Senior Vocational Education & Training (VET) Handbook
Year 11 - 2019
Year 12 - 2020

Smithfield State High School

Trinity Beach

Our Partners
JAMES COOK UNIVERSITY
AUSTRALIA

1. Introduction

1.1 Purpose of this handbook

This handbook has been written to provide students enrolled, or looking to enrol, in Vocational Education and Training (VET) courses with important information about the VET programs offered by Tropical North Learning Academy Smithfield State High School (Smithfield SHS), as well as the rights and responsibilities as a student of these courses.

Please take the time to study it carefully and to ask VET teachers if there is anything which may need clarification.. This handbook should be used as a reference in regards to policies and procedures throughout the duration of the VET qualification.

The content of this handbook represents the key points of VET Policies and Procedures developed by Smithfield SHS as the Registered Training Organisation RTO). The teachers who are trainers and assessors of this RTO will support students to understand their rights as learners with this training organisation.

1.2 The VET Quality Framework (VQF)

The VET programs offered by this school will lead to a nationally recognised Certificate on completion of all the required modules, or a Statement of Attainment for the modules successfully completed. This Certificate / Statement of Attainment will be recognised throughout Australia.

The school VET teacher will provide full information about the qualification/s being undertaken at this school, including an overview of the specific units of competency/modules, assessment requirements, vocational outcomes, etc.

2. Smithfield State High School VET courses

The following is a list of the Certificate Courses offered by Smithfield SHS in. All of these qualifications will provide students with a vocational qualification upon successful attainment of the core and elective competencies.

Code	Qualification – RTO Smithfield SHS 30496	Full Certificate	QCE points
ACM20117	Certificate II in Animal Studies	$125.00	4
BSB20115	Certificate II in Business	$195.00	4
CUA41215	Certificate IV in Interactive Digital Media (Quest)	$1600.00	8
SIS20115	Certificate II in Sport and Recreation	$300.00	4
SIT20116	Certificate II in Tourism	$176.00	4
	External RTO Providers		
SIS30315	Certificate III in Fitness	$430.00	8
SIT20216	Certificate II in Hospitality	$80.00	4
CHC30113	Certificate III in Early Childhood Education and Care (last enrolments 2019)	$650.00 +first aid	8
CHC30213	Certificate III in Education Support (last enrolments 2019)	$650.00 +first aid	8
CHC33015	Certificate III in Individual Support (last enrolments 2019)	$650.00 +first aid	8
HLT33015	Certificate III in Allied Health Assistance (last enrolments 2019)	$650.00 +first aid	8
SIS20115	Certificate II in Sport and Recreation	$250.00*	4
SIS30115	Certificate III in Sport and Recreation (SIS20115 pre requisite)	$50.00	+4
HLT23215	Certificate II in Health Support Services (starts 2020)	$399.00*	4
HLT22015	Certificate II in Community Services (starts 2020)		4
HLT33115	Certificate III in Health Services Assistance (starts 2021, HLT23215 OR HLT22015 pre-requisite)	$399.00	+4

*Conditions apply –
Students enrolled in these courses may be eligible for Vocational Educational Education & Training in Schools (VETiS) funding which will reduce the cost of the Certificate II in Sport and Recreation to $0, and the cost of the combined Certificate II in Health Support Services/Certificate II in Community Services to a total cost of $50.
Students will have their VETiS funding eligibility checked on enrolment to the courses.

2.2 Payment of fees

Payment of fees is through the school and students will be informed of the process during enrolment. If a student withdraws before meeting competency, then a refund may be available.

If competency and training has been awarded, a Statement of Attainment will be processed and refund will be determined on a pro-rata basis if the full qualification has been paid.

3. Student selection, enrolment, induction and procedures

Students enrolled in VET subjects at this school participate in the same enrolment and selection processes as other students at the school. Where numbers are limited for VET subjects, selection will be based on interview and/or review of student SET Plan document and future career pathway in order to manage enrolments within VET courses on offer.

Access to VET courses is open to all students in Year 11-12, if enrolment numbers are viable with human and physical resources available to support course delivery. A Students must have a verified Unique Student Identifier (USI) number before enrolments are finalised.

In some instances, students may be required to complete an application process prior to commencing their course. This is to ensure they has the necessary literacy and/or numeracy skills required to complete the qualification, and to identify any requirements for the student support services.

