

Kenmore State High School AQF



Education for Life

Student VET Handbook 2016

STUDENT VET HANDBOOK ACKNOWLEDGEMENT OF RECEIPT BY STUDENT



Education for Life

To be returned to your class teacher

NAME: _____ Year level: _____

I acknowledge I have received a Vocational Education and Training Student Information Handbook and have been advised to refer to it throughout my course of study.

Date: _____ Signature: _____

TABLE OF CONTENTS

MISSION STATEMENT	4
1. INTRODUCTION	5
2. STUDENT SELECTION, ENROLMENT AND INDUCTION PROCEDURES.	6
3. COURSE INFORMATION, INCLUDING CONTENT AND VOCATIONAL OUTCOMES.	6
4. PROVISION FOR LANGUAGE, LITERACY AND NUMERACY SUPPORT	6
5. STUDENT SUPPORT, WELFARE AND GUIDANCE SERVICES.....	6
6. VET ASSESSMENT POLICY PRINCIPLES	9
7. RECOGNITION (RECOGNITION OF PRIOR LEARNING - RPL)	11
8. COMPLAINTS/APEALS.....	12
9. CONTINUOUS IMPROVEMENT: IRs, INTERNAL REVIEW.....	13
10. ACCESS AND EQUITY.....	13
11. WORKPLACE HEALTH AND SAFETY	13
12. ACCESS TO RECORDS STUDENT/PARENT CONSENT/ACKNOWLEDGEMENT FORM	14
13. VET CURRICULUM/SUBJECT LEVIES AND REFUND POLICIES	14
14. CODE OF PRACTICE	14
15. ISSUING CERTIFICATES AND STATEMENT OF ATTAINMENT.....	16
16. RELEVANT PROCEDURES AND FORMS	17
17. WEB SITE AND LINKS	22

Student information

Vocational Education and Training (VET) is "education and training for work" and part of a broader educational network in Australia that includes schools, universities and adult and community education.

It contributes to your chances of obtaining employment upon leaving school and offers other benefits such as QCE credits. Recognised vocational education and training allows you to reinforce and consolidate general learning in a practical way.

In this way, recognised VET programs also cater for a broader range of learning styles such as competency based assessment.

VET in schools potentially opens up a range of post-school further education, training and employment possibilities. Many of you are also able to link your study in a Stand alone vocational course with a school-based apprenticeship or traineeship. In this way, you are able to undertake a traineeship or apprenticeship whilst completing Years 11 and 12. In some cases, students finish the traineeships or apprenticeships after completing Year 12.

Most VET in schools contains units of competency from National Training Packages. Qualifications and Statements of Attainment for National Training Packages are recognised in the Australian Qualifications Framework (AQF) and are recognised Australia-wide.

MISSION STATEMENT

Quality Learning

Schooling at Kenmore State High School will be a happy and inspiring experience, a time and place where every young person develops a real sense of spirit and belonging. Our vision is for our young people to be influential locally and prepared to transform the world. We want our school to make a difference for each and every student, now and in the future. **Our motto is Education for Life.**



We will achieve our vision because:

- we have a strong foundation of values by which we live
- we provide a world-class education
- we focus on quality outcomes for students

Values

Our values are:

Excellence: We are committed to personal excellence.

Learning: Everything we do is focused on discovering, growing and improving.

Integrity: We act with respect, dignity and fairness, demonstrating trustworthiness and responsibility.

Belonging: Each person has the opportunity and support to succeed as a member of a just and equitable community.

Partnerships: We create a network of local, regional and international support to build a strong sense of community.

World Class Education

The school delivers world-class outcomes through:

Teaching

- Excellence in classroom teaching
- A strong focus on a professional and learning community Programs

Programs

- A strong focus on language and culture, innovative experiences for students in the arts and opportunities to explore emerging sciences and technology.
- A wide range of enhancement opportunities in competitions, cultural experiences, performances and overseas exchanges.
- Sport programs at the local, state and international levels.
- A strong focus on sustainable futures and the environment.
- Quality career education and counselling support.

Resources

- Access to a well-resourced, technologically developed library.
- Access for all students to industry standard technology embedded across the curriculum.
- Access to community and cluster resources.

