

Vocational Education and Training **VET**

Student Information Handbook 2027

Student Name: _____

VET Courses Enrolled in:



VOCATIONAL EDUCATION & TRAINING (VET) STUDENT INFORMATION HANDBOOK

TABLE OF CONTENTS	Page Number
Introduction	3
School Code of Practice	4
Student selection, enrolment and induction/orientation procedures	4
Course information, including content and vocational outcomes	5
Provision for language, literacy and numeracy support	5
Student support, welfare and guidance services	5
General Student Information	5
VET Assessment Policy Principles	6
Recognition (including Recognition of Prior Learning (RPL))	8
Complaints and Appeals	9
Continuous Improvement: (Internal Reviews & Audit)	10
Access and Equity	10
Workplace Health and Safety	11
Access to records; student/parent consent	12
VET Curriculum/Qualification Levies and refund policies	12
 APPENDICES:	
1. Code of Practice	13
2. Access to Assessment – Candidates with Special Needs	15
3. Access and Equity Policy and Procedures	16
4. Appeals Policy and Procedures	17
5. Complaints Policy and Procedures	18
6. Recognition of Prior Learning Policy and Procedures	21
7. Refunds Policy	27
8. School Based Apprenticeships and Traineeships (SATs)	28
9. Some Terms Associated with Access and Equity Defined	29
 Notes	
VET Study Agreement	31
USI forms	32, 33

Welcome to Bundaberg North State High School and congratulations on your decision to complete a nationally recognised vocational course.

1 INTRODUCTION

1.1 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 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 trainers about anything about which you are unsure. You should keep this handbook for reference throughout your enrolment.

You should also know that the contents of this handbook in many instances represent the key points of various VET Policies and Procedures developed by this school. This hand book is available on the school website www.bundabernorthshs.eq.edu.au

1.2 The VET Quality Framework

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

This is because in Australia we now have a national qualifications framework called the VET Quality Framework. There are 12 different types of qualifications you can obtain. They are shown in the diagram below. Those that are bolded are the ones that you have the opportunity to fully or partially complete through the VET programs you are undertaking at this school.

VET Quality Framework Qualifications by Educational Sector

Schools Sector	Vocational Education and Training Sector	Higher Education Sector
	Advanced Diploma Diploma	Doctoral Degree Master's Degree Graduate Diploma Graduate Certificate Bachelor Degree Advanced Diploma Diploma
Senior Secondary Certificate of Education	Certificate IV Certificate III Certificate II Certificate I	

Your VET trainer 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 and other relevant information.

2. SCHOOL CODE OF PRACTICE

Expectations

The expectations of the program have been developed specifically for the implementation and conduct of Vocational Education and Training programs offered by Bundaberg North State High School. The school reserves the right to amend the expectations to suit the needs of this educational institution as required.

The school

- ◆ recognises the importance of students receiving a broad-based education, comprising both general and vocational education and training;
- ◆ is registered with the Queensland Studies Authority to provide the following vocational education programs:

*MEM20422 Certificate II Engineering Pathways-(in partnership with Blue Dog Training RTO: 31193)

*SIT20322 Certificate II in Hospitality (SIT20322) course is co- delivered with Blueprint Career Development (RTO Number- 30978)

CUA20720 Certificate II in Visual Arts: (Bundaberg North State High School RTO: 30418)

*SIS20122 & SIS30321 Certificate II Sport & Recreation, Certificate III Fitness

CPC 10120 & CPC 20220 Certificate I & II Construction Pathways (in partnership with Blue Dog Training RTO: 31193)

ICT20120 Certificate II Applied Digital Technologies

* VETIS Funding may be available

- ◆ has access to the facilities and resources required for the registered vocational education and training programs;
- ◆ has in place an assignment/assessment policy that applies to all qualifications offered at this school (details of this policy are outlined in your 2020 Diary)
- ◆ has a process in place that enables students to apply for Recognition of Prior Learning (RPL) for the vocational education competencies in the above programs;
- ◆ has a process for addressing any concerns a student may have and offers the students access to a range of people who can provide him/her with advice and guidance about the vocational education program at the school; for example, trainers, heads of department, guidance officer and administrators; and
- ◆ delivers courses that are subject to annual Internal Review. An independent panel will undertake the Internal Review.

The Student/Trainee

- ◆ needs to make a serious commitment to his/her studies at school;
- ◆ is required to attend training provided by training providers outside normal school hours and meets the cost of transport and materials as required by individual courses;
- ◆ will participate in structured workplace learning as arranged by the school to meet Training Package requirements; and
- ◆ will meet the expectations and demands of the school in terms of participation, cooperation, punctuality, successful submission of work and high standards of behaviour and conduct.

3. STUDENT SELECTION, ENROLMENT AND INDUCTION, ORIENTATION PROCEDURES

Students enrolled in VET qualifications at Bundaberg North State High School participate in the same enrolment and selection processes as other students at the school. Where numbers are limited for VET qualifications, selection will be made in consultation with the relevant Head of Department and the student.

These programs cater for students in Years 11 and 12, including mature-aged re-entry students. There are no pre-requisites for the initial enrolment in any units offered, however a sound level in Year 10 English and Math is recommended. Some external courses require students to undertake a language, literacy and numeracy test prior to



enrolment.

At the commencement of all VET qualifications, VET trainers will induct students on Vocational Education and Training including information contained in this booklet.

Conditions of attendance

Expectations regarding student rights and responsibilities while attending Bundaberg North State High School are outlined in the Student Diary and the school Behaviour Management Plan.

Attendance

All students must attend school until the end of Year 10 or until their sixteenth birthday. A written and dated letter, or a phone call form, must explain any absence from a parent/guardian when the student returns to school. Students over the age of fifteen years must attend regularly as part of their obligation of continued enrolment and to meet the requirements of the Queensland Studies Authority and AUSTUDY.

Students should be absent only on account of illness or for special circumstances that are acceptable to the school.

Regular attendance during courses and responsibility to be prepared are essential if you wish to succeed. You should endeavour to be punctual to classes and be prepared at all times, so you gain maximum benefit and cause minimum disruption to others. Trainers, Heads of Department and Administration will monitor students not demonstrating these requirements closely.

4. COURSE INFORMATION, INCLUDING CONTENT AND VOCATIONAL OUTCOMES.

A **qualification selection booklet**, incorporating information for each separate VET qualification offered at Bundaberg North State High School, has been developed. Students are issued with this, and available on the school website www.bundabernorthshs.eq.edu.au and other senior qualification information, as part of the SETP program all students undertake during Year 10.

Your trainer will provide further information regarding the VET qualification you have chosen at the beginning of your course.

5. PROVISION FOR LANGUAGE, LITERACY AND NUMERACY SUPPORT

If you are undertaking a VET qualification, that has either embedded units of competency or is a stand-alone course, you will find that basic literacy/numeracy skills 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 your trainer, Head of Department, Guidance Officer or Support Services Department.

