Vocational Education and Training

VET STUDENT INFORMATION BOOK

2014
# VOCATIONAL EDUCATION & TRAINING (VET)

## STUDENT INFORMATION HANDBOOK

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### ATTACHED FORMS

- RPL Application Forms
- Complaint Forms
- VET Student Questionnaire
- Student Consent/Acknowledgement Form
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 Seton College as well as your rights and responsibilities as a VET student.

Students should take the time to study this handbook carefully and ask the 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.

What is VET?

Vet is short for Vocational Education and Training, provides students with valuable work-related knowledge and skills.

The Australian Qualifications Framework

All of the VET programs offered by Seton College can lead to nationally recognised qualifications – a certificate if you complete all of the requirements of the qualification, or a statement of attainment for those parts that are successfully completed (if you do not complete the full qualification). 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 12 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 programs being undertaken at this school.

<table>
<thead>
<tr>
<th>AQF Qualifications by Educational Sector</th>
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<tbody>
<tr>
<td><strong>Schools</strong></td>
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<tr>
<td>Advanced Diploma Certificate</td>
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<tr>
<td>Diploma</td>
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<td></td>
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<tr>
<td></td>
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<tr>
<td>Secondary Certificate of Education</td>
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The VET teacher will provide students with the full 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.
Code of Practice

Seton College is a Registered Training Organisation (RTO) and 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 College is registered to deliver a range of Vocational Education and Training programs (VET) under the direction of Queensland Studies Authority (QSA).

The mission of the College as a RTO is to deliver quality training within its scope of registration. Seton College reserves the right to amend the Code of Practice to suit the needs of the training organisation as required. All amendments will in accordance with legislation governing RTO’s.

Legislative Requirements

Seton College will meet all legislative requirements of State and Federal Government. In particular, Workplace Health and Safety, Workplace Relations and Vocational Placement Standards will be met at all times.

Access and Equity

Seton College is committed to access and equity principles and processes which relate to admissions, delivery methods, assessment and support arrangements for students with literacy and numeracy needs. Student selection is non-discriminatory and equity principles are applied through the fair allocation of resources and the opportunity for all students to participate in VET training without discrimination. Qualified support staff is available to assist students with special needs and all staff and students are required to adhere to the RTO’s access and equity policies.

All students will be informed of the requirements of the curriculum or National Training Packages. Our Access and Equity Policy 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

Seton College 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 student, parent, staff and employer feedback form 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.

Our quality focus includes a Recognition of Prior Learning Policy, a fair and equitable Refund Policy, a Complaint and Appeal Policy, an Access and Equity policy and student welfare and guidance services.

Where necessary, arrangement will be made for those students requiring literacy and/or numeracy support programs, in particular those who are completing a school-based traineeship or apprenticeship. Every opportunity will be taken 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, structured workplace learning (if applicable) and vocational outcomes will be outlined prior to enrolment.

**Internal and External Review**

Students at Seton College are encouraged to provide feedback on training and assessment so that continuous improvement is possible. Students can provide feedback at the time of assessment, at the end of the course, through Quality Indicator data, or as part of the Internal and External Review processes.

Teachers of VET in partnership with the VET Coordinator, take part in an annual\review with a representative from BCE. Reports will be tabled and feedback documented. The internal review process assists in the development of quality training and assessment.

**External Review**

Seton College 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.

**Management and Administration**

Seton College 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. Seton College has adequate insurance policies.

**Marketing and Advertising**

Seton College 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. All subjects offered are within the scope of registration. Students can gain information from the website or subject selection booklet.

**Training and Assessment Standards**

Seton College 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 for 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**

Seton College 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.

**Mutual Recognition**

a) The student will present a copy to the relevant Teacher, who will bring this to the attention of the VET Coordinator, 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 QSA in issuing Senior Certificates.

b) Once the qualification is verified, the VET Coordinator 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.
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. Access to VET subjects is open to all students and subjects will be offered if enrolment numbers are viable and human and physical resources are available.

At the commencement of all VET subjects, VET teachers will induct students on workplace health and safety issues and will continue to incorporate WH&S throughout VET delivery/assessment.

