senior School/VET/Pathways to discuss potential solutions. A formal complaint form is completed (Appendix 5) may be lodged with referral to the school's VET Complaints and Appeals Policy (available on the school's website) and is recorded in the Complaints Register (Appendix 6).

The school RTO will ensure that the principles of natural justice and procedural fairness are adopted at every stage of the complaints and appeals process. All formal complaints and appeals will be heard and decided on within 60 calendar days of receiving the written complaint or appeal. If the school RTO considers more than 60 calendar days are required to process and finalise the complaint or appeal, the complainant or appellant will be informed of the reasons in writing and will be regularly updated on the progress of the matter.

If the processes fail to resolve the complaint or appeal, a review by an independent party will be provided if requested. Complaints or appeals should be directed to the principal Principal@bundabergshs.eq.edu.au as CEO of the school RTO. The school is committed to dealing positively with student concerns and evolve our processes to deliver better training.

Queensland Certificate of Education (QCE)

When students have successfully demonstrated competency in all VET course requirements they will be entitled to have the relevant Certificate recorded on their QCE and gain the relevant QCE points for the completed course. They will also receive a separate AQF certificate for their course that lists all units in which they have been assessed as competent.

If a course has not been completed, only those units of competency that have been successfully achieved will be recorded. Students will also receive a Statement of Attainment recording successful units of competency. Students will gain QCE points for partial completion (25, 50 or 75%) of Certificate II or higher level qualifications. Points are only awarded for 'new learning'.

If a student leaves school before course completion, they will be issued a Statement of Attainment detailing units of competency achieved to date.

Quality Management Focus

Bundaberg State High School has a commitment to providing a quality service and a focus on continuous improvement. We value feedback from students, staff and industry representatives for incorporation into future programs. Student feedback forms are used to gather information relevant to each VET course. Quality Indicator surveys are conducted in November each year with Quality Indicator Reports being submitted to QCAA in June annually. An example of the survey is seen in Appendix 7.

Client Service

We have sound management practices to ensure effective service to students. In particular we have service standards to ensure timely issue of student assessment results and qualifications. These will be appropriate to competence achieved and issued in accordance with national guidelines.

Our quality focus includes a Recognition of Prior Learning Policy, a fair and equitable Refund Policy, Complaints and Appeal Policy, an Access and Equity Policy, a Marketing Policy, a Third Party Arrangements

Policy and student welfare and guidance services.

Where necessary, arrangements will be made for those students requiring literacy and/or numeracy support programs. We will take every opportunity to ensure that this information is 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.

Management and Administration

Bundaberg State High School has policies and management strategies, which ensure sound financial and administrative practices. Management guarantees the organisation's sound financial position. We have a Refund Policy, which is fair and equitable. Student records are managed securely and confidently and are available for student perusal on request. Bundaberg State High School has adequate insurance policies.

Marketing and Advertising

Marketing for Bundaberg State High School RTO # 30038 is governed by our Marketing Policy and can be accessed on the School website. Where partnership arrangements are in place with external RTO providers, written consent to marketing is held in line with our Marketing Policy. Bundaberg 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.

International Students

Bundaberg State High School will be bound to the Educational Services for Overseas Students Act 2000.

Sanctions

Bundaberg 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.

Systematic Monitoring and Validation Processes

In compliance with the Standards of Registered Training Organisations (RTO) at Bundaberg State High School each Head of Department in partnership with the HOD Senior Schooling/Vet/Pathways and Deputy Principal - VET will facilitate systematic monitoring throughout the year. Systematic Monitoring and the Validation Process assists in the development of quality training and assessment. On a five year rotation VET assessment tools will be validated according to the school validation planner.

External Review

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

Unique Student Identifier (USI)

A USI is a reference number made up of numbers and letters, unique to each student. It allows the students to link their previous and futures VET qualifications into a single authenticated transcript, through the National Vocational Education and Training Data Collection, and prevents them from losing their record. It allows students to see all their training results, from all their previous providers. The USI number stays with the student for life and must be recorded with any nationally recognised VET course they undertake. All students need to provide the school with their USI number on enrolment into a VET course.

