

# HARRISTOWN STATE HIGH SCHOOL

## Vocational Education and Training (VET) Student Information Handbook

### TABLE OF CONTENTS

|   |           |
|---|-----------|
| <b>INTRODUCTION</b>   | <b>2</b>  |
| Why have a Handbook?  | 2         |
| The Australian Qualifications Framework   | 2         |
| AQF Qualifications by Educational Sector  | 3         |
| VET Courses available at Harristown State High School   | 3         |
| <b>STUDENT SELECTION, ENROLMENT AND INDUCTION/<br/>ORIENTATION PROCEDURES.</b>                            | <b>4</b>  |
| <b>COURSE INFORMATION, INCLUDING CONTENT AND<br/>VOCATIONAL OUTCOMES.</b>                                 | <b>4</b>  |
| <b>PROVISION FOR LANGUAGE, LITERACY AND NUMERACY SUPPORT</b>  | <b>4</b>  |
| <b>STUDENT SUPPORT, WELFARE AND GUIDANCE SERVICES</b>   | <b>4</b>  |
| <b>VET ASSESSMENT POLICY PRINCIPLES</b>   | <b>5</b>  |
| VET Assessment Policy: Competency-based.  | 5         |
| Competency-based Assessment   | 6         |
| Assessments – Practical (including Projects) and Written  | 6         |
| <b>RECOGNITION OF CREDENTIAL and LOSS OF THE DOCUMENTS</b>  | <b>6</b>  |
| <b>RECOGNITION OF PRIOR LEARNING (RPL)</b>  | <b>7</b>  |
| <b>CREDIT TRANSFER</b>  | <b>7</b>  |
| <b>MUTUAL RECOGNITION</b>   | <b>7</b>  |
| <b>COMPLAINTS/APPEALS</b>   | <b>8</b>  |
| <b>CONTINUOUS IMPROVEMENT: INTERNAL REVIEW/INTERNAL AUDIT</b>   | <b>8</b>  |
| <b>WORKPLACE HEALTH AND SAFETY</b>  | <b>8</b>  |
| Workplace Health and Safety and Accidents/Incidents while on Structured<br>Work Placement/Work Experience | 9         |
| Where a Serious Accident occurs   | 9         |
| <b>ACCESS AND EQUITY AND CLIENT SERVICE</b>   | <b>9</b>  |
| Access and Equity Policy  | 9         |
| Access and Equity Procedure   | 9         |
| <b>REFUND POLICY</b>  | <b>10</b> |
| <b>APPENDIX</b>   |           |
| APPEALS' FORM   | 12        |

## INTRODUCTION

You have chosen a distinctive form of learning by selecting a VET course at Harristown State High School. By selecting one or more of the qualifications listed in this handbook, you have chosen to be involved in the delivery of a nationally recognised vocational course – the same type of course that you would find at another RTO (Registered Training Provider) such as TAFE, for example. So, yes, Harristown SHS is also an RTO! By being nationally recognised, your full qualification or statement of attainment will be recognised anywhere in Australia.

### Why have a Handbook?

This handbook has been designed to provide Harristown VET students with important information about VET programs offered by the school as well as your rights and responsibilities as a VET student.

Signing the Subject Selection\* form is your acknowledgment that you have read this handbook, so please take the time to go through it, carefully, and if you are not sure about any item in this handbook, then, ask your trainers and assessors. (Nb: In VET, you have a TRAINER and ASSESSOR, not a teacher!) Remember this section of the HSHS website so that you can refer back to this handbook at any time. If you forget, just enter “handbook” into the search section of the website. There will be more than one handbook from which you can select as the Senior Student Handbook, which is for all Senior HSHS students, has information for OP, Non-OP and VET students, too.

Various parts of this handbook match with other VET Policies and Procedures at Harristown SHS. Should you wish to access any of these documents, then, please contact the HOD Senior Schooling in D011.

\* See the document, *Key Points to consider when selecting a VET Subject*, as it gives you a summary of the important features of undertaking a VET course as well as informing you that, when, you sign the Subject Selection form, you are saying that you have read those key features and the VET information that is in the Subject Selection booklet.