Community

- Relevant life skills and values education with opportunities for leadership and participation.
- A disciplined environment.
- Learning support and articulated programs for students with a variety of special needs.
- International awareness and preparedness.
- A sense of spirit and pride that manifests itself in practical, day-to-day behaviours.

Vocational Education & Training	Kenmore State High School Student Handbook
Version 10 24 June 2016	Page 4 of 23

1. INTRODUCTION

The Purpose of this handbook

This handbook has been written to provide Vocational Education and Training (VET) students with important information about the VET programs offered by Kenmore State High 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 teacher about anything which you are unsure. This handbook is accessed through the school website and can be viewed at anytime you wish to clarify aspects of your training.

You should know that the content of this handbook in many instances represents the key points of various VET Policies and Procedures developed by this School as Registered Training Organisation (RTO).

1.1 The Australian Qualifications Framework (AQF)

The VET programs offered by this School can lead to a nationally recognised Certificate 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 / Statement of Attainment will be recognised in all eight States / Territories of Australia.

There are 12 different types of qualification you can obtain. They are shown in the diagram below.

AQF Qualifications by Educational Sector

Schools Sector	Vocational Education and Training Sector (eg TAFE, Private RTOs)	Higher Education Sector (eg Universities)
	Advanced Diploma Diploma	Doctoral Degree Masters Degree Graduate Diploma Graduate Certificate Bachelor Degree Advanced Diploma Diploma
Senior Secondary Certificate of Education Certificate I Certificate II	Certificate IV Certificate III Certificate II Certificate I	

Your VET teacher will provide you with full information about the VET qualification/s you are aiming for at this School, including an overview of the specific units of competency/modules in each, assessment requirements, vocational outcomes, etc.

2. STUDENT SELECTION, ENROLMENT AND INDUCTION PROCEDURES.

Students enrolled in VET subjects at Kenmore State High School participate in the same enrolment and selection process.

At the commencement of all VET subjects, VET teachers will induct students on Workplace Health and Safety Issues and will continue to incorporate WH&S issues throughout the VET course. As of 1 January 2015, legislation requires that all students issued with a VET qualification/or Statement of Attainment must have a Unique Student Identifier, or USI number. Students must bring a form of ID as outlined by their teacher to register for this number and the school will need this number to be able to report on the students VET activity.

3. COURSE INFORMATION, INCLUDING CONTENT AND VOCATIONAL OUTCOMES.

Subject information for VET courses has been included in the Senior Subject Selection Handbook. This information outlines industry/VET specific information relevant to the particular course and vocational outcomes.

If a course is updated with a new qualification, students and parents will be notified by email. The communication will include an overview of the changes to the training package and the school's plan to transition students to the new qualification which may include credit transfer and/or gap training.

Students engaged in a VET course that is provided by a Third Party RTO will be notified during subject selection via the Senior Schooling Curriculum Handbook. Third Party RTOs will be responsible for issuing qualifications and administration and governance of the course.

4. PROVISION FOR LANGUAGE, LITERACY AND NUMERACY SUPPORT

If you are undertaking a VET subject that has embedded units of competency from a Training Package, you will find that basic literacy/numeracy elements have been incorporated. This should help you learn these basic literacy/numeracy components more readily, as they are being delivered/assessed in the context of an industry vocational area of your liking/choice.

If you still feel you need additional language, literacy or numeracy support, please approach your class teacher or the Guidance Officer.

5. STUDENT SUPPORT, WELFARE AND GUIDANCE SERVICES

Students have access to a wide range of support, welfare and guidance services at Kenmore State High School.

- Principal
- VET co-ordinator & RTO Manager (Ms Doevendans)
- Guidance Officers
- Head of Department
- Teacher/ Trainers and Assessors
- Administration Officer
- School Nurse and Chaplain
- Year Coordinators
- External Agencies

Vocational Education & Training	Kenmore State High School Student Handbook
Version 10 24 June 2016	Page 6 of 23

Executive Principal

- Ratifies the Kenmore State High School Student Information and Client Services — AQF Policy and Procedures
- Ratifies all student information documentation including subject selection and course information.

The principal is ultimately responsible for ensuring that the school RTO complies with the *AQF Essential Conditions and Standards for Continuing Registration*.