Students need to register for a USI online at NO COST. A fact sheet is given to students on enrolment of the course regarding instructions of how a USI can be created. A USI number must be provided to the school before commencement of the course. A USI is created via the following process:

1. When applying for a USI, students must supply one of the following valid forms of ID:
 - Driver's License
 - Medicare Card
 - Australian Passport
 - Visa (with Non-Australian Passport)
 - Australian Birth Certificate
 - Certificate of Registration by Descent
 - Citizenship Certificate
 - Immunisation Card
2. Log on to <http://portal.usi.gov.au/student>
3. Click on 'Create your USI'
4. Follow the prompts to create your USI account.
5. Return USI number to your VET teacher or HOD of Industry Pathways to have the number verified.

Issuance of Certificates and Statements of Attainment

RTOs are prohibited from issuing a Statement of Attainment or Certificate to students if they do not have a verified USI. Bundaberg State High School SHS will issue Qualifications and Statements of Attainment within 30 calendar days of a student completing or withdrawing form a qualification or unit of competency.

If students change subject they are also entitled to their Certificate or Statement of Attainment.

If students change schools they should ensure they complete the appropriate Clearance forms. Bundaberg State High School SHS will send a S1 form to the new school outlining your studies in both VET and non-VET subjects for which Bundaberg State High School SHS is the course providers.

Students should ensure they leave a forwarding address with the HOD Senior School/VET/Pathways so certificates issued by both the school and the providers with which the school has Memorandum of Understanding can be posted to the new address. Replacement certificates and/or statement of attainments are available to students at no cost.

Fees

Some of the VET subjects attract a fee to cover costs of materials such as consumables or enrolment fees into courses provided by external RTO's. The student resources scheme indicates the fees for each subject and is available in the Student Subject Selection Handbook.

Please note – AQF certification documentation is only issued to students where the students have paid the agreed upon fees (In line with the Standards for RTOs standard 3.3).

For VET courses delivered at Bundaberg State High School SHS by external RTOs, the fees for service are payable to the external RTO.



Refund Policy

Where the school is the RTO, the school does not charge students fees for VET services. Fees are only collected for consumable costs. The school will refund on a pro-rata basis any fees collected for consumable costs to students who leave before completion of the VET service. Refunds need to be discussed with the BSM or Finance Department.

Appendix 1 – Glossary of Term

Accreditation

The process by which specific courses are formally recognised by State or Territory, Training Authorities to ensure they meet specified quality requirements.

Assessment

Assessment means the process of collecting evidence and making judgments on whether competency has been achieved to confirm that an individual can perform to the standard expected in the workplace, as expressed in the relevant endorsed industry/enterprise competency standards or the learning outcomes of an accredited course.

Australian Qualifications Framework (AQF)

A national framework for all qualifications in post-compulsory education and training. The AQF is the national policy for regulated qualifications in the Australian education and training system. It incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework. The AQF recognises that the schools sector, the VET sector and the higher education sector have different industry and institutional linkages. It connects the different sectors in a coherent single framework incorporating qualifications, levels and guidelines. The AQF comprises titles and guidelines, which define each qualification, together with principles and protocols covering articulation and issuance of qualifications and statements of attainment.

Australian Quality Skills Authority (ASQA)

The Australian Skills Quality Authority (ASQA) is the national regulator for Australia's vocational education and training sector. ASQA regulates courses and training providers to ensure nationally approved quality standards are met.

Competency-Based Assessment

Competency-based assessment is the process of collecting evidence and making judgments on whether the student can consistently demonstrate knowledge and skill, and the application of that knowledge and skill to the standard of performance required in the workplace.

Competency standards

Comprises the specification of knowledge and skill and the application of that knowledge and skill to the standard of performance required in the workplace. Competency standards define the outcomes for training delivery, assessment, and the issuing of qualifications and statements of attainment under the Australian Skills Quality Authority (ASQA).

Credit Transfer

Credit towards qualifications granted to participants in training on the basis of assessing competency or course outcomes. These assessments are based on prior agreement between organisations of the credit value of specific courses and programs. Under a training packages approach, credit transfer relates primarily to evidence of achievement of relevant competencies.

Evidence

The set of information which, when matched against the relevant criteria, provides proof of the student's competency. Evidence can take many forms and be gathered from a number of sources.

Key Competencies

Employment related general competencies that are essential for effective participation in the workplace.

National Competency Standards

National standards define the competencies required for effective performance in the workplace. A unit of competency comprises the specification of knowledge and skill and the application of that knowledge and skill at an industry level, to the standard of performance required in employment. Competency standards can be either industry or enterprise based.

