



MALENY STATE HIGH SCHOOL

Vocational Education and Training - RTO number 30395

VET Student Handbook 2022

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1. INTRODUCTION

Many of the Vocational Education and Training (VET) programs offered by Maleny State High School can lead to nationally recognized qualifications. These qualifications are recognized in all eight States/Territories in Australia. This happens because, in Australia, we now have a national qualifications framework called the Australian Qualifications Framework (AQF).

This handbook has been written to provide VET students with important information surrounding the certificate programs offered by Maleny State High School as a Registered Training Organization. In addition, it tells you about your rights and responsibilities as a VET student. Please take the time to read it carefully and to ask your VET trainers about anything you do not understand. You should refer to this handbook for reference throughout your enrolment.



Figure 1: The Australian Qualifications Framework (AQF).

The Australian Qualifications Framework

All of the Pathways programs offered by this school can lead to a nationally recognised qualification (Certificate) if you successfully complete all the requirements of the qualification, or a Statement of Attainment for those parts that you do successfully complete (if you do not complete the full qualification). This Certificate/Statement of Attainment will be recognised in all eight States/Territories in Australia.

This is because in Australia we now have a national qualifications framework called the Australian Qualifications Framework (AQF). There are 12 different types of qualifications you can obtain. They are shown in the table below. Those that are bolded are the ones that you have the opportunity to fully or partially complete through the Pathways programs you are undertaking while at Maleny State High School

AQF Qualifications by Educational Sector Schools Sector	Vocational Education and Training Sector	Higher Education Sector
Queensland Certificate of Education (QCE)	Advanced Diploma Diploma Certificate IV Certificate III Certificate II Certificate I	Doctoral Degree Master's Degree Graduate Diploma Graduate Certificate Bachelor Degree Advanced Diploma Diploma

2. STUDENT SELECTION, ENROLMENT, AND INDUCTION

Students enrolled in VET subjects at Maleny State High School participate in the same enrolment and selection processes as other students at the School.

This includes:

- Year 9 Subject Selection and
- Year 10 SET Plan and Subject Selection)

Maleny State High School is committed to non-discrimination in any form when processing subject selection and at all times complies with equal opportunity and anti-discrimination legislation. Where class numbers are limited for VET subjects, selection may be made on the basis of an interview with the relevant HOD.

When enrolling in Year 10,11 & 12 for the first time at Maleny State High School, the following identifier will need to be generated.

The School will generate the following information:

- A SDCS number
- A Learner Unique Identifier (LUI); a 10-digit number that the QCAA uses to identify you — and a password, so you can access your learning account.

You as a student are required to generate the following:

- A Unique Student Identifier (USI); an USI is a reference number made up of numbers and letters that enables a learner to track their VET qualifications nationally. **STUDENTS CANNOT PARTICIPATE IN A COURSE WITHOUT A USI.** Please follow the link below
 - <https://www.usi.gov.au/>

3. COURSE INFORMATION

Students are able to participate in a subject selection night and a SET Plan interview before Subject selection occurs in Years 10, 11 & 12. During this time students should obtain a Subject Selection booklet and a VET Student Handbook. This allows students to receive the following information prior to enrolment:

- Student selection, enrolment and induction/orientation procedures;
- Course information, including content and vocational outcomes;
- Fees and charges, including refund policy and exemptions (where applicable);
- Provision for language, literacy and numeracy assessment;
- Student services, welfare and guidance;
- Flexible learning and assessment procedures;
- Complaints and appeals procedures;
- Disciplinary procedures;
- Recognition of Prior Learning;
- Credit Transfers
- Human and Physical Resources;
- Issuing of Certificates
- Any other information specific to their course.

Course/program information, content, assessment requirements, and vocational outcomes are supplied in the Subject Selection Booklet for associated year levels. These are available on the [Maleny State High School Website](#). The VET Student Handbook contains the remainder of the information above. This is also found on the [Maleny State High School Website](#). The VET student Handbook is also available on the common drive for students.

At the commencement of all VET subjects, trainers will induct students on the required VET elements identified within both Subject Selection and VET Student Handbooks and will continue to incorporate these throughout the delivery and assessment of the course.

There are many career pathways that can be started before a student graduates from high school. VET Certificates and SAT pathways allow students to get a head start on their career and make them more attractive to potential employers upon entering the job market.

VET certificates can not only contribute QCE points but can also contribute towards a student's ATAR score. Students need to have a minimum of four general subjects to be ATAR eligible so that means that students can undertake up to two VET courses and still be on an ATAR pathway. Any VET certificate that is Certificate III or higher can contribute to the ATAR calculation.

The two external training options Maleny State High School usually endorse are:

1. VET Courses: Vocational Education and Training courses are external certificate-based program of learning offered through an RTO like TAFE or similar. These are usually a Certificate I, II or III qualification.
2. SAT: School Based Apprenticeship/Traineeship (SAT) allows you to work one day per week, and commence your qualification/training before you finish year 12. A school-based apprenticeship will generally finish the first year of the apprenticeship before they finish high school so once out into the workforce can begin straight away into the second year of their apprenticeship, however as the Apprenticeship is not finished on completion of schooling, not all relevant QCE points are banked.

