VET STUDENT HANDBOOK

Flagstone State
Community College
[2015]

Vocational Education and Training Student Information

Student Name: ..........................................................................................

Version 3
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Flagstone State Community College Profile

Our Core Purpose
At Flagstone State Community College, we:
- Learn
- Do our best
- Respect ourselves and others
- Respect our college

Purpose of this handbook
This booklet provides you with the information you will need during your Vocational Education and Training course of study. Please make sure you have ongoing access to this booklet as you will need to refer to it throughout your course. The contents of this handbook in many instances represent the key points of various VET Policies and Procedures developed by this school.

It is important to know your rights as a student, and be familiar with the competencies to be attained for each qualification you study. A process of RPL (Recognition of prior learning) can be applied to avoid duplication of learning and training. Appeals procedures exist for students who might disagree with competencies awarded. To ensure this Handbook meets our systems of quality service, please consider providing feedback. You may be required to take part in the process for giving feedback in the course/courses of study you undertake.

You will be asked to sign that you have read this handbook, so please take the time to study it carefully and to ask your Vet teachers about anything that you are unsure of. You should have access to this handbook for reference throughout your enrolment.

Courses available at Flagstone State Community College
Listed below are the subjects at Flagstone State Community College that provide Nationally Accredited Competencies and the credentials you could achieve. If you are involved in any of these subjects you are involved in VET:

- Certificate I in Creative Industries CUF10107
- Certificate II in Creative Industries (Media) CUF20107
- Certificate III in Media CUF30107
- Certificate I in Construction CPC10111
- Certificate I in Business BSB10112
- Certificate II in Business BSB20112
- Certificate I in Engineering MEM10105
- Certificate I in Sports and Recreation SIS10112
- Certificate II in Sport and Recreation SIS20312
- Certificate II in Workplace Practices 30981QLD
- Certificate I in Hospitality SIT10212
Certificate I in Information, Digital Media and Technology ICA10111
Certificate II in Information, Digital Media and Technology ICA20111

In addition, Flagstone State Community College also offers the following courses which are offered through an outside RTO:-

Certificate II in Electrotechnology (Career Start) UEE22011
Certificate II in Sustainable Energy (Career Start) UEE22111
Certificate II in Music CUS20109
Certificate III Children Services CHC30708

Student Selection, Enrolment and Induction / Orientation Procedures
Students enrolled in VET subjects at Flagstone State Community College participate in the same enrolment and selection processes as other students at the school. Where numbers are limited for VET subjects, selection will be made in consultation with the relevant Head of Department and the student.

These programs cater for students in Years 11 and 12. There are no pre-requisites for the initial enrolment in any units offered except where a Certificate I and II are offered, then the Certificate I must be completed before the Certificate II.

At the commencement of all VET subjects, VET teachers will induct students on Vocational Education and Training including information contained in this booklet. VET teachers will also induct students on Workplace health and Safety issues and will continue to incorporate WH&S throughout delivery and assessment.

The Student/Trainee needs to make a serious commitment to his/her studies at school to ensure that they:

• if required, attend training provided by training providers outside normal school hours and meet the cost of transport and materials as required by individual courses;
• participate in structured workplace learning as arranged by the school to meet Training Package requirements; and
• meet the expectations and demands of the school in terms of participation, cooperation, punctuality, successful submission of work and high standards of behaviour and conduct.

Attendance
Expectations regarding student rights and responsibilities while attending Flagstone State Community College are outlined in the Student Diary and the school Responsible Behaviour Plan.

Students must maintain a school attendance rate of above 90% as part of their obligation of their continued enrolment and to meet the requirements of the Queensland Studies Authority. Students should be absent only on account of illness or for special circumstances that are acceptable to the school.

Regular attendance during courses and responsibility to be prepared are essential if you wish to succeed. You should endeavor to be punctual to classes and be prepared at all times, so you
gain maximum benefit and cause minimum disruption to others. Teachers, Heads of Department and Administration will monitor students not demonstrating these requirements closely.

Changing Classes
Once you are allocated to a class it creates a great deal of additional work to change classes or subjects. Please ensure you think carefully before committing yourself to a program of study.

It is understood that circumstances can necessitate changes to enrolment once classes have started. If vacancies exist, you must follow the school's usual process for subject change requests. Permission for change will then depend on the reasons stated and class numbers. Students do not have the authority to change classes.

Disciplinary Procedures
Students are expected to comply with all workplace health and safety issues in classes (see Flagstone State Community Responsible Behaviour Plan).

Course Information, Including Content and Vocational Outcomes.
A subject selection booklet, incorporating information for each separate VET curriculum area offered at Flagstone State Community College, has been developed. Students are issued with this, and other senior subject information, as part of the SETP program all students undertake during Year 10.

