



Seton College

NATIONAL PROVIDER NUMBER: 31851

VET Student Handbook

2016

FOR STUDENTS IN YEAR 11 AND 12



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VET Policies and Procedures and all handbooks related to VET are located on the Seton College Portal <https://portals.bne.catholic.edu.au/schools/seton/staff/SetonDocuments/VET>

1. VET STUDENT HANDBOOK

This handbook is intended to provide students/parents/carers with the information they will need for all VET related matters during their senior schooling at Seton College. Reference to this book will be required throughout the senior years. It should be read in conjunction with other school documents such as the Subject Selection Book, Senior Handbook, Student Diary / Planner.

This handbook outlines:

- The rights and responsibilities of a VET student
- The qualifications offered in 2016
- Aspects of Competency-based training and assessment
- Policies and procedures (RPL, Complaints/Appeals)
- Qualifications (Certificate / Statement of Attainment)

More detail regarding policies and procedures and the *Standards for RTOs* are located in the VET Quality Manual. The VET Quality Manual and the VET Student Handbook are both available on the school website. Students are encouraged to speak with their Teacher (Trainer / Assessor) or the VET Leader if further explanation is required.

2. WHAT IS VET?

The term **Vocational Education and Training (VET)** covers a range of work experiences and training activities within the senior secondary school curriculum. Vocational Education and Training (VET) courses develop knowledge and skills for specific workplaces. The objective of VET courses is to give students experience in the workplace, broaden post-schooling options and to prepare them for the transition between school and work. VET qualifications are recognised throughout Australia.

2.1 Vocational courses

All vocational courses contain units of competency from National Training Packages. By successfully completing VET units of competency, students will gain nationally accredited work skills that allow them to enter the workforce and/or move onto further vocational or academic studies. Qualifications and Statements of Attainment are recognised with the Australian Quality Training Framework (AQTF) and are recognised Australia-wide.

2.2 What are the benefits of VET

There are many benefits to undertaking a VET course while at school. These benefits include:

- gaining a nationally recognised qualification.
- developing industry relevant knowledge and skills for employment.
- establishing links and contacts with employers through work placement.
- achieving credit towards the Queensland Certificate of Education (QCE).
- providing a possible pathway to employment.

3. NATIONAL VET REGULATOR (NVR) STANDARDS

3.1 Code of Practice

Seton College is recognised as a Registered Training Organisation (RTO) that operates within the principles and standards of the National VET Register (NVR) Registered Training Organisations, 2011. As an RTO, Seton College is registered to deliver, assess and issue qualifications for Certificate qualifications that fall within its Scope of Registration.

The Scope of Registration indicates the vocational area, level of qualification and period of registration. Seton College operates its RTO registration under the authority of the Queensland Curriculum and Assessment Authority (QCAA) under delegation from the Australian Skills Quality Authority (ASQA).

All qualifications offered by Seton College are recognised as Accredited or National Training Packages, and all training and assessment must comply with the standards of the NVR.

Seton College is committed to students being offered a range of learning experiences in order to attain the highest qualification possible. Seton College aims to provide students with employment related skills and an understanding of the work environment, career options and pathways for further education, employment and lifelong learning.

3.2 Legislative Requirements

Seton College is subject to legislation related to training and assessment as well as general business practice. This legislation governs our obligations as a Registered Training Organisation (RTO), our obligations to students, and relates to the industry in which we conduct training. This legislation is continually being updated and all Seton College representatives are made aware of these changes as they occur. The school will also meet all legislative requirements of the National VET Regulator Act 2012, Student Identifiers Act 2014, Education (General Provisions) Act 1989, Education (General Provision) Regulation 2000, Vocational Education, Training and Employment Act 2000, Education (Work Experience) Act 1996, Vocational Education and Training Act 2000, Education (Overseas Students) Act 1996, Child Protection Act 1999, Commission for Children and Young People Act 2000, Workplace Health and Safety Act 2011, Anti-Discrimination Act 2004 (Cwth), Disability Discrimination Act 1992, Freedom of Information Act 1992 and Privacy Act 1998, Australian Privacy Principles (2014) and Education (Work Experience) Act 1996 as they relate.

3.3 Confidentiality

Information about a student, except as required by law or as required under the VET Quality Framework is not disclosed without the student's written permission and that of their parent or guardian (if the student is under 18). If students require further information, please see the Deputy Principal.