6. STUDENT SUPPORT, WELFARE AND GUIDANCE SERVICES

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

- Guidance Officer
- Special Needs and Learning Support Trainers
- School Nurse
- School Chaplain
- Youth Support Coordinator
- VET Coordinators

Guidance Services

The school's Guidance Officer is available for educational, career and personal counselling. Appointments can be made at the Administration office for interviews during school hours.

The Guidance Officer is located in B block. Telephone appointments can also be arranged.

Learning Support Resource Trainers

These trainers assist with any learning problems students may have. This could involve written expression, numeracy, sitting for tests, writing essays, delivering oral reports etc. The trainers are based in the G Block.

ASSPA Committee – Indigenous Student Support

Bundaberg North State High School has an active Aboriginal and Torres Strait Islander Committee comprised of adolescent students, parents and other family members. The committee assists with curriculum development and resource provisions, plans special activities and provides considerable support. Special tutorials within the ATAP scheme may also be available.

OTHER ROUTINE MATTERS ARE OUTLINED IN YOUR NORTH BUNDABERG STATE HIGH SCHOOL DIARY

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:
 - link between the item/s and the competencies being assessed
 - advice about the assessment methods
 - assessment procedures
 - space for comments and feedback
- (iii) Students are able to sight their **profile sheet** of results in each VET qualification at any time throughout 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.
- (viii) Clearly documented mechanisms for appeal against assessment processes and decisions will be available to students.

7.1 VET ASSESSMENT POLICY – COMPETENCY BASED TRAINING (CBT)

Competency Based Training (CBT) is a flexible form of education/training that aims to produce a workforce with the skills and knowledge which industry requires. This involves an approach to vocational education and training that places emphasis on what a person can actually do in the workplace, as a result of completing a course of study or training program.

Competencies and units studied at Bundaberg North 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.

CBT courses comprise units divided into segments called learning outcomes, which are based on competency standards set by industry.

CBT focuses on results - what a student can do as a result of education or training.

Competency within a course of study or training program is the achievement of learning outcomes to a standard required by industry.

Training units of competency have set learning outcomes, conditions of performance and standards for measuring that performance.

Students who successfully achieve all learning outcomes within a unit of competency will be deemed competent in that unit of competency.

In most qualifications' assessment criteria are assessed a number of times throughout the year. Results for each assessment item will be marked on a qualification **profile sheet**. This allows students to become competent as their skills improve.

All assessment of competencies will be graded as **COMPETENT** or **NOT COMPETENT**.

7.2 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:

- (a) Task skills (undertaking a specific workplace task)
- (b) Task management skills (managing a number of different tasks to complete a whole activity).
- (c) 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.
- (d) 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.

7.3 ASSIGNMENTS, EXAMINATIONS AND PRACTICAL ASSESSMENTS

- The framework for assessment tasks gives students a number of **attempts** to demonstrate competency. If successful on the first attempt, students will not need to present a second attempt. Your trainer or qualification area Head of Department will advise you regarding this provision.
- 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 submitting their second assessment attempt. This second assessment attempt will be scheduled by trainers to fit in with the program planning and timetabling demands of the course.
- For examinations and practical assessments, students will be given a scheduled first attempt date. This date will be clearly set out for students in the school Assessment Calendar. This date will be regarded as students' first attempt at competency whether they choose to attend or not. If successful on the first attempt, students will not need to present themselves for a second attempt.
- Students who complete examinations and practical assessments on this first attempt date, but who are unsuccessful in demonstrating competency, will receive appropriate feedback and support before being given a second opportunity to demonstrate competency. This second assessment task need not be the same as the first assessment task but will assess the same SNR of competency or outcome/s of the unit of competency.
- The scheduling of this second opportunity to demonstrate competency will be determined by trainers to fit in with the program planning and timetabling demands of the course (but no later than Semester end).
- Students will be issued with the school Assessment Policy that will outline procedures to follow when:
 - Absent on the date an assessment task is due or scheduled
 - Applying for an extension on a due date due

8. RECOGNITION (INCLUDING RECOGNITION OF PRIOR LEARNING)

When you commence a VET programme, you may think there are some units of competency you can already do and would be competent at. You could apply for what is called '**RECOGNITION**' for those specific units of competency. If you do, you will need to provide **evidence** that you can in fact already do these particular tasks.

Recognition is a feature of vocational education and training which, in part, allows a Registered Training Organisation (RTO) to accept and recognise the qualification or statement of attainment awarded by another RTO.

- a) If a student presents a qualification or statement of attainment (obtained from another RTO) to the trainer, the trainer will take a copy and bring it to the attention of the relevant Head of Department or equivalent.
- b) The Head of Department or equivalent will verify the authenticity of the qualification. The verified copy of the qualification is placed in the student's file.
- c) Once the qualification is verified, the trainer will give the student exemption for the units of competency or modules identified in the qualification and update the student's records accordingly.

Recognition of Prior Learning (RPL) recognises the range of skills and knowledge possessed by students no matter where these have been developed. That is, students may have obtained these through previous classes, work experience, employment and/or life experience. Students can apply for recognition of prior learning and gain exemption for individual learning outcomes or whole units of competency where evidence of competence in these outcomes/units can be shown. The benefit here is that progress through the course can be at a faster pace than if all learning outcomes of all units had to be addressed. This may result in students finishing a course much earlier, or not having such a heavy course load.

Students wishing to take advantage of this opportunity should read the list of Learning Outcomes for the unit of competency in which they are interested, and if they feel they already possess competence in all or some of the learning outcomes they may apply for RPL. Students will then be asked to record, on an application form, details of their relevant experience. When the application is being assessed, students may be asked to provide additional information, verbal or written, and/or undertake a short test to prove their skills and knowledge are adequate. If the request for RPL is successful, students will be graded as 'Competent' in these outcomes/modules.

8.1 RPL FORM & PROCESS

This form asks you to provide information about yourself and your request for recognition of previous learning and experience.

- This is a general application form and you will need to complete a form for each unit of competency in which you are seeking full or partial RPL.
- After completing this application form, you may be invited to attend a discussion about information from this application. This is to confirm or clarify your request for recognition and to make sure that all relevant learning experiences have been identified.
- Please attach to this application form anything which you believe could assist your claim for example, documentation about:
 - ⇒ TAFE Hobby courses and short-term vocational courses
 - ⇒ Correspondence of external studies (Course notes)
 - ⇒ School involvement (e.g., magazine)
 - ⇒ School committees (Minutes, reports, speeches)
 - ⇒ Work experience and/or industry placement log books or references
 - ⇒ Samples of work in other qualifications relevant to this course
 - ⇒ Certificates of attendance/achievement or participation
 - ⇒ School reports and exam results
 - ⇒ Statements from employers
 - ⇒ Others

NOTE: You do not need to go through the following process if you already have a Statement of Attainment from another Registered Training Organisation for any units of competency/learning outcomes that are the same as those in any of the school's VET programmes. You will be awarded automatic recognition in these cases. This is referred to as credit transfer.