Your teacher will provide further information regarding the VET subject you have chosen at the beginning of your course.

Vocational Education and Training (VET) and Schools
VET in schools provides students with valuable work-related knowledge and skills. The wide range of programs available cater for all students. The Queensland Studies Authority's (QSA’s) role is to register schools as Registered Training Organisations (RTOs), ensure that registered schools are meeting the national Australian Quality Training Framework (AQTF) 2007 Essential Standards for Registration and advise teachers delivering VET.

Australian Qualifications Framework (AQF)
Schools generally offer VET at Certificate I and II levels, and some schools also offer Certificate III qualifications. Students may access higher level qualifications through TAFE and private VET providers.

Your VET teacher will provide you with full information about the VET qualification/s you are aiming for at this school, including an overview of the specific units of competency in each, assessment requirements, vocational outcomes and other relevant information.
How VET is offered in schools
Most VET qualifications are delivered as stand-alone programs. School-based apprenticeships and traineeships are another way that students can acquire work skills and experience.

AQF qualifications available
The QSA recommends and supports a range of AQF qualifications. For a list, see QSA supported AQF qualifications. (http://www.qsa.qld.edu.au/syllabus/3137.html)

VET and the Queensland Certificate of Education (QCE)
The certificate courses offered at this school contribute points to your QCE. For example:-

- Most Certificate 1 courses gain 2 QCE points on completion of the course but some Certificate 1 courses will gain 3 QCE points.
- Certificate II courses contribute a maximum of 4 QCE points on complete.
- Certificate III courses offer a maximum of 8 credit points, but some Certificate III courses may only gain 6 points.
- Partial completion of Cert. II and III course are awarded some QCE points (e.g. 50% completion = 50% points)

See the following link for more details (http://www.qsa.qld.edu.au/certificates/3173.html)
Code of Practice

Flagstone State Community College, as a Registered Training Organisation (RTO) must comply with the principles and standards of the Vocational Quality Framework. A part of this is recognising qualifications issued by other RTOs. The school’s registration is maintained through QSA on behalf of the Australian Skills Quality Association (ASQA). Flagstone State Community College has a duty as an RTO to deliver quality training and assessment across numerous industry areas based on National Training Packages.

The mission of the school, as a Registered Training Organisation, is to deliver quality training across a range of selected industry areas in accordance with the National Training Packages. FSCC 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 RTOs.

Legislative Requirements

Flagstone State Community College will meet all legislative requirements of State and Federal government. In particular, Workplace Health and Safety, Workplace Relations and Vocational Placement standards will be met at all times.

Access and Equity

All students will be recruited in an ethical and responsible manner and consistent with the requirements of the curriculum or National Training Package. Our Access and Equity Policy ensures that selection decisions comply with equal opportunity legislation.

Appropriate, qualified staff will assess the extent to which the applicant is likely to achieve the stated competency standards and outcomes of the course, based on their qualifications and experience.

This school strives to meet the needs of each student through incorporating access and equity principles and practices which acknowledge the right of all students to equality of opportunity without discrimination.

Access and equity procedure

Staff and students, in their induction to the school, are made aware of the school’s access and equity policy and that they may contact the Head of Departments for information and/or support on the school’s access and equity policy.

Access and Equity for the vocational education and training system at Flagstone State Community College 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 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.
• VET curriculum areas will be adequately resourced with teachers with the right qualification in order to ensure you have quality outcomes
• VET training and assessment will be in line with industry standards to ensure quality outcomes for students
• A variety of training/assessment methods will be used to cater for the different ways in which students learn
• All students will be actively encouraged to participate in the VET programs irrespective of background/cultural differences.

Quality Management Focus
Flagstone State Community College has a commitment to providing a quality service and a focus on continuous improvement. We value feedback from students, staff and employers for incorporation into future programs. This feedback can be passed on to your VET teacher or their HOD.

Internal Review
At Flagstone State Community College, each Head of Department will implement a system of internal review. Meetings are held each year with representatives or employers from the relevant industry areas, students, staff and administration. Reports are tabled and feedback documented. The internal review process assists in the development of quality training and assessment.

Internal Audit
An internal audit will be held at Flagstone State Community College each year. The internal audit typically focuses on assessing the degree of compliance with internal organisational policies and procedures set up to assist the organisation to meet external criteria such as the ASQA standards and legislation.

External Audit
Flagstone State Community College has agreed to participate in external monitoring and audit. This covers random quality audits, audit following compliancy and audit for the purposes of re-registrations.