3.1 External Certificate-Based Programs of Learning

An external RTO offers students the opportunities to attend their training facility and gain qualifications that will set students up for success in their chosen career through hands on learning and real-world industry pathways. These training organisations provide students with a flexible, safe learning environment to learn skills and are provided with nationally recognised training that provides them with everything that they need to succeed in their chosen career pathway.

3.2 How This Works

External RTO programs allow students to attend an adult learning facility and complete an external course of study towards gaining a recognized qualification. If you think this pathway might be suitable and beneficial to

your future career pathways then begin a conversation with Guidance Officer, Industry and Vocational Training Officer or Head of Department VET.

3.2.1 School

Students must gain support and approval from Maleny State High School to undertake an external course. Students continue to attend school as usual, however, their external course will become part of their school timetable.

At Maleny State High School students are given a timetable reduction to assist with decreasing their subject load. A student's timetable is reduced from 6 senior subjects to 5 and students are given a study line. During this time students attend the library to catch up on any lessons or course work they may have missed on their training day.

Pathways students are supported by VET staff throughout their enrolment with their external training provider and their senior studies.

3.2.2 Training

A student will engage with training through an RTO like TAFE. They will be expected to understand the requirements of the course and complete modules/units of competency within a defined timeframe.

This training may be delivered online, on site or self-directed depending on the delivery method from the RTO and the course the student is participating in.

Any certificate qualification you undertake will require you to complete pre-determined units of competency.

The qualification or competencies completed during the external course are 'contributing studies' to a QCE and will be recorded in the student's learning account.

3.3 School-based Apprenticeships and Traineeships (SATs)

School-based apprenticeships and traineeships (SATs) allow high school students, generally in Years 10, 11 or 12, to work for an employer and train towards a recognised qualification, while completing their secondary schooling and studying for their Queensland Certificate of Education (QCE) or equivalent.

SATs help young people go places. They open pathways for students into new and exciting opportunities, whether that's a full-time job, a trade career, university, TAFE or other training.

Advantages of school-based apprenticeships and traineeships

- **More flexibility and variety:** The variety provided by SATs can have enormous benefits for young people who prefer hands-on learning to traditional schooling pathways.
- **Head start in a career:** Young people employed as school-based apprentices and trainees develop workplace skills, knowledge and confidence and have a competitive edge when applying for jobs. A SAT can lead directly to full-time employment once a student has left school.
- **Nationally recognised qualification:** All school-based apprentices and trainees participate in vocational training that contributes to a Certificate II, III or higher vocational qualification which can count towards the student's QCE.
- **An opportunity to learn and earn:** School-based apprentices and trainees are paid while they learn workplace skills, gain confidence, and adapt to a work environment. It gives the student the opportunity to put skills learnt at school and the training organisation, into practice in a real work environment.
- **Contributing to the community:** Employers who take on school-based apprentices and trainees can make a real difference by motivating young people to work towards their future goals and giving them realistic exposure to the industry or sector.
- **Employer satisfaction:** Employers and supervisors often experience a great deal of satisfaction during the process as they help individuals mold new skills and gain confidence in a work environment.

3.4 How SATs Work and Getting Started

SATs combine study, work and training to provide students with a head start on their career. There are some eligibility requirements that are specific to school-based apprentices and trainees. These will be discussed with the student prior to their approval.

An apprenticeship/traineeship is like any other job when it comes to finding an opportunity because it is a job for all intents and purposes. Our ILO will post available opportunities as external providers approach MSHS with opportunities. Students will be encouraged to apply independently but are always encouraged to speak to our ILO for assistance with the application, including resumes, cover letters and interview skills.

Our ILO will also reach out to industry organisations/associations and employers who have partnered with MSHS and will reach out to specific students if relevant opportunities become available.

Parents and students are encouraged to speak to their social and professional networks to find opportunities only offered by word of mouth. Business contacts, sporting associations, church groups hobby groups, friends and relatives are all fantastic ways to network and find opportunities otherwise not advertised.

3.4.1 School

Students must gain support and approval from Maleny State High School to undertake a SAT. Students continue to attend school as usual, however, some of their paid employment and/or training will become part of their school timetable. A SAT must impact on the student's school timetable to be considered school-based.

At MSHS students are given a timetable reduction to assist with decreasing their subject load. A student's timetable is reduced from 6 senior subjects to 5 and students are given a study line. During this time students attend the library to catch up on any lessons or course work they may have missed on their training day.

2.4.2 Work

Students enter a training contract with an employer. The training contract legally binds the employer and the student for the duration of the SAT. Sometimes the employer will be a group training organisation, principal employer organisation and/or a labour hire organisation who place apprentices and trainees with a range of host employers, who supervise and train and provide work on their behalf. Employers are required to provide the student with a minimum number of hours outlined in their training contract.

2.4.3 Training

The student and the employer will select a training organisation (known as the supervising registered training organisation) to provide all training and assessment for the SAT. The training organisation will work with the parties to develop a training plan which outlines training needs, how and when the training will take place, who will provide the training, and how the training will be assessed.

