

Vocational Education and Training (VET)

Student Handbook



Wellington Point
STATE HIGH SCHOOL

RTO 45566

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1.0 Introduction

VET provides pathways for all young people including those seeking further education and training and those seeking employment specific skills.

RTO details

Current details

RTO code	45566
Sector	Government
Registration status	Current
Registration start date	01/12/2019
Registration end date	31/12/2027
Legal name	Wellington Point State High School
School name	Wellington Point State High School
ABN	42 276 542 562
Web address	http://www.wellingtonpointshs.eq.edu.au

Addresses

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Congratulations on your decision to enrol in a nationally recognised vocational course.

This handbook has been written to provide students with important information about the vocational education and training (VET) qualifications offered at Wellington Point State High School, as well as your rights and responsibilities as a VET student.

Students should take the time to study this handbook carefully and ask their VET teacher if they are unsure of any details. Students should keep this handbook (or note the intranet location of this document) for reference throughout their enrolment. The contents of this handbook in many instances represents the key points of various VET policies and procedures developed by this high school. A copy of the VET Quality Manual outlining our School's VET policies and procedures can be obtained via the HOD Senior School.

Vocational Education and Training (VET)

What is VET?

The term Vocational Education and Training (VET) covers a range of work experiences and training activities within the senior secondary school curriculum. Vocational Education and Training (VET) courses develop knowledge and skills for specific workplaces. The objective of VET courses is to give students experience in the workplace, broaden post-schooling options and to prepare them for the transition between school and either work or further study options.

All vocational courses contain units of competency from National Training Packages. By successfully completing VET units of competency, students will gain nationally accredited work skills that allow them to enter the workforce and/or move onto further vocational or academic studies. Qualifications and Statements of Attainment are recognised with the Australian Quality Training Framework (AQTF) and are recognised Australia-wide.

Depending on the course, some VET qualifications can be studied at school, where we are the registered training organisation (RTO) or through non-school RTOs such as TAFE or private training providers.

VET qualifications are delivered using one of three methods:

1. **School RTO delivered**

- Courses delivered by WPSHS as the RTO do not use any of a student's VETiS funding nor are 'fee for service'. Some courses however do have 'subject fees' to help cover consumables used in the course.

2. **Fee for service through external provider**

- Some courses are delivered by an external RTO who either come in to the school and deliver it or use one of our staff members to help. These courses do not use a student's VETiS funding do have a course fee before enrolling.

3. **VETiS through external provider**

- Other courses delivered by an external RTO are called 'VETiS funded courses'. VETiS means VET-in-schools and refers to the funding every student receives to support vocational education and training. Essentially, students receive one (1) VETiS funded course for free during their time at high school so it is important they choose wisely which course to use this on.

It is important that before choosing to enrol in any VET qualification, students read the information detailed in the WPSHS VET Student Handbook located on our school website: https://wellingtonpointshs.eq.edu.au_