VET co-ordinator

- providing information about careers and assisting students with decision making skills
- overall responsibility for all students undertaking courses off Kenmore State High School campus, excluding courses that are part of a subject studied at school e.g. Children's Services Certificate III
- Liaise with various organisations to identify study opportunities
- Informing students and parent/carers of study opportunities
- Liaise with stakeholders to enrol students in courses
- Collating and filing all relevant paperwork
- Liaise with stakeholders to monitor students' progress
- Provide relevant administration member with the students' progress for entry into SDCS and SLIMS
- Overall responsibility for all students undertaking a SAT
- Liaising with industry organisations to identify SAT vacancies
- Advertise and discuss SATs with interested students and parents/carers
- Liaising with stakeholders (i.e. students, parents/cares, employer, RTO, NAC) to organise work experience and subsequent "sign up"
- Implements and manages the Kenmore State High School Student Information and Client Services — AQF Policy and Procedures (under delegation from the Principal)
- Liaises with the Principal and vocational training areas regarding student information documentation, as well as subject selection and course information
- Is responsible for ensuring all students have an agreement, and are aware of the nature of the RTO's guarantee regarding completing their training and assessment.

Guidance Officer

The Guidance Officer is available to assist not only the students and parents, but also teachers, the administration and the ancillary staff.

The Guidance Officer is trained in dealing with educational, vocational and personal concerns through counselling and guidance.

- Educational
 - developing study skills and programs
 - integrating career information, education and self-esteem activities into subject areas
 - subject selection
 - providing information on post-compulsory educational opportunities and assisting in decision making strategies
- Personal

Vocational Education & Training	Kenmore State High School Student Handbook
Version 10 24 June 2016	Page 7 of 23

- improving self-esteem and assisting with relaxation techniques
- being a “neutral intermediary” between the students and others and assisting students to change behaviour
- grief and trauma counselling
 - In-service
- counselling and stress management courses
- discipline courses
- self-esteem workshops
- Referral to other service providers

Head of Department

The Head of Department is a key figure in school and subject policy development and administration, participating in the development of a learning vision and promoting a supportive and responsive learning culture to students, parents, teachers and school community. Heads of Department effectively utilise the human, physical and financial resources of Kenmore State High School to best provide an environment for every student to achieve the best educational outcome.

Teacher/ Trainers and Assessors

Provide current information and feedback to students on their specific vocational education and training programs. This is to ensure all students receive the necessary access and equity they deserve.

Administration Officer

In conjunction with the VET co-ordinators, produces documentation in accordance with Kenmore State High School Student Information and Client Services — AQF Policy and Procedures. The Administration Officer enters all student results for each Vocational Education and Training program undertaken at Kenmore State High School in consultation with the relevant Teacher/ Trainer and assessor.

School Nurse and Chaplain

Provide help with issues related to health and well being. School nurse is available to discuss health issues such as puberty, drugs, nutrition, sexual health, vision and hearing testing, stress and family problems. School chaplain assists with personal and spiritual problems, and well being.

Youth Support Coordinator

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

Year Coordinators

Provide support within the school in areas that relate to student welfare.

Visiting Health Psychologists

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

6. VET ASSESSMENT POLICY PRINCIPLES

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

- (i) All VET students at this school will be fully informed of the VET assessment procedures and requirements and will have the right to appeal.
- (ii) Information given to students, on the assessment cover sheet, will include:
 - the performance criteria against which they will be assessed
 - advice about the assessment methods
 - assessment procedures
 - space for comments and feedback
- (iii) Students will sight and sign their profile sheet of results in each VET subject on at least two occasions throughout a 2 year 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. A Student Progress Report will be issued for each VET qualification studied at the end of each semester.
- (viii) Clearly documented mechanisms for appeal against assessment processes and decisions will be available to students.

6.1 VET ASSESSMENT POLICY – COMPETENCY BASED

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

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

Assessment of competencies will be graded as either:

- **CNA – Competency Not Achieved** (This result indicates that you are not on track and are not keeping up with the units of competency which need to be completed within the specified timeframe.)
- **WTC – Working Towards Competency** (This result indicates that you are on track in this course and are meeting all the expectations of the teacher/trainer and Assessor)
- **CA – Competency Achieved** (This result is awarded once you have successfully completed all units of competency which make up the certificate you are studying. This is usually awarded at the conclusion of the course.)

