MACKAY STATE HIGH SCHOOL
(RTO NO 30393)

VOCATIONAL EDUCATION AND TRAINING (VET)

STUDENT INFORMATION HANDBOOK

2016
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1. INTRODUCTION

1.1 Purpose of this handbook

This handbook has been written to provide Vocational Education and Training (VET) students with important information about the VET programs offered by this school as well as about your rights and responsibilities as a VET student. VET stands for Vocational Education and Training. 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 anything about which you are unsure. You should keep this handbook for reference throughout your enrolment.

You should also know that the contents of this handbook in many instances represent the key points of various VET Policies and Procedures developed by this school. You can access full copies of all policies and procedures by accessing T:/Common/VET on the school’s network, or by approaching Mrs. Barnard (HOD – Senior Schooling).

1.2 The Australian Qualifications Framework

Some of the VET programs offered by this school can lead to nationally recognised qualifications – a certificate if you complete all of the requirements of the qualification, or a statement of attainment for those parts that you do successfully complete (if you do not complete the full qualification). This certificate/statement of attainment will be recognised throughout Australia.

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/modules in each, assessment requirements and vocational outcomes.

VET courses offered at Mackay State High School in 2016 include:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>QCE Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPC10111</td>
<td>Certificate I in Construction</td>
<td>3 credits</td>
</tr>
<tr>
<td>MEM10105</td>
<td>Certificate I in Engineering</td>
<td>3 credits</td>
</tr>
<tr>
<td>MSF10113</td>
<td>Certificate I in Furnishing</td>
<td>2 credits</td>
</tr>
<tr>
<td>MSA10107</td>
<td>Certificate I in Manufacturing (Pathways)</td>
<td></td>
</tr>
<tr>
<td>BSB20115</td>
<td>Certificate II in Business</td>
<td>4 credits</td>
</tr>
<tr>
<td>ICT20115</td>
<td>Certificate II in Information, Digital Media and Technology</td>
<td>4 credits</td>
</tr>
<tr>
<td>SIS20313</td>
<td>Certificate II in Sport and Recreation</td>
<td>4 credits</td>
</tr>
<tr>
<td>30981QLD</td>
<td>Certificate II in Workplace Practices</td>
<td>4 credits</td>
</tr>
<tr>
<td>SIS30315</td>
<td>Certificate III in Fitness</td>
<td>8 credits</td>
</tr>
</tbody>
</table>

These courses are counted towards attaining the 20 credits for QCE as per QCAA policy. Certificate 2 courses also count towards the allocation of completed core requirements of the QCE.

Further detailed information about the allocation of QCE points is contained in T:/Common/VET.
2. STUDENT SELECTION, ENROLMENT AND INDUCTION/ORIENTATION PROCEDURES

At the commencement of all VET subjects, VET teachers will induct students on workplace health and safety issues and will continue to incorporate WH&S throughout VET delivery/assessment.

Prior to participation in structured workplace, all students will undergo a relevant induction program.

3. PROVISION FOR LANGUAGE, LITERACY AND NUMERACY ASSISTANCE

If you are undertaking a VET subject which has embedded units of competency from a Training Package, you will find that basic literacy/numeracy elements have been incorporated. This should help you learn these basic literacy/numeracy components more readily, as they are being delivered in the context of an industry area of your liking. Your trainer/assessor will access a range of reports from OneSchool to assess your literacy and numeracy requirements. Additional literacy/numeracy testing may also be required.

If you feel you need additional language, literacy or numeracy assistance, please approach your VET teacher or Mrs Barnard (HOD – Senior Schooling).

4. 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
- Heads of Departments
- Year Coordinators
- Senior Phase Officer
- Youth Support Coordinator
- HOD – Senior Schooling

A complete guide to services available to students is outlined in the current MSHS Prospectus and Student Handbook.

5. DISCIPLINARY PROCEDURES

The Welfare/Discipline System and Procedures are clearly outlined in the current MSHS Prospectus. Please read this section carefully.

6. ASSESSMENT POLICY & PROCEDURES

The following is this school’s VET assessment policy statement:

All VET students at this school will be fully informed of the VET assessment process and requirements and will have the right to appeal.
Your VET teacher will provide you with a thorough overview of the assessment requirements for your individual VET program/s. The following information, however, represents some general information about the VET assessment process adopted at this school.

6.1 **Competency-based assessment**

In Vocational Education and Training, people are considered to be competent when they are able to apply their knowledge and skills to successfully completed work activities in a range of situations and environments, to the standard of performance expected in the workplace.

Both on the job and off the job training and assessment aim to make sure that the individual participating in the training and assessment has the competence to undertake their work role to the standard expected in the relevant workplace.