During the period of instruction the trainer/assessor will be responsible for the following:

- Attendance records
- Delivery procedures and methods of delivery
- Assessment instruments, solutions and marking schemes
- Student profiles and the recording of evidence gathered
- Units of competency recorded on the Seton College database at the end of each unit

Course Delivery and Assessment

To ensure quality delivery and assessment procedures the trainer/assessor will be responsible for providing students with the following:

- Assessment criteria and details prior to undertaking assessment.
- Assessment instruments meeting the requirements of the relevant training program
- Opportunities for reassessment
- Documentation relating to RPL, and advice on the types of evidence which could be used for RPL.
- Results of assessment recorded in the student profile, and on the student database that is specific to the RTO.

On exit (during or at the end of the course)

- Competencies are updated on student database (Register of Competencies)
- The College will collect information on learner enrolments and results.
- The College will forward this information to QSA who will issue qualifications.
- The College will be responsible for national data collection processes including Quality Indicator data as well as to bank learner results with the Queensland Studies Authority

2. COURSE INFORMATION, INCLUDING CONTENT AND VOCATIONAL OUTCOMES

The list below indicates the VET courses, offered at Seton College.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Qualification Name</th>
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<tbody>
<tr>
<td>AHC10210</td>
<td>Certificate I in Agrifood Operations</td>
</tr>
<tr>
<td>BSB10112</td>
<td>Certificate I in Business</td>
</tr>
<tr>
<td>ICA10111</td>
<td>Certificate I in Information, Digital Media and Technology</td>
</tr>
<tr>
<td>FSK10213</td>
<td>Certificate I in Skills for Vocational Pathways</td>
</tr>
<tr>
<td>CHC20212</td>
<td>Certificate II in Active Volunteering</td>
</tr>
<tr>
<td>BSB20112</td>
<td>Certificate II in Business</td>
</tr>
<tr>
<td>SIR20212</td>
<td>Certificate II in Retail</td>
</tr>
</tbody>
</table>

A booklet has been developed for each separate VET curriculum area offered at this school. This booklet outlines industry/VET specific information relevant to the particular course, including qualification/course code and name, units of competency/modules to be offered and vocational outcomes. Course information is also contained in the Senior Subject Information Booklet and can also be found on the college website.
3. FEES AND CHARGES

Seton College has a fair and reasonable refund policy. Seton does not accept payment for separate vocational and training courses. All costs associated with subjects offered by the College are included in annual school fees. Any vocational education training courses undertaken outside the College during class time are funded by the students. Requests for refunds of school fees are considered on a case by case basis by the College Principal and the Business Manager.

Fees for other VET programs are paid directly to the delivering institution by the student/parent. Once a student commences a VET program, no refunds of fees will be made, however students may transfer to another VET program.

All fees and charges are known to participants before enrolment and fees for VET courses are set by the delivering institution.

4. PROVISION FOR LANGUAGE, LITERACY AND NUMERACY SUPPORT

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 or VET Coordinator.

5. STUDENT SUPPORT, WELFARE AND GUIDANCE SERVICES

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

- Pastoral Teacher
- Head of House Coordinators
- VET Teacher
- VET Coordinator
- Careers Advisor
- Guidance Officer
- Principal

6. 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.

(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
- the mechanism for appeal.
(iv) Students will have access to their profile sheet of results in each VET subject.
(v) Where possible, students will be included in discussions on the choice of assessment methods and timing.
(vi) The assessment approach chosen will cater for the language, literacy and numeracy needs of students.
(vii) Any special geographic, financial or social needs of students will be considered in the development and conduction of the assessment.
(viii) Reasonable adjustment will be made to the assessment strategy to ensure equity for all students, while maintaining the integrity of the assessment outcomes.
(ix) Opportunities for feedback and review of all aspects of assessment will be provided to students.
(x) A clearly documented mechanism for appeal against assessment processes and decisions is available to students. (Complaints/Grievances/Appeals policy)

Assessment Methods

Assessment for VET components of your course will be competency-based.

