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RTO 31851

## Vocational Education and Training

# STUDENT INFORMATION HANDBOOK 2016

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# VOCATIONAL EDUCATION & TRAINING STUDENT INFORMATION HANDBOOK

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## **INTRODUCTION**

Congratulations on your interest in completing a nationally recognised vocational course.

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This handbook has been written to provide you with important information about the VET programmes offered at St Patrick's College as well as your rights and responsibilities as a VET student if you chose to enrol in a course.

Vocational Education and Training provides students with valuable work-related knowledge and skills.

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

The contents of this handbook presents the key points of various VET Policies and Procedures developed by the College and include:

### The Australian Qualifications Framework

All of the VET programs offered by St Patrick's College can lead to nationally recognised 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 the College.

#### AQTF Qualifications by Educational Sector

Schools	Vocational Education and Training (VET) Sector	Higher Education Sector
	Advanced Diploma Diploma	Doctoral Degree Masters Degree Graduate Diploma Graduate Certificate Bachelor Degree Advanced Diploma Diploma
Secondary Certificate of Education	Certificate IV Certificate III <b>Certificate II</b> <b>Certificate I</b>	

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The VET teachers will provide you with the **full** information about the VET qualification/s you are aiming for at the College, including an overview of the specific units of competency/modules, assessment requirements and vocational outcomes.

## **CODE OF PRACTICE**

St Patrick's 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 Curriculum & Assessment Authority (QCAA).

The mission of the College as a RTO is to deliver quality training within its scope of registration. St Patrick's 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 legislation governing Registered Training Organisations.

### **Legislative Requirements**

St Patrick's College will meet all legislative requirements of the State and Federal Governments, in particular, Workplace Health and Safety, Workplace Relations and Vocational Placement Standards.

### **Access and Equity**

St Patrick's College is committed to the 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 subjects 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.

You will be informed of the requirements of the 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 you are likely to achieve the stated competency standards and outcomes of the course, based on your qualifications and experience.

### **Quality Management Focus**

St Patrick's 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 Quality Indicator is used to collect data.

### **Client Service**

The College has sound management practices to ensure an effective service to students including the 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.

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Where necessary, arrangement will be made for those students requiring literacy and/or numeracy support programs. 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 St Patrick's 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 Middle Leader, take part in an annual review. Reports are tabled and feedback documented. The internal review process assists in the development of quality training and assessment.

### **External Review**

St Patrick's College participates 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**

St Patrick's 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. St Patrick's College has adequate insurance policies.

### **Marketing and Advertising**

St Patrick's 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**

St Patrick's College has personnel with appropriate qualifications and experience to deliver the training and facilitate the assessment relevant to the training products offered. Assessment meets the National Assessment Principles (including Recognition for Prior Learning and Credit Transfer). Adequate facilities, equipment and training materials are utilised to ensure the learning environment is conducive to the success of students.

### **Sanctions**

St Patrick's 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**

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- a) The student will present a copy to the relevant teacher, who will bring this to the attention of the VET Middle Leader, 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 use by the QCAA in issuing Certificates.
- b) Once the qualification is verified, the VET Middle Leader 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.

### **STUDENT SELECTION, ENROLMENT AND INDUCTION/ORIENTATION PROCEDURES**

Students enrolled in the VET courses at the College participate in the same enrolment and selection processes as other students at the College. 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 induct students on workplace health and safety issues and continue to incorporate WH&S throughout VET delivery/assessment.

#### ***During the period of instruction the trainer/assessor is 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 are recorded

#### **Course Delivery and Assessment**

#### ***To ensure quality delivery and assessment procedures the trainer/assessor is 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 RPLs.
- Results of assessment recorded in the student profile, and on the database that is specific to the RTO.

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

- Competencies are updated on student database.
- The College will collect information on learner enrolments and results.
- The College will forward this information to QCAA 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 QCAA.

### **COURSE INFORMATION, INCLUDING CONTENT AND VOCATIONAL OUTCOMES**

The list below indicates the VET courses offered at St Patrick's College in 2016.