The qualification or competencies completed during the SAT are 'contributing studies' to a QCE and will be recorded in the student's learning account.

Dependent upon the nominal term of the school-based apprenticeship, there is a limit to the amount of off-the-job training that a school-based apprentice may complete while enrolled at school.

2.5 QCE Points and Finishing School

Whilst a school-based traineeship may be completed when the student is still an enrolled school student, it is unlikely a school-based apprenticeship will be completed. In signing up to a SAT, the parties agree to convert the training contract to full-time or part-time if the SAT has not been completed when the student leaves school.

It's important to note that not all school-based apprenticeships and traineeships are intended to be completed while at school. SAT who have not met the requirements for completion prior to completing school will continue as full-time or part-time Apprentices/Trainees after graduation. QCE points will be apportioned pro-rata depending on the percentage of the course completed at this time. During the year of your graduation, most RTO will require the completion of course work and hours by the end of October in order to process the necessary paperwork to ensure your QCE points are applied before graduation in November.

3.5.1 VET Certificates

- Awarded Vocational Education and Training (VET) Certificate II qualifications contribute 4 credits towards a QCE.
- Awarded Certificate III and IV qualifications generally contribute 8 credits, although some contribute less.

3.5.2 SAT

Traineeship: When doing a traineeship, you can achieve a qualification between a Certificate II through to Certificate IV. These are generally in non-trade disciplines. A traineeship will usually be completed prior to graduation, a student will be able to receive the full QCE points for their certificate.

Apprenticeship: An Apprenticeship will normally take 3-4 years to complete full-time. For this reason, it is very unlikely a School Based Apprentice will complete their Apprenticeship before the end of year 12.

For further information on VET QCE Credit Rules please visit: <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/2-qce/2.3-additional-vet-qce-credit-rules>.

This is one of many differences between apprenticeships and traineeships. For further information regarding the difference between Apprenticeships and Traineeships please visit: <https://www.apprenticeshipcareers.com.au/difference-between-apprenticeship-and-traineeship>

3.6 LATE ENROLMENTS:

If you join a VET subject at Maleny State High School during the course of the year, you will receive or will be provided instructions to find:

- A Subject selection book for your year level
- An **Assessment Calendar** for the current semester
- VET Student Handbook

3.7 EMPLOYABILITY SKILLS

Employability Skills Summaries for Training Package qualifications are embedded in training and assessment. Information on the Employability Skills relevant to your qualification can be obtained by visiting this website and keying in the national code for the qualification: <http://employabilityskills.training.com.au>

4. FEES AND CHARGES

VET subject user fees for 2022 can be found on the subsection selection forms located on the [Maleny State High School Website](#).

4.1 REFUND POLICY

Once a student commences in a VET course, no refunds of fees and charges will be made for that Semester. Where fees and charges have been paid for the whole year, a pro-rata refund system will apply for Semesters which the student has not commenced, but has paid charges.

4.2 CANCELLATION OF DELIVERY

If, due to unforeseen circumstances, Maleny State High School or a third-party delivering training on its behalf is unable to start or continue a commenced course after fees have been made, Maleny State High School will:

- Make every attempt to place the student into an equivalent course such that:
- the new location is suitable to the learner; and
- the learner receives the full services for which they have prepaid at no additional cost to the learner; or
- give a full refund to participants who have been charged for training delivery that has not commenced.

5. LANGUAGE, LITERACY, AND NUMERACY

You will find that basic literacy/numeracy elements have been incorporated into your VET subject. This should help you to learn these basic literacy and numeracy components more readily, as they are being delivered and assessed in the context of an industry vocational area of your liking or choice.

In addition, studying English, English Communication, Math's A or Pre-Vocational Math's should enhance your literacy and numeracy skills.

If you still feel you need additional literacy or numeracy assistance, please approach one of your VET trainers or the VET Head of Department, or talk to the Guidance Counsellor.

6. STUDENT SERVICES

Maleny State High School has sound management practices to ensure effective student services. It has operational standards to ensure timely issuance of training assessments, results and qualifications. All student records and documentation will be recorded, kept confidential and securely archived. Students can access records from their files such as Student Profiles, Competency Records, Report Cards through the Student Network, Student Services Desk or from the VET Head of Department. Students can access their complete or archived files by written request, allowing 14 days' notice.

Maleny State High School has version control procedures for managing materials that relate to its scope of registration(s). Maleny State High School will ensure that, all fees and charges are known to students prior to enrolment. Students are advised of Course Content, Outcomes, and Assessment procedures before training commences.

Maleny State High School quality focus includes – access and equity, recognition of prior learning, fair and equitable refund policy, appeal policy and complaint procedure. For any matter outside of Maleny State High School's expertise or control, every attempt will be made to refer the student to the relevant agency or expert.