3.4 Access and Equity

The access and equity guidelines are designed to remove any barrier so that all students have the opportunity to gain skills, knowledge and experience in any subject that they choose to study.

Seton College is inclusive of all students regardless of gender, race, impairment or any other factor. Seton College 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. This is an essential component in the whole school REAL philosophy and practices.

Students at Seton College are provided with the opportunities to experience a wide range of activities in a varied, safe and effective learning environment. All staff are able to assist with course engagement, study and welfare related issues. Students who may require literacy / numeracy or language assistance in their VET subject should make contact with the Vet Leader and Learning Enhancement Team

3.5 Service Guarantee

Seton College is committed to completing the outlined training and assessment once students have started study in their chosen qualification or course/s from the course start date, and meeting all of their student responsibilities. Students who enter the course after the start date will have a negotiated package of units that may lead to a Certificate (if all competencies are achieved) or a Statement of Attainment.

In the event of losing the specialist trainer, and the RTO being unable to obtain a suitable replacement, Seton College will, if possible, arrange for agreed training and assessment to be completed through another RTO (fees may be incurred). Prior to the transfer to another RTO, affected students will be formally notified of the arrangements, and an agreement to those new arrangements will be obtained. If transfer is not possible, the RTO will gain a written agreement for a subject/course transfer from the student and parent.

3.6 Workplace Health and Safety

The safety and wellbeing of the staff and students of Seton College is of greatest importance. All staff and students have responsibilities to ensure a safe environment. Students are required to:

- Use and take reasonable care of any personal protective equipment (PPE) that is provided.
- Follow the trainer's instructions in relation to workplace health and safety.
- Report unsafe acts or equipment to the trainer.
- Maintain their learning environment in an organised and safe manner.
- Report all injuries or near misses to the trainer □ Engage in sun safe practices in outdoor environments □ Ensure that their 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.

Safety breaches will be dealt with using the school's Responsible Behaviour Plan (Consequences for unacceptable behaviour).

3.7 Disciplinary Procedures

Seton College's *Responsible Behaviour Plan For Students* outlines the school's expectations regarding student behaviour. Appropriate behaviour is expected at all times within classroom and learning environments as well as within the whole school context.

3.8 Complaints and Appeals

Seton College has an established process and teachers are available to address any concerns students may have about courses, results, units of competency and outcomes. Any person wishing to make a complaint against the school concerning its conduct as an RTO or to appeal assessment decisions shall have access to the complaints and appeals procedure.

All formal complaints will be heard and decided within 10 working days of the receipt of the written complaint by the school. The VET Leader will keep a 'Register of Complaints' that documents all formal complaints and their resolution. Any substantiated complaints will be reviewed as part of the continuous improvement procedure.

Complaints / Appeals procedure

Informal complaint / appeal:

- ▶ The initial stage of any complaint shall be for the complainant to communicate directly with the subject trainer. The trainer will discuss the concern and record the outcome on ONE SCHOOL
- ▶ Person(s) dissatisfied with the outcome will be referred to the relevant subject HOD, who will make a decision and record the outcome of the complaint on ONE SCHOOL
- ▶ Person(s) dissatisfied with the outcome of the complaint to the relevant HOD may initiate a 'formal complaint'.

Formal complaint / appeal:

- ▶ Formal complaints may only proceed after the informal complaint procedure has been finalised
- ▶ Formal Complaints will be referred to the Principal as the CEO of the RTO
- ▶ The complaint and its outcome shall be recorded on the Complaints Register.
- ▶ On receipt of a formal complaint, the CEO (Principal) will convene a meeting to hear the complaint.
The complainant shall be given an opportunity to present his/her case and a decision will be made within 10 working days.

Seton College reserves the right to amend the Code of Practice to suit the needs of the training organisation as required. All amendments will be in accordance with all legislative requirements governing RTOs.

The school can provide students, parents, industry representatives and community members with a copy of its Code of Practice and all other documented information.