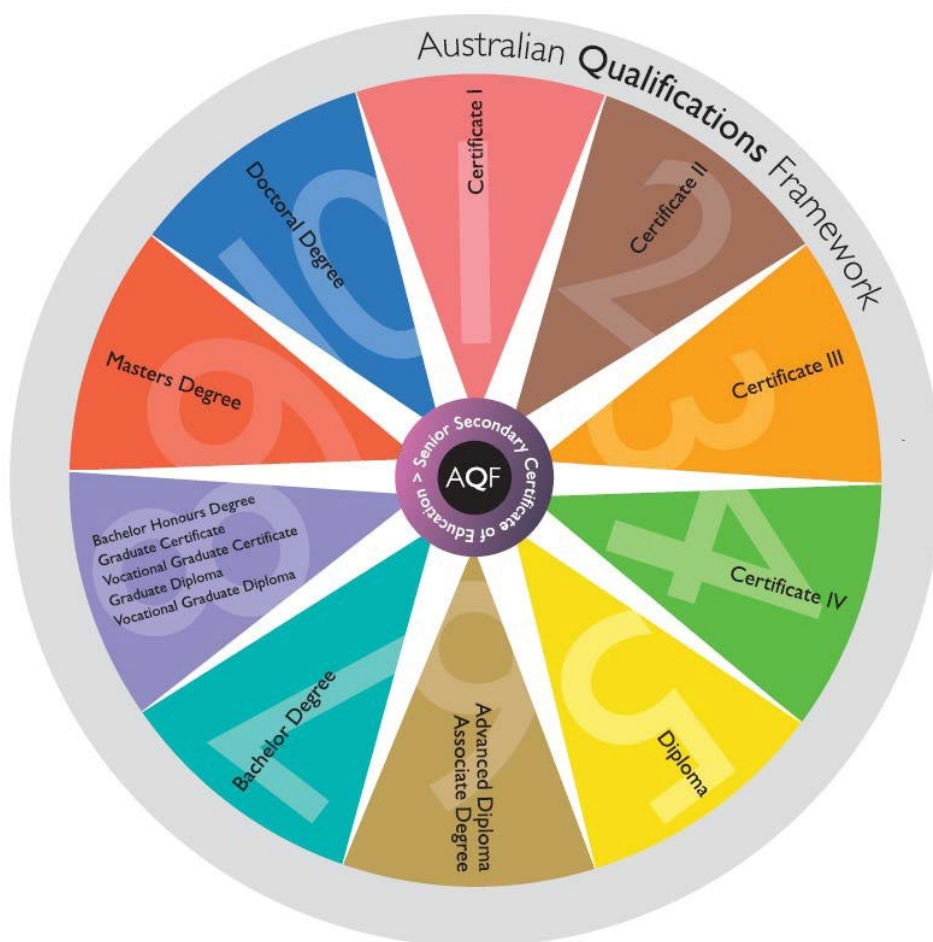
Students will also be required to complete the WPSHS Student Enrolment form and create a Unique Student Identifier (USI) prior to commencing any VET course work.

Students should take the time to study this handbook carefully and ask their Certificate teacher if they are unsure of any details. Students should keep this handbook (or note the intranet location of this document) for reference throughout their enrolment. The contents of this handbook in many instances represents the key points of various VET policies and procedures developed by this High School.

A copy of the VET Quality Manual outlining the school's VET policies and procedures can be obtained via the HOD Senior School.

The Australian Qualifications Framework (AQF)

All of the VET courses offered by this High school lead to nationally recognised qualifications – a certificate (if all of the requirements of the qualification are completed) or a statement of attainment (for those parts that are successfully completed where the full qualification is not completed). This certificate/statement of attainment will be recognised in all eight states/territories in Australia. This is because Australia has a national qualifications framework called the Australian Qualifications Framework (AQF). There are 15 different types of qualifications that can be obtained. These are shown in the following diagram:



AQF Qualifications

Source: Australian Qualifications Framework First Edition 2011

Your VET teacher will provide you with information about your VET qualification/s including an overview of the specific units of competency/modules in each, assessment requirements, vocational outcomes, etc.

The following qualifications are available at this school:

Qualification Name	Code
Certificate I in Basic Financial Literacy	FNS10120
Certificate II in Financial Services	FNS20120
Certificate II in Workplace Skills	BSB20120
Certificate II in Applied Digital Technologies	ICT20120

2.0 Program Overview

FNS10120 CERTIFICATE I IN BASIC FINANCIAL LITERACY			
Subject Fee: not applicable			
Prerequisite	Students do not need to have completed any particular subjects or require any other skills to enrol in this qualification. It is MANDATORY students be part of the BYOD Program to study this course. Computer specifications will be provided upon application to this course.		
Possible Career Pathway	The qualification provides learners with the basic skills and knowledge to pursue further learning in a variety of sectors in the financial services industry. It has wide application and may be used in workplaces, schools, adult and community learning organisations or registered training organisations to build the financial literacy of learners. It may also be used as part of pre-vocational or new apprenticeship programs, or as part of services provided by counselling or advisory organisations.		
Course Information	Students who undertake this qualification will receive Certificate I in Basic Financial Literacy which is designed to facilitate an understanding of the Australian financial services marketplace and personal financial situations to address the need of increased nationwide financial literacy.		
Assessment	Assessment is competency based. Assessment techniques include • observation • folios of work • questionnaires • written and practical tasks		
Work Experience	Not applicable		
Units of Competency	Unit Code	Unit Name	
	FNSFLT211	Develop and use personal budgets	Core
	FNSFLT212	Develop and use savings plans	Core
	FNSFLT213	Develop knowledge of debt and consumer credit	Core
	FNSFLT214	Develop knowledge of superannuation	Core
	FNSFLT215	Develop knowledge of the Australian financial systems and markets	Core
	FNSFLT216	Develop knowledge of taxation	Core

