



Vocational Education & Training Student Handbook

2024

School | 2151
RTO | 30347
RTO Manager | Anne Artesi, Head of Senior School
Michelle Pryor-Ball, Deputy Principal Senior School

Contact | VET@rosewoodshs.eq.edu.au

Table of Contents

Vocational Education & Training at Rosewood SHS	3
Purpose of this handbook.....	4
The VET Process at Rosewood SHS.....	5
VET Subjects Offered in 2024	6
Changing Classes.....	6
Enrolling in VET Courses	7
Induction.....	7
Credit Transfer & RPL Processes.....	7
Attendance.....	8
Fees & Refund Policies.....	8
Training & Assessment.....	9
Types of Training & Assessment Tools	10
Effort & Behaviour Expectations	10
Student Organisation.....	10
PROVISION FOR LANGUAGE, LITERACY AND NUMERACY SUPPORT	11
Partnerships with other Registered Training Organisations (RTO's).....	11
STUDENT SUPPORT, WELFARE AND GUIDANCE SERVICES.....	12
ASSESSMENT POLICY & PROCEDURES	13
VET ASSESSMENT POLICY – COMPETENCY BASED	14
COMPETENCY-BASED ASSESSMENT	14
ASSESSMENT REVIEW PROCEDURE	15
Complaints & Appeals.....	16
Tracking Student Progress	16
Course Records	16
ACCESS AND EQUITY	17
EQUITY: REVIEW	17
WORKPLACE HEALTH AND SAFETY	18
APPENDICIES	20
STAGES IN THE RPL PROCESS	20
RPL CHECKLIST FOR STUDENTS.....	24
RPL CHECKLIST FOR TEACHERS/ASSESSORS.....	25
RPL APPLICATION FORM.....	26
RPL Notification.....	27
ROSEWOOD STATE HIGH SCHOOL GRIEVANCE APPEALS FORM	28

Vocational Education & Training at Rosewood SHS

Welcome to Rosewood State High School and our vocational education & training (VET) offerings for 2023. VET provides our students with the opportunity to excel in another form of learning that places them onto a work ready pathway. Traditionally, students would go to high school, head to university and then seek full time employment, however this is no longer the only pathway available to enter a desired industry. The VET programs offered at Rosewood SHS allows students to skip additional years of learning & skill development through the offering of several qualifications that are trained during their senior years of high school. These courses place our students at the forefront of job applicants as they can demonstrate their qualification & skills prior to entering the workforce, hence why we refer to this as our “ready to work” pathway.

We also have a range of partnerships with external registered training providers (RTO's) who offer our students an extended range of courses across more industries. We focus on every student succeeding every day and by offering the range of courses that we do, we are able to tailor the senior schooling experience to ensure all students are on track to live successful lives in their preferred chosen pathways.

As an RTO, we are obligated to provide students with the best education and training possible to match current industry standards. We pride ourselves on offering just that, through the variety of learning opportunities, practical demonstrations, excursions, and the involvement of mentors who interact with our students. They participate in training on a regular basis. All of our programs have been created in consultation with industry professionals so you can be rest assured that students are completing the relevant training required to enter the industry following successful completion of their courses.

Employment following the course could potentially be anywhere across the country. These qualifications are nationally recognised so not only are we preparing students with the skill training & development required, we are providing them with endless opportunities to consider what life is like outside of Rosewood and where the training could take them in the future. We are very lucky at Rosewood SHS to have dedicated staff who look for work opportunities for our students, including apprenticeships & traineeships, and have had some of the highest rates of students participating in vocational education & training across the region over the last few years. More information on apprenticeships and traineeships can be accessed through our VET Coordinator in administration.

We are excited to enter 2023 with our VET students and continuing our traditions of creating lifelong learners in their preferred industries and chosen pathways. We will track our students through the process to ensure they are meeting our expectations, and that of the industry, to ensure every student has the best chance of success in their education.