4. AUSTRALIAN QUALIFICATIONS FRAMEWORK (AQF)

4.1 AQF Level Summary

- AQF Qualifications certify the knowledge and skills that a person has achieved through study, training, work and life experience at a particular level.
- An AQF qualification is recognised all around Australia and by other countries.
- School, work-based qualifications and academic qualifications are part of a single system of qualifications, allowing maximum flexibility in career planning and continuous learning.
- It is important that AQF levels be accurately delivered and assessed at stated levels.
- AQF qualifications allow students to start at the level that suits them and then build up their qualifications as their needs and interests develop and change over time. □ More details are available at www.aqf.edu.au

4.2 AQF Learning Outcomes Criteria

	LEVEL 1 (Certificate I)	LEVEL 2 (Certificate II)
Summary	Graduates at this level will have knowledge and skills for initial work, community involvement and/or further learning.	Graduates at this level will have knowledge and skills for work in a defined context and/or further learning.
Knowledge	Graduates at this level will have foundational knowledge for everyday life, further learning and preparation for initial work	Graduates at this level will have basic factual, technical and procedural knowledge of a defined area of work and learning
Skills	Graduates at this level will have foundational cognitive, technical and communication skills to: <ul style="list-style-type: none"> • undertake defined routine activities • identify and report simple issues and problems 	Graduates at this level will have basic cognitive, technical and communication skills to apply appropriate methods, tools, materials and readily available information to: <ul style="list-style-type: none"> • undertake defined activities • provide solutions to a limited range of predictable problems
Application of knowledge and skills	Graduates at this level will apply knowledge and skills to demonstrate autonomy in highly structured and stable contexts and within narrow parameters	Graduates at this level will apply knowledge and skills to demonstrate autonomy and limited judgement in structured and stable contexts and within narrow parameters

4.3 Further AQF Level Summary Standards and Qualification Type

LEVEL 3 Certificate III

Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning.

LEVEL 4 Certificate IV

Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning.

LEVEL 5 Diploma

Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning.

LEVEL 6 Advanced Diploma, Associate Degree

Graduates at this level will have broad knowledge and skills for paraprofessional/highly skilled work and/or further learning.

LEVEL 7 Bachelor Degree

Graduates at this level will have broad and coherent knowledge and skills for professional work and/or further learning.

LEVEL 8 Bachelor Honours Degree, Graduate Certificate, Graduate Diploma

Graduates at this level will have advanced knowledge and skills for professional highly skilled work and/or further learning.

LEVEL 9 Masters Degree

Graduates at this level will have specialised knowledge and skills for research, and/or professional practice and/or further learning.

LEVEL 10 Doctoral Degree

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

5. VOCATIONAL EDUCATION AND TRAINING AT SETON COLLEGE

5.1 VET at Seton College

Seton College offers courses of study that include some subjects which are vocationally based with access to national competencies. This may lead to a student attaining a Certificate I or a Certificate II in a particular industry area. Other courses are offered which do not include national vocational competencies but remain practically and skill oriented.

5.2 Seton College

- Recognises the importance of students receiving a broad-based education, comprising both general and vocational education
- Is registered with Queensland Curriculum and Assessment Authority (QCAA) to provide vocational education programs that form part of students’ senior learning and course options
- Has access to the facilities and resources (human & physical) required to deliver effective vocational education programs
- Maintains human resource standards through support of industry placement for VET teachers
- Supports student access to Vocational Placement (where mandated) and Work Experience as part of the vocational education programs
- Has in place an assessment policy that applies for all subjects offered at Seton College
- Has a process in place to enable students to apply for Recognition of Prior Learning. This is managed by the RTO Manager – Vet Leader
- Has a program to inform students about the various subjects and pathways available in the senior school. This includes courses with a VET qualification
- Has available to students a range of people who can provide advice and guidance about vocational education programs at Seton College

5.3 Seton College offers a range of VET courses which

- Respond to industry, community and employment opportunities
- Ensure equity in the offerings
- Provide opportunities to work towards a nationally recognised qualification and articulation to further education
- Provide students with the opportunity to participate in programs and activities which foster and develop enterprise skills.

5.4 Seton College Courses 2016

The following is a list of Certificate Courses offered by Seton College in 2016. All of these qualifications will provide students with a vocational qualification upon successful completion. For detailed information on these courses please refer to the Subject Selection Handbook [Senior Course Information Handbook 2016](#)

Course Code	Qualification	QCE Points
AHC 10210	Certificate I Agrifood Operations	2
BSB 10115	Certificate I Business	2
ICT 10115	Certificate I Information, Digital Media and Technology	2
BSB20115	Certificate II Business	4

SIR20212	Certificate II Retail	4
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TRAINING PACKAGES ARE AVAILABLE ONLINE
www.training.gov.au

5.5 Partnerships with external RTOs

Seton College operates in partnership with other RTO’s to deliver and assess industry specific units of competency. Memorandums of Understanding (MOU) govern these partnerships to allow delivery and assessment of the vocational competencies at Seton College under supervision of the external RTO and validated through established procedures.