The RECOGNITION process is a very supportive one. Your trainer will guide you through the process, the steps of which are outlined as follows:

STEP 1: Re-read this information about RECOGNITION carefully. Your trainer will also provide you with additional information.

STEP 2: If you feel you are already competent in some parts (or all) of the VET program you are about to do, discuss the RECOGNITION process with your trainer. Ensure that you understand the full RECOGNITION application process, including the appeals process.

STEP 3: Undertake a self-assessment using the **SELF-ASSESSMENT FORM**. You need to complete a separate RECOGNITION Self-Assessment Form for each unit of competency for which you are applying for RECOGNITION. Evidence can take many forms and will usually include such things as:

- examples of work
- photographs, videos, letters and reports
- awards, certificates and qualifications
- employer references
- letters from work colleagues, etc.

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

STEP 5: Complete and submit the Application Form to your VET trainer.

STEP 6: Once given the result of your application, discuss the outcome with your trainer. Provide feedback to your trainer on the RECOGNITION process itself.

STEP 7: Should you wish to appeal, complete the **STUDENT RPL APPEALS FORM**.

STEP 8: Discuss the outcome of the appeal (when known) with your trainer and provide feedback about the APPEAL process itself.

See your VET Coordinator for more information and for copies of the self-assessment and application forms.

9. COMPLAINTS and APPEALS

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

- an administrative matter (e.g., the non-issue of qualifications/statements within the prescribed timeline etc.)
- a financial matter (e.g., non-refund of VET curriculum/qualification levies, etc.)
- another person in the school (student or trainer);
- a person outside the school (e.g., a person at your place of work/training)
- a complaint about the results of an assessment or the way the assessment was undertaken;

You will need to access the school's Policies and Procedures on Complaints and the school website provides access to our Complaint and Appeals process and application. A document, **'Resolving concerns'** is attached in Appendix 5.

10. CONTINUOUS IMPROVEMENT: Internal Reviews, Internal Audit

To assist Bundaberg North State High 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 your VET trainer, the Head of Department for your VET qualification or the Head of Department – Senior Schooling.

Each year, the **Internal Review Committees** for each VET qualification will meet to evaluate the delivery of its Certificate courses. This IR committee will comprise of the relevant qualification Head of Department, qualification trainer and student representative. A representative from industry will also be invited to attend.

Trainers and students will also be asked to complete evaluation forms. This will allow our school to obtain written feedback, which will be addressed by the **Internal Audit Committee**. This Committee comprises of the Principal or Nominee, VET Coordinator, Head of Department Senior Schooling and VTA (vocational training area) representatives.

11. 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.

Bundaberg North State High School strives to meet the needs of each student through incorporating access and equity principles and practices that 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 trainers with the appropriate 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.
3. A variety of training/assessment methods will be used to cater for the different ways in which students learn. (e.g., Students with special needs will participate with an initial and regular meeting with their parent/guardian and relevant school staff to ensure that the training and assessment provided meets their needs).
4. All students will be actively encouraged to participate in VET programs irrespective of background/cultural differences.
5. Prior to participating in structured work placement, you will be provided with an Induction Kit 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 it. Appropriate support will be provided to ensure you are successful in your work placement.
6. Literacy/numeracy is integrated throughout all VET programs.
7. 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.
8. Any complaints/grievances in relation to discrimination/harassment will be treated seriously, in line with the school's Policies and Procedures: Student Complaints/Grievances/Appeals.

12. EQUITY: REVIEW

- Formulating, implementing and reviewing operational policies and strategic plans.
 - Every year the principal of the school requires every Head of Department to conduct a review of their area and plan for the following year/s. This is achieved through Program Management and the development of the Annual Operation Plan.
 - These plans are discussed with the line managers (Deputy Principals) during the review process. Copies of these documents are on file in the main office. The annual operational plan is then accessible to the School Council, Parents' and Citizens' Association and all teaching staff.
- Evaluating the aims, objectives and delivery of programs.
 - This is achieved through Internal Reviews and the preparation of the AOP and Program Management processes.

13. WORKPLACE HEALTH AND SAFETY

The safety and well-being 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 trainer and observe good housekeeping practices
- Report all injuries or "near misses" to a 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.

Accident/Emergency Situations

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

Workplace Health and Safety and Accidents/Incidents while on vocational 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 immediately. Action may include withdrawing you from that work placement.

Where a serious accident occurs:

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. The school's Workplace Health and safety Committee will facilitate this process.

In the case of a claim against Work Cover Queensland.

- the work experience provider, as 'the employer', must complete an **Employer's Report Form**.
- you, the student, as 'the employee', must complete an **Application for Compensation Form**.
- the doctor must complete a **Work Cover medical** certificate,
- the school will forward to the relevant authority (see work experience legislation)
 - a copy of the completed Employer's Report Form; and
 - a copy of the Work Experience Agreement;
- **The school will keep copies of injury claims indefinitely.**

14. ACCESS TO RECORDS:

STUDENT/PARENT CONSENT/ACKNOWLEDGEMENT FORM

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 (e.g., Queensland Studies Authority, the Department of Employment and Training etc.) for your results.

You can have access to your own personal records at any time by approaching the Head of Department or Qualification Co-ordinator **for the qualification area** in which you wish to check your information. If the matter is not related to any one specific qualification you will need to approach the principal for permission.

- **A record will be kept on your file that you have accessed your records.**

15. VET QUALIFICATION AND REFUND POLICIES

Students who pay fees for courses covered by the scope of registration will be issued with receipts.

The Business Services Manager will be responsible for ensuring that those fees are accounted for in a separate financial control centre and are identified as fees paid in advance.

Please note: A certificate is issued to all students who have completed the full qualification. A Statement of Attainment is issued to students who only partially complete the certificate.

- * An administration fee of \$15.00 will be charged for reprinting/reissuing a certificate if the student misplaces the original Certificate/Statement of Attainment.

15.1 Refund policy

Once a student commences in a VET program/curriculum area, no refunds of levies will be made 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 had paid levies. All fees and charges are known to participants before enrolment.

Should Bundaberg North State High School cancel any program, participants are entitled to a full refund or transfer of funds to a future program.

Where a participant gives notice of withdrawal at least five (5) working days prior to the commencement of the program, a full refund will be given.

Appendix 1

CODE OF PRACTICE

ACCESS AND EQUITY

Recruitment of participants will be conducted at all times in an ethical and responsible manner and consistent with the requirements of the curriculum or National Training Package. Recruitment decisions will rest on the assessment by Bundaberg North State High School of the extent to which the stated competency standards and learning outcomes of the program are likely to be achieved by the applicant given her/his qualifications, proficiency, experience and aspirations. North Bundaberg State High School will ensure that student selection decisions comply with equal opportunity legislation.

CLIENT SERVICE

Bundaberg North State High School has sound management practices, which ensure effective client service. In particular we have client service standards to ensure the timely issue of participant results and qualifications. Qualifications are appropriate to competence achieved and are issued in accordance with national guidelines.