National Register on VET in Australia

Training.gov.au is the official National Register on VET in Australia and is the authoritative source of information on training packages, qualifications, accredited courses, units of competency, skill sets and Registered Training Organisations. Information is searchable and publicly accessible via the internet. The register contains comprehensive information on endorsed training packages which have been approved by Ministers. Information includes full details of competency standards; a listing of National Centre for Vocational Education Research (NCVER) noted support materials with contact source; details of AQF accredited courses/qualifications; and contact details and scope of registration of all RTOs.

Qualification

Qualification means, in the vocational education and training sector, the formal certification, issued by an RTO under the AQF, which a person has achieved all the requirements for a qualification as specified in an endorsed national training package or in an AQF accredited course.

Quality Assurance

The planned and systematic process of ensuring the consistent application of registration requirements by Registered Training Organisations. Quality assurance forms part of a quality management system or focus.

Recognition

Recognition applies nationally and means the acceptance of the decisions of the registering body that has registered a training organisation, or the course accrediting body that has accredited a course, by another registering/course accrediting body, without there being any further requirement. This includes the recognition by each registering body of the decisions of registering bodies in other States and Territories in relation to the registration of training organisations and the imposition of sanctions including cancellation of registration; and the recognition by each course accrediting body of the decisions of course accrediting bodies in other States and Territories in relation to the accreditation of courses.

The recognition by all State and Territory registering/course accrediting bodies of the national endorsement of training packages as notified on *training.gov.au*. The recognition and acceptance by a Registered Training Organisation (RTO) of AQF qualifications and Statements of Attainment issued by other RTOs, enabling individuals to receive national recognition of their achievements.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning means recognition of competencies currently held, regardless of how, when or where the learning occurred. Under the ASQA, competencies may be attained in a number of ways. This includes through any combination of formal or informal training and education, work experience or general life experience. In order to grant RPL, the assessor must be confident that the candidate is currently competent against the endorsed industry or enterprise competency standard or outcomes specified in AQF accredited courses. The evidence may take a variety of forms and could include certification, references from past employers and work samples. The assessor must ensure that the evidence is authentic, valid, reliable, current and sufficient.

Records of Assessment

The information of assessment outcomes that is retained by the organisation that is responsible for issuing the nationally recognised Statement of Attainment or Qualification.

Registered Training Organisation (RTO)

Any training organisation registered in accordance with the Australian Skills Quality Authority providing vocational education, training and/or assessment services. RTOs include TAFE schools/institutes, private commercial providers, community providers, schools, higher education institutions, enterprises and firms, industry bodies and any other organisation which meets the requirements for registration.

Registration

Registration means the process of formal approval and recognition of a training organisation, by a State or Territory registering body, in accordance with the *ASQA Standards for Registered Training Organisations*.

Scope of Registration

Scope of Registration means the defined scope for which a training organisation is registered that identifies the particular services and products that can be provided. An RTO may be registered to provide either:

- Training delivery and assessment services and products and issue AQF qualifications and Statements of Attainment; or

- assessment services and products and issue AQF qualifications and
- Statements of Attainment.

Statement of Attainment

Statement of Attainment means a record of recognised learning which, although falling short of an AQF qualification, may contribute towards a qualification outcome, either as attainment of competencies within a training package, partial completion of a course leading to a qualification, or completion of a nationally accredited short course which may accumulate towards a qualification through RPL processes.

Training Packages

Comprehensive, integrated products which provide national benchmarks and resources for delivery, assessment and qualifications in vocational education and training. Training packages comprise endorsed components of national competency standards, assessment guidelines and qualifications, combined with non-endorsed components which may include a learning strategy, assessment resources and professional development materials.

Queensland Curriculum and Assessment Authority (QCAA)

QCAA's role and its priorities are assisting educators to deliver the best curriculum and assessment practices from kindergarten to Year 12.

Useful Terms

MOU Memorandum of understanding

NVR National Vocational Education Standards to ensure nationally consistent, high-quality training and assessment services for the clients of Australia's vocational education and training (VET) system.

SAT School-Based Apprenticeships or Traineeships

SWL Structured Workplace Learning

Work Experience Shadowing an employee/manager to gain some experience of a particular industry

Appendix 2 - VET Student Induction Form Extract



Student Name: Grade:.....