6.2 ASSIGNMENTS, EXAMINATIONS, PRACTICAL ASSESSMENTS AND ORALS

- The framework for assessment gives students a minimum of two attempts to demonstrate competency when presenting assessment. If successful on the first attempt, students will not need to present a second attempt.
- The due date for submission of assignments will be clearly set out in the subject Assessment Planner (eDiary) as well as on the Assessment Cover Sheet.
- For examinations, practical assessments and orals, students will be scheduled a first attempt date. This date will be clearly set out for students.
- Students who complete examinations, practical assessments and orals 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.
- The scheduling of this second opportunity to demonstrate competency will be determined by teacher/ trainer and Assessor to fit in with the program planning and timetabling demands of the course (but no later than Semester end).

7. RECOGNITION (RECOGNITION OF PRIOR LEARNING - RPL)

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

Evidence might include:

- letters of testimonials from employers – samples of work – certificates, etc.

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 which 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 “mutual recognition”.

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

What’s in it for me?

It is important to apply for RPL if you think you already have some knowledge or skills that might be relevant to the vocational parts of your course.

Advantages:

- You will not have to do those vocational education parts of the course for which you have RPL.
- You might not have such a heavy workload.
- RPL recognises that you are entering a course with many skills – that you are not a total beginner.

How does it work?

Application: To apply for RPL you will need to fill out an application form giving details of any skills or knowledge that you already have. It is your responsibility to provide enough information in the application to support your case. Evidence provided must be current (completed achieved in the last 12-18 months).

Assessment: You may be asked to attend a meeting to discuss the details of your application. This meeting is held to find out whether your skills and/or knowledge match what would be learned in the vocational education parts of the course.

Notification: You will be told whether or not your application has been successful. If you have been granted RPL for some vocational parts of the course, you will not have to do those parts.

What do I do now?

If you think you might be eligible for RPL, you should talk to your teacher/ trainer and assessor or Student VET Co-ordinator at school. Remember, you can apply for RPL at any time during your course/training program.

8. COMPLAINTS/APPEALS

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

1. Student should discuss the issue / complaint with the person involved to try and resolve it verbally.
2. If no resolution is reached, the student should discuss the issue / complaint with his / her trainer to see if it can be resolved.
3. If still no resolution the student should put the following information relating to the complaint or appeal in writing:
 - description of the complaint or appeal
 - state whether they wish to formally present their case
 - steps taken to deal with the complaint or appeal
 - what they would like to happen to fix the problem and prevent it from happening again.
4. The student brings the complaint or appeal to the attention of the trainer.
5. If the complaint or appeal is not dealt with to the student's satisfaction, s/he may bring it to the attention of the VET Coordinator who will record details of the complaint or appeal on the Complaint and Appeal register. The VET Coordinator will either deal with the issue personally or arrange for it to be dealt with by a management representative. This process must commence within 48 hours from the time the VET Coordinator receives written notification from the student about their dissatisfaction to the response received from their trainer and a response / resolution must be presented within 30 days.
6. Should the issue still not be resolved to the student's satisfaction, Kenmore State High School will make arrangements for an independent third party to resolve the issue and outline any costs that may be involved with this to the student. The Principal will be informed of the progression of the complaint/appeal. The student will be given the opportunity to formally present his or her case. The time frame for this process may vary but should take no longer than 14 days.
7. All parties involved will receive a written statement of the outcomes, including reasons for the decision within the 14 day period. If the process is taking longer than 60 days from the complaint or appeal being received the student will be notified in writing of the reason for the delay and kept informed about all progress.
8. If the student is still not happy with external mediation, he / she may take his / her complaint to the VET Regulator.
9. All documentation relating to complaints or appeals should be archived for audit purposes.

The Kenmore State High School VET Coordinator will be the person responsible for the implementation and maintenance of the policy. The root cause of any complaint or appeal will be included in the continuous improvement processes of the school.

9. CONTINUOUS IMPROVEMENT: IRs, INTERNAL REVIEW

To assist Kenmore 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, VET teachers and Head of Department for your VET subject.

