BENOWA
STATE HIGH SCHOOL

Handbook for VET Students

Vocational Education & Training (VET)

Respect

Integrity

Diligence

Compassion

Contents

What is the VET Quality Framework?

The VET Quality Framework (VQF) is aimed at achieving greater national consistency in the way providers are registered and monitored and in how standards in the vocational education and training (VET) sector are enforced. The VET Quality Framework comprises:

- the Standards for National VET Regulator (NVR) Registered Training Organisations
- the Fit and Proper Person Requirements
- the Financial Viability Risk Assessment Requirements
- the Data Provision Requirements, and
- the Australian Qualifications Framework

The Australian Qualifications Framework (AQF) provides the standards for Australian qualifications. It is an integrated policy that includes the requirements for issuing qualifications and statements of attainment. The vocational education and training sector delivers eight qualifications under this framework – from Certificate 1 to Vocational Graduate Diploma.

The Australian Qualifications Framework

Schools	Vocational Education	Universities
		Doctoral Degree
		Masters Degree
	Vocational Graduate Diploma	Graduate Diploma
	Vocational Graduate Certificate	Graduate Certificate
		Bachelor Degree
	Advanced Diploma	Associate Degree
		Advanced Diploma
	Diploma	Diploma
	Certificate IV	
	Certificate III	
Certificate II	Certificate II	
Certificate I	Certificate I	
Senior Secondary		
Certificates of Education		

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Subjection Selection and Induction

Benowa SHS is inclusive of all students regardless of sex, race, impairment or any other factor. Enrolment at Benowa SHS is processed through the Office.

Subject Selection forms are part of the SET Plan procedure in Year 10 and Subject Selection forms are processed through the Student Administration Office.

At the beginning of each course and when new students enter a subject the following information will be available:

- Student selection, enrolment and induction/orientation procedures
- Course information, including content and vocational outcomes
- Fees and charges, including refund policy and exemptions (where applicable)
- Provision for language, literacy and numeracy assistance
- Student support, welfare and guidance services
- Flexible learning and assessment procedures
- Appeals and complaints procedures
- Disciplinary procedures
- Staff responsibilities for access and equity
- Recognition of Prior Learning (RPL) arrangements
- Recognition of AQF qualifications and statements of attainment issued by other RTOs

Fees & Charges

Benowa SHS provides fees and charges information during the Subjection Selection process in Year 10.

Code of Practice

As a registered Training Organisation, Benowa SHS has agreed to operate within the Principles and Standards of the Standards for Registered Training Organisations 2015. This includes a commitment to recognise the training qualifications issued by other Registered Training Organisations. The school is registered to deliver a range of VET programmes under the direction of Queensland Studies Authority (QSA) and Department of Employment and Training (DET). The mission of the school as an RTO is to deliver quality training and assessment across a range of selected industry areas in accordance with the National Training Packages. Benowa SHS reserves the right to amend the code of practice to suit the needs of training organisations as required. All amendments will be in accordance with legislation governing RTOs.

Access and Equity

All students will be informed of the requirements of the curriculum or National Training Packages. Our Access and Equity Policy ensures that student selection decisions comply with equal opportunity legislation.

The access and equity guidelines at Benowa SHS 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. Any matter relating to access and equity will be referred to the Senior Schooling HOD, as the designated Access and Equity Officer.

Access and equity guidelines will be implemented through the following strategies:

- The school curriculum, while limited by the available human and physical resources, will provide for a choice of VET subject/s for all students
- Links with other providers, such as TAFE Institutes will be considered where additional resources are required. Students seeking TAFE enrolments must apply for permission to the Senior Schooling HOD, stating the subject they wish to enrol and the reasons for enrolment
- Access to school-based apprenticeships and traineeships may be available to students within appropriate parameters, such as the pool of available employers. All requests must sought through the HOD Senior Schooling.
- Where possible, students will be provided with the opportunity to gain a full Certificate at AQF levels I or II

- Access to industry specific VET programs will be available to all students regardless of gender or race.

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

Enrolment and Admission Procedures

Access to subjects with a VET outcome will be open to all students and will be offered according to viability of numbers and the availability of physical and human resources.