6.1 PROCEDURE FOR STUDENT SUPPORT/COUNSELLING

Students have access to a wide range of support, welfare and guidance services at Maleny State High School, including, for example:

- RTO Manager: Mr. Rodney Wodson (G Block Staffroom)

- Head of Department Senior Schooling: Mr. Wade Jacobsen (C Block Staffroom)
- Industry Liaison Officer: Mrs. Tania Mundt (C Block Staffroom)
- Guidance Officer: Ms. Lyn Stevens (Student Support Team)
- Resource Centre Coordinator: Mr. Brad Owens (Resource Centre or ask Ms. Des Newsham, the Library Aide)
- Diverse Learning Staff: Mr. Gavin Savage (Q Block staffroom)
- Chaplain: Donna Turner (Student Support Team)
- School Nurse: Jenny Morris (Ask at Office)

Maleny State High School is at all times concerned with the welfare of our students. The staff are required to respond to and attempt to alleviate any signs of distress or discomfort by students. The staff at all times will practice active listening with a student showing signs of distress or discomfort. If the staff member is unaware or unsure of the reason for the distress then the staff member is to make a concerned enquiry as to the student's signs of distress or discomfort, or seek additional information from the House Leader, Guidance Officer or Deputy Principal.

If the staff member feels unable to give the student assistance then the staff member can request the assistance of another staff member who may have a background, which enables them to be of assistance to the student with advice or assistance to alleviate the student's feelings of distress or discomfort.

If the student has advised the staff member of a problem, which requires professional assistance, then the staff member is to assist the student to contact the Year Level Coordinator, Deputy Principal and Guidance Officer and proceed as directed under Code of Conduct and Student Protection Standards.

7. FLEXIBLE LEARNING AND ASSESSMENT

The assessment policy and procedures for each course applies the principles of validity, reliability, fairness and flexibility to all assessments. All VET students at Maleny State High School will be fully informed of the VET assessment process and requirements and will have the right to complaint and appeal. (See section 9)

There is more than one way to demonstrate competence. If you feel that a planned assessment delivery disadvantages you, talk to your trainer. Also, you will be allowed more than one opportunity to demonstrate competence.

Your trainer will provide you with an overview of the assessment requirements for each particular VET subject. You will also find this information in the [Assessment Calendar](#). The following information, however, represents some general information about the VET assessment process adopted at Maleny State High School.

7.1 COMPETENCY – BASED ASSESSMENT (CBA)

Assessment for every VET certificate course at Maleny State High School is competency-based. Assessment of competencies will be graded as either:

- WTC – working towards competency,
- CA – Competency achieved or
- CNA – Competency not achieved.

The framework for assessment gives students several attempts to demonstrate competency.

- The due date for submission of assignments will be clearly set out in the school Assessment Calendar as well as on the Assessment Cover Sheet.
- Students who submit assignments by this due date, but who are unsuccessful in demonstrating competency, will receive appropriate feedback and support before reassessment.
- Students who complete examinations and practical assessments on the scheduled date, but who are unsuccessful in demonstrating competency, will receive appropriate feedback and support before being given a reassessment opportunity to demonstrate competency.
- A reassessment task need not be the same as the first assessment task but will assess the same element/s of competency.
- Reassessment may be one and/or more of the following:
 - oral assessment
 - observation of practical task
 - written test/assignment

– other by negotiation with your VET teacher.

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 and consistently complete work activities in a range of situations and environments, in accordance with the standard of performance expected in the workplace. You can have more than one opportunity to gain competency.

8. APPEALS AND COMPLAINTS

Maleny State High School has a fair and equitable process for dealing with student complaints and appeals. Maleny State High School strives to ensure that students are satisfied with their training product and its outcomes. Personnel are expected to be fair, courteous and helpful in all dealings with students. Any complaint about any assessment will be treated seriously, investigated thoroughly, and dealt with according to the merit of the complaint.

8.1 WHEN WOULD I CONSIDER LODGING A COMPLAINT OR APPEAL?

If you are unhappy about:

- The RTO, its trainers, assessor or other staff
- the results of an assessment task or the way the assessment was undertaken.
- A third-party providing services on the RTO's behalf, its trainers, assessors or other staff
- a person outside the School (e.g. a person at your work placement or traineeship workplace)
- A learner or Maleny State High School

8.2 PERSONS WITH A COMPLAINT ABOUT MALENY STATE HIGH SCHOOL AS AN RTO, HAVE ACCESS TO THE FOLLOWING PROCEDURE:

Complaints

On receipt of a complaint, the RTO Manager will:

Inform:

- provides written acknowledgment to the complainant
 - informs both the complainant and the respondent of their right to be assisted by a support person or representative throughout the complaint process
 - communicates on the progress of the proceedings to the complainant and the respondent throughout the complaint process
 - if the complaint relates to the conduct of a third-party service provider, the Complaints officer informs the third party on receipt of the complaint and communicates progress on the proceedings with the third party.
- All communication by the RTO complies with the RTO's privacy policy and personal information management.

Act:

- The RTO manager receiving will forwarded to the Principal if the complaint is related to the RTO manager).
- For type 1 complaints, the RTO Manager follows the school's complaints policy and procedure in accordance with the student protection policy.
- For type 2 complaints, the RTO Manager:
 - organises a mediation process that is non-threatening to the complainant
 - establishes a review by an appropriate party independent of the RTO if mediation has not resolved the complaint
 - refers the complainant to the QCAA website for further information about complaint processes if the complainant is still not satisfied.
- Students are informed that they may lodge a complaint to QCAA only after exhausting this complaints and appeals policy and procedure.