Client Service
Flagstone State Community College has sound management practices to ensure effective client service. In particular we have client service standards to ensure timely issue of student assessment results and qualifications. These will be appropriate to the competency achieved and issued in accordance with national guidelines. We have an agreement with the QSA for the issuing of qualifications.

Our quality focus includes a Recognition of Prior Learning Policy, a fair and equitable Refund Policy, a Complaints and Appeals Policy, an Access and Equity Policy and student welfare and guidance services. Where necessary, arrangements will be made for those clients requiring literacy and/or numeracy support programs. We will take every opportunity to ensure that this information is disseminated, understood and valued by personnel and clients.

Our student information will ensure that all fees and charges are known to students before enrolment, that course content and assessment procedures are explained and that vocational
outcomes are outlined.

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:
- VET teacher
- Heads of Departments
- Principal and Deputy Principals
- Guidance Officer
- Industry Liaison Officer
- Learning Support Teachers
- School-based Youth Health Nurse
- Industry Placement Officer
- Youth Service - Youth Worker
- Indigenous Support Worker
- Chaplaincy support.

The School
- Recognises the importance of students receiving a broad-based education, comprising both general and vocational education and training;
- Is registered with the Queensland Studies Authority to provide the vocational education components of the Training Packages;
- Has access to the facilities and resources required for the registered vocational education and training programs;
- Has in place an assignment/assessment policy that applies to all subjects offered at the school;
- Has a process in place that enables students to apply for Recognition of Prior Learning (RPL) for vocational education competencies; and
- Has a process for addressing any concerns a student may have and offers the students access to a range of people who can provide him/her with advice and guidance about the vocational education program at the school, for example teachers, head of department, career guidance officers and administrators.
- The school has an active Workplace Health and Safety Committee. It is the responsibility of all members of the school community to ensure our school is a safe environment in which to work.

The Student
- Makes a serious commitment to his/her studies at school;
- Attends training provided by training providers outside normal school hours and meets the cost of transport and materials as required;
- Participates in structured workplace learning (where program requires this) as arranged by the school; and
- Meets the expectations and demands of the school in terms of participation, cooperation, punctuality, successful submission of work and high standards of behaviour and conduct.
- Be aware that an employer may require student to compete a criminal record check,
if required, eg: Early Childhood placement. This will be competed at the student’s expense.
➢ Students may access own personal records at any time by approaching the teacher or
the Head of Department (HOD). No staff member of this school can provide information
about you to a third party without your written permission.

Enrolment and Admission Procedures

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.

A course outline indicating units of work, units of competency, assessment requirements,
materials, and equipment required will be provided at subject selection evening and in the Year
11 and 12 subject selection handbook.

An enrolment form (subject selection form) will be completed by students and upon enrolment
the following details will be provided in the first week of lessons:
- a student record book (if applicable) will be issued
- RPL process and grievance processes will be discussed
- the Code of Practice
- vocational outcomes and opportunities will be discussed
- credit transfers will be outlined

A student file and profile for the two year course of study will be established and maintained.

Vet Assessment Policy Principles

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

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

(ii) Information given to students, on the assessment cover sheet, will include:
- link between the item/s and the competencies being assessed
- advice about the assessment methods
- assessment procedures
- the criteria against which they will be assessed
- when and how they will receive feedback
- space for comments and feedback
- the mechanism for appeal

(iii) Students are able to sight their profile sheet of results in each VET subject at any time
throughout a 2-year course.

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

(v) Any special geographic, financial or social needs of students will be considered in the
development and conduct of the assessment.
(vi) Reasonable adjustment will be made to the assessment strategy to ensure equity for all students, while maintaining the integrity of the assessment outcomes.

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

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

**Vet Assessment Policy**

Competencies studied at Flagstone State Community 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 can apply this in a practical way in a workplace setting to industry standard.

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. This allows students to become competent as their skills improve.

Assessment of competencies will be graded as either:
- WTC - Working Towards Competency
- C - Competent
- NYC - Not Yet Competent

**Assessment Procedures**

- The school’s assessment policy is to be followed by students studying subjects with a VET outcome
- Procedures for extension to assignments are outlined in the School’s Assessment Policy.
- School’s Assessment Policy is outlined in the Student diary
- Studies completed prior to enrolling in your VET course can be recognised through the RPL process
- Units of competency can be repeated, resat or revisited if unsuccessful at the first attempt
- You should negotiate with your teacher if you believe certain types of evidence should be collected to validate your competency
- After commencement of a course, it is possible for students entering late, to undertake all units of competency by completing additional studies
- Competencies can sometimes be assessed in the workplace when on work placement or in your casual jobs
- Assessment results may be appealed by following the appeals procedure

**Competency-based Assessment**

Competency-based assessment is the process of collecting evidence and making judgments about whether or not you have the knowledge and skills to meet the performance criteria required in the workplace. For example, are you able to use workplace equipment competently?
With this type of assessment you will be given more than one opportunity to gain competency in particular units of competency or learning outcomes.