### The Australian Qualifications Framework

All of the VET programs offered by Harristown SHS can lead to nationally recognised qualifications. For your regular (non-VET) school subjects, such as English, Maths, Drama, HPE, etc, you would receive a result ranging from an A to an E for each subject, each semester (and when you exit Year 12, your overall result would be converted to VHA – Very High Achievement, HA – High Achievement, etc). In contrast, the results for your VET course are quite different as you are deemed either Competent or Not Yet Competent for each unit of competency, at the end of your VET course.

If you complete all of the requirements of the qualification, then, you will receive a Certificate stating the Code and Name of the Qualification as well as having all of the Units of Competency being listed as Competent on the back of your certificate. If you do not finish the full qualification, but, you have successfully completed some of the units of competency, but not all, then, you will be issued with a Statement of Attainment. This Certificate / Statement of Attainment will be recognised in all States and Territories in Australia. This is because in Australia we now have a national qualifications framework called the Australian Qualifications Framework (AQF). There are 12 different types of qualifications you can obtain and they are shown, below. The **bolded** qualifications are the programs on offer in various faculties at Harristown SHS. You will have the opportunity to fully or partially

complete one or more of these VET programs at HSHS. Nb: Commencing your training at the start of the two years of delivery will give you the best chance of completing the full qualification, competently.

### **AQF Qualifications by Educational Sector**

|   |  |
|---|--|
| Schools Sector<br>of Education              | Senior Secondary Certificate   |
| Vocational Education and<br>Training Sector | Vocational Graduate Diploma<br>Vocational Graduate Certificate<br>Advanced Diploma<br>Certificate IV<br>Certificate III<br><b>Certificate II</b><br><b>Certificate I</b> |
| Higher Education Sector                     | Doctoral Degree<br>Masters Degree<br>Graduate Diploma<br>Graduate Certificate<br>Bachelor Degree<br>Associate Degree<br>Advanced Diploma<br>Diploma                      |

Your VET trainer and assessor will provide you with full information about the VET qualification/s you are aiming for at Harristown SHS, including an overview of the specific units of competency in each certificate, assessment requirements, vocational outcomes, etc.

### **VET Courses available at Harristown State High School**

Listed below are the qualifications delivered at Harristown State High School that have embedded nationally accredited competencies and the credentials you could achieve. If you are involved in any of these subjects you are involved in VET:

VET (Vocational Education and Training) Qualifications delivered at Harristown SHS in 2014:

| <b>HSHS Faculty</b>                       | <b>HSHS<br/>VET HOD</b> | <b>Code</b> | <b>Qualification</b>   |
|---|-------------------------|-------------|--|
| Industrial Skills and<br>Industry Academy | David Jones             | CPC10111    | <i>Certificate I in<br/>Construction</i>                                     |
|   |                         | MEM10105    | <i>Certificate I in<br/>Engineering</i>                                      |
|   |                         | LMF10108    | <i>Certificate I in<br/>Furnishing<br/><b>(Year 12 only)</b></i>             |
|   |                         | MSF10113    | <i>Certificate I in<br/>Furnishing (Release 1)<br/><b>(Year 11 only)</b></i> |

|                                    |                  |          |  |
|------------------------------------|------------------|----------|--|
| Enterprise and Hospitality Studies | Victoria Menkins | BSB10112 | <i>Certificate I in Business</i>                                     |
|                                    |                  | BSB20112 | <i>Certificate II in Business</i>                                    |
|                                    |                  | SIT10213 | <i>Certificate I in Hospitality</i>                                  |
|                                    |                  | SIT20312 | <i>Certificate II in Kitchen Operations</i>                          |
| Effective Learning and Teaching    | Yvonne Bidgood   | FSK10213 | <i>Certificate I in Skills for Vocational Pathways</i>               |
|                                    |                  | FSK20113 | <i>Certificate II in Skills for Work &amp; Vocational Pathways</i>   |
| ICT and Resources                  | Neil Hegarty     | ICA10111 | <i>Certificate I in Information, Digital Media &amp; Technology</i>  |
|                                    |                  | ICA20111 | <i>Certificate II in Information, Digital Media &amp; Technology</i> |

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

Students enrolled in VET subjects at Harristown SHS participate in the same enrolment and selection processes as other students at the school. The Deputy Principal, Timetabling, will determine if there are enough students to be able to run any VET program and students will be advised, by this person, if a qualification is unable to be run. At the commencement of all VET courses, VET teachers will induct students on Workplace Health and Safety issues and will continue to incorporate WH&S issues throughout the VET course. Nb: This area is also called Occupational Health and Safety (OH&S)

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

Senior Subject Selection information is available on the school website, <https://harristownshs.eq.edu.au/> where an outline is given of most of the subjects/courses offered at Harristown SHS. The Senior Subject Selection booklet has the definitive list and latest information on VET subjects/courses offered at HSHS.