FNS20120 CERTIFICATE II IN FINANCIAL SERVICES



Subject Fee: not applicable			
Prerequisite	Students do not need to have completed any particular subjects or require any other skills to enrol in this qualification. It is MANDATORY students be part of the BYOD Program to study this course. Computer specifications will be provided upon application to this course.		
Possible Career Pathway	This qualification is for entrants wishing to build potential pathways into the financial services industry such as bank tellers, home loan lending associates, analysts, retail operations.		
Course Information	Students who undertake this qualification will receive Certificate II in Financial Services which is intended to address the need for increased financial literacy and basic financial skills.		
Assessment	Assessment is competency based. Assessment techniques include • observation • folios of work • questionnaires • written and practical tasks		
Work Experience	Not applicable		
Units of Competency	Unit Code	Unit Name	
	BSBWHS211	Contribute to health and safety of self and others	Core
	BSBCMM211	Apply communication skills	Core
	BSBTEC201	Use business software applications	Core
	FNSINC311	Work together in the financial services industry	Core
	BSBTEC302	Design and produce spreadsheets	Elective
	FNSACC323	Perform financial calculations	Elective
	FNSRTS311	Provide customer service in a retail agency	Elective
	FNSFLT216	Develop knowledge of taxation	Elective

BSB20120 CERTIFICATE II IN WORKPLACE SKILLS



Subject Fee: not applicable

Prerequisite

Students do not need to have completed any particular subjects or require any other skills to enrol in this qualification.

It is MANDATORY students be part of the BYOD Program to study this course. Computer specifications will be provided upon application to this course.

Possible Career Pathway

This qualification will provide students with the entry level skills and knowledge needed to start a career in an office administration role, whether a corporate or small business. Students will develop a base knowledge to provide administration support to businesses while ensuring success and job satisfaction. With a focus on building an understanding of technology, processes and systems, students will complete studies feeling confident to apply for your chosen career. Students will be able to transfer their practical skills and fundamental operational knowledge to tangible outcomes, providing business support across a diverse range of industries.

Course Information

Students who undertake this qualification will receive Certificate II in Workplace Skills which is intended for those who have not yet entered the workforce, and are developing the necessary skills in preparation for work.

Assessment

Assessment is competency based. Assessment techniques include

- observation
- folios of work
- questionnaires
- written and practical tasks

Work Experience

Not applicable

Units of Competency

Unit Code	Unit Name	
BSBWHS211	Contribute to health and safety of self and others	Core
BSBSUS211	Participate in sustainable work practices	Core
BSBCMM211	Apply communication skills	Core
BSBOPS201	Work effectively in business environments	Core
BSBPPEF202	Plan and apply time management	Core
BSBPPEF201	Support personal wellbeing in the workplace	Elective
BSBTEC203	Research using the Internet	Elective
BSBPPEF302	Develop self-awareness	Elective
BSBPPEF101	Plan and prepare for work readiness	Elective
BSBTWK201	Work effectively with others	Elective