6.2 **The assessment policy principles**

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

- Students will be given clear and timely information on assessment. Assessment planners are issued to all students at the commencement of each semester, and this outlines the timing of assessment for VET courses.
- Information available to students, including on the assessment criteria sheet, will include:
  - advice about the assessment methods
  - assessment procedures
  - the criteria against which they will be assessed
  - when and how they will receive feedback
- Where applicable, students will be included in discussions on the choice of assessment methods and timing.
- Students will be made aware of their responsibilities in regard to assessment.
- The assessment approach chosen will cater for the language, literacy and numeracy needs of students.
- Any special geographic, financial or social needs of students will be considered in the development and conduct of the assessment.
- Reasonable adjustment will be made to the assessment strategy to ensure equity for all students, while maintaining the integrity of the assessment outcomes.
- Opportunities for feedback and review of all aspects of assessment will be provided to students.
- Assessment items are mandatory for completion of the course and awarding competencies.

7. **RECOGNITION OF PRIOR LEARNING**

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

You could apply for what is called ‘RECOGNITION OF PRIOR LEARNING’ for those specific units of competency or modules. If you do, you will need to provide evidence that you can in fact already do these particular tasks. Evidence might include:

- letters or testimonials from employers
- samples of work
- awards, certificates, qualifications, statements of attainment
The RPL process is a very supportive one. Your teacher will guide you through the process, the steps of which are outlined below:

**STEP 1:** Read the information in the VET Student Vocational Education Handbook (this information) about RPL. Your teacher may also provide you with additional information.

**STEP 2:** Discuss the RPL process with your teacher or Mrs Barnard if you feel you are already competent in some parts or the entire VET program you are about to do. Ensure that you understand the full RPL application process.

**STEP 3:** Undertake a self-assessment, using the Self-Assessment form. It is a good idea if you feel you already possess some of the competencies in the course you are about to do, to start with a self-assessment. You need to complete a separate RPL Self-assessment form for each unit of competency/module for which you are applying for RPL.

**STEP 4:** Discuss your self-assessment with your teacher. If there are FULL units of competency for which you and your teacher feel RPL may be able to be given, you will be encouraged to move to the next step, the completion of the RPL application form.

**STEP 5:** Complete and submit the Student Application for Recognition of Prior Learning form.

**STEP 6:** Once given the result of your application, discuss the outcome with your teacher. Provide feedback to your teacher and provide feedback on the RPL process itself.

**STEP 7:** Should you wish to appeal, complete the Student RPL Appeals Form.

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

See your VET teacher or Mrs Barnard (HOD – Senior Schooling) for more information and for copies of the self-assessment and application forms.

**NOTE:** You do not need to go through the above process if you already have a Statement of Attainment from another Registered Training Organisation for any units of competency/learning outcomes which are the same as those in any of the school’s VET programs. You will be awarded automatic recognition of prior learning in these cases. You will need to take the Statement of Attainment to Mrs Barnard to receive ‘credit transfer’ for the relevant modules.

**8. COMPLAINTS/APPEALS**

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

- an administrative matter, for example, the non-issue of qualifications/statements within the prescribed timeline or a financial matter such as non-refund of VET curriculum/subject levies, etc;
- another person in the school (eg student or teacher);
- the results of an assessment or about the way the assessment was undertaken

You may obtain a copy of the school’s ‘VET Policies and Procedures: Student Complaints and Appeals’. This is available from Mrs Barnard (HOD – Senior Schooling) and on T/Common/VET on the school’s network.
The following represents an overview of some parts of the policy.

**Scenario 1:** Where your complaint is about the action/s of another person/s in the school community, or about an administrative issue eg such as non-refund of subject levies, etc (but not including complaints related to assessment and results, which are outlined elsewhere in this section)

Process to follow:

a. Put the complaint in writing and send it to the Principal and to identify the person involved.
   
   Your written complaint should include details of the complaint(s) such as:
   
   - who/what issue you are complaining about
   - what happened
   - when it occurred
   - how you feel
   - how you would like to see the matter resolved.

b. The principal will:
   
   - tell the person you are complaining about, about the complaint. He/she will be given the opportunity to put their side of the matter;
   - advise you of how long it will be before you get an answer (usually within a week – no longer than 60 days);
   - ensure that only those people who need to know about the complaint are involved/informed;
   - give you written advice about the outcome and the reasons for it.

You may find that through this process that one of the following outcomes will apply:

- you gain a better understanding of the situation and you no longer feel the need to complain;
- you are happy with the way the issue has been resolved;
- you receive an apology and assurance it will not reoccur; or
- you will be informed that you have no grounds to complain.