Record and Review:

- The RTO Manager:
 - establishes a written record for each complaint received
 - updates the record throughout the complaint process.
- The RTO Manager:
 - registers the complaint in the RTO's *Complaints and appeals register*
 - securely retains all complaint records
 - reviews each complaint process to identify corrective action/s that eliminate or mitigate the likelihood of reoccurrence
 - ensures corrective actions are implemented including those actions impacting on any third-party arrangements.

Forwarding complaints:

- For type 1 complaints, the receiving RTO Manager immediately commences to implement the school's complaints or child protection policy.
- For all other complaints, the RTO Manager will process (unless it relates to the Complaints officer, in which case it is forwarded to the Principal).
- The RTO Manager is responsible for ensuring a written record is established for all complaints received (unless it relates to the RTO Manager, in which case the Principal is responsible).

Timeframe:

- The RTO Manager finalises complaints within 60 calendar days.
- If more than 60 days are required, the complainant and respondent are informed in writing of the reasons for the need to extend the time required to finalise the complaint.

Impacting policies and procedures:

Policies that must be considered in conjunction with this policy and procedure include the school's:

- privacy policy
- student protection policy.

Appeals

On receipt of an appeal, the RTO Manager will:

Inform:

- The RTO Manager provides written acknowledgment to the appellant.
- On receipt of an appeal, the RTO Manager informs a third party of the appeal if the appeal relates to a decision made by an employee of the third party.

The RTO Manager communicates the progression of the appeal to all parties throughout the appeals process.

Act:

- When appealing final assessment decisions, the RTO Manager actions the following process:
 - appellant's trainer/assessor reviews the decision
 - if the appellant is not satisfied, an independent trainer/assessor reviews the assessment decision
 - if the appellant is still not satisfied, the RTO Manager refers the appellant to the RTO's complaints policy and procedure.
- For all other appeals:

- the RTO Manager reviews the original decision
 - if the appellant is not satisfied, an appropriate independent party reviews the RTO's decision
- if the appellant is still not satisfied, the RTO Manager refers the appellant to the RTO's complaints policy and procedure.

Record:

The RTO Manager:

- establishes a written record for each appeal received
- updates the record throughout the appeal process
- registers the appeal in the RTO's *Complaints and appeals register*
- securely retains all appeal records.

Review:

The RTO Manager:

- reviews each appeal process to identify corrective actions that eliminate or mitigate the likelihood of reoccurrence

Forwarding appeals:

- If the appeal relates to a decision made by the RTO Manager, the appeal is forwarded to the Principal for actioning.

Timeframe:

- The RTO Manager finalises appeals within 60 calendar days.
- If more than 60 days are required, the appellant is informed in writing of the reasons for the need to extend the time required to finalise the appeal.

Assessment result appeals:

For assessment results appeals, the RTO Manager ensures the appeals process is informed by the:

- assessment requirements of the relevant training package or accredited course
- Principles of Assessment
- Rules of Evidence.

8.3 COMPLAINT AND APPEAL TIMING AND RECORD KEEPING

All records of appeals will be kept on file in the VET coordinators office. Based on the timelines above Maleny State High School Maintains that all complaints and appeals will be resolved within 60 days of the initial complaint or appeal

9. ACCESS AND EQUITY

What is discrimination? 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. Maleny State High 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**.

With regard to this, the following principles apply:

- In order to ensure high quality outcomes, VET curriculum areas will be adequately resourced with trainers who meet the human resource requirement.
- VET training and assessment will occur in line with relevant Training Packages and 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.
- All students will be actively encouraged to participate in VET programs, irrespective of ability/background/cultural differences.
- Required literacy and numeracy skills are integrated throughout all VET programs.
- Maleny State High 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 use of student support structures
- Any complaints in relation to discrimination, bullying and/or harassment will be treated seriously, in line with the School's Anti Bullying Policy and Positive Behaviour Policy.

10. RECOGNITION OF PRIOR LEARNING (RPL)

Recognition of Prior Learning (RPL) recognizes that people who have the knowledge and skills required for competency in various units or modules of an accredited training course should not be required to re-learn what they already know.

RPL considers that various competencies can be acquired through:

- Formal or informal training and education;
- Work experience;
- General life experience, and/or;
- Any combination of the above.

The main focus of RPL is on the performance criteria in the various units of the course, not how, when or where the learning occurred. When you commence a VET course, you may think that you are already competent in some aspects of the work you are doing, this may make you eligible for RPL.

RPL is managed by the VET HOD and VET trainers and assessors qualified in delivery of the course. RPL is available for all certificate course units. The performance criteria of each unit set the RPL benchmarks.

You can apply for what is called '**RECOGNITION OF PRIOR LEARNING**' (**RPL**) for those competencies or part thereof. If you do, you will need to provide evidence that you can in fact already do these particular tasks.