Our client service quality focus includes a RPL/RCC Policy, a Refund Policy, Grievance and Appeal Policies, an Access and Equity Policy and participant welfare and guidance services. Where necessary, arrangements will be made for those clients requiring literacy and numeracy support programs. We take every opportunity to ensure that this information is disseminated, understood and valued by personnel and clients.

Our participant information will ensure that all fees and charges are known to participants before enrolment, that program content and assessment procedures are explained and that vocational outcomes are outlined.

EDUCATIONAL STANDARDS

Bundaberg North State High School will adopt policies and management practices which maintain high professional standards in the marketing and delivery of education services, and which safeguard the educational interests and welfare of participants.

As a Registered Training Organisation, Bundaberg North State High School will operate within the Principles and Standards of the Australian Recognition Framework. This includes a commitment to recognise the training qualifications issued by other Registered Training Organisations.

EXTERNAL REVIEW

Bundaberg North State High School agrees to participate in external monitoring and audit processes required by the national training authority ASQA.

LEGISLATIVE REQUIREMENTS

Bundaberg North State High School works to meet all legislative requirements of the State and Federal governments. In particular, Workplace Health and Safety, Workplace Relations, Vocational Placement and Copyright Standards will be met at all times.

MANAGEMENT AND ADMINISTRATION

Bundaberg North State High School has policies and management strategies, which ensure sound financial and administrative practices. Management guarantees the organisation's sound financial position and safeguards participant's fees until used for training/assessment. We have a Refund Policy, which is fair and equitable. Trainee records are managed securely and confidentially and are available for participant perusal on request.

In the event that the RTO loses suitable qualified trainers and assessors 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.

MARKETING AND ADVERTISING

Bundaberg North State High School will market its educational product with integrity, accuracy and professionalism. In the provision of information, no false or misleading comparisons will be drawn with any other provider or course.

TRAINING AND ASSESSMENT STANDARDS

Bundaberg North State High School has personnel with appropriate qualifications and experience to deliver the training and conduct the assessment relevant to the training products offered, otherwise will 'contract' qualified personnel as have deemed necessary. Assessment will meet the National Assessment Principles (including RPL/RCC and credit transfer). Adequate facilities, equipment and training materials will be utilised to ensure the learning environment is conducive to the success of participants. Training that is delivered by Third Party will be recognised in student information and marketing with relevant RTO details.

QUALITY MANAGEMENT FOCUS

Bundaberg North State High School 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.

STUDENT INFORMATION

Bundaberg North State High School will provide accurate, relevant and up-to-date information to participants prior to commencement. This will include, but not be limited to:

- copy of the Code of Practice;
- admission procedures and criteria;
- total costs/fees to students;
- certification to be issued to the student on completion or partial completion of the course;
- competencies to be achieved by students;
- assessment procedures;
- arrangements for recognition of prior learning (RPL);
- grievance/appeal procedure;
- facilities and equipment;
- student support services.

Appendix 2

Access to Assessment – Candidates with Special Needs

POLICY

This paper sets out the Bundaberg North State High School *general policy* regarding variations in arrangements for assessment for candidates with disabilities and learning difficulties. We seek to remove barriers within assessment processes or practices which place candidates with special needs at a disadvantage, without thereby affording them an unfair advantage over other candidates, or without failing to ensure that these candidates satisfy the requirements of the standards against which they are being assessed. In order to help achieve this aim, we maintain contact with professional bodies interested in both occupational and educational opportunities for people with disabilities and learning difficulties.

Introduction

Bundaberg North State High School assessment processes and practices are developed to standards of occupational competence established by the lead body for the industry, or levels of attainment specified by statutory organisations or special advisory groups. Our assessment processes and practices are designed to assess only the skills, knowledge and understanding, which are expressly required for the demonstration of competence.

One of our responsibilities is to monitor assessment practice and procedures to ensure the required standards are met. Adjustments to assessment processes and practices must continue to satisfy the requirements of these standards so as not to undermine the credibility of the awards. Issues relating to the standards themselves should be referred to the body responsible.

Variation of Assessment Arrangements

Bundaberg North State High School will normally vary assessment arrangements, where the standards permit, for candidates with disabilities and learning difficulties. The nature of the variations depends largely upon the program being followed and the assessment strategy employed. Arrangements concerning variations to assessment processes and practices must meet ASQA standards and provide valid evidence of competency. All relevant documentation of a variation of assessment arrangements for candidates with disabilities and learning difficulties will be recorded and maintained by the Head of Department for the given VET qualification, and recorded on the current training and Assessment Strategy for that qualification.

Monitoring

Bundaberg North State High School recognises the importance of measuring the effectiveness of this policy. The policy and practices will be monitored regularly in order to evaluate how far our aims are being achieved. Monitoring the participation and performance of candidates with special needs will help us to identify access issues and enable us to take action as may be required.

Implementation

Bundaberg North State High School staffing supports students with learning difficulties and has a Special Education Unit (SEU) that is coded

PRACTICES

- **Physical Impairment – permanent or temporary**

In cases of physical impairment resulting from, for instance, spina bifida, paraplegia or temporary incapacities, arrangements may include an interpreter, extra time allowance and mechanical/electronic aids.

- **Learning Difficulties**

In the case of candidates with literacy or numeracy difficulties, including specific learning difficulties of a dyslexic or similar nature arrangements may include a reader, extra time allowance, and use of taped responses.

- **Medical Conditions**

In cases of candidates with medical conditions such as epilepsy, diabetes and respiratory disorders, individual cases will be considered on their merit.

- **Hospitalisation or Confinement to Home**

In such cases, arrangements can normally be made for an assessment to be held in hospital or at home.

Appendix 3

Access and Equity Policy and Procedures

POLICY

Bundaberg North State High School will work to meet the needs of individuals and the community as a whole through the integration of access and equity guidelines. We strive to ensure that equity Principles are implemented for all people through the fair allocation of resources and the right to equality of opportunity without discrimination. We strive to increase opportunities for people to participate in the vocational education and training system, and in associated decisions that affect their lives.

PROCEDURES

1. Ensure the establishment of non-discriminatory participant selection procedures, which encourage fair access for numbers of under-represented groups.
2. Ensure access and equity issues are considered during program and curriculum development.
3. Provide access, at appropriate times, to staff development to assist assessors and trainers who deliver programs to members of under-represented groups, or who support or assess the work of these students.
4. The school curriculum, while limited by the available human and physical resources, will provide for a choice of VET qualifications for all students.
5. Provide links with other providers, will be considered where additional resources are required.
6. Access to school-based apprenticeships and traineeships will be available to all students within appropriate parameters, e.g., in consideration of the pool of available employers.
7. Where possible, students will be provided with the opportunity to gain a full certificate at AQF levels I and/or II.
8. For students with special needs, access to training programs or qualifications at certificate level I or above will be considered.
9. Access to industry specific VET programs will be available to all students regardless of gender or race.
10. Where limited literacy and/or numeracy skills present a barrier to participation, additional support will be available to the student within the capacity of the school's resources to provide such support.
11. In selecting VET programs, local needs will be considered e.g., future employment prospects within the local area.

