

*St Joseph's College,  
Toowoomba*  
**Vocational Education &  
Training**



*Student Information*  
*Handbook*  
*2018*



BSB20115 Certificate II in Business

SIT20416 Certificate II in Kitchen Operations

ICT10115 Certificate I in Information, Digital Media and Technology

ICT20115 Certificate II in Information, Digital Media and Technology

**BLUE DOG TRAINING**

CPC10111 Certificate I in Construction

MEM20413 Certificate II in Engineering Pathways

**VOCATIONAL EDUCATION & TRAINING (VET)**  
**STUDENT INFORMATION HANDBOOK**

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## **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 St. Joseph's as well as about your rights and responsibilities as a VET student. You will be asked to sign that you have read this handbook, so please take the time to study it carefully and to ask your VET teachers 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 St. Joseph's. You can access full copies of all policies and procedures by approaching the Vocational Education Coordinator.**

## 1.2 The VET Quality Framework

All of the VET programs offered by this College lead to nationally recognised qualifications – a 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 in Australia.

This is because in Australia we now have a national qualifications framework called the VET Quality Framework (VQF). 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 College.

### VQF Qualifications by Educational Sector

<u>Schools Sector</u>	<u>Vocational Education and Training Sector</u>	<u>Higher Education Sector</u>
<u>Senior Secondary</u> <u>Queensland Certificate of</u> <u>Education</u>	<u>Advanced Diploma</u> <u>Diploma</u> <u>Certificate IV</u> <u><b>Certificate III</b></u> <u><b>Certificate II</b></u> <u><b>Certificate I</b></u>	<u>Doctoral Degree</u> <u>Masters Degree</u> <u>Graduate Diploma</u> <u>Graduate Certificate</u> <u>Bachelor Degree</u> <u>Advanced Diploma</u> <u>Diploma</u>

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

## 2. STUDENT SELECTION, ENROLMENT AND INDUCTION/ORIENTATION PROCEDURES

Students enrolled in VET subjects at St. Joseph's participate in the same enrolment and selection processes as other students at the College. Where numbers are limited for VET subjects, selection will be made on the based on interview and/or on the order in which enrolments were received.

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 throughout VET delivery/assessment.

### **3. COURSE INFORMATION, INCLUDING CONTENT AND VOCATIONAL OUTCOMES**

An information sheet has been developed for each separate VET curriculum area offered at St. Joseph's. This sheet outlines industry/VET specific information relevant to the particular course, including qualification/course code and name, units of competency/modules to be offered and vocational outcomes. Work placement is strongly recommended for all non OP students studying VET subjects in order to obtain on-the-job experience.

**Disclaimer: The offering of all courses of study is dependent on sufficient numbers of students to conduct a class and that there is qualified staff to teach the subject. The College must have certain teachers and equipment to run this course. If the school loses access to these resources, the school will attempt to provide students with alternative opportunities to complete the course and the related qualifications. The school retains the right to cancel the vocational component of the course if it is unable to meet requirements.**

### **4. PROVISION FOR LANGUAGE, LITERACY AND NUMERACY SUPPORT**

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

In addition, every student at this College undertakes an English/literacy or Maths/numeracy subject.

If you still feel you need additional language, literacy or numeracy support, please approach one of your VET teachers or the Vocational Education Coordinator.

All VET teachers will adjust learning procedures and processes to meet the different learning styles of students and the individual needs of students.

### **5. STUDENT SUPPORT, WELFARE AND GUIDANCE SERVICES**

Students have access to a wide range of support, welfare and guidance services at St. Joseph's, including, for example:

- VET Coordinator
- Careers Counsellor/Guidance Officer
- Youth Pathways Program (funded by the Commonwealth Department of Education, Training and Youth Affairs). The role of your YPP is to assist you to make a smooth transition from school-to-work and the specific assistance provided will depend on your own needs and requirements.