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

If you feel you need additional language, literacy or numeracy support, please approach the Head of Department for your certificate course or the HOD Effective Learning and Teaching.

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

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

- Guidance Officer (Z011, Administration building)
- Learning Support Teachers (D007)
- Nurse (Q043)
- Industry Placement Officer (D011)
- Community Education Liaison Officer (D023)
- Chaplain (Q042)

These staff members can be accessed by appointment. Please ask the office staff, in the Administration building, to make your first appointment. You may also ask them for an appointment, personally.

## **VET ASSESSMENT POLICY PRINCIPLES**

The following statements represent the basic VET assessment principles of Harristown State High School. They are designed to promote fairness and equity in assessment.

(a) All VET students at this school will be fully informed of the VET assessment procedures *and requirements and will have* the right to appeal.

(b) information given to students, on the assessment cover sheet, will include:

- the criteria against which they will be assessed
- advice about the assessment methods
- assessment procedures
- space for comments and feedback

(c) Students will sign their profile sheet of results in each VET subject on a regular basis throughout the two year course. (eg: As a task/project is completed, at the end of a term/semester, at the completion of the course). Each of your trainers and assessors will explain their procedures to you.

(d) The assessment approach chosen will cater for the language, literacy and numeracy needs of students.

(e) Any special geographic, financial or social needs of students will be considered in the development and conduct of the assessment.

(f) Reasonable adjustment will be made to the assessment strategy to ensure equity for all students, while maintaining the integrity of the assessment outcomes. (eg: Extra time)

(g) Opportunities for feedback and review of all aspects of assessment will be provided to students.

(h) Clearly documented procedures for appeal against assessment processes and decisions will be available to students.

### **VET Assessment Policy: Competency-based**

Competencies studied at Harristown State High School are part of accredited courses and National Training Packages. In order to be successful in gaining competency, students must demonstrate they have the necessary underpinning knowledge and can apply this in a practical way in a workplace setting to industry standards.

In most subjects, assessment criteria are assessed a number of times throughout the year. Results for each assessment item will be marked on a subject profile sheet, unless the task needs to be repeated for the trainer and assessor. This allows students to become competent as their skills improve.

Assessment of competencies will be given as:

C: Competent or NYC: Not yet Competent (during the course), WTC: Working towards Competency (during the course) and W: Withdrawn is for those students who have engaged in learning activity, and have withdrawn before completing the assessment criteria and are not competent in all the assessable criteria of a unit of competency.

## **Competency-based Assessment**

Assessment of the VET components of your course will be competency-based. What does it mean to be competent? People are considered to be competent when they are able to apply their knowledge and skills to successfully complete work activities in a range of situations and environment, in accordance with the standard of performance expected in the work place. Remember that you will be in a simulated work environment at Harristown SHS.

There are four parts to being competent. They are:

- (a) task skills (undertaking a specific workplace task)
- (b) task management skills (managing a number of different tasks to complete a whole activity).
- (c) Contingency management skills (responding to problems and irregularities when undertaking a work activity). Examples could be - changes to routine, unexpected results, difficult or dissatisfied clients' etc.
- (d) Job/role environment skills (dealing with the responsibilities and expectations of the work environment). Examples could be - working with others, interacting with clients or suppliers, complying with standard operating procedures, etc.

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

## **ASSESSMENTS – Practical (including projects) and Written**

- The focus will be on the “doing” of the tasks; that is, on practical work. In saying that, each course will have a variety of assessment tasks across the two years of your course. Your trainer and assessor will determine how many times you will have to demonstrate a task, successfully, for you to be considered to be working towards competency. They will discuss this with you, at the start of the course, at the start of each task/project and during the course of the delivery.