<b>Course Code</b>	<b>Qualification Name</b>	<b>RTO</b>
SIT20112	Certificate II Tourism	St Patrick's College
30981QLD	Certificate II Workplace Practices	St Patrick's College
SIS20313	Certificate II Sport & Recreation	St Patrick's College
SIT20213	Certificate II Hospitality	Regional Training Services Qld Pty Ltd
CPC10111	Certificate I Construction	Blue Dog Training

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3929QLD	Certificate IV Justice Studies	Unity College
30771QLD	Certificate III Christian Ministry	Institute of Faith and Education

A booklet has been developed for each separate VET curriculum area offered at this College. 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.

### **FEES AND CHARGES**

St Patrick's College has a fair and reasonable refund policy. All costs associated with subjects offered by the College are included in annual subject levies. 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.

All fees and charges are published prior to enrolment and commencement of course.

### **PROVISION FOR LANGUAGE, LITERACY AND NUMERACY SUPPORT**

Students undertaking a VET subject, with embedded units of competency from a Training Package will find that basic literacy/numeracy elements have been incorporated.

For additional language, literacy or numeracy support, please approach your teacher or VET Middle Leader.

### **STUDENT SUPPORT, WELFARE AND GUIDANCE SERVICES**

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

- Home Room Teacher
- Middle Leaders
- VET Teachers
- Academic Middle Leaders
- VET Middle Leader
- Guidance Counsellor
- Deputy Principal

### **FLEXIBLE LEARNING AND ASSESSMENT PROCEDURES**

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

- (i) All VET students at the College 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 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.

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- (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 implementation 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 is competency-based.

Each teacher maintains 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 College and recorded on the SDCS. This records all units of competency achieved. This is issued to the student once they complete the program of study or within 21 days of exit.

A variety of assessment methods is used including:

- |   |   |
|---|---|
| <input type="checkbox"/> <b>Objective and short answer/response tests</b> | <input type="checkbox"/> <b>Oral presentation</b>           |
| <input type="checkbox"/> <b>Group discussion</b>                          | <input type="checkbox"/> <b>Oral questioning</b>            |
| <input type="checkbox"/> <b>Project work</b>                              | <input type="checkbox"/> <b>Presentation of information</b> |
| <input type="checkbox"/> <b>Practical work</b>                            | <input type="checkbox"/> <b>Demonstrations</b>              |
|   | <input type="checkbox"/> <b>Teacher observations</b>        |

### Competency Based Assessment

Competencies and modules studied at St Patrick's 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 recorded on a subject profile sheet. This assists students to become competent as their skills improve.

Assessment of competencies will be graded as either:

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- Competent (C), Not Yet Competent (NYC) or Working towards competency.

**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:

- task skills** (undertaking a specific workplace task)
- task management skills** (managing a number of different tasks to complete a whole activity)
- 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)
- 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 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 are recorded.

The student receives a Statement of Attainment, which records successful units of competency.

If a student has completed or has partly completed a school-based traineeship or apprenticeship, the successful units from this will also be recorded on the student's Senior Statement. The RTO who signed the student submits these results to QCAA.

St Patrick's College submits the results of successfully completed competencies to the Queensland Curriculum and Assessment Authority (QCAA). QCAA prints the Certificates and Statements of Attainment which the College will then distribute. QCAA 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.

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## **RECOGNITION OF PRIOR LEARNING (RPL)**

RPL means getting credit for what is already known – *no matter where or how it was learnt* – if the knowledge and skills are of the same standard as required in the vocational course.

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

They can apply for 'RECOGNITION' for those specific units of competency or modules. They need to provide evidence that they can do these particular tasks. Evidence might include:

- letters or testimonials from employers
- samples of work
- certificates of attainment

### **Stages of the RPL Procedure at St Patrick's College (see checklist in Appendix)**

#### **Step 1:**

Read the information in this section of the handbook. The teacher/trainer will also provide additional information.

#### **Step 2:**

Discuss the RECOGNITION process with the teacher/trainer if already competent in some parts or all of the VET program about to be done. Ensure the full RECOGNITION application process, including the appeals process is understood.