Teacher/Trainer Name:

I am participating in a:

VET Student Induction (start of the course)

VET Induction Refresher

You will be required to complete this form for each school-based VET subject you are studying at Bundaberg SHS.

The VET subject I am enrolled in is:

Certificate

Course Code:

Student to answer questions, by ticking the appropriate box

- I have read the VET Student Handbook (available on the school website)
- I am aware I need to provide the Senior Hub with my USI number at the commencement of the course.
- I am aware of RPL and have been offered RPL for competencies offered within this course
- I am aware of credit transfers, and were possible will provide Statement of Attainment or transcript to my teacher which shows the course unit/s code already attained
- The purpose and consequences of assessment has been explained
- I have advised my teacher/assessor of any special needs I may have in relation to my training and assessment
- I have received copies of the training and assessment plan (or equivalent) for this course
- I understand what will be required as evidence to demonstrate competence
- My rights and the appeal system have been fully explained
- I have completed the VET Student Course Induction

Appendix 3 - RPL Application Form

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

Student signature: _____

Date: _____

This application must be submitted (with copies of relevant evidence) to your VET course teacher. You will be notified of the status of your application.

If you are not satisfied with the result you may follow complaints procedures to appeal the decision.

Appendix 4 - Student RPL Application Register

App. No.	Date Application/ Appeal Received	Student Name	LUI Number	Year Level	Teacher	Certificate	Units/Competencies	Evidence Provided	Outcome (C/NYC)	Date Advised Data Capture
	<i>e.g.</i> 10/10/11	<i>Damien Smith</i>	<i>000111111</i>	<i>11</i>	<i>Gordon Mutch</i>	<i>LMF10102 – Certificate 1 in Furnishing</i>	<i>LMFCR0001A – Follow safe working policies and practices LMFCR0002A - Communicate in the workplace</i>	<i>Yes Yes</i>	<i>C C</i>	<i>10/10/11 10/10/11</i>
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Appendix 6 - RTO Complaints and Appeals Register

Ref. No.	Date Complaint/ Appeal Received	Complaint Received From	Student/ Parent/ Outside Agency	Complaint / Appeal Details	Complaint Reviewed By	Complaint / Appeal Outcome	Complaint Initiator Advised of Result	Date Complaint Closed
	<i>e.g. 10/10/11</i>	<i>Tracey Smith</i>	<i>Parent</i>	<i>Would like a review of her son's Certificate in Beauty results. Parent has concerns with regard to quality of teaching in that particular subject.</i>	<i>Lisa Tran Diarmuid O'Riordan Natalie Catanzaro</i>	<i>Student results have been revised. Teacher has been assigned a mentor to revise lesson planning. Teacher has undertaken PD in RTC procedures.</i>	<i>Yes</i>	<i>11/11/11</i>
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Appendix 7 – Learner Questionnaire Extract

Learner Questionnaire



IMPORTANT INSTRUCTIONS

Please tell us about your training. Your feedback plays an important role in developing the quality of your education. In this questionnaire, the term 'training' refers to learning experiences with your training organisation. The term 'trainer' refers to trainers, teachers, lecturers or instructors from your training organisation. Provide one response to each item on the form. Complete using a black or blue pen. Print neatly in CAPITAL letters. Place a clear 'X' inside each box. Leave the box blank if the statement does not apply. If you want to change your answer, fill in the entire box and mark the correct box with an 'X'.
 Example: or

ABOUT YOUR TRAINING

	Strongly disagree	Disagree	Agree	Strongly agree
I developed the skills expected from this training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I identified ways to build on my current knowledge and skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The training focused on relevant skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I developed the knowledge expected from this training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The training prepared me well for work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I set high standards for myself in this training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The training had a good mix of theory and practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I looked for my own resources to help me learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, I am satisfied with the training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would recommend the training organisation to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training organisation staff respected my background and needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I pushed myself to understand things I found confusing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trainers had an excellent knowledge of the subject content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I received useful feedback on my assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The way I was assessed was a fair test of my skills and knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I learned to work with people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The training was at the right level of difficulty for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The amount of work I had to do was reasonable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessments were based on realistic activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It was always easy to know the standards expected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training facilities and materials were in good condition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I usually had a clear idea of what was expected of me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trainers explained things clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The training organisation had a range of services to support learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I learned to plan and manage my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The training used up-to-date equipment, facilities and materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I approached trainers if I needed help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>