Courses with VET outcomes will be advertised to students through the 'Year 10 Subject Selection Handbook', and 'Senior Subject Selection Handbook'.

An enrolment form will be completed with personal details and special needs documented. The following details will be provided to students throughout their courses:

- a course outline indicating units of work, units of competency, assessment requirements, materials and equipment required and a training plan.
- A VET Student Handbook will be issued and discussed in Term 1
- RPL processes, credit transfers and complaints & appeals procedures will be outlined
- the School's code of practice
- details relating to assessment and reporting procedures, vocational outcomes and opportunities, certification and support services
- the availability of credit transfers to further study, employment and traineeships/apprenticeships
- access to their personal records
- VET student consent form
- details of school-based traineeships and apprenticeships

ASQA has waived the requirement for schools seeking registration and renewal of registration with QSA as delegate of ASQA, to submit to an assessment of financial viability. The waiver is granted on the grounds that the financial viability risk for Queensland's secondary school is considered low.

Client Service

The school has sound management practices to ensure effective service to students. In particular, service standards ensure timely issue of student assessment results and qualifications. These will be appropriate to competencies achieved and issued in accordance with national guidelines.

The school's 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, appropriate programs will be developed for those students requiring literacy and/or numeracy support. Every opportunity will be taken to ensure that such programs are disseminated to, understood and valued by staff, students and parents. Information relating to all fees and charges, course content, assessment procedures and vocational outcomes will be outlined prior to enrolment.

Language, Literacy and Numeracy Services

Language, literacy and numeracy assistance can be obtained from the course teacher. Where additional assistance is required this can be requested from the SEP Unit via the course teacher.

Student Support, Welfare and Guidance Services

Students have access to vocational, educational and personal counselling through the student welfare team:

The key staff members are:

- Head of VET Compliance
- Head of Senior Schooling
- Guidance Counsellor
- School Chaplain
- School Nurse
- Teacher Librarian
- Learning Support teachers
- Year Coordinator

Appointments can be arranged through the Student Administration Office or directly with some personnel. Enquiries can be made at the Student Administration Office.

Recognition of Qualifications issued by another RTO

a. The student will present a copy to the relevant HOD, who will bring this to the attention of the Senior Schooling HOD, for verification of authenticity. The verified copy of the qualification is placed in the student's file and the qualification is recorded on the Senior Data Capture System for possible use by the QSA in issuing the QCE and Senior Statement.

b. Once the qualification is verified, the Senior Schooling HOD 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.

RTO Assessments

At Benowa SHS assessment within VET subjects will focus on the achievement of competencies and the assurance of either a Qualification or Statement of Attainment will be obtained within the scope of its registration.

An assessment task sheet ensures students are informed of the context and purpose of the assessment and assessment process.

Various assessment pieces should be developed in consultation with industry using the moderation and validation template. An accompanying criterion sheet/profile sheet showing evidence of judgements made about student achievement and feedback needs to be provided to the student in a timely manner.

The assessment process not only needs to comply with these principles, it must demonstrate equity and address the cultural, language, literacy and numeracy needs of participants.

Students are to be advised of the assessment methods, complaints, appeals and RPL processes prior to enrolment into a VET course.

Recognition of Prior Learning Policy

All VET students shall have access to, and be offered, Recognition of Prior Learning (RPL).

At the beginning of each course, the VET teacher will be responsible to ensure that the students are informed of the Recognition of Prior Learning procedure. RPL information and forms can be obtained from the Senior Schooling HOD. This information will also be included in the 'VET Student Handbook'.   Teachers will remind students at the beginning of each new term and provide opportunities to engage in the RPL process.