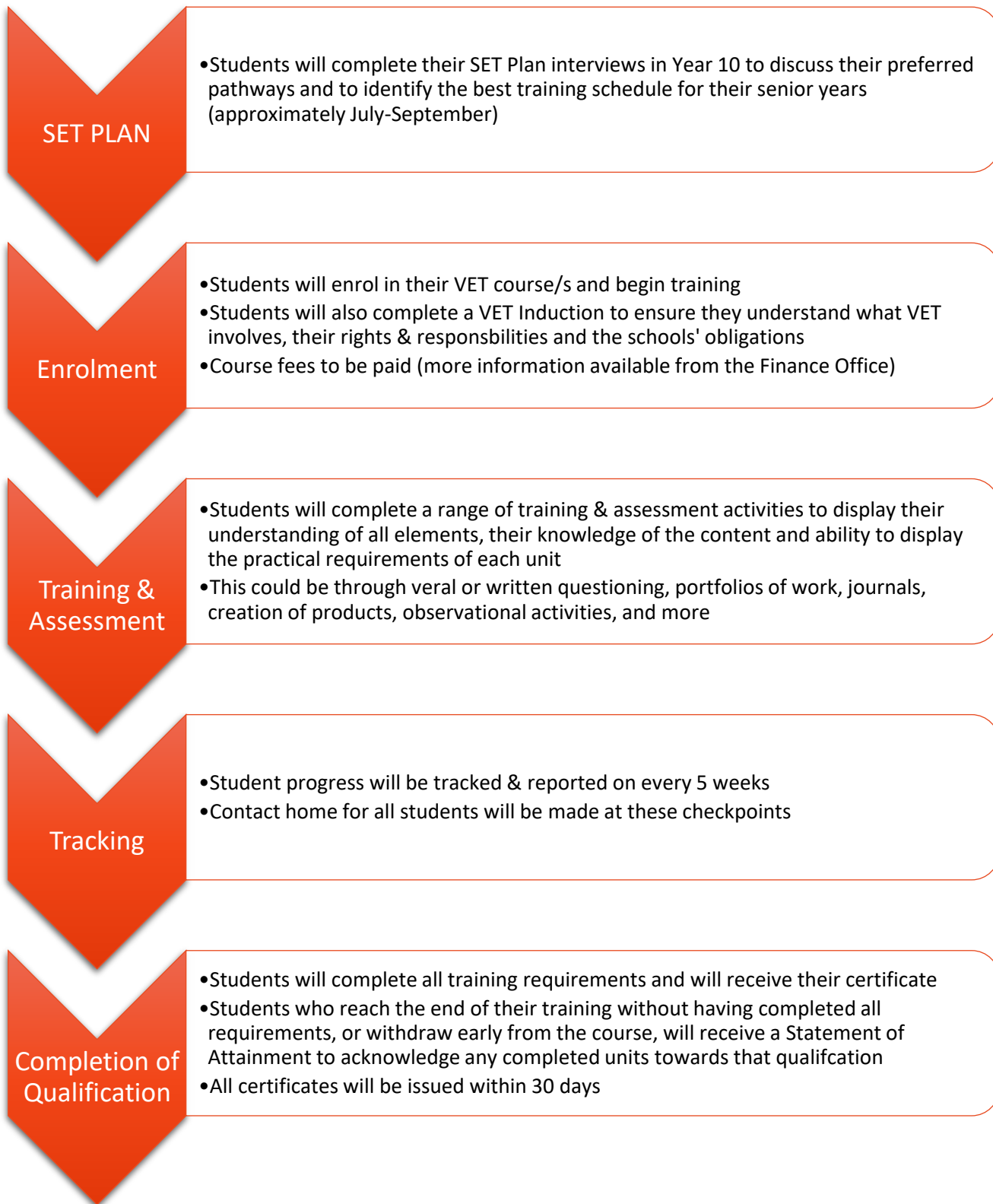
Purpose of this handbook

This handbook has been written to provide VET students with important information about the VET programs offered by this School, as well as those we deliver in partnership with other institutions that highlight your rights and responsibilities as a VET student.

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. **Your parent/guardian will also need to sign and return the attached letter**, and your teacher will also verify that this has happened.

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 approaching the Senior Schooling Head of Department (Mrs Artesi).

The VET Process at Rosewood SHS



VET Subjects Offered in 2024

Students will have been exposed to the lists below during their SET planning interviews in 2023 and would have been provided the opportunity to select the most appropriate courses to match their chosen pathways.

The following VET qualifications will be available on scope by Rosewood SHS in 2024.

QUALIFICATION	
CHC24015	Certificate II Active Volunteering
ICT20120	Certificate II Applied Digital Technologies
CUA20220	Certificate II Creative Industries
22473VIC	Certificate II in General Education for Adults
SR20216	Certificate II Retail Services
CUA20720	Certificate II Visual Arts
CUA30720	Certificate III Design Fundamentals

The following qualifications will also be offered at Rosewood SHS in 2024 through our partnerships with external registered training organisations.

QUALIFICATION	
CPC10120	Certificate I Construction, Certificate II Construction & Certificate II Engineering Pathways <i>Partnered with Blue Dog Training (RTO 31193)</i>
CPC20120	
MEM20422	
AHC21216	Certificate II & III Rural Operations <i>Partnered with University of Queensland (RTO 1511)</i>
AHC32816	
BSB30120	Certificate III Business <i>Partnered with Binnacle (RTO 31319)</i>
HLT23221	Certificate II Health Support & Certificate III Health Services <i>Partnered with Mater Education – South Brisbane (RTO 5210)</i>
HLT33115	

We understand that sometimes a student may enter a course and realise that it isn't the program for them. Students are provided until **Friday 2nd February 2024 (Week 2)** to discuss their concerns with the relevant curriculum Head of Department and our Deputy Principal Senior School so that a more appropriate pathway can be found for that student.

Changing Classes

Once you are allocated to a class it creates a deal of additional work to change classes or subjects. Please ensure you think carefully before committing yourself to a program of study. *Changing courses of study will affect your QCE eligibility.* Ensure you are committed to this subject from the beginning.

Enrolling in VET Courses

Students will enrol into their vocational courses within the first week of training. This process involves completing the VET Enrolment form which will detail the student name & contact information, and course details (course code & name).