At the commencement of all VET subjects, VET teachers/trainers will induct students on Workplace Health and Safety (WH & S) measures and these will continue to incorporate throughout the course.

4. Course information including content and vocational outcomes

Subject information for VET courses has been included in the Senior Secondary Curriculum Handbook. This information outlines industry/VET specific information relevant to the particular course including the individual vocational competencies being delivered with a statement that relates to the direct outcomes that each qualification will achieve.

4.1. Units of competency

A VET qualification is made up of a specified number of units of competency. These are simply units of work which are structured to train a student in a particular set of skills and knowledge required by industry. Competency is achieved when a student can appropriately perform and apply a combination of skills and knowledge to the standard required in a range of work-related situations.

Competency standards have set outcomes, conditions of performance and benchmarks for measuring performance. The successful completion of each unit of competency contributes towards the overall qualification.

If a student does not achieve competency in their first attempt at an assessment task, they must be given the opportunity to revisit the unit and complete it.

4.2 Student induction

Once enrolled in a VET course, students will be provided with the following:

- Qualification VET Contract (for each qualification completed)
- Supporting documentation in regards to the course outline indicating units of work, units of competency, assessment requirements and links to employability skills
- Recognised Prior Learning (RPL) and credit transfer process and appeals processes will be discussed with the students and the individual trainers/assessors
- Vocational outcomes and opportunities that this qualification provides will also be discussed with the students.

5. Provision for language, literacy and numeracy support

If undertaking a VET subject that has embedded units of competency from a Training Package, basic literacy/numeracy elements will be incorporated. This should help students learn these components more readily, as they are delivered and or assessed in the context of an industry vocational area that individuals have agreed to complete while attending this RTO.

If need additional language, literacy or numeracy support is still needed, please contact the class teacher, Head of Department Student Futures & Engagement – Senior School or the Guidance Officer.

6. Student support, welfare and guidance services

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

Guidance Officer/Head of Department Student Futures & Engagement – Senior School

Provides help solving problems at school with work, VET trainers and assessors support from additional teachers or friends. Can assist in making decisions about subjects future career path. Can refer students who need additional support from internal and external support agencies to provide the required assistance needed.

Senior Pathways Administration Officer

Provides career related information, assistance with work related activities, organises structured industry placement for on the job assessment. Also coordinates school based traineeships and apprenticeships and assist with work experience.

Senior School Dean

Provides support within the school in relation to student welfare.

Community Education Counsellor

Provides support for the Aboriginal and Torres Strait Islander students and liaises between the school and the Aboriginal and Torres Strait Islander community.

School Nurse

Provides help with issues related to health and wellbeing, such as puberty, drugs, nutrition, sexual health, vision and hearing testing, stress and family problems.

Youth Engagement Officer and School Chaplain

Provide support outside of the school in areas that relate to student welfare such as community support, housing and related issues.

Visiting Health Psychologists

For problems, which require additional support, extra assistance is provided by community based psychologists who may visit the school.

7. VET assessment policy principles

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

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

ii. Information given to students, on the assessment cover sheet, will include:

- the criteria against which they will be assessed
- advice about the assessment methods
- assessment procedures
- space for comments and feedback.

iii. Students will have access to their **Student Profile sheet** of results in each VET subject at timely intervals throughout the two year course. They are encouraged to consult with their subject teacher about their assessment, units of competency and request feedback during each learning phase within the course.

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

v. Any special geographic, financial or social needs of students will be considered in the development and conduct of the assessment.

vi. Reasonable adjustment will be made to the assessment strategy to ensure equity for all students, while maintaining the integrity of the assessment outcomes.

vii. Opportunities for feedback and review of all aspects of assessment will be provided to students. Students will be engaged in a process of review of training and assessment, this may in the form of formal feedback in a learner engagement survey or an information discussion and review of the assessment with the trainer/assessor. Students will be involved in a Tracking Process for each VET subject studied at the end of each semester. This will be in line with the school assessment reporting timelines set each semester.

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

7.1 VET assessment policy – competency based assessment

Competency based assessment is a system for assessing a person's knowledge and skills. Assessment is based on the actual skills and knowledge a person can demonstrate in the workplace or in other relevant contexts. An individual must demonstrate competency in all of the required tasks in order to be recognised as competent overall.

Competencies and modules studied at Smithfield SHS 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 as well as the standard appropriate to the level of training and assessment delivered in accordance with the National Training Packages.