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, expected 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 you can do a task on its own, but you must be able to demonstrate that you can do it in a range of different circumstances, as outlined above.

Possible Assessment Items
In each semester you will complete a number of items of assessment that will be used to assess your level of achievement in this subject. These may take the form of:-

- Objective and short answer/response tests
- Written responses
- Response to stimulus material
- Research and project work
- Practical work
- Oral presentations
- Presentation of information
- Procedural applications
- Demonstrations
- Teacher observation

Assignments, Examinations and Practical Assessments
The framework for assessment tasks gives students a number of attempts to demonstrate competency. If successful on the first attempt, students will not need to present a second attempt. Your teacher or subject area Head of Department will advise you regarding this provision.

The expected completion date for submission of assignments will be clearly set out in the school ASSESSMENT CALENDAR as well as on the Assessment Cover Sheet.

Students who submit assignments by this due date, but who are unsuccessful in demonstrating
competency, will receive appropriate feedback and support before submitting their second assessment attempt. This second assessment attempt will be scheduled by teachers to fit in with the program planning and timetabling demands of the course. This second assessment task need not be the same as the first assessment task but will assess the same element/s of competency or outcome/s of the unit of competency.

Training and Assessment Standards
Flagstone State Community College has personnel with appropriate qualifications and experience to deliver the training and facilitate the assessment relevant to the training products offered. Assessment will meet the national assessment principles (including Recognition for Prior Learning and Credit Transfer). Adequate facilities, equipment and training materials will be utilised to ensure the learning environment is conducive to the success of students.

Language, Literacy and Numeracy
If you are undertaking a VET subject you will find that basic literacy and numeracy elements have been incorporated. This should help you learn these basic literacy/numeracy components more readily, as they are being delivered and assessed in the context of an industry vocational area of your liking or choice.

If you feel you need additional language, literacy or numeracy support, please approach your teacher who will arrange this support.

International Students
Flagstone State Community College will be bound to the Education Services for Overseas Students (Registration of Providers Financial Regulations) Act 1991.

Sanctions
Flagstone State Community 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 Registered Training Organisation withdrawn.

Program Outcomes and Benefits
The benefits of being a student in our VET courses include:-
- Achievement of national qualifications recognised by industry
- Insight into career pathways and further education pathways
- Credit for/articulation of qualifications to reduce further study time or apprenticeship time
- Points earned towards Queensland Certificate of Education
- Having VET results recorded on Senior Certificate and an industry specific vocational Certificate or Statement of Attainment
- Taking part in competency based training and assessment
- Recognition for relevant skills and knowledge achieved before studying your VET subject (RPL) (Ask your teacher for an application form if you think you are eligible.)
Link off-the-job learning at school to on-the-job training in the workplace

**Work Experience**

Work Experience is open to students in years 10-12 subject. It provides you with an opportunity to experience the work environment over a short period, usually three - five days in duration. This is conducted during your vacation periods and is not directly linked to any particular subject. See the work experience coordinator if you wish to participate.

**Work Placement (Industry Placement)**

Students studying subjects with embedded Vocational Education elements or subjects offering 'Stand Alone' V.E.T. qualifications must participate in this program, whether that be through participating in activities in our simulated work environments here at school, or to go out to a company.

Unlike work experience, which is a 'one-off' experience or block, work placement is where you are placed in an organisation to carry out and experience work activities, which are directly related to the vocational elements of your nominated vocational subject. All students who are enrolled in vocational qualifications may need to attend work placement related to their area of study in years 11 and 12. The teacher will advise the student, on commencement of the course of any work placement requirements involved in the course.

If you have part-time work or engage in other activities that align with the competencies of your course you may be permitted to substitute this for your work placement. This is to be negotiated with your teacher in consultation with their HOD.

You will be required to obtain basic workplace health and safety skills and participate in a workplace education program prior to participating in work placement.

See your subject teacher, the Guidance Officer, the Industry Liaison Officer, or the Vet coordinator for advice.

**School-Based Traineeships & Apprenticeships**

A School-Based Apprenticeships and Traineeships (SATs) involves you undertaking on-the-job training in a chosen vocational field, enabling students to gain units of competency and entire qualifications in addition to your senior schooling qualifications. These courses are nationally recognised qualifications and may be completed anywhere in Australia.