All student achievement data is recorded by the external RTO and uploaded through the AVETMIS system to DETE for recording in the student’s Learning Account. The external RTO is responsible for certification and the issuing of Qualifications and Statements of Attainment upon the VET course completion.

The following is a list of Certificate Courses offered by external RTOs at Seton College in 2016.

Course Code	Qualifications accessed through external RTOS	RTO Name and Code	QCE Points
CHC24015	Certificate II Active Volunteering	Volunteering Queensland (6020)	4
SIT20213	Certificate II Hospitality	Australian Hospitality Skills Recognition (AHSR) (32217)	4
SIT20213	Certificate II Hospitality	HELP Enterprises (1653)	4

TRAINING PACKAGES ARE AVAILABLE ONLINE
www.training.gov.au

5.6 Additional VET opportunities for Seton College students

Seton College students are able to access additional VET opportunities which are delivered, assessed and managed by external organisations. All student interest and applications for these options are approved and managed by the VET Leader.

- **School based apprenticeships or Traineeships.** Seton College offers a range of school based SAT opportunities, which allow students to continue to study school-based subjects while completing structured “on the job” training. The training and education is based on industrial competencies and result in nationally recognised qualifications.
- **Vocational Education and Training through TAFE or other RTOs (Registered Training Providers).** Students are able to access courses offered by TAFE or other Learning Providers while they are in Years 11 and 12.

Seton College discharges its VET responsibilities for compliance with the *Australian Quality Training Framework (AQTF) standards* for Registered Training Organisations (RTOs) and meets all AQTF compliance requirements for VET related courses. This includes a commitment to recognise the training qualifications issued by other RTOs.

6. STAFFING

6.1 Organisational Chart

The Principal of Seton College is legally responsible and accountable for all operations of the RTO. The Principal has delegated overall responsibility to provide VET leadership within the school curriculum and effects daily RTO operations to the VET Leader. Other school staff supports various aspects of the VET program management within the school. For all matters relating to VET, students should consult with their Trainer (Teacher) first or see the VET Leader.

6.2 VET Trainers and Assessors

All VET subjects will be delivered using personnel (teaching staff, industry skilled trainers) with appropriate qualifications and experience. Adequate facilities, equipment and training materials will be utilised to ensure the learning environment is conducive to the success of students. VET trainers are required to work within a Quality Framework professional environment and facilitate a training and assessing context combining current vocational / industry knowledge and experience with educational expertise

6.3 Staff Changes

If the school loses access to the approved teachers, facilities or equipment to run VET courses, the school will attempt to provide students with alternative opportunities to complete the course and the related qualifications. However, the school retains the right to cancel the course if it is unable to meet requirements.

7 STUDENTS

7.1 Enrolment

Access to VET courses is open to all students in Year 11 - 12 depending on where in the school timetable the course is offered, enrolment numbers and the availability of the required human and physical resources.

VET courses are advertised to students through the subject selection guide. The subject selection guide provides full title of course, code, qualification and units of competency

In some instances, students may be required to complete an application process prior to the commencing their course. This is to ensure that the student has the necessary literacy and/or numeracy skills required to complete the qualification, and to identify any requirements for student support services.

7.2 Cost

There are no fees charged for the delivery of the VET qualifications however some of the VET subjects have a charge for consumables. These charges are outlined in the Student Resource Scheme documentation.

7.3 Student Induction

Seton College will provide student information and VET induction before course work commences. This will include:

- VET Student Handbook
- VET Student Induction presentation
- Recognition of AQF qualifications and statements of attainment issued by other RTOs.
- Course outline indicating units of work, units of competency, assessment requirements,
- Understanding the Qualification Framework level eg certificate level
- Provision for language, literacy and numeracy assistance; student support, welfare and guidance services

The VET Teacher will also discuss the following as outlined in this handbook:

- Recognition of Prior Learning process
- Credit transfers
- Complaints and Appeals processes
- Issuance of Qualification / Statement of Attainment
- Employability skills, vocational outcomes and opportunities for the relevant qualification

After the student induction, the course trainer is required to provide each student with a VET Student Agreement form for student acknowledgement. All forms are to be collected and returned to VET Leader for filing.