In most VET subjects competency based assessment will be assessed a number of times throughout the duration of the course. Results for each assessment item will be marked on a subject student profile sheet. This allows students to become competent as their skills improve.

7.2 Assessment grades for competency based assessment

Units of competency:
- CA   competency achieved
- CNA   competency not achieved
- WTC   working towards competency

Individual Assessment Items:
- S   satisfactory
- U   unsatisfactory

7.3 Assessment modes

In most courses a variety of assessment modes will be used to document skills and knowledge of competency based assessment. Assessment methods may include, but not be limited to:

Assessment Mode	Explanation of the document students are expected to produce to demonstrate level of competency.
Short answers or workbooks	Questions which need answers of a single word, a few words, a sentence or paragraph.
Projects	A task related to developing documents for delivery and assessment of a vocational qualification.
Oral Response	Questions which need oral answers of a single word, a few words, a sentence or paragraph.
Third Party Report	A means of gathering information on the demonstration of a student's performance by someone other than the assessor.
Case Study	Allows opportunity for students to display process and problem-solving skills in a set of integrated tasks in a simulated context.
Practical exercise	A task which involves an application of knowledge with or without supporting documentation or student review of practical skills.
Observation	Involves observing the demonstration of a student's performance. School may document evidence within a check list or photograph evidence of trainer review notes.

All assessment instruments must be supported by documentary evidence. For example, observation instruments must be supported by a checklist.

It is through this portfolio of documentary evidence that the student shows competence against the required modules and the performance elements needed to be demonstrated in relation to the level being assessed. When this occurs for all units of competency, then the full qualification can awarded to the student.

7.4 Resubmissions

If a student has not achieved an individual competency or an instrument assessing a cluster of competencies on the first attempt, they can submit a second attempt of this assessment task.

The assessor will provide the student with feedback whenever an assessment is not yet competent at the first attempt. When submitting their second attempt, they are given the opportunity to obtain competency by addressing the feedback and correcting the errors.

7.5 Plagiarism

Plagiarism is a form of dishonesty that occurs when a person submits someone else's work as their own. This can range from:

• copying another student's work

• providing your own work to another student for the purposes of submitting it as their own

• cutting and pasting paragraphs from different websites

• copying information from books, pamphlets, legislation and websites without acknowledging or citing the author in your own assessments.

If you share your work with another student and he or she plagiarises it, then you are also considered to be guilty of plagiarism as you enabled it.

In some instances, assessment tasks may require you to work collaboratively with a partner or group. Unless the task is explicit in permitting students to work together, you should always ensure that the work you are submitting is your own.

Students who are suspected of plagiarism will be contacted by the VET trainer or assessor /Head of Department who will meet with them and their teacher to discuss the matter and determine a suitable outcome. Students who are found to have plagiarised

will have this entered onto their student record and will be required to submit a new assessment.

8. Assignments, examinations, practical assessments and orals

- The framework for assessment allows students **two attempts** to demonstrate competency when presenting assignments. If successful on the first attempt, students will not need to present a second attempt.

- The due date for submission of assignments will be clearly set out in the Semester Assessment Planner for this VET qualification as well as clearly stated on the assessment cover sheet.

- For examinations, practical assessments and orals, students will be given a date or schedule to complete their first attempt. Students and their trainers will need to negotiate any second attempt date and time in a reasonable timeframe suitable to both individuals. This date will be clearly set out for students, giving them enough time to demonstrate their level of competence.

- Students who complete examinations, practical assessments, project work, orals or work placement on their first attempt date, but who are unsuccessful in demonstrating competency, will receive appropriate feedback and additional support before they are given a second opportunity to demonstrate competency.

- The scheduling of this second opportunity will provide students with the opportunity to demonstrate competence. This opportunity will be reviewed by the individual staff trainer and assessor and will fit in with the program planning and timetabling demands of the course (however this second opportunity must not extend for more than semester in order to allow for the student learner to progress with the course).

9. Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) is the process used to assess individuals' existing level of knowledge and skills against individual or multiple units of competencies. Students are made aware of the school's RPL policy prior to enrolment. As part of their student induction, the process and types of evidence that can be used to support RPL applications is provided to them.

Evidence might include:

- Letters of testimonials from employers.

- Samples of work.

- Certificates, etc.