In order to successfully enrol into a VET course, students will require a **Unique Student Identifier (USI)**, as per the Student Identifiers Act 2014. This USI is a mixture of letters & numbers that are linked to that individual student only and can be used nation-wide to collect all training data, including enrolments in qualifications and units, their continued enrolment through them, withdrawal from programs, and successful completion of training.

Creating a USI is free and can be completed at www.usi.gov.au and you will need a medicare card, or some other form of ID, to complete registration.

Once a student has their USI, they are to provide this to Rosewood SHS as the registered training organisation so that all training can be recorded. If no USI is supplied, students will not be able to enrol or to be recognised for any training they complete.

Induction

All students enrolling into VET courses at Rosewood SHS will complete an induction process in their class. This presentation will be completed by their qualified trainers (teachers) who will explain the VET process at Rosewood SHS, the rights students have and their responsibilities, as well as inducting students on Workplace Health and Safety Issues, and will continue to incorporate WH&S issues throughout the VET course, our obligations as their training provider to ensure they receive industry standard training. Students will not be able to begin training until they have completed this induction as it ensures they are fully aware of expectations throughout their training. You will also go through this book thoroughly, and have any specific terms clarified or questions answered. If you are in any doubt about any of the information provided please see the Head of Senior Schooling (Mrs Artesi).

Credit Transfer & RPL Processes

As a registered training organisation and as a school, we understand that we aren't always the only place students have completed training. Students may move to Rosewood SHS having already started and/or completed a course/s and it is our responsibility to acknowledge this. Students who have begun a course, and withdraw from that school or training provider, will be issued a Statement of Attainment (SOA). Students are to provide this SOA to Rosewood SHS when enrolling in VET courses so that they can be credited to their training at Rosewood SHS. This process is called a Credit Transfer and removes the requirement of the student to duplicate their learning & assessment for the units/qualifications they have already competently completed.

Students may also feel as though they have completed some work, or may be qualified elsewhere, but have not yet been certified for it. Students are able to then undertake a Recognition of Prior Learning (RPL) process where students will be required to explain and demonstrate how they fulfil all of the elements, knowledge criteria, and performance standards required for each individual unit so they can be deemed competent without having to restart their training & assessment.

RPL Process at Rosewood State High School implements the following six stages:

Stage 1: Information

Stage 2: Support and Counselling

Stage 3: Application

Stage 4: Assessment

Stage 5: Notification and Post-Assessment Guidance

Stage 6: Record Keeping

See full detail of this process and copies of forms in the Appendices'.

Attendance

Regular attendance during the course is essential if you wish to succeed. You should be punctual to classes, so you gain the maximum benefit and cause minimum disruption to others. **Failure to attend classes could result in cancellation of enrolment in this course. All students will be expected to attend extra training/assessment sessions during block exams. Failure to attend may also result in the cancellation of your enrolment.**

Fees & Refund Policies

In addition to the Student Resource Scheme (SRS), our VET courses have additional fees attached to ensure our students are able to access the appropriate resources required for that field of study. These resources could include printed handouts & assessment tools, materials such as wood, fabrics, art products, chemicals and liquids, as well as subscriptions to digital programs & training materials required for skill development, and any other tools that may be used for the context of training & assessment of each qualification. Fees will vary across courses depending on the individual requirements of each program.

It is the responsibility of the student and/or guardian to ensure course fees are paid in full or that a payment plan has been negotiated with the school. More information can be obtained from our Finance Office.

If the student withdraws early from the program, or the program is terminated at Rosewood SHS, then a refund will be processed on a pro-rata basis depending on the length of time remaining in the course, the resources already used and the competencies achieved. Please note that the refund policy for courses offered through partnerships by external training providers may differ to the Rosewood SHS refund policy and will be at the discretion of the organisation.

Training & Assessment

Training & assessment of VET courses can vary and are different from the traditional academic subject as VET subjects are competency based. This means that there are no A-E gradings per student and, instead, there is a benchmark standard that students must achieve to be deemed competent. This implies that the student is capable of completing each element required, can explain their knowledge of the unit, and demonstrate the skills to the performance standards required within the industry. If a student is unable to fully demonstrate all of these, they will be marked as not-yet-competent, they will be given feedback and provided multiple opportunities to demonstrate the skills to the required level to ensure competency can be achieved.

Every unit required within each qualification will include a range of language, literacy & numeracy (LLN) foundational skills. These elements will require students to use literacy & numeracy within each unit to ensure they can access the curriculum & training as well as develop the understanding required to work in the industry. These foundational skills could appear and be developed through learning, reading, writing, oral communication, navigation of the world of work, interacting with others, and getting the work done.

Students entering these courses should already possess the basic language, literacy and numeracy skills required to undertake the training, however will develop new vocabulary & understanding throughout their training. Students who struggle to understand should discuss this with their trainers (teachers), curriculum Head of Department, Head of Senior School and/or Deputy Principal Senior School within the first fortnight of study.

Types of Training & Assessment Tools

Training & assessment in vocational qualifications will differ quite significantly to those in the traditional academic subjects. They could appear in any of the following ways and more.