In order to undertake a SAT, some variations to your school timetable as well as out of school hours work experience and training is required. The training is often undertaken on the job, although this may involve private providers such as T.A.F.E. delivering training either on campus or at school. It is usual that students ‘drop’ at least one school subject in most cases to complete the training. It is the students’ responsibility to catch up incomplete work in subjects through liaison with teachers. These programs provide paid employment however it also requires a significant commitment to the training program and your normal school studies.

The school advertises vacancies for SATs when we are notified they exist. The school is not able to ‘find’ employment (or SATs) for students however we encourage and assist students where practical, in updating their resume, writing a letter of application and/or interview skills
to enhance their chances of securing a position.

SATs and School VET
It is not uncommon for students on a SAT to be working in an area that has competencies that align with a VET course they are doing at school. Teachers are encouraged to arrange a time to visit students in the workplace and discuss the student’s achievements and ability with the employers. The employer is not able to assess a student in relation to a competency however; teachers can use this information in assessing a student.

Classroom Occupational Health and Safety Expectation
The safety and wellbeing 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
- Report unsafe acts or equipment to a teacher/trainer and observe good house keeping practices
- Report all injuries or “near misses” to a teacher/trainer

As a requirement students are obligated to follow and apply Occupation Health and Safety as part of the course content and structure. In adhering to Occupational Health and Safety Guidelines, students are required to wear the correct personal protective equipment (PPE) that would be mandated within industry areas of study. Additional information for each Certificate requirements will be handed out upon each course induction.

First Aid
First Aid Kits are available at a number of locations through the school. A member of staff trained in first aid should carry out any treatment necessary. Staff or students should not handle injuries which involve spilled blood without wearing gloves.

VET Curriculum Subject levies
Some Certificate subjects attract an equipment levy which is over and above the school’s student resource scheme payments. Refer to the subject selection handbook and student resource scheme for information on extra levies attached to certain certificate subjects.

REFUND POLICY
If a student leaves this school after having paid the fees a pro-rata refund may be made. The refund will be calculated on the full fee. Any refund will be reduced by the cost to the school of replacing lost or damaged resources. Parents of students who change schools during the year are reminded that it is their responsibility to apply for a refund prior to leaving. Refunds are made on the basis of total amount payable as well as the period of the year which has elapsed.
RISK MANAGEMENT
The Principal is responsible for assessing and managing risks associated with all aspects of the school’s operations, including that as an RTO. The Principal will follow the school’s risk management policy and procedures.

Complaints
If you have a complaint, query or concern, please ensure you speak up so something can be done to help you. Usually the first person you should approach is the person whose behaviour is causing the problem or the person responsible for the area.

Complaints Policy
Any person wishing to make a complaint against the school concerning its conduct as an RTO, whether a complaint, appeal or other matter, shall have access to the complaints procedure. All formal complaints will be heard and decided within 15 working days of the receipt of the written complaint by the school.

Complaints Procedure
Persons with a complaint concerning the manner that the school conducts its responsibilities as an RTO, have access to the following procedure:

Informal complaint
• The initial stage of any complaint shall be for the complainant to communicate directly with the operational representative of the school, e.g. the teacher, who will make a decision and record the outcome of the complaint
• Person(s) dissatisfied with the outcome of the complaint to the teacher may then complain to the relevant Head of Department (HOD) or equivalent, who will make a decision and record the outcome of the complaint.
• Person(s) dissatisfied with the outcome of the complaint to the relevant HOD may initiate a "formal complaint"

Formal complaint
• Formal complaints may only proceed after the informal complaint procedure has been finalised.
• The complaint and its outcome shall be recorded in writing.
• On receipt of a formal complaint the principal shall convene an independent panel to hear the complaint; this shall be the ‘complaint committee’
• The complaint committee shall not have had previous involvement with the complaint and should include representatives of:
  o the principal
  o the teaching staff
  o an independent person
• The complainant shall be given an opportunity to present his/her case to the committee and may be accompanied by one other person as support or as representation
• The complaint committee will make a decision on the complaint
• The complaint committee will communicate its decision on the complaint to all parties in writing within 5 working days of making its decision.
Mutual Recognition OF Qualifications Issued by Other RTOs
Flagstone State Community College will recognise all qualifications issued by any other RTO. The school will seek verification of the certification from the relevant RTO where there is some ambiguity. Flagstone State Community College, as a nationally Registered Training Organisation recognises all qualifications and units of competency which an individual has previously obtained from another R.T.O., which is registered under A.Q.T.F. authority guidelines. It is important to note that all other Registered Training Organisations must also recognise any qualifications or competencies obtained by individuals at Flagstone State Community College.

a. In the first class of the year, the teacher will make students aware that any existing qualifications they possess will be recognised by the school.
b. If a student presents a qualification to the teacher, the teacher will take a copy and bring it to the attention of the relevant head of department or equivalent.
c. The head of department or equivalent will verify the authenticity of the qualification.
d. Once the qualification is verified, the teacher will give the student exemption from the units of competency or modules identified in the qualification and update the student’s records accordingly.