How does the RPL application work?	To apply for RPL you will need to prepare an application giving details of any skills or knowledge that you already have. It is your responsibility to provide enough information in the application to support your case.
Assessment:	You may be asked to attend a meeting to discuss the details of your application. This meeting is held to find out whether your skills and/or knowledge match what would be learned in the vocational education parts of the course.
Notification:	You will be told whether or not your application has been successful. If you have been granted RPL for some vocational parts of the course, you will not have to complete those parts.

Note:

You do not need to go through the RPL process if you already have a Statement of Attainment from another RTO that details 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 in these cases. This is referred to as "mutual recognition" – Credit Transfer. If you have attained a unit of competency in another qualification, please alert your trainer to that fact and provide them with the evidence to support your credit transfer.

RPL applications must be submitted to the teacher of the qualification in the first instance.

Smithfield SHS recognises Australian Qualification Framework (AQF) qualifications and statements of attainment issued by any other RTO and has a separate policy and procedure regarding the credit transfer process for this, as outlined in the *Procedure for Issuing VET Qualifications.*

10. Complaints, grievances, appeals and early termination of qualification

On rare occasions, a student may disagree with the grade/result a teacher has given for a particular assignment or test response that affects the outcome of a unit of competency. The grievance procedural steps are as follows:

Step 1:	The student consults the teacher about a review of the test, practical task, assignments or learning experiences.
Step 2:	In cases where no adjustment is made, the student may request that the Head of Department (HOD) from the relevant faculty area review the assignment, test, practical task or learning experiences.
Step 3:	Before returning the script to the student, the teacher should be consulted by the relevant subject HOD before a final decision is made. An informal meeting should then take place between the student, teacher and HOD to resolve the grievance.
Step 4:	If the student fails to accept the decision arrived at by this group, then the grievance is to be put in writing and submitted to the Principal for final consideration and resolution.

10.1 Early termination

In the event that the RTO loses suitably qualified trainers and assessors for a particular course and is unable to deliver this program:

- students will be issued with a Statement of Attainment for any successfully completed units of competency
- any fees paid toward the program will be refunded on a pro rata basis

11. Continuous improvement (monitoring, learner engagement surveys, internal audit)

To assist the school in continuous improvement of our services, products and operations, we welcome comments and suggestions. These comments can be passed on through meetings conducted by the Student Council or at any time directly to the Head of Department Student Futures & Engagement – Senior School.

During Term 4, monitoring for each VET subject will be conducted to evaluate the delivery of all certificate courses. Monitoring will be carried out by the relevant Head of Department for the qualification, subject teacher, a community representative and will include evidence from a student completing the course.

Teachers and students may also be asked to complete evaluation forms. This will allow the school to obtain written feedback, which will be addressed by an Internal Audit Committee. This Committee will comprise the Principal or Nominated Representative,

Head of Department Student Futures & Engagement Senior School and HODs of VET subject areas, and will meet in Term 3 to discuss and review the delivery of VET at Smithfield SHS.

12. Student feedback

During the course, students will be asked to provide feedback on the progression of the course, level of feedback provided by the trainer/assessor and the organisation of the units of competency. Students will be required to complete a survey each year provided by the Head of Department Student Futures & Engagement Senior School to review student learner feedback. This survey will then help to inform appropriate decision making in regards to future training and assessment of this qualification.

13. 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 in line with Education Queensland Policy which acknowledge the right of all students to equality of opportunity **without discrimination.**

14. 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 students, have responsibilities to ensure a safe environment and 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 and observe good housekeeping practices

❖ report all injuries or "near misses" to a teacher

❖ 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

14.1 Workplace helath and saftet accidents or incidents while on structured work placement or work experience

Where you find that you are required to undertake work that is a risk to your health and safety, you **must** advise the Senior Pathways Administration Officer immediately. Action may include withdrawing you from the work placement and may require a report to our WorkCover Provider.

The school will investigate all serious accidents as soon as possible after they occur so that an accurate account of events is recorded and remedial action taken to reduce the risk of other similar accidents.

15. Acess to records. Student, parent consent, acknowledgement forms

No staff member of this school can provide information about you to a third party without your written permission. You will be required to sign a consent form for those occasions

when it is necessary for the school to provide information about you to another organisation (eg: the Department of Employment, Training and Small Business, or another RTO) for your results.

The school will provide you with a copy of the consent form.