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 (register of competencies) detailing students’ achievements of the units of competency is maintained at the school and recorded on the SDCS. This will record all elements and units of competency achieved. This will be held by the school and will be issued to the student once they complete the program of study or within 21 days of exit.

A variety of assessment methods should be used including:

- Objective and short answer/response tests
- Oral presentation
- Group discussion
- Oral questioning
- Project work
- Presentation of information
- Practical work
- Demonstrations
- Teacher observations

Competency Based Assessment

Competencies and modules studied at Seton College 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 skills 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. This assists students to become competent as their skills improve.

Assessment of competencies will be graded as either:
- Competent (C), Not Yet Competent (NYC) or Working towards competency.
- For Authority Subjects, course specific codes that include graded assessment: VHA, HA, SA, LA and VLA will 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.

There are four parts to being competent. They are:

(a) **task skills** (undertaking a specific workplace task)

(b) **task management skills** (managing a number of different tasks to complete a whole activity)

(c) **contingency management skills** (responding to problems and irregularities when undertaking a work activity. Examples could be changes to routine, unexpected results, or difficult and dissatisfied clients)

(d) **job/role environment skills** (dealing with the responsibilities and expectations of the work environment. Examples could be working with others, interacting with clients or suppliers or complying with standard operating procedures)

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.

The Senior Statement

When the student has successfully completed all the requirements of the course they will be entitled to have the relevant Certificate recorded on their Senior Statement. If the course is incomplete, then only the successful units of competency or learning outcomes will be recorded. The student will receive a **Statement of Attainment**, which records successful units of competency or learning outcomes.

If you have completed or have partly completed a school-based traineeship or apprenticeship, the successful units from this will also be recorded on the student's Senior Statement. It will be up to the RTO who signed the student to submit their results – not Seton College.

Seton College submits the results of successfully completed competencies to the Queensland Studies Authority (QSA). The QSA prints the Certificates and Statements of Attainment that the College will then distribute usually during the December holidays. The QSA keeps a record of successfully completed competencies for a period of 30 years.

If at any time a student ceases to be enrolled in a vocational course they will still receive a Statement of Attainment of any successfully completed competencies.

Credit Transfer

If a student has obtained equivalence in a particular unit of competency in another certificate, the student can **cross credit** this unit. Documentary evidence, i.e. copy of the assessment instrument/s of competency needs to be submitted. The student’s profile needs to be noted and signed by the Trainer/Assessor.

Students, who have already commenced a course with another provider, can obtain credit transfer of units of competency completed. A Statement of Attainment or Certificate must be used as documentary evidence.
7. RECOGNITION OF PRIOR LEARNING (RPL)

RPL means getting credit for what you know – no matter where or how you learnt it – if your knowledge and skills are of the same standard as required in your vocational course.

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

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

- letters or testimonials from employers
- samples of work
- certificates, etc.

The RECOGNITION process is a very supportive one, i.e. your teacher will guide you through the process, the steps of which are outlined below:

Stages of the RPL Procedure at Seton College (see checklist in Appendix)

**Step 1:**
Read the information in this section of the handbook. Your teacher/trainer will also provide you with additional information

**Step 2:**
Discuss the RECOGNITION process with your teacher/trainer if you feel you are already competent in some parts or all of the VET program you are about to do. Ensure that you understand the full RECOGNITION application process, including the appeals process

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

Evidence can take many forms, and will usually include such things as:

- examples of work
- photographs, videos, letters and reports
- awards, certificates and qualifications
- work experience / industry placement records
- employer references
- letters from work colleagues, etc.

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

**Step 5:**
Complete and submit the Student Application for Mutual Recognition form.

**Step 6:**
Once given the result of your application, discuss the outcome with your teacher/trainer. Provide feedback to your teacher and provide feedback on the RECOGNITION process itself.
Step 7:
Should you wish to appeal, complete the Student RECOGNITION Appeals Form.

Step 8:
Discuss the outcome of the appeal, when known, with your teacher and provide feedback about the APPEAL process itself.

NOTE: You do not need to go through the above process if you already have a Statement of Attainment from another Registered Training Organisation for any units of competency/learning outcomes which are the same as those in any of the school’s VET programs. You will be awarded automatic recognition in these cases.