ICT20120 CERTIFICATE II IN APPLIED DIGITAL TECHNOLOGIES



Subject Fee: not applicable			
Prerequisite	Students do not need to have completed any particular subjects or require any other skills to enrol in this qualification. It is MANDATORY students be part of the BYOD Program to study this course. Computer specifications will be provided upon application to this course.		
Possible Career Pathway	This qualification is for entrants wishing to build potential pathways into the digital technology industry, such as IT support, business administration, telecommunications, data analytics, cyber security and digital media.		
Course Information	Students who undertake this qualification will receive Certificate II in Applied Digital Technologies which is intended for those who have not yet entered the workforce, and are developing the necessary skills in preparation for work.		
Assessment	Assessment is competency based. Assessment techniques include • observation • folios of work • questionnaires • written and practical tasks •		
Work Experience	Not applicable		
Units of Competency	Unit Code	Unit Name	
	BSBWHS211	Contribute to health and safety of self and others	Core
	BSBSUS211	Participate in sustainable work practices	Core
	BSBTEC202	Use digital technologies to communicate in a work environment	Core
	ICTICT213	Use computer operating systems and hardware	Core
	ICTICT214	Operate application software packages	Core
	ICTICT215	Operate digital media technology packages	Core
	BSBTEC302	Design and produce spreadsheets	Elective
	BSBTEC303	Create electronic presentations	Elective
	ICTICT224	Integrate commercial computing packages	Elective
	ICTSAS214	Protect devices from spam and destructive software	Elective
	ICTWEB304	Build simple web pages	Elective
	ICTWEB305	Produce digital images for the web	Elective

1. Student selection, enrolment and induction/orientation procedures

Students enrolled in the VET courses at this high school, participate in the same enrolment and selection processes as other students. Where numbers are limited for VET subjects, selection will be based on interview and/or on the order in which enrolments were received.

Wellington Point State High School will provide each student with information about the training, assessment and support services they will receive, and about their rights and obligations (through the VET student induction session) before enrolment on Oneschool and QCAA Student Management Program.

The VET teachers will induct all VET students with this handbook.

2. Qualification or accredited course information

Information pertaining to your qualification can be sourced from course documentation provided by your VET teacher, subject specific information included in the senior subject selection handbook (or similar document), through the VET student handbook and on the school website.

Information available to students regarding course information will include:

- Qualification or VET accredited course code and title
- Packaging rule information as per the specified Training Package or VET Accredited course
- Units of competency (code and title) to be delivered
- Entry requirements
- Fees and charges
- RTO guarantee information
- Course outcomes and pathways
- Work experience requirements (where applicable)
- Licensing requirements (where applicable)
- Partnership or off-campus arrangements (where applicable)

3. Marketing and advertising of course information

This school will ensure that its marketing and advertising of AQF qualifications to prospective students is ethical, accurate and consistent with its scope of registration. In the provision of information, no false or misleading comparisons are drawn with any other training organisation or training product.

The NRT logo will only be employed in accordance with its conditions of use.

This school will not advertise or market in any way VET accredited courses, qualifications or units of competency that are not on the scope of registration.

Wellington Point State High School will ensure it will have the appropriate human and physical resources to deliver and assess any course currently on the school's scope of registration. If this school loses access to these resources, it will provide students with alternative opportunities to complete the course and the related qualification.

4. Legislative requirements

As an RTO the high school will observe all Australian, state and territory laws governing Vocational Education and Training. This school will also meet all legislative requirements of the National VET Regulator Act 2012, Education (General Provisions) Act 1989, Education (General Provision) Regulation 2000, Vocational Education, Training and Employment Act 2000, Education (Work Experience) Act 1996, Vocational Education and Training Act 2000, Education (Overseas Students) Act 1996, Child Protection Act 1999, Commission for Children and Young People Act 2000, Workplace Health and Safety Act 1995, Anti-Discrimination Act 1991, Disability Services Act 1992, Freedom of Information Act 1992 and Privacy Act 2001 as they relate. If students require any further information, please see the HOD Senior School.

5. Fees and charges, including refund policy

The school does not charge students additional fees for VET services. Any fees and charges that do occur for additional services will be made known to students prior to enrolment.

Students who enrol past the commencement of the school year will be charged student fees at a pro-rata basis for the duration of the school year.

The school will refund on a pro-rata basis any fees collected to students who leave before completion of the VET service.

Matters regarding payment of fees or refund of fees will be managed by the HOD Senior School in accordance with the principles contained in the school's Fee Policy kept by the Business Manager.

6. Student services

Wellington Point State High School will establish the needs of their students and deliver services to meet their individual needs where applicable. All students at this high school will have involvement with some or all of the following processes, designed to establish their educational needs:

- SET plans
- subject selection processes
- career guidance services

The provision of educational services will be monitored to ensure the school continues to cater for student needs through review of student senior education and training (SET) plans, as needed. The school will also ensure that all students receive the services detailed in their agreement with the RTO.