You can have access to your own personal records at any time by contacting the Head of Department **for the subject area** in which you wish to check your information. If the matter is not related to any one specific subject, you will need to contact the Principal for permission.

16. VET curriculum/subject levies and refund policies

VET curriculum/subject levies for the academic year are required to be paid at the beginning of Term 1, unless otherwise stated by the VET contract for the qualification.

For a full list of qualifications, competencies and subject levy information see Year 11/12 Course Handbook on the school website.

16.1 Refund policy

Once a student commences in a VET program/curriculum area, no refunds of levies will be granted for that particular term. Where levies have been paid for the whole year, a pro rata refund system will apply for terms in which the student has not commenced, but has paid levies.

All fees and charges are known to participants before enrolment.

Should Smithfield SHS cancel any program, participants are entitled to a full refund or transfer of funds to another program.

17. Issuing of AQF qualifications and statemnts of attainments – certification procedure

Smithfield SHS will issue AQF qualifications and statements of attainment within 21 days of course completion. All certificates and statements of attainment issued by the school will comply with standards outlined in the AQF Implementations handbook, second edition.

Smithfield SHS will only issue AQF certificates and statements of attainment within its scope of registration that certify the achievement of qualifications or industry/enterprise competency standards from nationally endorsed training packages or qualifications, competency standards or modules from accredited VET courses.

Smithfield SHS will ensure that, where the language used for delivery and assessment of the qualification is other than English, that language is noted on the certificate or statement of attainment.

All certificates and statements of attainment issued by the school will be recorded in the 'Register of Qualifications Issued'. This register will be electronically backed up and kept for the required timeframe. Copies of the certificates and statements of attainment will be retained for the required 30 year period.

17.1

Smithfield SHS will re-issue AQF qualifications and statements of attainment upon request.

18. Code of practice

Educational standards

As a Registered Training Organisation, Smithfield SHS will operate within the principles and standards of the Australian Skills Quality Authority. This includes a commitment to recognise the training qualifications issued by other Registered Training Organisations.

Legislative requirements

Smithfield SHS will meet all legislative requirements of the State and Federal Governments, particularly in relation to Workplace Health and Safety, Workplace Relations, Vocational Placement and Copyright standards.

Access and equity

All post-compulsory students are offered access to vocational education subjects through our subject selection process. All post-compulsory students receive individual counselling from the Guidance Office or Administration prior to finalisation of subjects.

Appropriately qualified staff will, based on their qualifications and experience, assess the extent to which the application is likely to achieve the stated competency standards and outcomes of the course. Course content, assessment procedures and vocational outcomes are outlined to students prior to their commencement of a subject.

Quality management focus

Smithfield SHS is committed to providing a quality service and a focus on continuous improvement. We value feedback from participants, staff and employers for incorporation into future programs. This includes data collection through the Specific Measurable Assignable Realistic Time-related (SMART) system of learner surveys and individual faculty assessment feedback.

Client service

Smithfield SHS has sound management practices to ensure an effective service is provided to students. Results are issued to students in accordance with Queensland Curriculum and Assessment Authority (QCAA) requirements and are appropriate to competence achieved and in accordance with national guidelines.

Our qualify focus includes a Recognition of Prior Learning Policy, a Grievance and Appeal process, and the provision of student welfare and guidance services. Where necessary, arrangements are made for those students requiring additional literacy and numeracy support. We will take every opportunity to ensure that this information is disseminated, understood and valued by members of our school community.

External review

Smithfield SHS agrees to participate in external monitoring and audit processes required by the Australian Skills Quality Authority and carried out by QCAA.

Management and administration

Smithfield SHS has policies and management strategies which ensure sound financial and administrative practices. Student records are managed securely and confidentially and are available for student perusal on request.

Training and assessment standards

Smithfield SHS has staff with appropriate qualifications and experience to deliver the training and facilitate the assessment relevant to the training products offered.

Assessment will meet the National Assessment Principles (including Recognition of Prior Learning and Credit Transfer) as required by QCAA. Adequate facilities, equipment and training materials will be utilised to ensure the learning environment is conducive to the success of students.

Guarantee

Smithfield SHS will honour all guarantees outlined in this code of practice.

Contact Information

O'Brien Road (PO Box 500), Smithfield QLD 4878 | Ph: (07) 4058 4333
Email: office@smithfieldshs.eq.edu.au | www.smithfieldshs.eq.edu.au