When approached by a student seeking RPL, VET Staff will refer the student to the Senior Schooling. The Senior Schooling HOD will assist students in the following procedure:

1. provide the student with a copy of the 'RPL Student Application Form'
2. provide the student with information about the types of evidence that can be used to support the 'RPL Student Application Form'
3. the Senior Schooling HOD and relevant VET Staff member will make a prompt decision and notify students of the outcome of the RPL process
4. the Senior Schooling HOD will kept all copies of RPL applications on file
5. the relevant VET Staff member will update the students records if RPL is granted
6. if the student is not happy with the outcome of the RPL process they can obtain a copy of the 'RPL-Student Appeals Form' from the Senior Schooling HOD
7. the Senior Schooling HOD will look at each appeal on a case by case nature

- Each piece of evidence provided by the student must be:
  - Valid
  - Authentic
  - Current
  - Reliable
- If the piece of evidence meets these 4 criteria, then it is a sufficient piece of evidence.
- Even though a student may provide sufficient evidence which meets all of the criteria above, it does not automatically make the student competent overall.

Flexible Learning and Assessment Procedures

Training and assessment materials are developed to accommodate class sizes, student needs, delivery methods and assessment requirements.

Assessment Validation - A Moderation Process

All teachers of a course will continually review, compare and evaluate the assessment processes, tools and evidence contributing to their judgements.

Resources

If, for whatever reason, the school cannot maintain the relevant resources to deliver the Training Package or course, the school will attempt to provide students with alternative opportunities to complete the course and the related qualification. The school retains the right to cancel the course if it is unable to meet requirements.

Appeals and Complaints Procedures

Appeal
Application for an explanation on decisions made by the Registered Training Organisation.

Complaint
A complaint concerning the manner that the school conducts its responsibilities as a Registered Training Organisation.

Informal Complaint Procedure
- Student makes an informal complaint to the teacher
- Teacher makes a decision, communicates the decision to the student and records the outcome
  - If student is dissatisfied…
- Student makes complaint to the Head of Department (HOD)
  - If student is dissatisfied…
- HOD makes a decision, communicates the decision to the student and records outcome
  - If student is dissatisfied…
- Student makes a formal complaint

Formal Complaint Procedure
- Student makes a complaint to the HOD Senior Schooling
- Head of Department arranges and convenes a meeting of the complaint committee, the student (and a witness should the student or teacher wish)
- Complaint committee makes a decision, communicates the decision to the student and records

Glossary

TERM	EXPLANATION
Accredited Course	In areas where Training Package qualifications are not available accredited courses may be developed. The NTIS provides details of nationally accredited courses and the training providers delivering the training.
AQF	The Office of the Australian Qualifications Framework Council (AQF) is the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework. The AQF was first introduced in 1995 to underpin the national system of qualifications in Australia encompassing higher education, vocational education and training and schools.
Assessment	The process of gathering and judging evidence in order to decide whether a person has achieved a standard or objective.
Australian Council for Educational Research (ACER)	Creates and promotes research-based knowledge, products and services that can be used to improve learning across the life span. As a not-for-profit organisation, independent of government, ACER receives no direct financial support and generates its entire income through contracted research and development projects and through products and services that it develops and distributes.
Australian Skills Quality Authority (ASQA)	The national regulator for Australia's vocational education and training sector. ASQA regulates courses and training providers to ensure nationally approved quality standards are met.
AVETMISS	Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) is a nationally consistent standard for the collection and analysis of Vocational Education Training (VET) information throughout Australia. RTOs receiving public funding for VET training delivery are required to submit to DET at least once (or based on the number of times stipulated in the contract) AVETMISS compliant data.
CBA	Competency Based Assessment - the gathering and judging of evidence in order to decide whether a person has achieved a standard of competence.
Competencies (Core)	Identifies units of competency within a competency standard that an industry has agreed are essential to be achieved if a person is to be accepted as competent at a particular level. All units may be core, but in many cases competency at a level will involve core units plus optional or specialisation units of competency. Core competencies are normally those central to work in a particular industry.
Competency	The ability to perform tasks and duties to the standard expected in employment.
Competency (Current)	A competency currently possessed by a person. People can lose competence over time, and having been competent in the past may need further training and practice to demonstrate current competency.