8. COMPLAINTS / APPEALS PROCEDURES

Seton College strives to deal with issues as they emerge, in order to avoid further disruption or the need for a formal complaint. If participants have a grievance with any aspects of their training, they are encouraged to speak immediately with the instructor or the course manager to resolve the issue. If the participant is not satisfied that the issue has been resolved, he/she may wish to go to a Head of Department and/or Pastoral Coordinator and/or write a letter to the Principal, setting out in detail the issues of concern. This may lead to occasions where an impartial person may be invited to act as an objective party in order to negotiate a satisfactory resolution.

If the matter is still not resolved, participants are advised they may take their grievance through legal avenues, the Anti-discrimination Board, Consumer Affairs or other bodies as appropriate. Participants have a maximum period of two weeks in which they can appeal against their results.

If you are unhappy about any aspect of your VET program or about:
- an administrative matter such as, for example, the non-issue of qualifications/statements within the prescribed timeline or a financial matter such as non-refund of VET curriculum/subject levies, etc;
- another person in the school (student or teacher);
- a person outside the school (e.g. a person at your structured work placement); or
- a complaint about the results of an assessment or about the way the assessment was undertaken… You need to obtain a copy of the school’s ‘VET Policies and Procedures: Complaints/Appeals’.

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

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

Process to follow:
- a. You should discuss the matter in the first instance with a teacher with whom you feel comfortable e.g. other teacher/PC teacher/Head of House.

- b. If this person does not consider the matter to be particularly serious, or where your complaint does not relate to allegations of unlawful behaviour (e.g. assault, illegal discrimination or harassment, etc), and you feel comfortable to do so, you will be encouraged to raise your complaint directly with the person concerned. You can ask for your teacher to be present when you do this.
c. Where you do not feel comfortable about doing this, or where the matter is of a more serious nature, you will be asked to put the complaint in writing and to identify the person about whom you are complaining.

Your written complaint should include details of the complaint(s) such as:

• who/what issue you are complaining about
• what happened
• when it occurred
• how you feel
• how you would like to see the matter resolved.

If the complaint is about another student, the matter will then be handled by the year coordinator; if the complaint is about a member of staff, it will be handled by the Principal.

d. The person handling your complaint will:

• tell the person (about whom you are complaining), about the complaint. He/she will be given the opportunity to put their side of the matter;
• advise you of how long it will be before you get an answer (usually within a week);
• ensure that only those people who need to know about the complaint are involved/informed;
• give you written advice about the outcome and the reasons for it.

You may find that through this process that one of the following outcomes will apply:

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

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

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

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

b. Should this not resolve the matter to your satisfaction, put your complaint/grievance in writing to the Vocational Education Coordinator or the Principal. All written complaints will be acknowledged in writing and you will be told how long it will take to investigate the matter. The outcome will also be put in writing to you.

c. Should this still not resolve the issue to your satisfaction, you can ask for the complaint to be dealt with by the Principal, who shall acknowledge in writing that the complaint/grievance has been received and will also tell you how long it will take to investigate. You will receive written advice of the outcome.

d. Should you still not be happy with the decision, you should contact the DETA for advice.

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

• agreeing with the original result i.e. not allowing your appeal
• disagreeing with the original result and telling you what will now happen
• asking you if you want to re-sit the assessment.
Scenario 3: A complaint about the action/s of a person **outside of the school community** but associated with the school’s VET program e.g. a person with whom you come into contact during work experience or when undertaking a school-based traineeship or apprenticeship.

**Work Experience**
Prior to participation in work experience/structured work placement, this school will provide an induction program for you which will help prepare you with strategies to deal with harassment, accidents, etc. As well, your parents will also be provided with an outline of the workcover and insurance arrangements that apply.

The following strategies will be undertaken, however, should you experience harassment/unlawful intimidation and/or unsafe work arrangements.

**This school** will support you by:
- assisting you with advice about approaching the person about whom you want to complain; and/or
- showing you how to forward a complaint to the Anti-Discrimination Commission.