## **RECOGNITION OF CREDENTIAL and LOSS OF THE DOCUMENTS**

On successful completion of one or more units of competency, students will be issued with either a Statement of Attainment or a Certificate. These will be issued when a student exits a course. Harristown State High School has these documents printed by the Queensland Curriculum and Assessment Authority. Should you lose your Statement of Attainment or Certificate, then, please contact the HOD Senior Schooling so that they can contact the QCAA on your behalf. They will then advise you of any costs incurred by the QCAA reprinting your document/s.

## RECOGNITION OF PRIOR LEARNING (RPL)

When you commence a VET programme, you may think there are some units of competency which you can already do and at which you would be competent. You could apply for what is called *Recognition* for those specific units of competency. If you do, you will need to provide evidence that you can in fact already do these particular tasks. Evidence might include letters of testimonials from employers, samples of work, certificates, etc. See the Senior Student Handbook on the HSHS website for the procedure and form and, then, either the HOD Senior Schooling or your trainer and assessor for the RPL form and RPL Log Book and they will guide you through the process.

## CREDIT TRANSFER

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. That is, a recognised qualification from a recognised RTO is transferable across states and institutions. Equivalence would need to be demonstrated. Having the Statement of Attainment or full qualification would mean automatic recognition if they are the same as those in any of the school's VET programs.

## MUTUAL RECOGNITION

The recognition and acceptance by an RTO of AQF Qualifications and Statements of Attainment issued by other RTOs, thus enabling students to receive national recognition of their achievements. So, if you have a Statement of Attainment from another Registered Training Organisation for any units of competency/learning outcomes or the qualification (full certificate) which are the same as those in any of the school's VET programs, then, you will receive automatic recognition in these cases. Just bring your Statement of Attainment or Certificate to your trainer and assessor who will start the process by contacting the HOD Senior Schooling. You are more than welcome to contact this HOD, too.

The *Recognition* process is designed to be supportive of you though the responsibility lies with you to provide the evidence. Your trainer and assessor will guide you through the process, the steps of which are outlined as follows:

**STEP 1:** Re-read this information about *Recognition* carefully. Your trainer and assessor may also provide you with additional information.

**STEP 2:** If you feel you are already competent in some parts (or all) of the VET program you are about to do, discuss the *Recognition* process with your teacher/trainer. Ensure that you understand the full *Recognition* application process, including the Appeals process.

**STEP 3:** Undertake a self-assessment gathering evidence which can prove your competence. Your trainer and assessor can guide you through this step. Evidence can take many forms and will usually include items such as examples of work, photographs, videos, letters and reports, awards, certificates and qualifications, employer references, letters from work colleagues, etc.

**STEP 4:** Discuss your self-assessment with your trainer and assessor. If there are full units of competency for which you and your teacher feel *Recognition* may be able to be given, you will be encouraged to move to the next step, the completion of the RPL Application form. (See the *Forms* section of the Senior Student Handbook)

**STEP 5:** Complete and submit the Application Form to your VET trainer and assessor.

**STEP 6:** Once given the result of your application, discuss the outcome with your trainer and assessor. Provide feedback to your trainer and assessor on the *RECOGNITION* process .

**STEP 7:** Should you wish to appeal, complete the *Appeals form*. (See appendix)

**STEP 8:** Discuss the outcome of the appeal (when known) with your trainer and assessor and provide feedback about the *Appeals* process. See your VET trainer and assessor for more information and for copies of the RPL application form and RPL log book, if applicable.

## **COMPLAINTS and APPEALS**

If you are unhappy about any aspect of your VET program such as:

- an administrative matter (eg: the non-issue of qualification/statements within the prescribed timeline etc.)
- a financial matter (eg: non-refund of VET curriculum/subject levies, etc)
- another person in the school (VET student or trainer and assessor)
- a person outside the school (eg: a person at your place of work experience/training)
- a complaint about the result of an assessment or the way the assessment was taken you will need to see the HOD Senior Schooling.

## **CONTINUOUS IMPROVEMENT: INTERNAL REVIEW/INTERNAL AUDIT**

To assist schools in continuous improvement of our services, products and operations, we welcome comments and suggestions. These comments can be passed on to your VET trainer and assessor or their Faculty HOD or the HOD Senior Schooling.