These tools will be used to assist in student knowledge & skill development and may be progressive tools completed over a designated timeframe. Students will be provided assessment specific information to ensure they fully understand the requirements to achieve competency including how & when assessment will occur, which method will be used, the context of the assessment, and any special adjustments that need to be made. Students will then need to provide a sufficient amount of evidence to match the assessment tool to ensure they can be deemed competent based on the knowledge & performance evidence submitted.

Effort & Behaviour Expectations

Vocational subjects are designed in consultation with industry professionals to reflect the standard of work & knowledge required of employees. In addition to the Rosewood SHS Behaviour Policy, students enrolled in VET subjects are expected to demonstrate a level of effort & behaviour **that would be expected within a workplace**. This includes the use of appropriate language, the ability to work effectively in a team and contribute to collective goals, respect for peers & teacher/s, working effectively and efficiently to meet deadlines set for each project & individual assessment item. Also similar to a workplace, it is expected that students who are unsure how to complete work will seek assistance prior to submitting a final copy of their work from their teacher, so that they have the best chances of achieving competency on their first attempt.

Student Organisation

You will be expected to retain evidence of work completed toward proving your competency in this course. Your teacher will direct you where to store and save your evidence.

PROVISION FOR LANGUAGE, LITERACY AND NUMERACY SUPPORT

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/assessed in the context of an industry/ vocational area of your liking/choice.

If you still feel you need additional language, literacy or numeracy support, please approach one of the following staff:

- English Head of Department: Mrs Libbis
 - Mathematics Head of Department: Mr Sanders
- The relevant Head of Department for the faculty
- Deputy Principal Senior School: Mrs Pryor-Ball
 - Head of Department Senior School: Mrs Artesi

Partnerships with other Registered Training Organisations (RTO's)

We have students studying with other VET providers. As part of our delivery of VET at this school, some students will also be studying:

- Certificate III in Business
- Certificate II in Engineering Pathways
- Certificate I in Construction and Certificate II in Construction
- Certificate II & III Rural Operations
- Certificate II Health Support & Certificate III Health Services

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:

- Teacher Aides for Learning Support
- Guidance Officer
- School Nurse
- School Chaplain
- Year Co-ordinators
- Youth Support Worker

You will be provided with full information about the locations and contact details for these and other support services when you commence your VET program. Year Co-ordinators – Supports the House Support Teachers in providing a pastoral care role to students, monitoring absentees, welfare and referring concerns to Administration.

Your Year Coordinator: _____ Location: _____

- Guidance Counsellor – Provides a guidance and counselling role ensuring equity of educational access, participation and outcomes for all students addressing educational, personal, vocational and institutional needs of students.

Contact: _____ Location: _____

- School Nurse – The School Nurse works with students, school staff and parents to address concerns or problems about health and wellbeing, create a more supportive, healthy school environment, and connect people to other support services.

Contact: _____ Location: _____

- School Chaplain – Provides a pastoral care service in cooperation with the school's care program including coordination of the RE program and works towards building and maintaining relationships within the school community providing a drop-in centre for students.

Contact: _____ Location: _____

- Youth Support Coordinator – Working with students across district to access a range of alternate programs.

Contact: _____ Location: _____

ASSESSMENT POLICY & PROCEDURES

Rosewood State High School has an Assessment Policy that is issued to all students via a number of avenues such as the School webpage, HODs and school newsletters. This policy outlines details on the following:

- Assignments – Procedures; Conditions of Granting an Extension; Collection of Assignments; Late submission of Assignment; Non Submission of Assignment
- Re-Do Policy
- Non Rated (NRW)
- Writing Bibliographies and making citations

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:
- the criteria against which they will be assessed
 - advice about the assessment methods
 - assessment procedures
 - space for comments and feedback
- (iii) Students will sight and sign their profile sheet of results (including QCAA Provisional Statement) in each VET subject on at least **two occasions** throughout a 2 year course via MyQCE Student Portal.
- (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 – COMPETENCY BASED

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

In most subject's 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 competent or not-yet competent

COMPETENCY-BASED ASSESSMENT

Assessment for the VET components of your course will be competency-based.

What does it mean to be competent? People are considered to be competent when they are able to apply their knowledge and skills to successfully complete work activities in a range of situations and environments, in accordance with the standard of performance expected in the work place.

There are four parts to being competent. They are:

task skills (undertaking a specific workplace task)

task management skills (managing a number of different tasks to complete a whole activity).

Contingency management skills (responding to problems and irregularities when undertaking a work activity). Examples could be: changes to routine, unexpected results, difficult or dissatisfied clients' etc.

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.

ASSESSMENT REVIEW PROCEDURE

During participation in a VET subject you should discuss your progress in all aspects (including class work, assignments and examinations which form part of the overall assessment) with your teacher. Where you believe an error has been made or an inequity in procedures has been made regarding an assessment you may request a review of the assessment from your teacher. The steps for this process are outlined below:

STEP 1 – INFORMATION CONSULTATION

A student who is not satisfied with an assessment result should contact the relevant teacher and discuss their concerns. The teacher can then discuss their reasoning for the assessment result.