**You** need to:
- a. inform the offending person immediately that you do not want them to behave in that way;
- b. inform the work supervisor;
- c. inform your parent, guardian, or caregiver; and/or
- d. inform the principal or work experience coordinator.

**The Principal** will:
- a. consider withdrawing you from the placement;
- b. contact the work experience provider to advise of your withdrawal, if this is to happen;
- c. inform relevant parties of concerns regarding this workplace as an appropriate placement for students;
- d. inform you of the existence of the Anti-Discrimination commission which has power to investigate the complaint; and
- e. seek advice from the equity rights officers in the appropriate education system.

If the complaint involves sexual abuse or assault, the principal will report the matter to the Department of Families, Youth and Community Care, or to the Queensland Police Service, as appropriate.

**Workers Compensation**
At school the usual insurance provisions apply to students while undertaking normal school-based education subjects.

In the workplace, workers compensation is provided for you under the employer’s existing workers’ compensation insurance. This cover extends to include travel to and from training as well as the time spent in training.

9. **DISCIPLINARY PROCEDURES**
Refer the School Diary
10. ACCESS AND EQUITY

Access and Equity Guidelines

The access and equity guidelines at Seton College 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.

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. Students seeking TAFE enrolments must apply for permission in writing to the VET Coordinator, stating the course they wish to enrol in.
- Access to school-based apprenticeships and traineeships is available to students within appropriate parameters, such as the pool of available employers. All requests must be submitted to the VET Coordinator and subsequently approved by the Principal.
- Where possible, students will be provided with the opportunity to gain a full Certificate at AQF levels I, II or III

**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 follow up 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 programs, irrespective of background and/or cultural differences.

4. Prior to participating in structured work placement, students will be provided with an induction program 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 work placement.

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

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 or grievances in relation to discrimination/harassment will be treated seriously, in line with the school’s VET Policies and Procedures: Student Complaints/Appeals.
Some terms merit definition. The following terms associated with access and equity have been included so that you can develop an understanding of what they mean.

**Aboriginality**
This school considers an Aboriginal or Torres Strait Islander to be any person who identifies with, and is accepted by, the indigenous community with which he/she is associated.

**Racial prejudice/harassment**
Racial harassment is the expression of attitudes or behaviour based on false assumptions or social myths of superiority of one race or culture over another. Examples of racial prejudice or harassment may include name calling, racist graffiti, demeaning jokes concerning a person's racial or ethnic background and, in extreme cases, physical assault.

**Racial discrimination**
Racial discrimination is behaviour which disadvantages people on the basis of real or supposed membership of a particular racial or ethnic group including structural or institutional disadvantage. (This includes policies and procedures which at first glance appear fair but which on reflection actually disadvantage people from a particular race.)

**Sexual harassment**
Sexual harassment is any unwelcome behaviour of a sexual nature in the working or learning environment. Sexual harassment is not confined to a particular gender or sexuality and may include, but is not limited to, the following behaviours:

- Requests for sexual favours, either directly or by implication deliberate physical contact such as kissing, touching or fondling, embracing, patting, pinching and brushing against another person
- Wolf whistles, catcalls, leering or offensive staring and gesturing
- Persistent social invitations or obscene or unsolicited communications by other students either at work or at home
- Persistent questioning about a person's private life
- Suggestive comments about a person’s physical appearance or sexuality
- Displays of erotic or sexually graphic material (posters, photographs, etc).

**Physical harassment/bullying includes:**

- Threatening others
- Physical contact of hurtful nature, for example, touching, hitting or grabbing
- Destroying or damaging another's property.

**Psychological harassment/bullying includes:**

- Disparaging comments about ability or achievement
- Verbally and/or non-verbally denigrating or insulting others
- Telling jokes deliberately intended to offend another
- Stalking and abusive phone calls.