By Term 3 each year, the Internal Review Committees for each Vet subject will meet to evaluate the delivery of its VET courses. This IR committee will be comprised of the relevant Faculty Head of Department, course trainers and assessors, one or two student representatives and a representative from the industry in which training occurred. Trainers and assessors and students will also be asked to complete survey forms (Survey forms are designed by each faculty). This will allow the school to obtain written feedback upon which it will act. This committee will be comprised of the Principal or Nominee, HOD Senior Schooling and other nominated personnel and will meet in Term 4. The Principal or Nominee in charge of the IA will need to take into account AQTF requirements when conducting the internal audit.

## **WORKPLACE HEALTH AND SAFETY**

The safety and well-being of the staff and students of this school is one of our greatest responsibilities. All of us, including you, have responsibilities to ensure a safe environment. You 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 that you do not endanger your own or others' safety by the consumption of alcohol or drugs
- Report unsafe acts or equipment to your trainer and assessor and observe good housekeeping practices
- Report all injuries or 'near misses' to your trainer and assessor

- Ensure that your conduct does not interfere with:
  - school property
  - school staff and 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.

### **Workplace Health and Safety and Accidents/Incidents while on Structured Work Placement/Work Experience.**

Where you find that you are required to undertake work that is a risk to your health and safety, you must advise your Principal, HOD Senior Schooling or Industry Placement Officer, immediately. Action may include withdrawing you from the work placement.

#### **Where a serious accident occurs:**

The school will investigate all serious accidents as soon as possible after they occur so that an accurate account of events is recorded and remedial action taken to reduce the risk of other similar accidents.

## **ACCESS AND EQUITY AND CLIENT SERVICE**

### **Access and Equity Policy**

Harristown State High School is inclusive of all students regardless of sex, race, impairment, or any other factor. We will meet the needs of individuals, and the community as a whole through the integration of access and equity guidelines. We will ensure that equity principles for all people are implemented through the fair allocation of resources and the right to equality of opportunity without discrimination. We will increase the opportunities for people to participate in the vocational education and training system, and in associated decisions which affect their lives.

### **Access and Equity Procedure**

Access and Equity for the vocational education and training system at Harristown State High School is based on the application of the following principles:

- Equity for all people through the fair and appropriate allocation of resources and involvement in vocational education and training.
- Equality of outcome within Queensland's vocational education and training for all people, without discrimination.
- Access for all people to appropriate, quality vocational education and training programs and evaluating the aims, objectives and delivery of our programs.

With these principles providing a basis for action, the objectives of the Access and Equity Policy for the Harristown State High School VET systems are:

1. To incorporate access and equity principles and practices in key processes which affect the outcomes for students in the vocational education and training system, eg. training program development and design; staff development. (eg: SEP, EALD & Learning Support staff to assist in the classroom or with advice about tasks).
2. To achieve equitable access for all current and potential students.
3. To increase the participation of people who are under-represented in vocational education, training and employment services and programs.

4. To encourage positive outcomes for students and clients of the vocational education and training system by giving them the skills to participate, successfully, in vocational education and services.

- Increased opportunity for people to participate in vocational education and training and in relevant decision making processes within the vocational education and training system.

Access and Equity as a best practice strategy, underpins and informs all other policies and programs within our vocational education and training system. It is used and considered by all staff in vocational education and training when:

- developing our own access and equity implementation strategy;
- developing appropriate services and programs;
- formulating, implementing and reviewing our own training services and programs.

5. To develop quality support services which enhance clients' and students' changes to achieve positive outcomes.

## **REFUND POLICY**

A User Pays system exists at Harristown SHS. That is, if a student leaves the course at the end of ...

Term 1, they would be refunded the fees for the remaining three terms;

Term 2, they would be refunded the fees for the remaining two terms and so forth.

If a student started the course in 1 Term and left it, any time during Term 2, then, they would be refunded the fees for the remaining two terms and so forth.

# APPENDIX

# HARRISTOWN STATE HIGH SCHOOL - APPEALS' FORM

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

Date of original RPL interview: \_\_\_\_\_

Course Code: \_\_\_\_\_ Course Name: *Cert I / II in* \_\_\_\_\_

**1. Which competency decision/s do you wish to appeal?**

---

---

---

---

---

**2. On what grounds do you wish to appeal?**

---

---

---

---

---

**3. What additional evidence will you be presenting at the appeals' interview?**

---

---

---

---

---

**Applicant's Signature:** \_\_\_\_\_

**Date:**                    \_\_\_\_ / \_\_\_\_ / \_\_\_\_