7.4 USI Numbers

Students undertaking nationally recognised training in 2015 are required to have a Unique Student Identifier (USI). This includes nationally recognised training delivered as part of the Vocational Education and Training (VET) in Schools programmes.

VET in Schools training is undertaken by students as part of their senior secondary certificate. This training earns credits towards a nationally recognised VET qualification within the Australian Qualifications Framework

Every student undertaking a nationally recognised VET course will require a Unique Student Identifier (USI). This new initiative will allow the student to receive a complete record of all the accredited VET courses they undertake from 1 January 2015. A USI gives you access to your online USI account which will help to keep all your training records together.

Students can apply for their USI website. From 1 January 2015, the USI must be provided to the training provider before students can receive their Qualification or Statement of Attainment.

The online USI account will keep an individual's training records in one place so it's available anytime on computers, tablets or smart phones.

A USI is a reference number made up of numbers and letters. [Creating a USI](#) is free. It creates a secure online record of your nationally recognised training that you can access anytime and anywhere, and it's yours for life.

The USI is linked to the National Vocational Education and Training (VET) Data Collection, and this means an individual's nationally recognised training and qualifications gained anywhere in Australia, from different training organisations, will be kept all together.

The USI will:

- link a student's VET achievements, regardless of where in Australia they did the course
- let students easily access secure digital transcripts of their achievements (transcripts will be available from April 2016)
- give students more control over their VET information.

7.5 Recognition of Prior Learning (RPL)

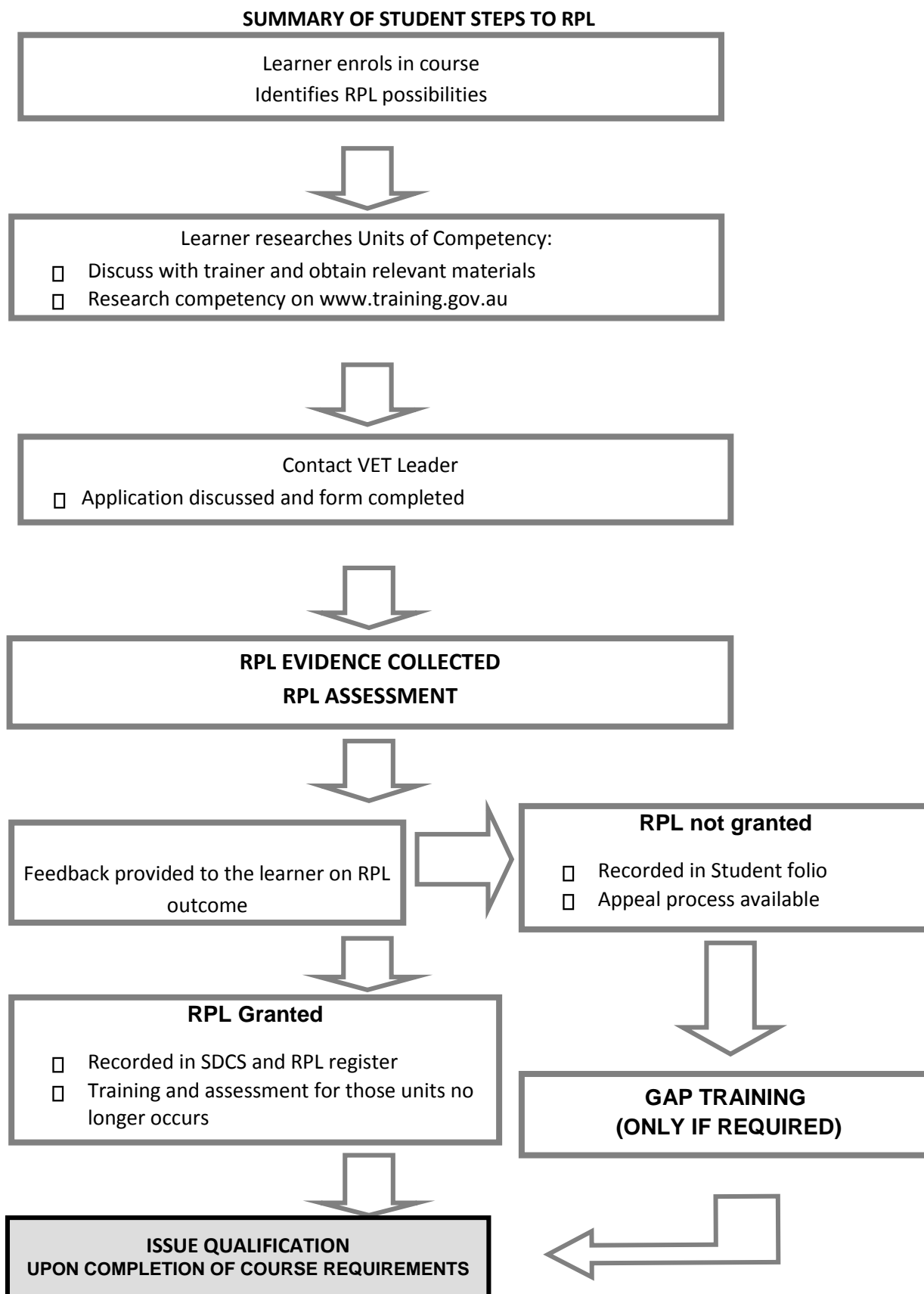
The objective of the Recognition of Prior Learning process is to ensure that an individual's prior learning achieved through formal and informal training, work experience, voluntary work or other life experiences is appropriately recognised. If students can show that they have the skills described in some of the units of competency through activities undertaken at home, work or elsewhere, they may not have to do those parts again.