STEP 2 – SUBJECT LEVEL REVIEW

If a student:

Remains dissatisfied after Step 1, or

Is unable to contact the relevant teacher

An application for a formal review (see form in appendix and on student intranet) may be submitted.

Applications normally must be submitted to the appropriate person/s (usually the faculty HOD) within 7 days of the informal consultation.

Request for a subject level review of an assessment must be submitted with relevant and appropriate information and documentation.

A request for a subject level review should be submitted to the Head of Department (HOD) for the particular subject area. As a minimum the assessment will review whether all items of assessment have been reviewed and how the assessment was appraised.

Notification of the result of the subject level review should be advised to the student within seven (7) days of the review taking place.

STEP 3 – EXECUTIVE REVIEW

Where a student remains dissatisfied with the outcome of Step 2 they may then request an executive review. The request must be made within seven (7) days of receiving the notification of the outcome from the subject level review.

The student must detail why the subject level review was inadequate therefore the error still exists or that the review was inequitable. The student must provide specific reasons or evidence of this for an executive review to be held.

A request for an executive review is overseen by the Deputy Principal – Senior School and they will determine whether the request has provided evidence for the review to proceed.

The executive review will also maintain records (through the HOD Senior Schooling) of all processes in review of assessment.

Complaints & Appeals

As a registered training organisation, there are informal & formal complaints & appeals processes that students can use when necessary. Complaints may be placed when a student is dissatisfied with a particular aspect of their training. This could include, but is not limited to, any of the following reasons:

- An administrative matter, such as lack of training materials available and/or non-issue of qualification certificate
- Another person within the training environment (students or teachers)
- How the course is delivered such as the training room, equipment, and information available
- A complaint about the assessment such as the timeframe provided, conditions of the assessment and/or accessibility

Initially, students should engage in an informal discussion with their classroom teacher to discuss their dissatisfaction and/or the curriculum Head of Department. They will attempt to best resolve this issue in a timely manner. If there is a more serious issue that requires involvement by the Principal, then a formal complaint should be lodged using the Complaints & Appeals form available on the Rosewood SHS website. This should provide as much detail as possible so that it can be respectfully reviewed and processed.

Students may also choose to lodge an appeal. This would occur if they have been deemed not-yet competent during their training but they believe they have completed all work required and have met the benchmark standard required for competency. The process is the same as complaints, in which students should initially have an informal discussion with their classroom teacher. If they are still not satisfied with the response, they can lodge an official appeal of their work using the Complaints & Appeals form available on the Rosewood SHS website.

Tracking Student Progress

All vocational subjects offered by Rosewood SHS, excluding those offered by external providers, have been broken down into two Assessment Schedules per year. Each semester, teachers will track student progress through each assessment item to ensure students are on track for completion & success of their training. Every five (5) weeks, teachers are required to submit a copy of their individual student tracking to administration. At this checkpoint, teachers are also required to inform parents/carers if their student has not completed all aspects of their assessment to date, as determined by the Assessment Schedule.

Course Records

Students will be issued their qualification certificate within 30 days of course completion, **provided all course fees have been paid**. Students who withdraw early from a course, or do not complete all required assessments competently, before the course ends, will instead be issued a **Statement of Attainment** that displays all competently completed units.

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.

Rosewood SHS 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 right qualifications, in order to ensure you 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 different ways in which students learn. Students with special needs will participate with an initial consultation with the HOSE along with their parent/guardian and relevant school staff to ensure that the training and assessment.
3. All students will be actively encouraged to participate in VET programs, irrespective of background/cultural differences.
4. Prior to participating in structured work placement, you will be provided with an induction program which 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 to ensure you are successful in your work placement.
5. Literacy and numeracy is integrated throughout all VET programs, as well as being delivered separately through your English/literacy and Math's/numeracy program.
6. 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.
7. Any complaints/grievances in relation to discrimination/harassment will be treated seriously, in line with the school's VET Policies and Procedures on Complaints/Grievances/Appeals.

EQUITY: REVIEW

- Formulating, implementing and reviewing operational policies and strategic plans.
- Every year the Principal of the School requires every HOD to conduct a review of their area and plan for the following year/s.
- These plans are discussed with the line managers (Deputy Principals) during the review process.
- Evaluating the aims, objectives and delivery of programs.
- This is achieved through internal quality reviews and the preparation of the AOP and Program Management process.

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.

Workplace Health and Safety and Accidents/Incidents while on structured work placement/work experience.

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

STUDENT TRAINING AGREEMENT

Please tick the certificate qualification you are undertaking in 2024:

School RTO: <ul style="list-style-type: none"><input type="checkbox"/> Certificate II in Active Volunteering<input type="checkbox"/> Certificate II in Visual Arts<input type="checkbox"/> Certificate III in Design Fundamentals<input type="checkbox"/> Certificate II in General Education for Adults<input type="checkbox"/> Certificate II Retail Operations<input type="checkbox"/> Certificate II Applied Digital Technologies	Other RTO: <ul style="list-style-type: none"><input type="checkbox"/> Certificate I in Construction<input type="checkbox"/> Certificate II in Engineering<input type="checkbox"/> Certificate III in Business<input type="checkbox"/> Certificate II & III Rural Operations<input type="checkbox"/> Certificate II Health Services<input type="checkbox"/> Other:
---	---

An electronic copy of the school's VET Student Handbook is available from the school's website.