Recognition of Prior Learning (RPL)
RPL means getting credit for what you know no matter where or how you learnt it - if your knowledge and skills are of the same standard as required in your vocational course. Any vocational education competencies in your vocational education course through activities undertaken at work, in another subject, at home or elsewhere, you may not have to do those parts again. Students should discuss RPL with your teacher. (R.P.L. forms included in Appendix 6). The process is summarised in the flowchart on page 16 (Figure 1).

RPL will allow you to:
- Progress through the course at a faster rate
- Do only new work (and not repeat the work in which you are already competent) Have your knowledge and skill level formally recognised.

What learning might count towards RPL?
- Knowledge and skills learnt in:
  - Other subjects
  - Work experience or industry placement
  - A part-time job or unpaid work
  - Hobbies, activities, clubs and sports interests inside or outside school
  - Activities you undertake as part of your family, holiday, home routines

In what parts of the course does RPL apply?
RPL can only be granted for the Vocational Training Programs (Modules) in the course you are studying. (These are the job-related knowledge and skills areas of the course.) Each Vocational training program (module) has a number of learning outcomes.

You can apply for RPL in either an entire training program (Module) or in individual learning outcomes.
If you decide to take advantage of RPL: ask for specific information about the learning outcomes of the module/training program. Complete the RPL Application Form in detail from...
the back of the booklet (and attach all relevant evidence). You may be asked to attend an interview, or to do a practical task, or to provide more information.

How does RPL assessment work?
An assessor (usually your class teacher) will take through your application. The assessor will look at the evidence you have provided in the application (and perhaps in an interview) to decide on the outcome of your application. This will be completed with either one of the Head of Department, Deputy Principal or Chief of School (Principal) to maintain a high standard of processing for RPL and quality assurance this process. If the teacher, Head of Department, Deputy Principal or Chief of School does not have sufficient evidence to grant RPL, you may be asked to do a practical test to demonstrate competency.

After the RPL assessment is finished you will be notified of the result in writing, i.e.
- successful
- partially successful
- unsuccessful

If you disagree with the outcome you may appeal.
The evidence you gather for your application might include:
- Products and/or records of your work
- A personal report
- A referee's report
- Examples: Products of your work
- Samples of work you have completed
- Work Experience/industry placement records
- Qualifications gained
- Coaching Certificates
- Senior First Aid Certificates
- Magazine or Newspaper articles about you
- Prizes, certificates or other forms of commendation
- A Personal Report (The Personal Report is written by you and is a concise description of activities and functions that you have carried out. It should be related to the training program (module) for which you are seeking RPL. The Personal Report can never stand alone as sufficient evidence of competence.)
- Letters from others to support your claim - eg. managers, customers, colleagues, previous employer.
- Reports from a manager who witnessed specific activities undertaken.

A Referee's report should include:
- A company heading
- The name of the supervisor or manager
- Period of employment
- List of competencies developed or tasks undertaken
- Signature and position of the person verifying the claim
- The date
Figure 1. RECOGNITION OF PRIOR LEARNING (R.P.L.) FLOWCHART

1. Complete R.P.L. form obtained from your teacher. Submit the form to your teacher

3. Participate in interview with teacher (compulsory)

3. Undertake Assessment (teacher’s discretion) 3. Carry out alternative requirements (teacher’s discretion)

4. Teacher notifies student of result of RPL application

SUCCESSFUL  UNSUCCESSFUL

5. RPL Learning Outcomes or Units of Competency recorded -

5. Accept decision undertake further training

SUCCESSFUL

UNSUCCESSFUL

5. Submit RPL Appeal Form to teacher

6. HOD / Admin Assesses application
RPL Checklist for students

To ensure an effective RPL process, students should:

☐ Obtain information about RPL.
☐ Obtain a copy of the Student Record Book/Training Record Book for the vocational training program(s) of your subject
☐ Read the relevant learning outcomes for the modules/training programs as listed in the Student Record Book/Training Record Book
☐ Access your abilities/competencies, with guidance from your teacher and/or counsellor in the learning outcome(s)/modules/training programs
☐ Decide if you think you possess the knowledge and skills of the learning outcome(s)/module/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
  1) that you have gained RPL (go to 10)
  2) that you need to supply more information AND/OR attend an interview (go to 7)
  3) that you have not gained full/partial RPL and you receive feedback (go to 12)
☐ Ensure your Student Record Book/Training Record Book is signed off
☐ (If you were partially successful) you may decide to progress more quickly through the module/training program by completing only those aspects for which you do not have prior learning. This completes the RPL process for your application
☐ (If you were unsuccessful) you may decide to request an RPL Appeals Form
☐ Gather further evidence that supports your application
☐ Submit your completed RPL Appeals Form and further evidence to the person nominated in the school's grievance policy, who will arrange for a second suitably qualified person to access the evidence
☐ Receive a notification about whether
  ➢ you have gained RPL [go to 10]
  ➢ you have not gained full/partial RPL and receive feedback [go to 17]
☐ Seek to progress more quickly through the module/training program by completing only these aspects for which you do not have prior learning
Vet Questionnaire for Students

Name (optional): __________________________________________

Course name: ____________________________________________ Date: ____________________

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the start of your program of study were you given enough information about your qualification?</td>
<td></td>
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<tr>
<td>Has your teacher given/shown you a course outline?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you been given/shown an assessment outline including school assessment planner?</td>
<td></td>
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<tr>
<td>Various assessment methods have been used.</td>
<td></td>
<td></td>
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<tr>
<td>Have you been made aware of the following policies and procedures:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Legislation that affects me</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Student Complaints and Appeals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Access and Equity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Recognition of Prior Learning (RPL)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Recognition of Qualifications issued by other RTOs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(These are all found in your VET Student Handbook)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are you aware that you can access your own records and have been informed of this process?</td>
<td></td>
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<tr>
<td>The course has met your expectations at this stage.</td>
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<tr>
<td>The teacher has demonstrated good industry knowledge</td>
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<tr>
<td>Do you understand what VET qualification you have the opportunity of completing and how it will assist you after you finish school?</td>
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</tbody>
</table>

Please provide feedback/comments about your VET program – please provide any suggestions on how policies and procedures could be better explained and or communicated to students.
VOCATIONAL EDUCATION AND TRAINING
STUDENT/PARENT CONSENT FORM

__________________________________________ of Flagstone State Community College

(Full name of student)

and (if student if under 18 years of age)

(Parent/Guardian Name)

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

- Queensland Studies Authority (QSA)
- Department of Employment and Training (DET)

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

I also agree to this school showing copies of any of my VET completed assessment tasks to the QSA should they undertake an external audit of the school. I understand that student work is required in order to satisfy the QSA that all assessment is of the correct industry standard.

B ACKNOWLEDGEMENT OF RECEIPT OF INFORMATION
I also acknowledge that my student is completing the following VET course/courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>✓ if completing this course</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUF10107</td>
<td>Certificate I in Creative Industries</td>
<td></td>
</tr>
<tr>
<td>CUF20107</td>
<td>Certificate II in Creative Industries (Media)</td>
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</tr>
<tr>
<td>CUF30107</td>
<td>Certificate III in Media</td>
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<tr>
<td>CPC10111</td>
<td>Certificate I in Construction</td>
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<tr>
<td>BSB10112</td>
<td>Certificate I in Business</td>
<td></td>
</tr>
<tr>
<td>BSB20112</td>
<td>Certificate II in Business</td>
<td></td>
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<tr>
<td>MEM10105</td>
<td>Certificate I in Engineering</td>
<td></td>
</tr>
<tr>
<td>SIS10112</td>
<td>Certificate I in Sports and Recreation</td>
<td></td>
</tr>
<tr>
<td>SIS20312</td>
<td>Certificate II in Sport and Recreation</td>
<td></td>
</tr>
<tr>
<td>0981QLD</td>
<td>Certificate II in Workplace Practices</td>
<td></td>
</tr>
<tr>
<td>SIT10212</td>
<td>Certificate I in Hospitality</td>
<td></td>
</tr>
</tbody>
</table>
ICA10111  Certificate I in Information, Digital Media and Technology
ICA20111  Certificate II in Information, Digital Media and Technology
UEE22011  Certificate II in Electrotechnology (Career Start)
UEE22111  Certificate II in Sustainable Energy (Career Start)
CUS20109  Certificate II in Music
CHC30708  Certificate III Children Services

I also acknowledge that in the event that Flagstone State Community College does not have a qualified staff member for VET qualifications or accredited courses, the qualification or course will not start. If this occurs after training starts, Flagstone State Community College will make arrangements for the course to be completed with another RTO who has the qualified staff.