#### **Step 3:**

Undertake a self-assessment, using the Self-Assessment form. Complete a separate RECOGNITION self-assessment form for each unit of competency/module for which RECOGNITION is sought.

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

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

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

**Step 6:** Once given the result of the application, via Notification Form, discuss the outcome with the teacher/trainer. Provide feedback to the teacher and provide feedback on the RECOGNITION process itself.

**Step 7:** Complete the Student RPL Appeals Form if an appeal is desired.

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

**NOTE:** It is not necessary to go through the above process if the student already has 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. Automatic recognition is awarded in these cases.

### **COMPLAINTS / APPEALS PROCEDURES**

St Patrick's 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 VET Middle Leader, Academic Middle Leader, House Middle Leader and/or write a letter to the Principal, setting out in detail the issues of concern. This may lead to an impartial person being invited to act as an objective party in order to negotiate a satisfactory resolution.

If the matter is still not resolved, participants 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 unhappy about any aspect of the 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 structured work placement); or a complaint about the results of an assessment or about the way the assessment was undertaken. It is necessary 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 the 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. Discuss the matter in the first instance with an appropriate teacher e.g. other teacher/Home Room teacher, House Co-Ordinator.
- b. If this person does not consider the matter to be particularly serious, or the complaint does not relate to allegations of unlawful behaviour (e.g. assault, illegal discrimination or harassment, etc), raise the complaint directly with the person concerned. The teacher can be asked to be present when this is done.
- c. If not comfortable about doing this, or where the matter is of a more serious nature, put the complaint in writing and identify the person who is the subject of the complaint.  
The written complaint should include details of the complaint(s) such as:
  - who/what issue complained about

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- 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 Middle Leader; if the complaint is about a member of staff, it will be handled by the Principal.

- d. The person handling the 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 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 written advice about the outcome and the reasons for it.

Through this process that one of the following outcomes may apply:

- you gain a better understanding of the situation and there is no longer the need to complain;
- you are happy with the way the issue has been resolved;

*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)*

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

- In the first instance, speak with the relevant teacher/trainer and informally ask for a review of the result.
- Should this not resolve the matter satisfactorily, put the complaint/grievance in writing to the VET Middle Leader 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.
- Should this still not resolve the issue satisfactorily, 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 how long it will take to investigate. You will receive written advice of the outcome.
- If 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 the appeal
- disagreeing with the original result and telling what will now happen
- asking if you want to re-sit the assessment.

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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.

Prior to participation in work experience/structured work placement, the College will provide an induction program which will help prepare you with strategies to deal with harassment, accidents. As well, parents will also be provided with an outline of the work cover and insurance arrangements that apply.

The following strategies will be undertaken, however, should there be harassment/unlawful intimidation and/or unsafe work arrangements the process below can be followed:

The College will support you by:

- assisting with advice about approaching the person about whom you want to complain; and/or
- showing 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 your work supervisor;
- c. inform your parent, guardian or caregiver; and/or
- d. inform the Principal or work experience coordinator.

The Principal or delegate will:

- a. consider withdrawing you from the placement;
- b. contact the work experience provider to advise of the 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, and/or to the Queensland Police Service, as appropriate.

## **Workers Compensation**

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.

## **DISCIPLINARY PROCEDURES**

The College expectations and processes are available on the College website and outlined in the Student diary.

## **ACCESS AND EQUITY**

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## Access and Equity Guidelines

The access and equity guidelines at St Patrick's 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.
- 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 Middle Leader 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. The 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.

The following principles apply:

VET curriculum areas will be adequately resourced, with teachers with the appropriate qualifications, in order to ensure students have quality outcomes.

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.

All students will be actively encouraged to participate in VET programs, irrespective of background and/or cultural differences.

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.

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

The College values 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.

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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*.

The following terms associated with access and equity have are explained below:

*Aboriginality*

The College 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.

*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

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- 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.

### **WORKPLACE HEALTH AND SAFETY**

The safety and wellbeing of the staff and students are one of the College'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 located in the College office 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. An ambulance will be called in case of an emergency.