RPL is a formal process available to all students. If a student believes that they have the evidence required for RPL they are to discuss this with the Vet Leader who will then provide an application form. The VET Leader will discuss the application with the trainer and assist with the RPL process.

Some examples of evidence include:

- Records of interviews with students that establish whether the student has special needs regarding assessment

- Assessment processes that comply with advice in the relevant Training Package/accredited course, including self-assessment materials, workplace activities to promote the collection of evidence
- Records of students outcomes from assessment processes and/or RPL assessment
- Diary notes / diary meetings
- Logs to indicate workplace visits by an assessor
- Register of agreements between the workplace and the RTO indicating how assessment will be conducted
- Trainee log books
- Feedback logs.



7.6 Credit Transfer

Credit Transfer is a process that provides students with agreed and consistent credit outcomes for components of a qualification based on identified equivalence in content and learning outcomes between matched qualifications.

Credit Transfer will be granted where students have previously completed qualifications or units of competency that are recognised as being equivalent to those in a qualification or unit/s of a student's enrolment with the RTO.

Seton College acknowledges the requirement as a Registered Training Organisation to recognise the awards issued by other RTOs. This is limited to outcomes that are drawn from the national skills framework being units of competency awarded and accurately identified in statements of attainment and qualifications.

National recognition (also referred to as Credit transfer) is the recognition of learning achieved through formal education and training. Under the Standards for Registered Training Organisations, qualifications and statements of attainment issued by any RTO are to be accepted and recognised by all other RTOs. National recognition allows the unit of competency previously achieved by a student to be recognised when they are enrolling in a related course where those units can assist them in meeting the requirements for a qualification. It is an important to note that national recognition is not recognition of prior learning (RPL). RPL is assessment and is addressed within the Recognition policy.

To obtain credit transfer for Units of Competency, a student will need a certified or original copy of the qualification and transcript OR Statement of Attainment. Other evidence may be considered at the discretion of the VET Leader. Students will be notified within 21 days of the credit transfer application and informed of the outcome.

7.7 Student Records

The subject trainer/assessor will keep profiles/folios for all students. This will contain the evidence used to determine competency. This is to be regularly updated and maintained by the student and the trainer/assessor. VET Teachers will provide access to a student's own folio at any time on request of the student. VET Teachers will, as a matter of routine, keep students informed on their progress throughout the course

7.8 Student Results

Results will be uploaded at the end of each term and recorded on the Student Data Capture System (SDCS) database. The marking scale for used by SDCS for units of competency is as follows:

SUCC = Student has been awarded competent

WITH = Student has withdrawn from the competency

CONT = Student is continuing with the competency (not resulted yet)

NYC = Not yet competent (competency attempted but unsatisfactory)

7.9 Certificates / Statements of Attainment

Certificates and Statements of Attainment are printed once a student completes or exits the course.

Students who leave school before completion of course will be given credit for any competencies achieved. Once competencies have been resulted, a Statement of Attainment will be printed.