Evidence might include:

- letters or testimonials from employers
- samples of work
- certificates, etc.
- demonstration of skills

10.1 STEPS TO APPLY FOR RPL.

STEP 1: Read the steps in this book and prepare any evidence.

STEP 2: Seek clarification or discuss this process with your trainer if you feel you are already competent in some parts or all of the VET program you are about to do. Give examples of what you can do.

STEP 3: Obtain an [Application for RPL form](#) and a [Student Appeal Form](#) from the VET HOD, Mr. Wodson in G Block Staffroom. Ensure that you understand the process, including the appeals process.

STEP 4: Complete and submit the Student *Application for Recognition* form along with the required evidence and return to VET HOD, Mr. Wodson in Q Block Staffroom.

STEP 5: Once given the result of your application, discuss the outcome with your trainer.

STEP 6: Should you wish to appeal, complete the [Student Appeal Form](#) and return it to VET HOD, Mr. Wodson in G Block Staffroom

STEP 7: Discuss the outcome of the appeal, when known, with your trainer.

11. RECOGNITION OF CURRENT COMPETENCY AND CREDIT TRANSFER

Maleny State High school recognizes the AQF qualifications and statements of attainment issued by other RTOs.

When you begin studying a VET subject at Maleny State High School, you may have already gained competency in one or more of the units of competency. This may be the result of:

- Transferring in from another school
- Previous study at a TAFE or another RTO

If this is the case, discuss this with your trainer and VET Coordinator. By providing proof of success in the particular units, your competency will be automatically recognized and you will not have to demonstrate competency for a second time. Original documents (Statement of Attainment/Certificate) and not photocopies will be required as proof of success at another RTO.

12. HUMAN RESOURCES

Maleny State High School is committed to a high standard of training through high quality trainers. All trainers have:

- A thorough knowledge of the content of their subjects through formal study and practical on-the-job learning;
- Extensive experience in industry in their field; and
- Qualifications in training and assessment.

Trainers keep current with industry developments through release to industry, industry exposure, professional readings, communication with industry and participation in industry training programs.

13. ISSUING CERTIFICATES

Upon successful completion of the course or when exiting the school, a certificate will be issued to students within 15 working days. If the student completes only one or more units of competency (not the complete course) a Statement of Attainment will be issued.

Applications for the re-issue of a Certificate or Statement must be made in writing by completing [a Re-issue of Qualification Form](#). These will be generated by the VET HOD, are printed free of charge within 30 working days.

All Certificates regardless of time of printing can be collected at the Student Services Office or the Main office

14. PRIVACY STATEMENT

All information collected about a student will be held in strict confidence and will only be released to a third party if prior written consent is given by the student or parent, or the release of that information is covered by relevant State or Federal Legislation.

15. STUDENT FEEDBACK

On completion of all qualifications, Maleny State High School invites students to take part in an AQTF Learner Questionnaire. The survey is conducted to collect feedback from learners on their views about their learning experiences. Maleny State High School uses the feedback it receives from learners as part of its continuous improvement processes to ensure it provides quality training and assessment.

Maleny State High School also provides space for feedback on assessment items. This allows trainers to collect feedback from individual assessment items to determine their Fairness, Flexibility, Validity and Reliability of the piece.

Maleny State High School must also provide a summary report of feedback from learners to its Registering Body to provide an indication of its performance. This is a condition of registration. All survey responses are private and confidential. Individual respondents will not be identified in any data or reports. Survey responses will not be linked with enrolment records. Participation in the survey is highly valued, but voluntary.

16. ACRONYMS

ASQA	Australian Skills Quality Authority
AQF	Australian Qualifications Framework
VQF	Australian Quality Training Framework
ISC	Industry Skills Council
LLN	Language, Literacy and Numeracy
MCTEE	Ministerial Council for Tertiary Education and Employment
NQC	National Quality Council
NRT	Nationally Recognised Training
NSF	National Skills Framework
NTIS	National Training Information Service
OHS	Occupational Health and Safety
RPL	Recognition of Prior Learning
RTO	Registered Training Organisation
STAs	State and Territory Training Authorities
VET	Vocational Education and Training
VETiS	Vocational Education and Training in Schools

17. GLOSSARY

Access and equity mean policies and approaches aimed at ensuring that VET is responsive to the individual needs of clients whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes.

Accredited short course means a course accredited by the VET Regulator in accordance with the Standards for VET Accredited Courses that leads to an AQF statement of attainment.

AQF certification documentation is the set of official documents that confirms that an AQF qualification or statement of attainment has been issued to an individual.

AQF qualification means an AQF qualification type endorsed in a training package or accredited in a VET accredited course.

Assessment means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course.

Assessment system is a coordinated set of documented policies and procedures (including assessment materials and tools) that ensure assessments are consistent and are based on the Principles of Assessment contained in Table 1.8-1 and the Rules of Evidence contained in Table 1.8-2.

Assessors are persons who assess a learner's competence in accordance with Clauses 1.13 to 1.16.

Audit means an audit or compliance audit undertaken by the VET Regulator.

Australian Qualifications Framework (AQF) means the framework for regulated qualifications in the Australian education and training system, as agreed by the Commonwealth, State and Territory ministerial council with responsibility for higher education.