I have read the school's Senior Schooling/VET Student Handbooks and: (tick)

- Agree to undertake the qualification/course as it has been advertised in the SS Handbook
- Have been provided with the name of each unit of competency in this qualification in the SS Handbook
- Am aware of the course outcomes and pathways as outlined in the SS Handbook
- Have been provided with fee and other information
- Understand when I will be issued with the Qualification and or Statement of Attainment
- Have been informed of the training assessment arrangements
- Understand that assessment will be competency based
- Have been provided with information about the RPL process
- Understand the entry requirements into the course
- Agree to abide by occupational health and safety legislative requirements
- Am aware of the Student support services available to me
- Understand the complaints and appeals procedures in place
- Am aware of my obligations to undertake all work and assessment provided by the teacher, within the designated time-frames and attend extra assessment sessions as required by the teacher
- Understand that if I enter a course of study that has already begun, **it is the student's responsibility to catch up with any work that may have been missed.**

STUDENT NAME:

USI:

Parent's Signature: _____ Date: _____

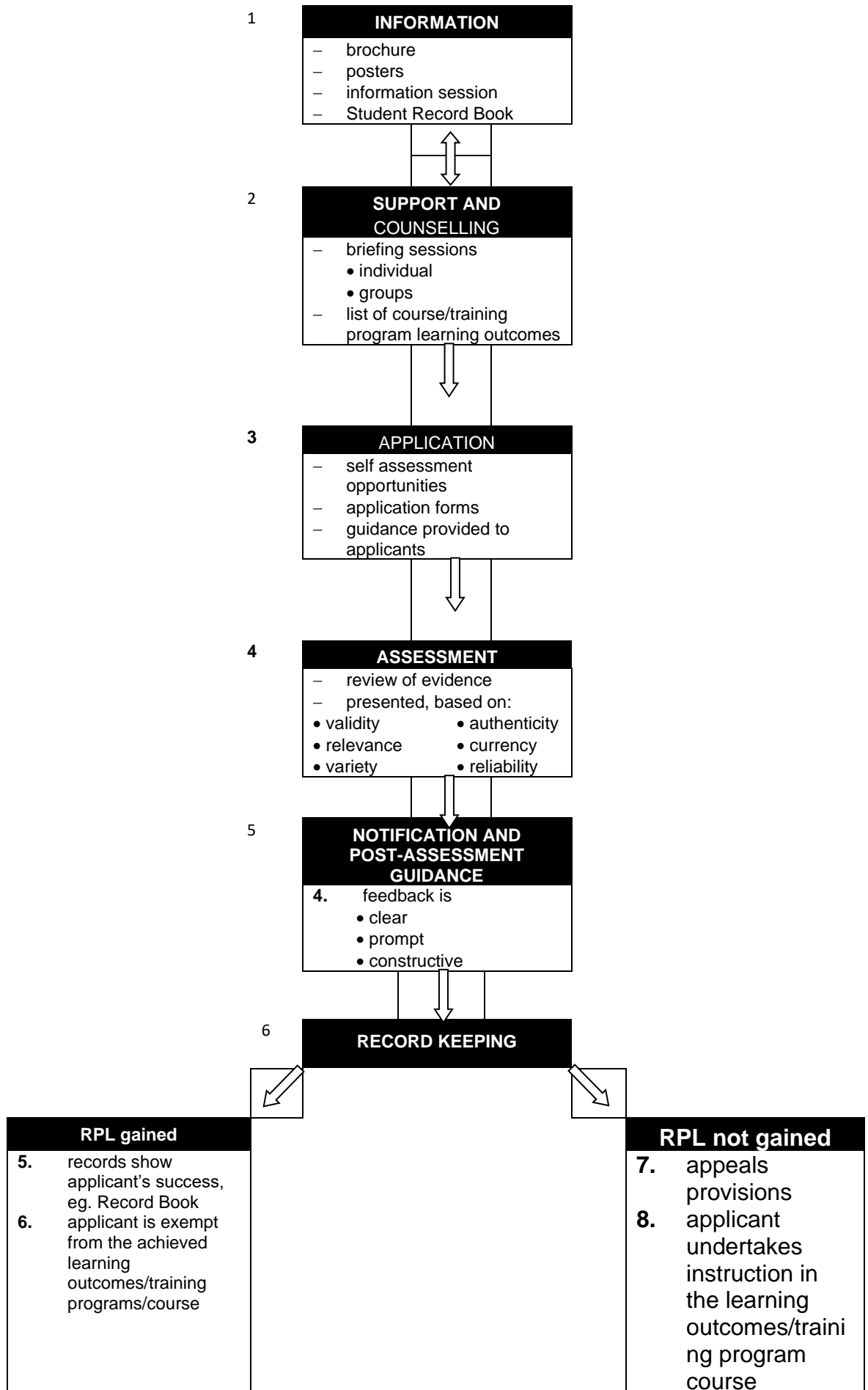
Student's Signature: _____ Date: _____

After you have signed and returned this form, 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, etc.