Competency Standard	An industry-determined specification of performance which sets out the skills, knowledge and attitudes required to operate effectively in employment. Competency standards are made up of units of competency, which are themselves made up of elements of competency, together with performance criteria, a range of variables, and an evidence guide. Competency standards are an endorsed component of a Training Package.
Continuous Improvement	A planned process which allows an organisation to systematically review and improve the quality of its products, services and associated processes.
Entry-level Skill	A skill required to commence employment in an organisation or more generally, to gain entry into the workforce.
Entry-level Training	Training undertaken to gain entry into the workforce or further vocational education and training.
ESL	English as second language.
Evaluation	The process or results of an assessment or appraisal in relation to stated objectives, standards, or criteria; in vocational education and training may be applied to organisations, programs, policies, courses, etc.
Evidence Guide	The part of a competency standard which provides a guide to the interpretation and assessment of the unit of competency, including the aspects which need to be emphasised in assessment, relationships to other units, and the required evidence of competency.
Facilitator	A person who helps learners learn by discovering things for themselves.
Flexible Learning/Delivery	The provision of a range of learning modes or methods, giving learners greater choice of when, where and how they learn.
Generic Skill	A skill which is not specific to work in a particular occupation or industry, but is important for work, education and life generally, e.g. communication skills, mathematical skills, organisational skills, computer literacy, interpersonal competence, and analytical skills.
Moderation	(In assessment) the process of establishing comparability of standards of student performance across different courses, institutions or organisations, in order to ensure that assessment is valid, reliable and fair.
Mutual Recognition	A feature of the Australian Quality Training Framework which allows a registered training organisation (RTO) registered in one state or territory to operate in another without a further registration process, qualifications and statements of attainment issued by any RTO to be accepted and recognised by all other RTOs, and Training Packages endorsed by the National Training Framework Committee to be delivered by all RTOs registered to do so.

National Skills Framework	The National Skills Framework has been developed to simplify the way training is regulated, who is responsible for it, and how high standards of quality can be guaranteed within Australia's training system. The National Skills Framework consists of two interconnected features: • Quality Delivery, which is ensured through the Australian Quality Training Framework's standards for Registered Training Organisations and registering authorities (STAs); • Quality Training Products including Training Packages, accredited courses and supporting material.
National Training Quality Council (NTQC)	Endorses Training Packages, and advises the ANTA Board on policies to ensure quality and national consistency of training outcomes and the relevance of training to industry and regional needs.
Non-compliance	In relation to RTOs means failure to comply with one or more of the Australian Recognition Framework Standards for Registered Training Organisations
Performance Criteria	The part of a competency standard specifying the required level of performance in terms of a set of outcomes which need to be achieved in order to be deemed competent.
Prerequisite	(In vocational education and training) a requirement for admission to a particular course or module, e.g. satisfactory completion of a specific subject or course, at least five years in the workforce, etc.
Prevocational Course	A course designed to prepare people for vocational education and training or work, including bridging courses, basic literacy and numeracy training, or training in job skills.
Prevocational Education	Education preparing learners for the world of work, including counselling on career choices, training in general work skills and habits, and work experience.
Qualifications	The qualifications arising from Training Packages comprise particular combinations of endorsed competencies that are meaningful in the industry or enterprise context and packaging against AQF qualifications. Training Packages may include a range of qualification from across these levels, including more than one qualification at a particular level where this is necessary to accommodate the needs of different industry streams or sectors, or to support multiple entry and exit points.
Quality Assurance	The systems and procedures designed and implemented by an organisation to ensure that its products and services are of a consistent standard and are being continuously improved.
Recognition of Current Competencies (RCC)	The acknowledgement of competencies currently held by a person, acquired through training, work or life experience.
Recognition of Prior Learning (RPL)	The acknowledgement of a person's skills and knowledge acquired through previous training, work or life experience, which may be used to grant status or credit in a subject or module.