I also acknowledge that I have can access the Flagstone State Community College VET Student Handbook on the school’s website which contains information on the topics listed below. I and acknowledge that I have read this Handbook and understand that I can access further information on some of these topics should I wish to do so.

- Student selection, enrolment and induction procedures
- Course information, including content and vocational outcomes Senior Subject Selection
- Fees and charges, including refund policy
- Provision for language, literacy and numeracy support
- Student support, welfare and guidance services
- Flexible learning and assessment procedures
- Complaints and appeals procedures
- Staff responsibilities for access and equity
- Recognition of Prior Learning (RPL) arrangement
- Recognition of AQF qualifications and Statement of Attainment issued by another RTO

Date: _____________________  Signature of Parent _____________________

Signature of Student ________________________________________________
COMPLAINT FORM

Student’s Name: ___________________________ Subject/Course: ___________________________

Date: ______________________

Nature of Complaint

Please use specific details (dates, etc) and attached any supporting evidence (work produced for a requirement assessment, assessment criteria, teacher feedback, etc)

__________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________

How would you like to see this resolved?

__________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________

Complaint Against ____________________________

Student’s Signature ___________________________ Parent’s Signature ___________________________

Accepted by ___________________________ Position ___________________________
COMPLAINT RESOLUTION FORM

Student’s Name: _______________________________ Subject/Course: ________________

Date: __________________

Nature of Complaint (Brief description only)
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Resolution
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

I AGREE TO THE ABOVE RESOLUTION

Parent/Guardian Name (if student under 18) Parent/Guardian Signature (if student under 18) Date
Student Name (if over 18) Student signature (if over 18)

Staff Member Name Staff Member Signature Date

Principal Name Principal Signature Date
RPL APPLICATION FORM

Student name: _______________________________ Date: _____________________

Course: __________________________________________

Units of competency | Details of relevant previous experience including formal training, work experience and life experience (interests, skills etc.) | Attach copies of relevant evidence

<table>
<thead>
<tr>
<th>Code</th>
<th>Name</th>
<th>Assessor's comments and recommendations</th>
<th>Comp.</th>
<th>NYC</th>
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<tbody>
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</table>

You need to attach copies of relevant evidence: for example, a letter or report from an employer or coach, training booklet or report.

Student’s signature: _______________________________ Date: _____________________

Assessors Name and Signature: ____________________________ Date: _____________________
RPL NOTIFICATION

...........................................................................................................(name of student) has been granted Recognition of Prior Learning for the following units of competency:

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

No information is printed below this line.

OR

...........................................................................................................(name of student) has not been granted Recognition of Prior Learning for the following units of competency:

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

No information is printed below this line.

...........................................................................................................  ....................................................

Assessor's signature Date
Acknowledgements

I ………………………………………………………………………………………………………………………………………………… as a student undertaking a VET course at Flagstone State Community College understand that my assessment is ongoing and as a result will not receive full accreditation of my Certificate until its completion.

........................................................................................................ ........................................................................
Student signature                                           Date

........................................................................................................ ........................................................................
Parent signature                                             Date

Acknowledgements

I ………………………………………………………………………………………………………………………………………………… as a student entering a VET course after its commencement at Flagstone State Community College, understand that I will not receive full credit points towards my QCE unless I have achieved all competencies across the course.

........................................................................................................ ........................................................................
Student signature                                           Date

........................................................................................................ ........................................................................
Parent signature                                             Date
Vocational Education & Training Service Agreement
2014

Dear Student,

At Flagstone State Community College you have been enrolled in the following VET certificate subject: ____________________________________________

This enrolment occurred on: _________________________

Whilst you are enrolled in this VET subject you are required to adhere to the following:
• Follow all school rules
• Purchase and bring to class all equipment needed within 21 days of commencement
• Participate productively whilst in all classes.
• Complete all assessment tasks required for each competency to the best of your ability
• Attend school regularly
• Attend work experience if required by the qualification

If you do not adhere to the above behaviours you will risk consequences and possible cancellation of enrolment from the subject. If you fail several assessment tasks on competencies that cannot be caught up, your enrolment from the subject may be cancelled.

In turn the school will provide you with:
• regular access to your student profile
• verbal and written feedback for assessment tasks
• every opportunity to complete your qualification
• information in regards to health & safety requirements and course information

Student Name: ____________________________ Signed:___________________________

Trainer Name:____________________________ Signed:___________________________

Principal (or on behalf of Principal)
Signed:_________________________ Parent: ___________________________

Poinciana Drive, Flagstone Q 4280
PO Box 517, Jimboomba Q 4280
Phone: 5547 9333 Fax: 5547 9300
email: the.principal@flagstonesscc.eq.edu.au