Unless the school has an accurate record of your enrolment/s, the necessary support a student requires to complete successfully cannot be guaranteed.

PLEASE RETURN THIS FORM TO YOUR VET TEACHER BY THE END OF WEEK 3

APPENDICIES
STAGES IN THE RPL PROCESS



<p>RPL means getting credit for what you know – <i>no matter where or how you learnt it</i> - if your knowledge and skills are of the same standard as required in your vocational course</p>	<p>RPL will allow you to:</p> <ul style="list-style-type: none"> ✓ 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 recognized
<p>What learning might count towards RPL?</p> <p>Knowledge and skills learnt in: other subjects</p> <ul style="list-style-type: none"> ☺ work experience or industry placement ☺ a part-time job or unpaid work ☺ hobbies, activities, clubs, and sports interests inside or outside of school ☺ activities you undertake as part of your family, holiday, home routines 	<p>In what parts of the course does RPL apply?</p> <p>RPL can only be granted for the vocational training programs (modules) in the course you are studying.</p> <p>(These are the job-related knowledge and skill areas of the course.)</p> <p>Each vocational training program (module) has a number of learning outcomes.</p> <p>You can apply for RPL in either an entire training program (module) or in individual learning outcomes.</p>

<p>If you decide to take advantage of RPL:</p> <ol style="list-style-type: none"> ❶ ask for specific information about the learning outcomes of the module/training program ❷ complete the <i>RPL Application Form</i> in detail (and attach all relevant evidence) ❸ you may be asked to attend an interview, or to do a practical test, or to provide more information. 	<p>How does RPL assessment work?</p> <p>An assessor (usually your class teacher) will look through your application.</p> <p>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.</p> <p>If the teacher does not have sufficient evidence to grant RPL, you may be asked to do a practical test.</p>
<p>After the RPL assessment is finished you will be notified of the result in writing, i.e.</p> <ul style="list-style-type: none"> ★ successful ★ partially successful ★ unsuccessful ★ If you disagree with the outcome you may appeal. 	<p>THE EVIDENCE YOU GATHER FOR YOUR APPLICATION MIGHT INCLUDE</p> <ul style="list-style-type: none"> • PRODUCTS AND/OR RECORDS OF YOUR WORK • A PERSONAL REPORT • A REFEREE'S REPORT <p>(A SINGLE PIECE OF EVIDENCE MAY BE RELEVANT TO ONE OR MORE OF THE LEARNING OUTCOMES.)</p>

<p>EXAMPLES:</p> <p><i>PRODUCTS OF YOUR WORK</i></p> <ul style="list-style-type: none"> • SAMPLES OF WORK YOU HAVE COMPLETED • WORK EXPERIENCE/ INDUSTRY PLACEMENT RECORDS • QUALIFICATIONS GAINED <ul style="list-style-type: none"> – COACHING CERTIFICATES – SENIOR FIRST AID CERTIFICATES • MAGAZINE OR NEWSPAPER ARTICLES ABOUT YOU • PRIZES, CERTIFICATES OR OTHER FORMS OF COMMENDATION 	<p>A PERSONAL REPORT</p> <p>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.</p> <p>THE PERSONAL REPORT CAN NEVER STAND ALONE AS SUFFICIENT EVIDENCE OF COMPETENCE.</p>
<p>REFEREE'S REPORT</p> <ul style="list-style-type: none"> • letters from others to support your claim – e.g. managers, customers. colleagues, previous employer. • reports from a manager who witnessed specific activities undertaken. <p>A referee's report should include:</p> <ul style="list-style-type: none"> • 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 	

RPL CHECKLIST FOR STUDENTS

To ensure an effective RPL process, students should:

1. obtain information about RPL
2. obtain a copy of the Student Record Book/Training Record Book for the vocational training program(s) of your subject.
3. read the relevant learning outcomes for the modules/training programs as listed in the student Record Book/Training Record Book
4. assess your abilities/competencies, with guidance from your teacher and/or counsellor in the learning outcome(s)/modules/training programs
5. decide if you think you possess the knowledge and skills of the learning outcome(s)/modules/training programs and if so, you should apply for RPL
6. complete an RPL Application Form
7. gather evidence that supports your application
8. give the completed RPL Application Form and evidence to your teacher
9. receive notification from your teacher to show
either (i) *that you have gained RPL* [go to 10]
or (ii) *that you need to supply more information AND/OR attend an interview* [go to 7]
or (iii) *that you have not gained full/partial RPL and you receive feedback* [go to 12]
10. (if you are successful) be exempt from those learning outcomes/modules/training programs
11. ensure your Student Record Book/Training Record Book is signed off
12. (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.
13. (if you were unsuccessful) you may decide to request an RPL Appeals Form
14. gather further evidence that supports your application
15. 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 assess the evidence
16. receive a notification about whether
either (i) *you have gained RPL* [go to 10]
or (ii) *you have not gained full/partial RPL and receive feedback* [go to 17]
17. seek to progress more quickly through the module/training program by completing only those aspects for which you do not have prior learning.