Authenticated VET transcript has the meaning given in the *Student Identifiers Act 2014*.

Client means a learner, enterprise or organisation that uses or purchases the services provided by an RTO.

Code means the unique identifier for units of competency, skill sets, VET accredited courses, modules, AQF qualifications or training packages as required by the Standards for Training Packages and Standards for VET Accredited Courses.

Competency means the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.

Current industry skills are the knowledge, skills and experience required by VET trainers and assessors and those who provide training and assessment under supervision to ensure that their training and assessment is based on current industry practices and meets the needs of industry.

Current industry skills may be informed by consultations with industry and may include, but is not limited to:

- a) having knowledge of and/or experience using the latest techniques and processes;
- b) possessing a high level of product knowledge;
- c) understanding and knowledge of legislation relevant to the industry and to employment and workplaces;
- d) being customer/client-oriented;
- e) possessing formal industry and training qualifications; and
- f) training content that reflects current industry practice.

Data Provision Requirements are the requirements for data provision as agreed by the Industry and Skills Council and implemented by the VET Regulator as required by its governing legislation.

Educational and support services may include, but are not limited to:

- a) pre-enrolment materials;
- b) study support and study skills programs;
- c) language, literacy and numeracy (LLN) programs or referrals to these programs;

- d) equipment, resources and/or programs to increase access for learners with disabilities and other learners in accordance with access and equity;
- e) learning resource centres;
- f) mediation services or referrals to these services;
- g) flexible scheduling and delivery of training and assessment;
- h) counselling services or referrals to these services;
- i) information and communications technology (ICT) support;
- j) learning materials in alternative formats, for example, in large print;
- k) learning and assessment programs contextualised to the workplace; and
- l) any other services that the RTO considers necessary to support learners to achieve competency.

Executive officer means:

- a) a person, by whatever name called and whether or not a director of the organisation, who is concerned in or takes part in the management of the RTO; or
- b) an administrator, receiver and manager, or liquidator of the organisation (other than a receiver and manager, or liquidator, appointed by a court); or
- c) if the RTO is a body corporate:
 - i. a person who, at any time during a period for which the organisation is registered, owns 15% or more of the organisation; or
 - ii. a person who, at any time during a period for which the organisation is registered, is entitled to receive 15% or more of dividends paid by the organisation; or
 - iii. the administrator of a deed of company arrangement executed by an organisation; or
 - iv. a trustee or other person administering a compromise or arrangement made between the organisation and another person or other persons.

Financial Viability Risk Assessment Requirements means the requirements made under section 158 of the *National Vocational Education and Training Regulator Act 2011* or equivalent requirements made or adopted by the VET Regulator of a non-referring State as the case requires.

Government entity means:

- a) a Department of State of the Commonwealth; or
- b) a Department of the Parliament established under the *Parliamentary Service Act 1999* of the Commonwealth;
- c) an Executive Agency, or Statutory Agency, within the meaning of the *Public Service Act 1999* of the Commonwealth;
- d) a Department of State of a State or Territory; or
- e) an organisation that:
 - (i) is not an entity; and
 - (ii) is either established by the Commonwealth, a State or a Territory (whether under a law or not) to carry on an enterprise or established for a public purpose by an Australian law; and
 - (iii) can be separately identified by reference to the nature of the activities carried on through the organisation or the location of the organisation whether or not the organisation is part of a department or branch described in paragraph (a), (b), (c) or (d) or of another organisation of the kind described in this paragraph.

High managerial agent means an employee or agent of the organisation with duties of such responsibility that his or her conduct may fairly be assumed to represent the organisation in relation to the business of providing courses.

Independent validation means, for the purposes of Clause 1.25, that the validation is carried out by a validator or validators who:

- a) are not employed or subcontracted by the RTO to provide training and assessment; and
- b) have no other involvement or interest in the operations of the RTO.

Industry means the bodies that have a stake in the services provided by RTOs. These can include, but are not limited to:

- a) enterprise/industry clients, e.g. employers;
- b) group training organisations;
- c) industry organisations;
- d) industry regulators;
- e) industry skills councils or similar bodies;
- f) industry training advisory bodies; and
- g) unions.

Industry and Skills Council means the Commonwealth, State and Territory ministerial council established by the Council of Australian Governments (COAG), or its successor.

Industry engagement, for the purposes of Clauses 1.5 & 1.6, may include, but is not limited to, strategies such as:

- a) partnering with local employers, regional/national businesses, relevant industry bodies and/or enterprise RTOs;
- b) involving employer nominees in industry advisory committees and/or reference groups;
- c) embedding staff within enterprises;
- d) networking in an ongoing way with industry networks, peak bodies and/or employers;
- e) developing networks of relevant employers and industry representatives to participate in assessment validation; and
- f) exchanging knowledge, staff, and/or resources with employers, networks and industry bodies.

Industry regulator means a body or organisation responsible for the regulation and/or licensing arrangements within a specific industry or occupation.

Learner means a person being trained and/or assessed by the RTO for the purpose of issuing AQF certification documentation.