The school will continually improve student services by collecting, analysing and acting on any relevant data collection through students providing valuable feedback to the RTO through informal and formal processes i.e. through individual student assessment feedback, course evaluation feedback, quality indicators — student engagement surveys and school-generated surveys (where applicable).

7. Student support, welfare and guidance services

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

- VET teachers
- Head of Departments
- Guidance Officer
- HOD Senior School
- Deputy Principal
- Principal
- Learning Support teachers
- General Medical Practitioner (part-time)
- Psychologist (part-time)
- Industry Liaison Officer

8. 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 and assessed in the context of an industry vocational area of your choice. If you still feel you need additional language, literacy or numeracy support, please seek further advice from the HOD Senior School

9. Access and equity policy and procedure

The access and equity guidelines at Wellington Point State High School, are designed to remove any barriers so that all students have the opportunity to gain skills, knowledge and experience through access to VET subjects.

This school is inclusive of all students regardless of sex, race, impairment or any other factor.

Wellington Point State High School has written access and equity policies documents in the School VET Quality Manual and all staff receive copies which they must follow. 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 Access and Equity Officer for information and/or support about the policy.

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

- The School curriculum, while limited by the available human and physical resources, will provide for a choice of VET subject/s for all students
- Links with other providers, such as TAFE institutes will be considered where additional resources are required.
- Access to school-based apprenticeships and traineeships may be available
- Where possible, students will be provided with the opportunity to gain a full Certificate at AQF levels I or II or III (where applicable)
- Access to industry specific VET programs will be available to all students regardless of sex, gender or race.
- If the School loses access to either physical and or human resources, the School will provide students with alternative opportunities to complete the course and the related qualification.

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:

1. VET curriculum areas will be adequately resourced, with teachers with the appropriate qualifications, in order to ensure students have quality outcomes.
2. VET training and assessment will be in line with industry standards to ensure quality outcomes for students.
As well, a variety of training/assessment methods will be used to cater for the ways in which students learn. Students with learning difficulties or impairment will participate with an initial and annual panel meeting with their parent/guardian and relevant School staff to ensure that the training and assessment provided meets their needs.
3. All students will be actively encouraged to participate in VET qualifications, irrespective of background/cultural differences.
4. Prior to participating in structured work placement, students will be provided with an induction programme that will equip them with the knowledge to recognise harassment/discrimination should it occur and to ensure they have the strategies to deal with anything like this. Appropriate support will be provided to ensure students are successful in their work placement.
5. Literacy/numeracy is integrated throughout all VET qualifications, as well as being delivered separately through your English/literacy and Maths/numeracy programme.
6. This School will openly value all students, irrespective of background/culture/other differences and all students will be made to feel valued through the delivery of appropriate training/assessment methods and support structures.
7. Any complaints in relation to discrimination/harassment will be treated seriously, in line with the School's Complaints and Appeals Policy.

10. Flexible learning and assessment procedures

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

- All VET students at this School will be fully informed of the VET assessment procedures and requirements and will have the right to appeal.
- Students will be given clear and timely information on assessment.
- Information given to students, on the assessment cover sheet, will include:
 - advice about the assessment methods
 - assessment procedures
 - the criteria against which they will be assessed
 - when and how they will receive feedback.
- Students will sight their profile sheet of results in each VET subject on at least two occasions throughout a two year course.
- 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 conduction 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.
- A clearly documented mechanism for appeal against assessment processes and decisions is available to students in the School's VET Quality Manual. This is available from the HOD Senior School.

Your VET teacher will provide you with a thorough overview of the assessment requirements for your individual VET course. The following information, however, represents some general information about the VET assessment process adopted at Wellington Point State High School.

11. Competency based assessment

To be successful in gaining competency, students must demonstrate consistent application of knowledge and skill to the standard of performance required in the workplace. Students must be able to transfer and apply skills and knowledge to new situations and environments.