**Inclusion**
Inclusion is defined as:

- The process whereby enrolled students with identified special needs, or needs arising from their membership of target groups, can have equal access to the total school environment
- Providing the most appropriate education for each enrolled student in the least restrictive environment
- Maintaining and enhancing the participation of all enrolled students in appropriate regular school programs, including VET programs
- Requiring the negotiation of an appropriate program which is flexible and supportive
- Ensuring an appropriate and acceptable learning/training environment for all enrolled students.
11. WORKPLACE HEALTH AND SAFETY

The safety and wellbeing of the staff and students are one of the school’s greatest responsibilities. Everyone, including students, have a responsibility to ensure a safe environment.

Students are required to:

- Use and take reasonable care of any protective equipment that is provided
- Obey any reasonable instructions in relation to health and safety
- Not interfere with or remove any safety devices from machinery
- Ensure his/her own or others’ safety is not threatened by the consumption of alcohol or drugs
- Report unsafe acts or equipment to a teacher/trainer and observe good housekeeping practices
- Report all injuries or near misses to a teacher/trainer
- Ensure that personal conduct does not interfere with:
  - school property
  - school staff safety or welfare, or with their ability to perform their duties
  - student safety or welfare, or their ability to participate in and benefit from instruction.

First Aid

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

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

Accident/Emergency Situations

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

Workplace Health and Safety and Accidents/Incidents – while on structured work placement/work experience

Where a student is required to undertake work that is a risk to health and safety, he/she must advise the VET/Work Experience Coordinator or Principal immediately. Action may include withdrawal from the work placement.

Where a serious accident occurs:

- The school will investigate all serious accidents as soon as possible after they occur, so an accurate account of events can be recorded and remedial action taken to reduce the risk of other similar accidents.
- In the case of a claim against WorkCover Queensland:
  (a) The work experience provider, as ‘the employer’, must complete an Employer’s Report Form
  (b) The student, as ‘the employee’, must complete an Application for Compensation Form
  (c) The doctor must complete a WorkCover medical certificate
  (d) The school will forward to the relevant authority (see work experience legislation):
    - a copy of the completed Employer’s Report Form
    - a copy of the Work Experience Agreement
  (e) The school will keep copies of injury claims indefinitely.
12. ACCESS TO RECORDS & STUDENT/PARENT CONSENT/ACKNOWLEDGEMENT FORM

No staff member of this school can provide information about a student to a third party without written permission. The student will be required to sign a consent form for those occasions when it is necessary for the school to provide information about him/her to another organisation. (eg the Queensland Studies Authority, the Department of Employment and Training etc).

Students can access their own personal records at any time, by approaching the relevant VET teacher. The staff member will ensure that access is obtained to records. If the matter is not related to any one specific subject the student should approach the Pathways Coordinator rather than the Subject Coordinator.

A record will be kept on the student’s file to note that records have been accessed.
RPL Checklist For Students

To ensure an effective RPL process, students should:

*Remember, you can only apply for RPL at the beginning of each semester. The steps below are in sequential order. Use the boxes on the left to tick when you have completed that step.

- Obtain information about RPL
- Obtain a copy of the Units of Competency for the vocational training program(s) of your subject
- Read the relevant learning outcomes or competencies for the training program/s
- Complete a self-assessment form for each unit
  - (i) assess your abilities/competencies, with the guidance from your teacher and/or counsellor in the learning outcomes or competencies in the training programs
  - (ii) decide if you think you possess the knowledge and skills of the learning outcome or competencies in the training programs and if so, you should apply for RPL
- Complete an RPL Application Form within 5 days of completing step 4
- Gather evidence that supports your application
- Give the completed RPL Application Form and evidence to your teacher
- Receive notification from your teacher to show either:
  - (i) that you have gained RPL
  - (ii) that you need to supply more information AND/OR attend an interview
  - (iii) that you have not gained full/partial RPL and you receive feedback
- **(If you are successful)** you will be exempt from those learning outcomes or competencies in the training program.
  - ensure your Units of Competency are signed off
- **(If you were partially successful)** you may decide to progress more quickly through the training program by completing only those aspects for which you do have prior learning. This completes the RPL process for your application
- **(If you were unsuccessful)** you may decide to request an RPL Appeals Form that must be lodged within 7 days of written notification that you were initially unsuccessful.
- Gather further evidence that supports your application
- Submit your completed RPL Appeals Form and further evidence to the nominated person in the school’s appeals policy, who will arrange for a second suitably qualified person to assess the evidence
- Receive a notification about whether either:
  - (iv) you have gained RPL or
  - (v) you have not gained full/partial RPL and receive feedback
- Seek to progress more quickly through the training program by completing only those aspects for which you do not have prior learning.
RECOGNITION SELF-ASSESSMENT FORM (to be Completed by the Student)