Appendix 4

Appeals Policy and Process POLICY

All students have the right to request reconsideration of the results of assessment of competency/learning outcome which has been assessed as not yet competent. It is the student's responsibility to use the processes set up for this purpose within two (2) weeks of results being received.

Bundaberg North State High School is committed to a fair and equitable process for dealing with participant appeals against assessment policies, processes, practices or outcomes. It strives to deal with issues as soon as they emerge, in order to avoid further disruption or the need for a formal complaint.

Students will be advised, at the time of enrolment, of the appeals process and of their rights with regard to appeals. This information will also be conveyed as part of any initial training program or process.

All process steps are to be completed within a period of six (6) weeks from date of lodgement of appeal.

A copy of the RPL Appeals Forms is located on page 26 of this Handbook.

APPEALS PROCESS

STEPS TO FOLLOW:

1. Student to fill out form and give to trainer within two (2) weeks of receipt of results or of the matter to be considered.
2. Form given to trainer
3. Trainer reconsiders the assessment outcome or matter under consideration and reaches a decision collaboratively with student within 1 week
4. If not satisfactory to student, Trainer takes all information to HOD for reconsideration
5. HOD reaches decision, interviews student, advises decision within 1 week
6. If not satisfactory to student, HOD takes all information to DP VET
7. DP Studies confers with HOD/trainer/student and advises decision within 2 weeks
8. If not satisfactory to student, DP Studies takes all information to Principal for final reassessment and decision
9. Final decision is conveyed in writing to student within 2 weeks

If the matter is still not resolved, the complainant will be advised that he/she may pursue the grievance through departmental avenues, the appropriate Industry Training Advisory Body (ITAB); the Anti-discrimination Board, Consumer Affairs; or other bodies as appropriate.

Appendix 5

Complaints Policy and Process

POLICY

All students have the right to request consideration on any matter relating the student at Bundaberg North State High School. Students have the right to have their concerns considered.

Bundaberg North State High School is committed to a fair and equitable process for dealing with complaints. It strives to deal with issues as soon as they emerge, in order to avoid further disruption or the need for a formal complaint.

Participants will be advised, at the time of enrolment, of the complaints process and of their rights with regard to complaints.

This information will also be conveyed as part of any initial training program or process.

COMPLAINTS PROCESS: refer to complaints and appeals policy and procedure www.bundabernorthshs.eq.edu.au

1. If participants have a complaint with any aspect of their program, they are encouraged to speak immediately with the trainer or Head of Department (HOD) qualification area or Senior Schooling HOD in order to resolve the issue.
2. If the participant is not satisfied that the issue has been resolved, he/she should forward a **written complaint** to the Principal, setting out in detail the issue(s) of concern. The Principal will attempt to resolve the complaint within fifteen (15) working days from the receipt of the written complaint. If necessary, the Principal will invite an appropriate school representative to act as an objective party in order to negotiate a satisfactory resolution.
3. It is the student's responsibility to use the processes set up for this purpose within a reasonable time of the issue(s) arising.

If the matter is still not resolved, the complainant will be advised that he/she may pursue the complaint through departmental avenues, the appropriate Industry Training Advisory Body (ITAB); the Anti-discrimination Board, Consumer Affairs; or other bodies as appropriate.

Resolving Concerns



Bundaberg North State High School is a school that strives to ensure good relationships between trainers and students, and between the school and the parents and caregivers of our students. During the course of your student's stay at North, concerns or issues may arise that cause you concern. We would always encourage you to talk about any concerns with someone in the school who can assist you. We will listen to you and respond. If we don't know all the answers immediately, we will investigate and respond to you in a fair and equitable manner.

We have structures in place to assist parents, carers, students and trainers to work through any issues. When seeking to resolve a concern, the attached staff directory will assist you in choosing the person best placed to assist you promptly. We strongly suggest that unless the situation is an emergency, e.g. a missing student or an immediate threat to the student's safety, that you ring the school and make an appointment with the person you wish to see. This will avoid a long wait or the person not being available at all at that time. The following actions will help a quick response:

- If possible, give the reason for the appointment when you phone so the staff member can gather relevant information for you before the interview.
- At the interview, share your concern about the problem with the staff member.
- Provide complete and factual information in a timely manner.
- Give the staff member an opportunity to tell you all she/he knows about the incident or problem.
- Work with the school to make a plan of action to resolve the issue.

If you are unable to resolve the issue to your satisfaction, make an appointment with a Deputy Principal or the Principal to discuss the issue further. As the staff directory indicates there are some issues that you may need to discuss directly with a Deputy Principal or the Principal. A record of your complaint will be made and the school will work with you to resolve the issue. In circumstances where the issue may reveal misconduct or criminal activity the Principal will follow Education Queensland's requirements to report to the appropriate authorities.

If you are unable to resolve the issue with the Principal and still feel your concern has not been addressed, you have the right to contact the Executive Director (Schools) who is the supervisor of the Principal and oversees activities of schools in the Wide Bay North district.

If complaints are still not resolved through the district office process, you have a further right to complain to the central office of Education Queensland.

How to raise a concern or complain about an issue:

Concerns or issues can be lodged in person, by telephone, in writing or via email.

Contacts:

SCHOOL LEVEL

Telephone: (07) 41300222
Email: principal@bundabernorthshs.eq.edu.au
Address: 9 Marks Street, Bundaberg North QLD 4670
Postal Address: PO Box 7358, Bundaberg North QLD 4670

OFFICE OF EDUCATION QUEENSLAND

Telephone: (07) 32370618 **Fax:** (07) 32214953

WRITTEN COMPLAINTS TO NORTH COAST REGION

Telephone: (07) 3881 9600 **Fax:** (07) 3881 9650
Address: Ogg Road, Murrumba Downs QLD 4503

Any additional information about resolution of complaints or concerns can be supplied by the District Office or Education Queensland Office.

Appendix 6

Recognition of Prior Learning Policy and Process

All students have the right to request recognition of prior learning in respect of a competency which has been learned previously and which is not already covered by provision within the Unit of Competency for such recognition.

It is the student's responsibility to use the processes set up for gaining RPL.

1. **GOAL**

The goal of the Recognition of Prior Learning (RPL) Policy is to ensure that individuals' prior learning gained through training, work experience or other life experiences is appropriately recognised.

2. **PRINCIPLES**

The key principles governing the recognition of prior learning (RPL) by Bundaberg North State High School, are those specified in the ASQA Agreement:

- 2.1 The recognition of prior learning shall focus on the competencies held as a result of formal and informal training, not how, when or where the learning occurred.
- 2.2 The recognition of prior learning underpins a system of competency-based training. It is essential that training providers be demonstrably committed to recognising the prior learning of adults.
- 2.3 The recognition of prior learning shall be available to all potential applicants.
- 2.4 The recognition of prior learning shall involve processes that are fair to all parties involved.
- 2.5 The recognition of prior learning shall involve the provision of adequate support to potential applicants.