In most subjects assessment tasks are completed a number of times throughout the year. Results for each assessment item will be marked on a student profile sheet (or similar document) using terms such as Satisfactory or Unsatisfactory, or Working towards competence. This assists students to become competent as their skills improve. Final records of assessment of competencies will be awarded as either:

- **C** for Competent
- **NYC** for Not Yet Competent

Assessment methods

Each VET teacher will maintain a student profile (or similar document) for each student and on completion of the program of study, an exit level will be awarded, based on the principles of assessment and rules of evidence.

Elements of competency will be assessed and recorded once the VET teacher is satisfied that a student has demonstrated consistent competency in an element or unit of competency. Students may also receive assessment if they apply for and meet the requirements for, RPL.

A master record detailing students' achievements of the units of competency is maintained at the School on Oneschool.

This will record all elements and units of competency achieved. This will be held by the School and will be issued to the student once they complete the program of study or upon exit (in line with the QCAA Student Management Portal data entry timelines).

12. Student access to accurate records policy and procedures

Wellington Point State High School is committed to regularly providing student with information regarding their participation and progress.

VET teachers maintain accurate and current records of each student's progress towards and achievement of competencies. These records will be forwarded for entry on the School's Oneschool prior to each of QCAA's advertised collection dates for data. The data recorded on the Oneschool will be printed out and returned to the VET teacher for checking. Once approved as accurate, the Oneschool/ QCAA Officer is notified to this effect.

When the student nears completion for the full qualification, the VET teacher then checks student achievements against the qualification packaging rules. When the student has achieved the requirements for completion of the qualification, the Oneschool / QCAA Officer is notified to check the "qualification complete" button for that student in that qualification. The data recorded on QCAA Student Management will be printed out and returned to the VET teacher for checking. Once approved as accurate, the QCAA Student Management Officer is notified to this effect.

VET teachers will provide access to a student's own records at least once each semester, or on request by the student. Students may also be given access to "for checking" QCAA Learning Account printouts from the QCAA Student Management Officer. Students will also have access to information regarding any unit achieved through their own myQCE learning account.

13. Confidentiality procedure

Information about a student, except as required by law or as required under the VET Quality Framework, is not disclosed without the student's written permission and that of their parent or guardian if the student is less than 18 years of age. The School will ensure that have consent from each VET student.

14. Employer contribution to learner's training and assessment

Wherever possible the School will place students in workplaces that provide experience in the competencies included in their VET qualifications. This School does not use assessment by work placement supervisors.

Students on work placements may record their activities in a workplace experience logbook (or similar document). The work placement organiser/teacher will seek the cooperation of the workplace supervisor in the sign-off on the accuracy of the student's entries in the log. This logbook (or similar document) may be used by the assessor to support judgments of competency. Students at this School will be placed in workplaces where it forms a mandatory requirement of the Training Package or Accredited course.

15. Complaints and appeals procedures

Complaints and appeals are managed by the School in a fair, efficient and effective manner. The School will create an environment where student's views are valued. Complaints arise when a student is dissatisfied with an aspect of the School RTO's services and requires action to be taken to resolve the matter. Appeals arise when a student is not satisfied with a decision that the School RTO has made. Appeals can relate to assessment decisions, but they can also relate to other decisions. Students with either a complaint or an appeal will have access to informal complaint process or a formal complaint or appeal process. All formal complaints or appeals will be heard and decided within 15 working days of the receipt of the written complaint by the School.

The HOD Senior School will keep a Register of Complaints which documents all formal complaints and their resolution. Any substantiated complaints will be reviewed as part of the continuous improvement procedure.

Students with a complaint or appeal have access to both informal and formal procedures.

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 communicate the complaint to the HOD, who will make a decision in regard to proceeding with a formal complaint or appeal process

Formal complaint or appeal

- formal complaints may only proceed after the informal complaint procedure has been finalised
- all formal complaints or appeals will go to the HOD
- the complaint or appeal and its outcome shall be recorded in writing through a Complaints and appeals record form
- on receipt of a formal complaint or appeal the Principal shall convene an independent panel to hear the complaint; this shall be the complaint and appeal “complaint committee”
- the complaint and appeal committee shall not have had previous involvement with the complaint or appeal, should include representatives of: the Principal, teaching staff and an independent person
- the student shall be given an opportunity to present their case to the committee and may be accompanied by one other person as support or as representation
- the relevant staff member shall be given an opportunity to present their case to the committee and may be accompanied by one other person as support or as representation
- the complaint and appeal committee will decide on the complaint
- the complaint and appeal committee will communicate its decision on the complaint to all parties in writing within five working days of making its decision.
- If a student is still not satisfied, the HOD Senior School will refer them to the QCAA appeals and complaint process

The School uses the Complaints and Appeals Register as invaluable data about aspects of the School’s operations that could be improved.