Registered Training Organisations (RTO)	An organisation registered by a state or territory recognition authority to deliver training and/or conduct assessments and issue nationally recognised qualifications in accordance with the Australian Quality Training Framework.
Reliability	(In assessment) the consistency of an assessment outcome; for example, different assessors using the same evidence making the same judgement, or the same assessor making the same judgement about the same evidence on different occasions.
Renewal of Registration	In relation to RTOs means the subsequent registration of a training organisation following an audit and evaluation, conducted prior to the expiry of the initial registration period, of a registered training organisation against the requirements of the Australian Recognition Framework Standards for Registered Training Organisation.
Retention Rate	The proportion of a group of learners or participants starting who continue to a particular level, e.g.the proportion of school students who complete Year 12.
Scope of Registration	In relation to a training organisation means the identification of the particular services that the registered training organisation can provide. The scope of operation of a registered training organisation is also defined by specific Australian Qualifications Framework qualifications or competencies within Training Package/s and/or accredited courses.
Self-assessment	A process in which learners or organisations assess their own performance against particular standards or criteria; (in competency-based training) a process in which learners assess their own performance against competency standards; (in quality endorsement) a process in which an organisation assesses the extent to which it satisfies the criteria for quality endorsement, identifying opportunities for improvement.
Self-directed learning	Learning in which the learner is the principal driving force, deciding how, when, and at what pace learning takes place.
Self-paced learning	Learning undertaken at a learner's own pace.
Skill	An ability to perform a particular mental or physical activity which may be developed by training or practice.
Skills Transfer	The transfer of skills or competencies from one work context to another.
Stakeholder	A person or organisation with an interest or concern in something. In vocational education and training, the stakeholders include governments, purchasers of training, providers of training, industry, industry training advisory bodies, clients and the community.
Statement of Attainment	Certification issued to a student for partial completion of a qualification, including, where relevant, the units of competency achieved under nationally endorsed standards. Achievements recognised by statements of attainment can accumulate towards a qualification within the Australian Qualifications Framework.
TAS	Training and Assessment Strategy

Training Package	Flexible national products developed by industry to ensure quality training outcomes and meet current and emerging vocational skill needs.
Validation	(In research etc.) a process for confirming the correctness or soundness of information or findings. (2) (in quality assurance) an external process of verifying that an organisation satisfies the criteria for quality endorsement.
Validity	The soundness of the interpretation and use of the results of an assessment.
VET	Vocational Education and Training
VTA	Vocational Training Area

Recognition of Prior Learning (Rpl) - Application

When submitting this application, you (student) will need to provide adequate evidence that you have demonstrated competence in this area within the workplace. Any relevant documents/evidence that you can provide, along with this application will improve your chance of a successful outcome. All sections of this form must be completed sufficiently and correctly.

Student name: _____Certificate code/title: _____ / _____

Unit of competency (for request of RPL):
_____

Part A – Employer assessment of student	Part B – Trainer/Assessor assessment of RPL application	
Overall, please indicate which level of competence you believe the student demonstrates. Please complete marking criteria before making this judgement. ☐ Highly competent (Highly skilled) *OR* ☐ Competent (Adequately skilled) *OR* ☐ Working towards competent (More work on skills required)	Evidence provided by student is: ☐ Authentic ☐ Valid ☐ Current ☐ Reliable	Documents provided: _____ _____ _____ _____
Comments from employer: _____ _____ _____ Signature of employer: _____ Date: _____ / _____ / _____	Name of Trainer/Assessor: _____ Date of RPL assessment: _____ / _____ / _____ Signature of Trainer/Assessor: _____ Outcome of RPL: ☐ Sufficient Evidence Towards Competency ☐ Insufficient Evidence Towards Competency	

Part C – Student self-reflection questions

1. Can I do all the work tasks and activities that are covered by the units of competency? (explain)

_____

2. If not, what parts do I have difficulty with and would benefit from further training? (explain)

_____

_____

3. Do I know and understand all of the things I need to carry out the workplace activities? (explain)

_____

4. Are there any gaps in my knowledge and understanding where I would benefit from some additional training? (explain)

_____

5. What evidence do I have to support my application for RPL?

_____

Part D - Feedback from Trainer/Assessor to student regarding RPL

_____

_____

_____

MARKING CRITERIA

Completed by Trainer/Assessor		Completed by Employer
Elements of competency (from training package)	Questions from Trainer/Assessor to Employer	Please tick if the learner demonstrates this skill/technique/ability

Signature of employer: _____   Date: _____ / _____ / _____

Signature of Trainer/Assessor: _____   Date: _____ / _____ / _____