Students who leave the VET course and change to another subject will have a result given for any completed competencies. The student will be withdrawn from any competencies not attempted. A Statement of Attainment will be issued for any completed competencies.

Through SDCS, Seton College forwards student achievement data to bank learner results with QCCA towards the issuing of the Queensland Certificate of Education (QCE). Deadlines must be met for students to receive their QCE recognition.

8. DELIVERY AND ASSESSMENT

8.1 Training and Assessment Strategy (TAS)

The Training and Assessment Strategy (TAS) is the framework that guides the learning requirements and the teaching, training and assessment arrangements of a VET qualification. It must meet the training package or training product requirements and the needs of all students and has been developed in consultation with industry.

8.2 Units of Competency

A VET qualification is made up of a specified number of units of competency. These are simply units of work which are structured to train a student in a particular set of skills and knowledge required by industry. Competency is achieved when a student can appropriately perform and apply a combination of skills and knowledge to the standard required in a range of work-related situations.

8.3 Competency Based Assessment

Assessment for the units of competency within each qualification is competency-based and will meet the national assessment principles.

Competency based assessment is a system for assessing a person's knowledge and skills. Assessment is based on the actual skills and knowledge a person can demonstrate in the workplace or in other relevant contexts. An individual must demonstrate competency in *all* of the required tasks in order to be recognised as competent overall.

Competency standards have set outcomes, conditions of performance and benchmarks for measuring performance. The successful completion of each unit of competency contributes towards the overall qualification.

Once students can demonstrate all the tasks required, they will be given credit for that unit of competency. Competencies can be demonstrated in a work place situation.

Certificate I or II will be awarded once all required competencies for the qualification have been attained.

8.4 Training

School based trainer/assessors are responsible for all training. Trainer/assessors are encouraged to establish industry links for program delivery.

8.5 Employers contributing to the learner's training and assessment

Seton College may attempt to place VET students in workplaces that provide experience in the competencies included in their VET qualifications. Students on work placements or Structured Workplace Learning (SWL) will record their activities in a workplace Log Book. The school will seek the cooperation of the workplace supervisor in the sign off on the accuracy of the student's entries in the Log Book. This Log Book may be used by the assessor to support judgments of competency.

8.6 Course Overview

The VET course outline and assessment requirements will be made available to the students at the start of each semester. Course overviews are stored in the VET section of the school portal

8.7 Assessment

Prior to undertaking assessment, students will be provided with task sheets with assessment criteria detailing competencies being assessed.

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

Once completed, students are to submit their assessment to their trainer/assessor for marking. Feedback on the assessment will be provided to the student and the result entered on the student's profile. The assessment will be retained by the trainer and placed in the student's folio. Student folios will be stored in a safe area at school as determined by the trainer.

Assessment Methods

For most courses, there will be a variety of assessment modes to be completed to document skills and knowledge. Assessment methods may include, but not limited to:

Short Answers or Workbooks	Questions which need answers of a single word, a few words, a sentence or paragraph
Projects	A task related to developing documents for delivery and assessment of a vocational qualification
Oral Response	Questions which need oral answers of a single word, a few words, a sentence or paragraph
Third Party Report	A means of gathering information on the demonstration of a student's performance by someone other than the assessor
Case Study	Allows opportunity for students 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
Quiz / Simulation	Tasks which are completed online
Observation	Involves observing the demonstration of a student's performance

8.8 Student Compliance with Assessment Dates

Students are expected to complete all assessment items on or before the due dates indicated within the course outline. If a student requires an extension due to illness, a Doctor's Certificate is required. The

length of extension will be at the discretion of the teacher. Please refer to the Assessment Policy on the curriculum drive of the school portal.

8.9 Reasonable Adjustments

A reasonable adjustment is an alteration of the assessment to accommodate the needs of the student without compromising the integrity of the competence to be demonstrated. For adjustments to be reasonable, they need to be appropriate for the particular student in a particular situation.

Adjustments may be made to assessments to ensure they are equitable for all persons, taking account of cultural and linguistic needs.

8.10 Language, Literacy and Numeracy Assistance

Students enrolled in VET courses will develop literacy and numeracy skills in the context of the industry area. VET Teachers are required to identify students who require assistance with literacy and numeracy and refer to an appropriate support service (Learning Enhancement Team)

8.11 Marking

Seton College is committed to ensuring the timely return of assessment results to students.