RPL CHECKLIST FOR TEACHERS/ASSESSORS

To ensure an effective RPL process, students should:

1. provide information to students about RPL
2. give students a copy of their Student Record Book/Training Record
3. give students time to reflect on whether they wish to apply for RPL
4. make opportunities available for students to access support and guidance
5. provide students with copies of an RPL Application Form
6. provide students with information about the types of evidence that can be used to support an RPL Application Form
7. assess students' applications with a flexible and responsive attitude to what constitutes acceptable evidence
8. make a prompt decision and notify students that you
either (i) *will grant RPL on the evidence presented* [go to 9]
or (ii) *request an interview or more information to gain further evidence* [go to 7]
or (iii) *will arrange for students to complete a performance assessment* [go to 7]
or (iv) *cannot grant full/partial RPL, and provide feedback* [go to 11]
9. record successful RPLs in Student Record Books/Training Record Books and on master profiles
10. keep a file of students' applications and evidence

*** Where RPL has been granted as a result of this procedure (1-10), the RPL process is completed. Where RPL is not granted, steps 11-14 below are applicable.**

11. inform students of the appeals' provisions
12. make an RPL Appeals Form available to students who decide to appeal
13. if the student decides to appeal, pass the student's application, evidence and Appeals Form to another person with suitable content knowledge, for assessment
14. make a decision and notify the student that
either (i) *he or she has been granted RPL from the Appeal* [go to 15]
or (ii) *he or she cannot be granted full/partial RPL from the appeal and provide feedback* [go to 16]
15. record successful RPL's in the Student Record Book/Training Record Books and in the master profiles
16. keep records of students' applications, evidence and appeals/results.



Rosewood State High School

RPL APPLICATION FORM

Student Name: _____

Date: _____

Course: _____					
Units of competency		Details of relevant previous experience <i>including formal training, work experience and life experience (interests, skills etc.) Attach copies of relevant evidence</i>	FOR OFFICE USE		
Code	Name		Assessor's comments and recommendations	Comp.	NYC

Rosewood State High School



RPL Notification

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

Competency code	Name

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:

Competency code	Name

No information is printed below this line.

.....

Assessor's signature

.....

Date



ROSEWOOD STATE HIGH SCHOOL

GRIEVANCE APPEALS FORM

Name: _____ Date of original decision: _____ Course Name: _____

Complete the following to indicate the decision/s against which you wish to appeal. Qualification name and code: _____

LEARNING OUTCOME		SUMMARY OF THE REASONS FOR YOUR APPEAL. <small>(List the additional information you will present as part of your appeal).</small>	FOR H.O.D. USE		
NO.	DESCRIPTION		ASSESSOR'S COMMENTS AND RECOMMENDATIONS		

Applicant's Signature: _____

Date: _____

NOTIFICATION:

Competency is/is not granted for the Learning Outcome: _____

Because _____

Assessor's Signature: _____

Date: _____



ROSEWOOD State High School

In pursuit of excellence

FOR OFFICE USE ONLY:

1. I have taken the following immediate action with respect to this matter:

2. Attached is a copy of the letter I have sent to the person who identified this matter: (if not attached, please give reason/s)

3. Investigation of the matter indicates that further action is necessary

Yes
No

If Yes, details of identified cause, proposed action and expected completion date:

Expected completion date:

Actioning Officer's signature Designation.....

Manager/Supervisor's signature

Date returned to Management Committee

Further action required: Yes
 No
Action taken Yes
No
Matter closed Yes



ROSEWOOD State High School

In pursuit of excellence

ROSEWOOD STATE HIGH SCHOOL

STUDENT FEEDBACK FORM

Name (optional) Subject

Please indicate the extent or level of your agreement with the following statements about the accredited vocational course incorporated within this subject, as you see it at this stage. Circle the number associated with the appropriate point on the scale below:

Strongly Agree (SA)	Agree (A)	Uncertain (U)	Disagree (D)	Strongly Disagree (SD)
5	4	3	2	1

	SA	A	U	D	SD
1 The information given to me at the beginning of the course about the vocational education components incorporated within this subject was helpful and gave me a clear idea of things such as credit transfer, assessment and certification.	5	4	3	2	1
2 In this subject I receive prompt feedback on the assessment items.	5	4	3	2	1
3 The information given to me about Recognition of Prior Learning (RPL) was easy to understand	5	4	3	2	1

I wish to advise/offer the following suggestion/issues where improvements could be made:

This matter is CONFIDENTIAL Yes No

Date: _____



ROSEWOOD State High School

In pursuit of excellence

FOR OFFICE USE ONLY:

1 I have taken the following immediate action with respect to this matter:

2 Attached is a copy of the letter I have sent to the person who identified this matter: (if not attached, please give reason/s)

3 Investigation of the matter indicates that further action is necessary

Yes

No

If Yes, details of identified cause, proposed action and expected completion date:

Expected completion date:

Actioning Officer's signature Designation.....

Manager/Supervisor's signature

Date returned to Management Committee

Further action required:

Yes

No

Action taken

Yes

No

Matter closed

Yes