16. Recognition arrangements for RPL and credit transfer

All VET students have access to a procedure that gives RPL or Credit transfer at this School.

Recognition of Prior Learning (RPL)

RPL is an assessment process that assesses an individual’s level of knowledge and skills against individual or multiple units of competencies.

Recognition of prior learning policy

All students shall have access to and will be offered RPL. All applications for RPL will be responded to once a written application has been received. The HOD Senior School will keep an RPL register which documents all RPL applications and their outcomes. Once the evidence has been provided to the School to assess RPL, the student will be notified of the decision. Students may have access to reassessment on appeal.

Recognition of prior learning procedure

Each year at the VET student induction, the HOD Senior School shall make students aware of the School's RPL policy via the VET student handbook. VET teachers will remind students of this policy at the beginning of each year and provide opportunities to engage in the RPL process.

VET students seeking RPL, will be:

- provided with a copy of a RPL application form by their relevant VET teacher
- provided sufficient information about the types of evidence that can be used to support an RPL application by the VET teacher e.g. resume, certificates, photos, references from supervisors, performance reviews or job descriptions
- required to provide a completed RPL application form and associated evidence to support the application
- able to appeal an RPL decision via the RPL student appeals form if unsuccessful

The VET teacher will:

- notify the student of their outcomes from the RPL process
- develop and assess any alternative methods of assessment required as a result of an RPL application
- notify the student of any gap training required as a result of the review of their application
- update the student's records if RPL is granted upon consulting with the HOD Senior School.

Credit transfer

Refers to the granting of credit to students of exact units of competency they have completed previously. Institutions or training organisations can grant credit to students for studies or training completed at the same or another institution or training organisation.

If a student believes that they fulfil these requirements they should approach their VET teacher first, who will bring it to the attention of the HOD. At the beginning of each course, the VET teacher will be responsible for ensuring that the students are informed of the RPL and Credit transfer procedures. RPL information and forms can be obtained from the HOD Senior School.

17. Recognition of AQF qualifications and statements of attainment issued by another RTO or School

The School recognises all AQF qualifications issued by any other RTO. The School will seek verification of the certification from the relevant RTO where there is some ambiguity.

Recognition of qualifications procedure

- The HOD Senior School will make students aware that any existing AQF qualifications or statements of attainment they possess will be recognised by the School during the VET student induction at the beginning of the year. VET teachers will remind students of this policy at the beginning of each new year.
- If a student presents an AQF qualification or statement of attainment to a VET teacher, the teacher will take a copy and bring it to the attention of the HOD.
- The HOD will verify the authenticity of the qualification or statement of attainment.
- The verified copy of the qualification or statement of attainment is placed in the student's file.
- Once the qualification or statement of attainment is verified, the VET teacher will give the student exemption for the units of competency identified in the qualification or statement of attainment and update the student's records accordingly. Information will then be entered in QCAA Student Management using the 'credit transfer' option.

Internal recognition of qualifications procedure

- The School will complete a comprehensive mapping exercise (where relevant) to identify common units of competency across qualifications on the scope of registration
- At the beginning of each year, those students who are enrolled in courses where there are common units of competency, or who have progressed from Certificate I to Certificate II or Certificate II to Certificate III (where applicable) are identified
- The HOD Senior School and associated VET teachers will meet to establish the processes for delivery and assessment ensuring accurate data is recorded
- This process is repeated throughout the year for students who change subjects
- The information is entered into Oneschool and QCAA Student Management using the 'credit transfer' option in all instances where the student has already gained the unit of competency (i.e. the student may only once be deemed as competent).

18. Qualification and accredited course guarantee

A course guarantee is where the School gives a guarantee to the student that the RTO will complete the training once the student has started student in their chosen qualification or accredited course (where applicable).