Individual assessment items are graded as either **S** = Satisfactory or **U** = Unsatisfactory

Final grades for Units of Competency are recorded as:

C Student has been graded as competent in the unit

NC Student is Not Yet Competent

Appropriate feedback is to be provided to students and the results of assessment must be recorded in the student profile.

8.12 Resubmissions

Students, who do not achieve competency on their first attempt at an assessment task, will be given the opportunity to resubmit. The assessor will provide the student with feedback whenever an assessment is unsatisfactory and provide advice as to what is required to achieve competency.

8.13 Plagiarism

Plagiarism includes:

- Copying another students work
- Providing your own work to another student for the purposes of submitting it as their own
- Cutting and pasting paragraphs from different websites
- Copying information from books, pamphlets, legislation and websites without acknowledging or citing the author in your own assessments.

In instances where assessment tasks require students to work collaboratively with a partner or group the task must explicitly permit students to work together.

Students who are suspected of plagiarism will be dealt with as outlined in the school's Assessment Policy.

9 AWARDS

After students have completed the vocational course, they will receive certification detailing the units of competency successfully completed. As well, students will receive the appropriate qualification if they have gained success in the full range of required units of competency.

9.1 Certificate

Once a student has successfully completed all units in a VET qualification, and results are confirmed, the student will be issued with a Certificate. This will also include a Statement of Results.

9.2 Statement of Attainment

In instances where a student does not complete the qualification, they may still be eligible for a Statement of Attainment (SOA) for the units of competency they have completed.

Certificates and Statements of Attainment will be supplied by QCAA and issued to the students.

9.3 Replacement Awards

If a student loses or misplaces his/her certificate or statement of Attainment he/she can contact the QCAA for a replacement.

9.4 Cancellation of Awards

If a Certificate or Statement of Attainment was issued in error, or if it is found that the award was based on false or misleading representation, Seton College may rescind the award.

If Seton College does have cause to cancel an award, the student will be notified in writing and required to return the award within 21 days of receiving the notification. If the student wishes to appeal or dispute the finding, they will need to go through the schools Complains and Appeals process.

10 DISPUTED ASSESSMENT RESULTS, COMPLAINTS OR GRIEVANCE

If a student does not agree with the mark awarded for an assessment and wishes to have his/her assessment reviewed, refer to Seton College's appeals policy related to disputed decisions, complaints or grievances.

11 CONTINUOUS IMPROVEMENT

Seton College has a commitment to providing a quality service and a quality management focus on continuous improvement. This may occur in various systematic ways, including moderation and validation, industry partnerships. This is to support and identify areas of change within training and assessment.

12 FEEDBACK

Feedback from staff, students, employers and community members is valued and this is reflected into future programs.

Students will be asked to provide feedback on their course. Student feedback is to be used to improve the course of study. Students should be given the opportunity to provide feedback on the assessment tasks throughout the course.

All students will also be provided with an on – line Learner Questionnaire (survey) to complete at the end of their course as part of the RTO’s Quality Indicators reporting processes. It is the trainer/assessors responsibility to oversee the completion of the surveys. The VET Leader will provide trainers/assessors with the questionnaire and outline procedures for implementation.

Validations for each VET course are conducted on an annual basis.



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.
 - o 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



RPL APPLICATION FORM

Student Name: _____

Date: _____

Course: _____					
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

File location: f:\upload to school\2016 handbooks\vet_student_handbook_2016 seton.docx

Version date: July 2015

Review Date: January 2016

Ownership: Seton College

Approved: Kathryn Flint



RPL Notification Form

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

Competency code	Name

OR

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

Competency code	Name



CREDIT TRANSFER FORM

Student name: _____

Date: _____

Course: _____					
Units of competency		<i>Attach copies of relevant evidence</i>	FOR OFFICE USE		
Code	Name	Details of completed unit	Assessor's comments and recommendations	Comp.	NYC



COMPLAINTS AND APPEALS FORM

Surname:		Title:	
First Given Name:			
Course title:			
Trainer / Assessor:			
Date of occurrence:			
Reason for your submission:			
Occurrences leading up to this submission:			
What outcomes are you seeking or expect:			
Can we improve our system to avoid these situations in the future:			

By signing this form, I certify that the information provided is true and correct.

Signed: _____ Date: ____ / ____ / ____

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