<table>
<thead>
<tr>
<th>STUDENT NAME:</th>
<th>CERTIFICATE NAME (Code and title):</th>
</tr>
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<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>UNITS OF COMPETENCY (for which RECOGNITION could be requested):</th>
<th>Code</th>
<th>Unit title</th>
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<tbody>
<tr>
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<thead>
<tr>
<th>Self-assessment questions:</th>
<th>Responses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Can I do all the work tasks and activities that are covered by the units of competency?</td>
<td></td>
</tr>
<tr>
<td>2. If not, what parts do I have difficulty with and would benefit from further training?</td>
<td></td>
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<tr>
<td>3. Do I know and understand all of the things I need to carry out the workplace activities?</td>
<td></td>
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<tr>
<td>4. Are there any gaps in my knowledge and understanding where I would benefit from some additional training?</td>
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</tr>
<tr>
<td>5. What evidence do I have to support my application for RECOGNITION?</td>
<td></td>
</tr>
</tbody>
</table>
RPL APPLICATION FORM

Student name: _______________________________       Date: ______________________

Course: _________________________________________________

<table>
<thead>
<tr>
<th>Units of competency</th>
<th>Details of relevant previous experience including formal training, work experience and life experience (interests, skills etc.)</th>
<th>FOR OFFICE USE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code</td>
<td>Name</td>
<td>Assessor’s comments and recommendations</td>
</tr>
<tr>
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</tbody>
</table>

FOR OFFICE USE

Assessor’s comments and recommendations

Comp.

NYC
Notification Form

__________________________________________________________________________ has been granted Recognition of Prior Learning for the following units of competency:

<table>
<thead>
<tr>
<th>Competency code</th>
<th>Name</th>
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</thead>
<tbody>
<tr>
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</tbody>
</table>

OR

__________________________________________________________________________ has not been granted Recognition of Prior Learning for the following units of competency:

<table>
<thead>
<tr>
<th>Competency code</th>
<th>Name</th>
</tr>
</thead>
<tbody>
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<td></td>
</tr>
</tbody>
</table>

Assessor’s signature................................................................. Date ........................................

Assessor’s Name .................................................................
<table>
<thead>
<tr>
<th>Student Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of original RPL application:</td>
</tr>
</tbody>
</table>

**Complete the following to indicate the decision/s against which you wish to appeal.**
Competency/ Module name and code:

<table>
<thead>
<tr>
<th>Element of Competency/ Learning Outcome No</th>
<th>Description</th>
</tr>
</thead>
</table>

**Summary of the reasons for your appeal**
(Include any additional information you will present as part of your appeal)  Attach extra pages needed

<table>
<thead>
<tr>
<th>Applicant's signature:</th>
<th>Date:</th>
</tr>
</thead>
</table>

**ASSESSOR’S COMMENTS AND RECOMMENDATION**

**NOTIFICATION**
RPL is / is not granted for the Element of Competency / Learning Outcome:

______________________________
because

<table>
<thead>
<tr>
<th>Assessor's signature:</th>
<th>Date:</th>
</tr>
</thead>
</table>
INFORMAL COMPLAINT RECORD

1. Date of Complaint ________________________________________________

2. Complainant’s Name ____________________________________________

3. Teacher / HOD __________________________________________________

4. Nature of Complaint
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

5. Action
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

6. Outcome
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Signed: ____________________________

Date: ____________________________ 2013
# SUBSTANTIAL COMPLAINT RECORD

1. **Date of Meeting**
   
2. **Complainant's Name**

3. **Names of Independent**

4. **Complaints Committee**

5. **Record of Complainant's Case (Attached Documentation)**

6. **Record of Responses by the Committee**

7. **Decision by Complaints Committee**

8. **Letters Sent to all Parties Attached**

Signed: ____________________________________________

____________________________________________

2013
VET QUESTIONNAIRE - STUDENT

<table>
<thead>
<tr>
<th>NAME:</th>
<th>YEAR LEVEL:</th>
<th>SUBJECT:</th>
<th>DATE:</th>
</tr>
</thead>
</table>