3. **OBJECTIVES**

With these principles providing a basis for action, the objectives of the Bundaberg North State High School RPL policy are:

- 3.1 To increase access to RPL by individuals.
- 3.2 To ensure that RPL is an integral component of the assessment of an individual's eligibility for an award.
- 3.3 To implement RPL policies which are consistent with ASQA principles.
- 3.4 To ensure that procedures for RPL incorporate a range of valid and reliable techniques designed to accurately assess competencies held.
- 3.5 To promote 'non-traditional' (other than classroom/workshop based) learning processes as valid pathways to competency achievement and recognised training outcomes.

4. **KEY PRINCIPLES OF ASSESSMENT IN RPL**

In the assessment of competencies for the recognition of prior learning, Bundaberg North State High School will ensure that recognition mechanisms are valid, reliable, flexible and fair.

4.1 **Validity**

- Assessments will cover the broad range of skills and knowledge needed to demonstrate competency.
- Assessment of competency will be a process, which integrates knowledge and skills with their practical application.
- Assessment of learner's competency will be judged on evidence gathered on a number of occasions and in a variety of contexts or situations. The evidence will be collected from activities and tasks that can be clearly related to the unit of competency or learning outcomes specified and demonstrate that the performance criteria have been met.

(Note: Assessments are valid when they assess what they claim to assess)

4.2 **Reliability**

- Assessment practices will be monitored and reviewed to ensure that there is consistency in the interpretation of evidence.
- Assessors will be competent. Assessors will have adequate knowledge of the area of competence they are assessing.

(Note: Without reliable assessments there can be no comparability of credentials)

4.3 Flexibility

- Assessment will cover both the on and off-the-job components of training.
- Assessment procedures will provide for the recognition of competencies no matter how, where or when they have been acquired, subject to any legislation, regulations, or licensing agreements.
- Assessment procedures will be made accessible to learners so that they can proceed readily from one competency standard to another.

4.4 Fairness

- Assessment practices and methods will be equitable to all groups of learners.
- Assessment procedures and the criteria for judging performance will be made clear to all learners seeking assessment.
- Assessment will be participatory. The process of assessment will be jointly developed/agreed between the assessor and the assess.
- Opportunities will be provided to allow learners to challenge assessments and provisions will be made for reassessment.

5. RISK MANAGEMENT AND QUALITY ASSURANCE

The amount of risk in RPL processes is directly related to the amount of evidence to be collected; the degree of rigour required; the number of assessors to be used; and the costs of implementing RPL processes. The general principle, which will be observed, is that:

As the general level of risk increases there will be a corresponding increase in the rigour of the RPL processes, through requiring more evidence of higher quality and the involvement of more assessors to review the evidence and made the final assessment decision.

6. FEES AND CHARGES FOR RPL SERVICES

In determining fees and charges for Recognition of Prior Learning services the ASQA principles of access and fairness will be applied. At this time, no fees and charges are made for RPL services at Bundaberg North State High School.

7. STAGES OF THE RPL PROCESS

The Bundaberg North State High School RPL process includes the following stages:

- Information;
- Initial support and counselling;
- Application;
- Assessment;
- Post-assessment guidance; and
- Certification.

STEPS TO FOLLOW:

1. Student to fill out form
2. Form, together with full supporting documentation and references, if appropriate, given to trainer
3. Trainer reaches decision in consultation with Head of Department
4. (Trainer takes all information to HOD for consideration)
5. HOD interviews student, advises decision
6. If not satisfactory to student, student has the right to appeal
7. Appeals must be lodged by student with full supporting documentation within two (2) weeks of initial decision
8. (See RPL Appeal Form and Grievance Policy and Procedures)

8. IMPLEMENTATION

The implementation of recognition of prior learning processes will be encouraged through the application for registration process. Students will be provided with information relating to arrangements for the recognition of prior learning.

The Bundaberg North State High School RPL process includes the following stages:

- **Information**

- Applicant contacts the relevant vocational department seeking information about the course units of competency, expected learning outcomes, and assessment criteria.

- **Initial support and counselling**

- Applicant indicates those units for which he/she believes sufficient evidence of prior learning can be gathered.
- Except where specified in the course document, RPL will be considered only for complete modules.
- Applicant is given advice on how to put together a portfolio of evidence that addresses each and every assessment criterion in each of the selected units of competency.
(A separate portfolio is required for each module. Where appropriate, “common” evidence can be used across modules).
- Applicant is advised about
 - (i) the evidence criteria – validity, reliability, currency and sufficiency; and
 - (ii) the principles of flexibility and fairness.
- Applicant is advised about the complaints/appeals process.

- **Application**

- Applicant completes an RPL Application Form.
- Normally, an applicant will be enrolled for the course prior to applying for RPL for specified units, although a non-enrolled applicant can negotiate for RPL in particular units when these are required for particular purposes.

- **Assessment**

- Assessment will be carried out by qualified assessors who will apply the specified evidence criteria and assessment principles.
- One of the following judgements will be made:
 - Competent
 - Not Competent
 - Insufficient Evidence

- **Post-assessment guidance**

- A written assessment report will be supplied for each unit assessed. In the case of a judgement of “Insufficient evidence”, advice will be offered about additional evidence needed.

- **Certification**

- Applicant will receive written advice, explaining whole-of course implications of the RPL assessments.
- All units in which the applicant is judged ‘competent’ will be credited towards the program/course, as part of the appropriate qualification.
- Where RPL has been sought successfully for ‘independent’ units, a Statement of Attainment will be issued for each ‘competent’ unit.

RPL APPLICATION SELF-ASSESSMENT FORM



DETAILS OF APPLICANT:	
Name: _____	
Student LUI Number: _____	USI Number: _____
VET qualification/s: _____	
VET Trainer/s: _____	
DETAILS OF UNIT OF COMPETENCY FOR WHICH YOU ARE SEEKING RPL:	
Unit of Competency Name and Code: _____	
I am applying for RPL/RCC for: (circle one) Whole unit: OR SNR /s of Competency/Learning Outcomes	SNR/Learning Outcomes: (list here)
I believe I have sufficient evidence of competence from the following source/s:	
	Describe evidence
⇒ TAFE Hobby courses and short-term vocational courses	
⇒ Correspondence of external studies (Course notes)	
⇒ School involvement (e.g. magazine)	
⇒ School committees (Minutes, reports, speeches)	
⇒ Work experience and/or industry placement log books or references	
⇒ Samples of work in other qualifications relevant to this course	
⇒ Certificates of attendance/achievement or participation	
⇒ School reports and exam results	
⇒ Statements from employers	
⇒ Others	

N.B. Your evidence needs to relate directly to the outcomes of the unit of competency.

PLEASE COMPLETE AND RETURN THIS FORM TO YOUR TRAINER FOR CONSIDERATION.