By the end of Term 3 each year, the **Internal Review Committees** for each VET subject will have met to evaluate the delivery of the Certificate courses. This **IR committee** will comprise of the relevant subject Head of Department, subject teacher and student representative. A representative from the business community will also be invited to attend.

Teachers and students may also be asked to complete evaluation forms. This will allow the School to obtain written feedback, which will be addressed by the **School Internal Audit Committee**. This Committee comprises the Principal or Nominee, VET co-ordinator; HOD's of VET subject areas, a VET teacher and will meet in either Term 3 or 4 of that year.

10. 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.

Kenmore State High School strives to meet the needs of each student through incorporating access and equity principles and practices in line with Education Queensland Policy which acknowledge the right of all students to equality of opportunity without discrimination.

11. 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 teacher and observe good housekeeping practices
- Report all injuries or "near misses" to a teacher
- Ensure that your conduct does not interfere with:
 - student safety or welfare, or their ability to participate in and benefit from instruction;
 - school staff or welfare, or their ability to perform their duties; and
 - school property.

Vocational Education & Training	Kenmore State High School Student Handbook
Version 10 24 June 2016	Page 13 of 23

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

Where you find that you are required to undertake work that is a risk to your health and safety, you **must** advise your VET teacher immediately. Action may include withdrawing you from the work placement.

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.

12. 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 (eg: the Department of Employment and Training or another registered training organisation, etc) for your results.

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

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

13. VET CURRICULUM/SUBJECT LEVIES AND REFUND POLICIES

13.1 VET curriculum/subject levies - see Year 11&12 Subject Information Handbook

VET curriculum/subject charges for the academic year are required to be paid at the beginning of Term 1 or through other arrangements which your VET teacher will communicate to you via written correspondence.

13.2 Refund policy

Once a student commences in a VET program/curriculum area, no refunds of charges will be made for that particular term. Where material charges have been paid for the whole year, a pro rata refund system will apply for terms in which the student has not commenced, but has paid fees. All charges are known to participants before enrolment. Should Kenmore State High School cancel any program, participants are entitled to a full refund or transfer of funds to another program.

14. CODE OF PRACTICE

EDUCATIONAL STANDARDS

As a Registered Training Organisation, Kenmore 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.

LEGISLATIVE REQUIREMENTS

Kenmore State High School will 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.

Vocational Education & Training	Kenmore State High School Student Handbook
Version 10 24 June 2016	Page 14 of 23

ACCESS AND EQUITY

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

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

QUALITY MANAGEMENT FOCUS

Kenmore 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.

CLIENT SERVICE

We operationalise sound management practices to ensure an effective service is provided to students. Results are issued to students in accordance with QCAA requirements, are appropriate to competence achieved and issued in accordance with national guidelines.

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

EXTERNAL REVIEW

Kenmore State High School agrees to participate in external monitoring and audit processes conducted by the Queensland Curriculum and Assessment Authority (QCAA) against the VET Quality Framework which includes the Standards for NVR Registered Training Organisations. The school RTO will need to provide evidence to demonstrate that it is meeting the Framework Components and the Standards being audited.

MANAGEMENT AND ADMINISTRATION

Kenmore State High School has policies and management strategies, which ensure sound financial and administrative practices. Student records are managed securely and confidentially and are available for student perusal on request.

MARKETING AND ADVERTISING

Kenmore State High School provides students with a sound subject selection process aimed at helping students select a course of study best suited to their needs. In the provision of information, no false or misleading comparisons are drawn with any other training organisation or training product.

TRAINING AND ASSESSMENT STANDARDS

Kenmore State High School has staff with appropriate qualifications and experience to deliver the training and facilitate the assessment relevant to the training products offered. Assessment will meet the National Assessment Principles (including Recognition of Prior Learning and Credit Transfer) as required by QCAA. Adequate facilities, equipment and training materials will be utilised to ensure the learning environment is conducive to the success of students.

GUARANTEE

Kenmore State High School will honour all guarantees outlined in this Code of Practice.

Vocational Education & Training	Kenmore State High School Student Handbook
Version 10 24 June 2016	Page 15 of 23

15. ISSUING CERTIFICATES AND STATEMENT OF ATTAINMENT

Students will be issued with a Certificate upon successful completion of a VET course or a Statement of Attainment for partial completion of a VET course. These documents will be issued within 30 days of completing the course or leaving the subject/school. A USI must be received by the school in order to issue these documents.