Licensed or regulated outcome means compliance with an eligibility requirement for an occupational licence or a legislative requirement to hold a particular training product in order to carry out an activity.

Mode of delivery means the method adopted to deliver training and assessment, including online, distance, or blended methods.

Module means a group of learning outcomes in a VET accredited course where it can be established that it is not possible to develop an appropriate unit of competency.

National Register means the register maintained by the Commonwealth Department responsible for VET and referred to in section 216 of the *National Vocational Education and Training Regulator Act 2011*.

Nationally Recognised Training (NRT) Logo means the logo used nationally to signify training packages and VET accredited courses.

Operations of an RTO include training, assessment and administration and support services related to its registration, including those delivered across jurisdictions and offshore.

Person includes a body politic or corporate as well as an individual.

Professional development means activities that develop and/or maintain an individual's skills, knowledge, expertise and other characteristics as a trainer or assessor. This includes both formal and informal activities that encompass vocational competencies, currency of industry skills and knowledge and practice of vocational training, learning and assessment, including competency-based training and assessment. Examples of professional development activities include:

- a) participation in courses, workshops, seminars, conferences, or formal learning programs;
- b) participation in mentoring, professional associations or other learning networks;

- c) personal development through individual research or reading of publications or other relevant information;
- d) participation in moderation or validation activities; and
- e) participation in industry release schemes.

Recognition of Prior Learning (RPL) means an assessment process that assesses the competency/s of an individual that may have been acquired through formal, non-formal and informal learning to determine the extent to which that individual meets the requirements specified in the training package or VET accredited courses.

- a) formal learning refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (for example, a certificate, diploma or university degree);
- b) non-formal learning refers to learning that takes place through a structured program of instruction, but does not lead to the attainment of an AQF qualification or statement of attainment (for example, in-house professional development programs conducted by a business); and
- c) informal learning refers to learning that results through experience of work-related, social, family, hobby or leisure activities (for example the acquisition of interpersonal skills developed through several years as a sales representative).

Record means a written, printed, or electronic document providing evidence that activities have been performed.

Registrar has the meaning given in the *Student Identifiers Act 2014*.

Registration means registration as an RTO by the VET Regulator, where that registration is then entered on the National Register.

RTO means a Registered Training Organisation.

RTO code means the registration identifier given to the RTO on the National Register.

Scope of registration means the training products for which an RTO is registered to issue AQF certification documentation. It allows the RTO to:

- a) both provide training delivery and assessment resulting in the issuance of AQF certification documentation by the RTO; or
- b) provide assessment resulting in the issuance of AQF certification documentation by the RTO.

Services mean training, assessment, related educational and support services and/or any activities related to the recruitment of prospective learners. It does not include services such as student counselling, mediation or ICT support.

Skill set means a single unit of competency or a combination of units of competency from a training package which link to a licensing or regulatory requirement, or a defined industry need.

Standards for VET Accredited Courses are the standards made under subsection 188(1) of the *National Vocational Education and Training Regulator Act 2011* or the equivalent requirements adopted by a non-referring State.

Statement of attainment means a statement issued to a person confirming that the person has satisfied the requirements of the unit/s of competency or accredited short course specified in the statement.

Statistically valid means for the purposes of these Standards, a random sample of appropriate size is selected to enable confidence that the result is sufficiently accurate to be accepted as representative of the total population of assessments being validated.

Student Identifier has the meaning given in the *Student Identifiers Act 2014*.

Third party means any party that provides services on behalf of the RTO but does not include a contract of employment between an RTO and its employee.

Trainers are persons who provide training in accordance with Clause 1.13, 1.14 and 1.16.

Training is the process used by an RTO or a third-party delivering services on its behalf, to facilitate learning and the acquisition of competencies in relation to the training product on the RTO's scope of registration.

Training and assessment strategies and practices are the approach of, and method adopted by, an RTO with respect to training and assessment designed to enable learners to meet the requirements of the training package or accredited course.

Training Package means the components of a training package endorsed by the Industry and Skills Council or its delegate in accordance with the Standards for Training Packages. The endorsed components of a Training Package are: units of competency; assessment requirements (associated with each unit of competency); qualifications; and credit arrangements. The endorsed components form part of the requirements that an RTO must meet under these Standards. A training package also consists of a non-endorsed, quality assured companion volume/s which contains industry advice to RTOs on different aspects of implementation.

Training Product means AQF qualification, skill set, unit of competency, accredited short course and module.

Unit of competency means the specification of the standards of performance required in the workplace as defined in a training package.

VET means vocational education and training.

VET accredited course means a course accredited by the VET regulator in accordance with the Standards for VET Accredited Courses.

VET Quality Framework comprises:

- a) the Standards for Registered Training Organisations
- b) the Australian Qualifications Framework
- c) the Fit and Proper Person Requirements
- d) the Financial Viability Risk Assessment Requirements
- e) the Data Provision Requirements

VET Regulator means:

- a) the National VET Regulator; and
- b) a body of a non-referring State that is responsible for the kinds of matters dealt with under the VET legislation for that State.

VTA means Vocational Training Area.