Students who enter a course after the start date have the opportunity to negotiate a package of units that will lead to a statement of attainment in most cases. This adjustment will be reflected in the VET Student Agreement form which will be signed by both the student and parent/guardian.

In the event of losing a specialist trainer, and the RTO being unable to obtain a suitable replacement, this school will arrange for agreed training and assessment to be completed through another RTO if this is possible. (Fees may be incurred). Prior to the transfer to another RTO, affected students will be formally notified of the arrangements, and agreement to those arrangements, including any refund of fees will be obtained. If an external transfer is not possible, the RTO will gain a written agreement for a subject/course transfer within the School from the student and parent/guardian.

The School's Senior Subject Selection Form (or similar document), as well as any Subject Transfer Form (or similar document) used by the School will include a disclaimer stating

that by *'signing the form, they agree to all of the policies and procedures related to VET that are outlined in all School documentation pertaining to VET'*.

When an enrolment form is received, the form is checked to ensure it has been signed by both the student and their parent/guardian.

Student Acknowledgement Register

YEAR LEVEL: _____ WELFARE CLASS: _____

TEACHER NAME: _____ DATE: _____

Part 1: Qualification Enrolment

Qualification Name	Code
Certificate I in Basic Financial Literacy	FNS10120
Certificate II in Financial Services	FNS20120
Certificate II in Workplace Skills	BSB20120
Certificate II in Applied Digital Technologies	ICT20120

Part 2: Student Induction

I acknowledge that I have participated in a *VET Student Induction*. I have access to a copy of the *VET Student Handbook* and all topics included in this booklet have been discussed by the VET Teacher. I understand that I can access further information on these topics should I wish to do so.

- Introduction
- The Australian Qualifications Framework
- Who is involved?
- Student subject selection and reviews
- Qualification information
- Competency based assessment
- Assessment practices
- Recognition of prior learning (RPL)
- Student support
- Complaints and appeals
- Student agreement

Part 3: Student Declaration

I am aware that Wellington Point State High School will ensure that I complete the training and assessment agreed above. If circumstances arise that affect my ability to complete this course (e.g. loss of a teacher and unable to obtain suitable replacement) then Wellington Point State High School must arrange for training and assessment to be completed by another suitable training organisation. Prior to the transfer to another RTO, I will be formally notified of the arrangements and an agreement to those arrangements, including any refund or fees associated, will be obtained.

Student Acknowledgement Register

[illegible]

Student/Parent Acknowledgement Declaration

STUDENT NAME: _____ WELFARE CLASS: _____

Part 1: Course Enrolment

Qualification Name	Code
Certificate I in Basic Financial Literacy	FNS10120
Certificate II in Financial Services	FNS20120
Certificate II in Workplace Skills	BSB20120
Certificate II in Applied Digital Technologies	ICT20120

Part 2: Student Induction

I acknowledge that I have participated in a VET Student Induction. I have access to a copy of the VET Student Handbook and all topics included in this booklet have been discussed by the VET Teacher. I understand that I can access further information on these topics should I wish to do so.

- The Australian Qualifications Framework
- Student subject selection and reviews
- Qualification information
- Competency based assessment
- Assessment practices
- Recognition of prior learning (RPL)
- Student support
- Complaints and appeals
- Student agreement

Part 3: Student and Parent Declaration

- I am aware that Wellington Point State High School will ensure that I complete the training and assessment agreed above. If circumstances arise that affect my ability to complete this course (e.g. loss of a teacher and unable to obtain suitable replacement) then Wellington Point State High School must arrange for training and assessment to be completed by another suitable training organisation. Prior to the transfer to another RTO, I will be formally notified of the arrangements and an agreement to those arrangements, including any refund or fees associated, will be obtained.
- I understand that it is a requirement that I provide the School my USI number prior to commencing any VET qualification and that failure to do this will prevent me from receiving my certification. To apply for or check your USI number, please visit: <https://www.usi.gov.au/students>
- If I have enrolled in this course after the start date, I understand I may not complete all the Units of Competency required to achieve the full Qualification. In this circumstance, I understand I will be issued with a Statement of Attainment.

VET Student Name		Sign		Date	
Parent Name		Sign		Date	
Student USI					