15.1 Replacement of Certification Documentation

Students who request that a Certificate/Statement of Attainment be re-printed will be asked to provide identification. The Certificate/Statement of Attainment will be re-printed using the One School database which records competencies achieved and the original attainment date. If the request is made after 1 January 2015, the student will need to provide a USI if not already recorded on One School.

Vocational Education & Training	Kenmore State High School Student Handbook
Version 10 24 June 2016	Page 16 of 23

Complaint Form



Completing this form you will be lodging a formal complaint.

We thank you for taking the time to notify us of your concern. We value your feedback and hope to be able to resolve your complaint as soon as possible.

A reply will be forwarded to you within 30 days.

Date	Click here to enter text.
Name	Click here to enter text.
Contact Numbers	Click here to enter text.
Please detail your concern in full, giving as much detail as possible	
<p>Click here to enter text.</p>	
Signature	



Appeals Form

By completing this form you are requesting to appeal a judgment made against you.

This form serves to begin the appeal process in relation to a judgment that has been made against you. This Form must be lodged to the VET Coordinator within 7 days of you receiving a judgment.

A written response will be issued to you within 21 days.

Date	Click here to enter text.
Name	Click here to enter text.
Contact Numbers	Click here to enter text.
Please detail in full, your reason for an appeal	
Click here to enter text.	
Signature	



RPL Application

Student Name: _____

Date _____

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

ADDITIONAL INFORMATION TO ASSIST THE RPL APPLICATION

Applicant's signature: _____

17. WEB SITE AND LINKS

Education Queensland takes no responsibility for the content of sites not operated by Education Queensland, nor does it endorse any opinions, advice or commercial goods or services that they might promote or contain.

The Queensland Government disclaims all responsibility and all liability (including, without limitation, liability in negligence) for all expenses, losses, damages and costs you might incur as a result of information on these sites being inaccurate or incomplete in any way and for any reason.

Kenmore State High School

<https://kenmoreshs.eq.edu.au/Pages/default.aspx>

Queensland Curriculum and Assessment Authority (QCAA)

<http://www.QCAA.qld.edu.au/576.html>

Welcome to Training.gov.au (TGA), the database on Vocational Education and Training in Australia.

www.training.gov.au

National Skills Standards Council (Department of Industry and Science)

<http://industry.gov.au/skills/Pages/default.aspx>

Queensland Curriculum and Assessment Authority (QCAA) – QCE Learning options and requirements

<http://www.QCAA.qld.edu.au/3171.html>

QCAA – Student connect (Personal learning account information for each student)

<https://studentconnect.QCAA.qld.edu.au/>

QCAA – QCE Guides and resources

<http://www.QCAA.qld.edu.au/3179.html>

Industry Skills Council

<http://www.isc.org.au/>

Welcome to the Employability Skills Summaries website. This website provides quick access to Employability Skills Summaries that have been developed for national Training Package qualifications.

<http://employabilityskills.training.com.au/>

Australian Quality Training Framework (AQF)

<http://www.aqf.edu.au/>

Queensland Curriculum and Assessment Authority (QCAA)

<http://www.qcaa.qld.edu.au/index.html>

Careers and Guidance

<http://education.qld.gov.au/students/careers.html>

Centrelink

<http://www.centrelink.gov.au/>

Department of Education, Training and Employment (DETE)

<http://deta.qld.gov.au/>

Department of Justice and Attorney-General

www.justice.qld.gov.au

Department of Education, Employment and Workplace Relations

<http://www.deewr.gov.au/Pages/default.aspx>

Employment Opportunities Australia

<http://www.employment.com.au/>

Group Training Australia
<http://www.grouptraining.com.au/>

Queensland Training Information Service
<http://qtis.training.qld.gov.au/>

School to Work
<http://education.qld.gov.au/students/placement/work/>

TAFE Queensland
<http://www.tafe.net/>

Worklinks
<http://www.worklinks.com.au/>

Where To From Here

Pathways to vocational education and training for students
<http://training.qld.gov.au/index.html>

Vocational Education & Training	Kenmore State High School Student Handbook
Version 10 24 June 2016	Page 23 of 23