YOU WILL BE ADVISED AS TO WHETHER THIS WILL CONSTITUTE SUFFICIENT EVIDENCE PRIOR TO A FORMAL RPL APPLICATION PROCESS COMMENCING.

RECOGNITION OF PRIOR LEARNING (RPL) APPLICATION FORM



DETAILS OF APPLICANT:

Name: _____

Student LUI Number: _____ USI Number: _____

Qualification: _____

DETAILS OF UNIT OF COMPETENCY FOR WHICH YOU ARE SEEKING RPL/RCC:

(Please photocopy and use a separate form for each unit/ module.)

Unit of Competency Name and Code: _____

Whole unit: YES NO

Reasons for your application

DETAILS OF EVIDENCE:

Provide details of the evidence you can supply to support this application. In due course you will be required to submit this evidence for assessment.

(Evidence must be valid; authentic; current; consistent; and sufficient.)

No.	Description

Applicant's Signature: _____ Date: _____

ASSESSOR'S COMMENTS AND RECOMMENDATIONS

From the evidence, I recommend: Competent Not competent Insufficient Evidence

Assessor's Signature: _____ Date: _____

NOTIFICATION by HOD

RPL is/is not granted for the Competency/Learning Outcome as noted above because

HOD's Signature: _____ Date: _____

PLEASE COMPLETE AND RETURN THIS FORM TO:

HOD VET: Mr Jeremy Haaksma

CONTACT DETAILS:

Bundaberg North SHS, PO Box 7358, BUNDABERG NORTH QLD 4670

Phone: 41300222

BUNDABERG NORTH STATE HIGH SCHOOL

RPL APPEALS FORM



Student Name: _____

Date of RPL application: _____ Date of Notification: _____

Qualification: _____

Complete the following to indicate the decision/s against which you wish to appeal.

Unit of Competency Name and Code:	
Competency / Learning Outcome	Description
Summary of the reasons for your appeal (Include any additional information you will present as part of your appeal) Attach extra pages if needed.	
Applicant's Signature: _____ Date: _____	
ASSESSOR'S COMMENTS AND RECOMMENDATION	
From the additional evidence, I recommend: Competent Not competent Insufficient Evidence	
Signature: _____ Date: _____	
NOTIFICATION RPL is / is not granted for the Competency/Learning Outcome as noted above because:	

HOD's signature: _____ Date: _____	

REFUND POLICY

Our participant information will ensure that all fees and charges are known to participants before enrolment.

If a student at Bundaberg North State High School requests a refund before the beginning of the service related to the fee, the school will return that fee to the student.

If a student requests a refund after the beginning of the service related to the fee, the school shall retain an administrative fee and return a pro-rata amount of the fee to the student.

Alternately, the fee can be transferred to another program.

Change of qualification or application to cancel enrolment in a qualification (dropping a qualification) should be made in consultation with the Guidance Officer.

Where participants have an acceptable reason for not completing the course, they will be able to (a) transfer to another course and complete their training or (b) receive a refund relevant to the amount of time left to the course. All applications must be given in writing, and will be assessed on an individual basis.

Records of refunds or fee transfers are maintained by the administrative officer responsible for enrolments and payments.

Appendix 8

School based apprenticeships and traineeships (SATs)

SATs aim to increase the vocational skills of students whilst still at school. A school-based traineeship or apprenticeship arrangement combines paid work, a training course and the school curriculum. It provides work for a nominal period that allows a student to successfully gain competence in a trade or vocational area.

Successful trainees will be issued with a nationally recognised certificate from the Government and a Statement of Attainment from the Training Provider listing competencies achieved both on-the-job and off-the-job.

- **For Students**

- Students can commence a SAT while at school (still classified as a full-time student)
- Attend work part-time (usually one day per week, or for block periods and for some days during the school holidays)
- If necessary, attend school part-time (3-4 days per week)
- Undertake the off-the-job training component of their apprenticeship/traineeship during school time. Some training may be able to be done at school
- Check current policies on income that may be earned, before Youth Allowance entitlements are affected.

- **For Employers**

- Employers receive a government incentive to assist with the payment of wages to the trainee/apprentice
- Employers have an opportunity to train staff to meet their needs without having the commitment of a full-time employee

The procedure for students entering into a school-based traineeship/apprenticeship:

1. Student and employer meet for a few days of work experience to confirm both parties are happy with the working arrangement.
2. The Coordinator will visit the employer and discuss the traineeship arrangements and responsibilities of all parties. The Coordinator will also discuss the responsibilities with the school, the parents and training organisation, and answer any questions.
3. The employer decides on which Training Organisation to link with to deliver the training to the trainee as well as assess the appropriate level of traineeship.
4. The Coordinator organizes the signing of the official Training Agreement with the New Apprenticeship Centre, employer, guardian's trainee, and registered training organisation, school.
5. At the end of probation, the coordinator reminds employers to apply for the Federal incentive funding, and to check that training has begun.
6. The employer is responsible to ring Wage Line to check the wage and conditions for the trainee, and to have the Business Name and ABN particulars ready at the signing of the Agreement.
7. The trainee is released from school one day per week, or at negotiated times. Employers do not pay the trainee when he/she is at training. As a school-based trainee, the trainee is paid only for the time worked, which can include school holidays.

For further information regarding School Based Apprenticeships and Traineeships, see HOD VET.

Some terms associated with Access and Equity defined.

Aboriginality

This school considers an Aboriginal or Torres Strait Islander to be any person who identifies with, and is accepted by the indigenous community with which he or she is associated.

Racial prejudice/harassment

Racial harassment is the expression of attitudes or behaviour based on false assumptions or social myths of superiority of one race or culture over another. Examples of racial prejudice or harassment may include name calling, racist graffiti, demeaning jokes concerning a person's racial or ethnic background and, in extreme cases, physical assault.

Racial discrimination

Racial discrimination is behaviour that disadvantages people on the basis of real or supposed membership of a particular racial or ethnic group. This includes policies and procedures (structural or institutional) which at first glance appears fair but which, on reflection, actually disadvantage people from a particular race.

Sexual harassment

Sexual harassment is any unwelcome behaviour of a sexual nature in the working or learning environment. Sexual harassment is not confined to a particular gender or sexuality and may include, but is not limited to, the following behaviours:

- requests for sexual favours, either directly or by implication
- deliberate physical contact such as kissing, touching or fondling, embracing, patting, pinching and brushing against another person
- wolf whistles, catcalls, leering or offensive staring and gesturing
- persistent social invitations or obscene or unsolicited communications by other students either at work or at home
- persistent questioning about a person's private life
- suggestive comments about a person's physical appearance or sexuality
- displays of erotic or sexually graphic material (posters, photographs, etc.)