Teacher/Trainer is required to complete BCE Accident documentation immediately.

#### **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:***

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- The College/Brisbane Catholic Education will investigate all serious accidents as soon as possible after they occur on the College site, 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 College keeps copies of injury claims indefinitely.

### **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. (e.g. the QCAA, the Department of Employment and Training).

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 VET Middle Leader rather than the Academic Middle Leader.

## **RPL Checklist for Students**

To ensure an effective RPL process, students 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
- 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.

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- 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 College'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.

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## RECOGNITION SELF-ASSESSMENT FORM (to be completed by the student)

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



## RPL APPLICATION FORM

Student Name: _____	Date: _____
Course: _____	Assessor _____ Date _____
<b>Units of competency</b>	<b>Details of relevant previous experience including formal training, work experience and Life experience (interests, skills etc.) Attach copies of relevant evidence</b>

Code	Name and Details	Assessor's comments and recommendations	Comp	NYC



## 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

Assessor's signature..... Date .....

Assessor's Name .....

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# ST PATRICKS COLLEGE APPEALS FORM

Student Name: \_\_\_\_\_

Date of original RPL application: \_\_\_\_\_ Course Name: \_\_\_\_\_

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

Element of Competency/ Learning Outcome

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

Applicant's signature: \_\_\_\_\_

Date: \_\_\_\_\_

## ASSESSOR'S COMMENTS AND RECOMMENDATION

## NOTIFICATION

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

because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Assessor's signature: \_\_\_\_\_

Date: \_\_\_\_\_

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## INFORMAL COMPLAINT RECORD

Date of Complaint \_\_\_\_\_

1. Complainant's Name \_\_\_\_\_

2. Teacher \_\_\_\_\_

3. Nature of Complaint

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Action

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Outcome

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

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## SUBSTANTIAL COMPLAINT RECORD

1. Date of Meeting \_\_\_\_\_
2. Complainant's Name \_\_\_\_\_
3. Names of Independent  
Complaints Committee \_\_\_\_\_  
\_\_\_\_\_

4. Record of Complainant's Case (Attached Documentation)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Record of Responses by the Committee  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Decision by Complaints Committee  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Letter of Response to Complaint forwarded  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

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## VET QUESTIONNAIRE – STUDENT

<b>NAME:</b>	
<b>YEAR LEVEL:</b>	
<b>SUBJECT:</b>	
<b>DATE:</b>	

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

<i>Please tick the appropriate box</i>	1 Agree	2 Disagree	3 Unsure
I was given an overview of the course and assessment planner			
I understood the purpose of the assessment pieces			
I knew how my performance would be assessed			
I understood what I needed to know and demonstrate to show my competence in each unit assessed			
I am aware that I can access my own records and have been informed of the process associated with this			
I have been made aware of the following policies and procedures: <ul style="list-style-type: none"> <li>- Access and Equity</li> <li>- Workplace Health and Safety</li> <li>- Student Complaints/Appeals</li> <li>- Recognition of Prior learning (RPL)</li> </ul> (These are found in your VET Student Information Handbook which can be accessed on the school webpage)			
I am aware of my right to appeal the process of assessment and/or my results			

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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: \_\_\_\_/\_\_\_\_/\_\_\_\_

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## VOCATIONAL EDUCATION & TRAINING STUDENT/ACKNOWLEDGEMENT FORM

This consent form/acknowledgment form has been completed by **(PLEASE PRINT)**

---

(FULL NAME)

### A. CONSENT

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

- QCAA
- Department of Education, Training and Employment (DETE)

I also consent to the College 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 the College providing copies of any of my VET completed assessment tasks to QCAA should they undertake an external audit of the VET offered at this College.

I understand that student work is required in order to satisfy the QCAA that all assessment is of the correct, industry standard.

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## B. ACKNOWLEDGEMENT OF RECEIPT OF INFORMATION

I also acknowledge that prior to commencement in my VET program at the College, 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: \_\_\_\_/\_\_\_\_/\_\_\_\_

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