Please complete the following table with reference to the VET subject that you study. Tick the box that applies to you:

A tick in column 1 means that you agree with the statement
A tick in column 2 means that you disagree with the statement
A tick in column 3 means that you are unsure or it is irrelevant to the subject studied

<table>
<thead>
<tr>
<th>Please tick the appropriate box</th>
<th>1 Agree</th>
<th>2 Disagree</th>
<th>3 Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was given an overview of the course and assessment planner</td>
<td></td>
<td></td>
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<tr>
<td>I understood the purpose of the assessment pieces</td>
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<tr>
<td>I knew how my performance would be assessed</td>
<td></td>
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<tr>
<td>I understood what I needed to know and demonstrate to show my competence in each unit assessed</td>
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<tr>
<td>I am aware that I can access my own records and have been informed of the process associated with this</td>
<td></td>
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</tr>
<tr>
<td>I have been made aware of the following policies and procedures:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Access and Equity</td>
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<tr>
<td>- Workplace Health and Safety</td>
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<tr>
<td>- Student Complaints/Appeals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Recognition of Prior learning (RPL)</td>
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<td></td>
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<tr>
<td>(These are found in your VET Student Handbook which can be accessed on the school webpage)</td>
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<tr>
<td>I am aware of my right to appeal the process of assessment and/or my results</td>
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<td></td>
</tr>
</tbody>
</table>

Review Date: October 2014

Ownership: Seton College

Approved: Vet Co-ordinator
| My teacher demonstrated competency and confidence during the training sessions |   |   |
| My teacher ensured that the assessment environment was adequately prepared for me |   |   |
| My teacher gave me feedback on each assessment piece about how my performance rated against the competency |   |   |
| Various assessment methods have been used |   |   |
| I was given opportunities to resit competencies |   |   |
| I am aware that my teacher consults with peers and industry personnel with regard to validity of assessment pieces |   |   |
| I know how my certificate will help me when I finish school |   |   |
| The course has met my expectations |   |   |
| Structured workplace has been useful and well organized |   |   |

Comments:

---

Student Signature: ____________________ ____________________ Date: ____/____/____
This consent form/acknowledgment form has been completed by (please print):

(FULL NAME)

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 Education, Training and Employment (DETE)

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

This information will include:
- name, address, age and contact details
- preferences for work placement 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 complete 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.
B. ACKNOWLEDGEMENT OF RECEIPT OF INFORMATION

I also acknowledge that prior to commencement in my VET program at this school, I have been given access to the VET Student Information Handbook, which contains information on the topics listed below. I acknowledge that I have attended the induction of this Handbook and understand that I can access further information on some of these topics should I wish to do so.

Code of Practice
Introduction
1. Student selection, enrolment and induction/orientation procedures
2. Course information, including content and vocational outcomes
3. Fees and charges including refund policy
4. Provision for language, literacy and numeracy support
5. Student support, welfare and guidance services
6. Flexible learning and assessment procedures
7. Senior Statement / Credit Transfer
8. Complaints/Grievances/Appeals
9. Disciplinary procedures
10. Access and Equity
11. Recognition (including Recognition of Prior Learning [RPL])
12. Workplace Health and Safety
13. Access to records & student/parent consent/acknowledgment form

ATTACHED FORMS

- Student Consent/Acknowledgement Form

_____________________________________________  ___________________________
Student signature                            Signature of parent/guardian

Date: ____/____/____                        Date: ____/____/____

File location: u:\vet\school website\2014 handbooks\vet student handbook 2014 seton.doc
V3 new course information; V2 30-10-2009; V1 archived 30/10/09 due to change in course information
Review Date: October 2014
Ownership: Seton College
Approved: Vet Co-ordinator