Physical harassment/bullying

- threatening others
- physical contact of hurtful nature, for example, touching, hitting or grabbing
- destroying or damaging another's property

Psychological harassment/bullying

- disparaging comments about ability or achievement
- verbally and/or non-verbally denigrating or insulting others
- telling jokes deliberately intended to offend another
- stalking and abusive phone calls

Inclusion:

- The process whereby enrolled students with identified special needs, or needs arising from their membership of target groups, can have equal access to the total school environment;
- Providing the most appropriate education for each enrolled student in the least restrictive environment;
- Maintaining and enhancing the participation of all enrolled students in appropriate regular school programs, including VET programs;
- Requiring the negotiation of an appropriate program which is flexible and supportive;
- Ensuring an appropriate and acceptable learning/training environment for all enrolled students.

[illegible]



BUNDABERG NORTH STATE HIGH SCHOOL

VET STUDY AGREEMENT

Tick the VET Qualifications being studied by you in 2027

CUA20720	Certificate II Visual Arts (no VETiS funding required, school subject)	
ICT20210	Certificate II Applied Digital Technologies (no VETiS funding required, school subject)	
*SIT20322	Certificate II Hospitality	
*MEM20422	Certificate II Engineering Pathways -(in partnership with BlueDog Training RTO:31193)	
*CPC20220	Certificate II Construction Pathway -(in partnership with BlueDog Training RTO:31193)	
*SIS20122 *SIS30321	Certificate II in Sport and Recreation and Certificate III in Fitness	
*HLT23215	Certificate II Health Support Services	
*CHC30221	Certificate III in School Based Educational Support	
*VETiS funding may be available only Choose ONE of these		

This is an agreement undertaken by Bundaberg North State High School,

Student name: _____ and _____ whereby:

Parent/guardian Name

Bundaberg North State High School will undertake to provide a learning environment and support materials to enable the student to achieve the Qualification Competencies/Units of Competency offered or complete Certificate as detailed above.

- The student commits to adhere to the requirements of the attached Course Outline and undertakes to complete the Units of Competency and associated evidence gathering activities/assessments within the designated timeframe.
- The student commits to adhere to guidelines set out in the VET Student Information Handbook.

By signing this form, I agree to all the policies and procedures related to VET that are outlined in all school documentation pertaining to VET.

STUDENT DETAILS:

STUDENT NAME: _____ RAS: _____

PARENT/GUARDIAN: _____ SIGNATURE: _____

DATE: _____ LUI number: _____

I acknowledge I have read the Vocational Education and Training Student Information Handbook (including the appendices) / downloaded and saved a copy of this and have been advised to refer to it throughout my course of study.

Student Signature: _____ Date: _____

PLEASE PRINT THIS PAGE AND RETURN TO THE ADMINISTRATION OFFICE or HOD Senior Schooling (VET)

BNSHS DETAILS:

HOD NAME: Mr Jeremy Haaksma SIGNATURE: _____ Date: _____

PRINCIPAL NAME: Mr. Craig Martin SIGNATURE: _____ Date: _____

BUNDABERG NORTH STATE HIGH SCHOOL



Unique Student Identifier collection, verification and privacy form

Student details									
Student's full legal name									
Date of birth									
Enter your USI (if you already have one)									
Unique Student Identifier									

You are advised and agree that you understand and consent to use of the personal information you provide about your application and verification of a Unique Student Identifier (USI).

From 1 January 2015, we **Bundaberg North State High School** can be prevented from issuing you with a nationally recognised VET qualification or statement of attainment when you complete your course if you do not have a USI.

The USI is collected by the student identifiers registrar for the purpose of:

- applying for, verifying and giving a USI prior to issuance of Australian Qualification Framework (AQF) certification documentation and
- replacement of an authenticated AQF certification documentation
- recording a student's final outcomes that will be made available on the national USI register.

A student's verified USI and final assessment outcomes may be disclosed to:

- Commonwealth and State or Territory government departments, agencies and statutory bodies performing functions in relation to VET for:
 - the purpose of administering and auditing VET, VET providers and VET programs
 - educational related policy and research purposes and
 - to assist in determining eligibility for training subsidies
- VET regulators to enable them to perform their VET regulatory functions
- VET admission bodies for the purpose of administering VET and VET programs
- current and former registered training organisations (RTOs) to enable them to deliver VET courses to the individual, meeting their reporting obligations under the Standards for RTOs and the national USI scheme
- schools for the purpose of delivering VET courses to the individual and reporting on these courses
- the National Centre for Vocational Education Research Ltd (NCVER) for the purpose of creating authenticated VET transcripts, resolving problems with USIs and the collection, preparation and auditing of national VET statistics to which you may receive an NCVER student survey which may be administered by an NCVER employee, agent or third-party contractor. You may opt out of the survey at the time of being contacted.
- any other authorised person or entity required by law to access the information to perform functions in the administration of the USI system and will not otherwise be disclosed without your consent unless authorised or required by or under law.

Declaration			
☐ I hereby give permission for Bundaberg North State High School to use, and for the disclosure of, my personal information (which may include sensitive information) to verify, and my USI along with my final outcomes as indicated above.			
Student name		Parent/carers name	
Student signature		Parent/carers signature	
Date		Date	

If you have not yet obtained a USI you can apply for it directly at <http://www.usi.gov.au/create-your-USI/> on a computer or mobile device.



Privacy Notice and Student Declaration

Privacy Notice

Under the *Data Provision Requirements 2012*, **Bundaberg North State High School** is required to collect personal information about you and to disclose that personal information to the National Centre for Vocational Education Research Ltd (NCVER).

Your personal information (including the personal information contained on this enrolment form and your training activity data) may be used or disclosed by **Bundaberg North State High School** for statistical, regulatory and research purposes. **Bundaberg North State High School** may disclose your personal information for these purposes to third parties, including:

- School – if you are a secondary student undertaking VET, including a school-based apprenticeship or traineeship
- Employer – if you are enrolled in training paid by your employer
- Commonwealth and State or Territory government departments and authorized agencies
- NCVER
- Organizations conducting student surveys; and
- Researchers.

Personal information disclosed to NCVER may be used or disclosed for the following purposes:

- issuing a VET Statement of Attainment or VET Qualification, and populating Authenticated VET Transcripts
- facilitating statistics and research relating to education, including surveys
- understanding how the VET market operates, for policy, workforce planning and consumer information; and
- administering VET, including program administration, regulation, monitoring and evaluation.

You may receive an NCVER student survey which may be administered by an NCVER employee, agent or third-party contractor. You may opt out of the survey at the time of being contacted.

NCVER will collect, hold, use and disclose your personal information in accordance with the *Privacy Act 1988*, the VET Data Policy and all NCVER policies and protocols (including those published on NCVER's website).

Student Declaration and Consent

I declare that the information I have provided to the best of my knowledge is true and correct.

I consent to the collection, use and disclosure of my personal information in accordance with the Privacy Notice above.

STUDENT SIGNATURE [or electronic acknowledgment] _____

DATE _____

PARENT/GUARDIAN SIGNATURE [or electronic acknowledgment] * _____

DATE _____

Parental/guardian consent is required for all students under the age of 18.