**Scenario 2:** A complaint/appeal related to dissatisfaction with assessment and/or results (apart from issues associated with assessment/results on workplace or during participation as a SAT)

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

a. In the first instance, speak with the relevant teacher/trainer and informally ask for a review of the result.

b. Should this not resolve the matter to your satisfaction, put your complaint in writing in an email and send it to the principal. All written complaints will be acknowledged in writing and you will be told how long it will take to investigate the matter (no longer than 60 days). The outcome will also be put in writing to you.

c. Should you still not be happy with the decision, you go to the QCAA website for further information [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au).
At any stage, the decision may take one of several forms, including, for example:

- agreeing with the original result ie not allowing your appeal
- disagreeing with the original result and telling you what will now happen
- asking you if you want to re-sit the assessment.

9. ACCESS AND EQUITY

Discrimination occurs if a person treats someone differently on the basis of an attribute or characteristic such as gender, sexuality, race, pregnancy, physical or intellectual impairment, age, etc.

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**.

For example, the following principles apply:

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

b. VET training and assessment will be in line with industry standards to ensure quality outcomes for students. As well, a variety of training/assessment methods will be used to cater for the different ways in which students learn. Students with special needs will participate with an initial and annual panel meeting with their parent/guardian and relevant school staff to ensure that the training and assessment provided meets their needs.

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

d. Prior to participating in structured workplace, you will be provided with an induction program that will equip you with the knowledge to recognise harassment / discrimination should it occur and to ensure you have the strategies to deal with anything like this. Appropriate support will be provided by Senior Phase Officer Mrs Andrea Dearden, to ensure you are successful in your workplace.

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

f. This school will openly value all students, irrespective of background/culture/other differences and all students will be made feel valued through the delivery of appropriate training/assessment methods and support structures.

g. Any complaints in relation to discrimination/harassment will be treated seriously, in line with the school’s Policies and Procedures.

To obtain a full copy of this school’s **VET Policies and Procedures: Access and Equity**, ask your teacher or Mrs. Barnard (HOD – Senior Schooling), or log onto T:/Common/VET on the school’s network.
10. WORKPLACE HEALTH AND SAFETY

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 by the consumption of alcohol or drugs
- Report unsafe acts or equipment to a teacher/trainer and observe good housekeeping practices
- Report all injuries or near misses to a teacher/trainer
- Ensure that your conduct does not interfere with:
  - school property
  - school staff safety or welfare, or with their ability to perform their duties
  - student safety or welfare, or their ability to participate in and benefit from instruction.

First Aid

First Aid Kits are available at a number of locations through the school. A member of staff trained in First Aid should be sought to carry out any treatment necessary.

Students should not handle injuries which involve spilled blood without wearing gloves, and all blood spills must be doused with chlorine.

Accident/Emergency Situations

You are advised that school staff are not permitted to transport injured/unwell students to hospital. Therefore an ambulance will be called in case of an emergency.

11. UNIQUE STUDENT IDENTIFIER

Every student in Years 10, 11 and 12 at Mackay State High School will be enrolled in a VET course and will be required to obtain a Unique Student Identifier. This USI is required to be kept on record at Mackay SHS in OneSchool. In order for qualifications or statements of attainment to be printed, you must provide your USI to Mrs Barnard or Mrs Dearden. Go to [www.usi.gov.au](http://www.usi.gov.au) for further details. If you need help creating a USI, please see Mrs Dearden.

12. COMPLETION OF QUALIFICATIONS

You will be informed by your teacher once you have completed the qualification that you are enrolled in. Your teacher will provide you with written notification of completion of the qualification. You are to take that written notification to Mrs Barnard in E02 so that you can organise a date to collect your certificate. You must receive the certificate within 30 days of completion of the qualification.
13. ACCESS TO RECORDS & STUDENT/PARENT CONSENT/ACKNOWLEDGEMENT FORM

You can have access to your own personal records at any time, by approaching the Head of Department or Subject Coordinator for the subject area in which you wish to check your information. This staff member will ensure that you obtain access to your records. If the matter is not related to any one specific subject you should approach the HOD – Senior Schooling.

A record may be kept on your file that you have accessed your records.

14. VET CURRICULUM/SUBJECT LEVIES AND REFUND POLICIES

VET curriculum/subject levies are shown in the textbook and resource hiring scheme brochure available at the office. All details of our refund policy are available in the current MSHS Prospectus.
STUDENT ACKNOWLEDGEMENT FORM

ACKNOWLEDGEMENT OF RECEIPT OF INFORMATION

I acknowledge that upon commencement in my VET program at this school, I have been provided with a VET Student Information Handbook. I acknowledge that I have read this Handbook and understand that I can access further information on some of these topics (as outlined in the VET Student Information Handbook) should I wish to do so.

________________________________________
Student Name

________________________________________
Student signature

Date: _____/_____/_____