### **6. DISCIPLINARY PROCEDURES**

Student who exhibit serious misbehaviour and/or misbehave frequently will be placed on a systematic program of monitoring and support.

St Joseph's College has a clear responsible behaviour plan for students. Full copies of this plan can be obtained from the front office.

## 7. ASSESSMENT POLICY & PROCEDURES

The following is St. Joseph's assessment policy statement:

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

Your VET teacher/trainer will provide you with a thorough overview of the assessment requirements for your individual VET program/s. The following information, however, represents some general information about the VET assessment process adopted at St. Joseph's.

### 7.1 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.**

### 7.2 The assessment policy principles

Students will be given clear and timely information on assessment.

Information given to students, including on the assessment criteria sheet, will include:

- \* advice about the assessment methods
- \* assessment procedures
- \* the criteria against which they will be assessed
- \* when and how they will receive feedback
- \* the mechanism for appeal.

The assessment approach chosen will cater for the language, literacy and numeracy needs of students. Reasonable adjustment will be made to the assessment strategy to ensure equity for all students, while maintaining the integrity of the assessment outcomes.

Assessment of competencies will be graded as either:

WTC – Working towards Competency or C –Competent

### 7.3 CREDIT TRANSFER

*Credit transfer* is training credit for a unit of competency previously completed and includes recognition granted for AQF qualifications and Statements of Attainment issued by another RTO. If you have a Statement of Attainment listing a unit of competency in a course you are currently enrolled please take a certified copy of this to your teacher or VET Coordinator. You will not be assessed on this unit/s.

#### Example

- A student has successfully completed the unit of competency at another school or with another registered training organisation and has the evidence to substantiate their claim. The student is to bring a copy of the evidence for records.
- A student has successfully achieved a unit of competency in one qualification at your school, and is enrolled in a subsequent qualification at your school that involves that same unit of competency. In this situation the student will be assessed for the unit in the first qualification, and “Credit transfer” for the unit in any subsequent qualification.

### 8. RECOGNITION (INCLUDING RECOGNITION OF PRIOR LEARNING [RPL])

When you commence a VET program, 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’ 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 or testimonials from employers
- samples of work, certificates, etc.

The RECOGNITION process is a very supportive one, i.e. your teacher will guide you through the process, the steps of which are outlined below:

**STEP 1:** Read the information in the VET Student Vocational Education Handbook (this information) about RECOGNITION. Your teacher/trainer will also provide you with additional information.

**STEP 2:** Discuss the RECOGNITION process with your teacher/trainer if you feel you are already competent in some parts or the entire VET program you are about to do. Ensure that you understand the full RECOGNITION application process, including the appeals process.

**STEP 3:** Undertake a self-assessment, using the Self-Assessment form. It is a good idea if you feel you already possess some of the competencies in the course you are about to do, to start with a self-assessment. You need to complete a separate RECOGNITION Self-assessment form for each unit of competency/module 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 teacher/trainer. If there are FULL units of competency for which you and your teacher feel RECOGNITION may be able to be given, you will be encouraged to move to the next step, the completion of the RECOGNITION application form.

**STEP 5:** Complete and submit the Student Application for Recognition form.

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

**STEP 7:** Should you wish to appeal, complete the Student RECOGNITION Appeals Form.

**STEP 8:** Discuss the outcome of the appeal, when known, with your teacher and provide feedback about the APPEAL process itself.

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

**NOTE:** You do not need to go through the above 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 College's VET programs. You will be awarded automatic recognition in these cases. This is referred to as mutual recognition/ credit transfer.

## **9. COMPLAINTS/GRIEVANCES/APPEALS**

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

- an administrative matter (eg: the non-issue of qualifications/statements within the prescribed timeline etc)
- a financial matter (eg: non-refund of VET curriculum/subject levies, etc)
- another person in the school (student or teacher)
- a person outside the school (eg 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 schools '*VET Policies and Procedures: Complaints/Grievances/Appeals*'.

Copies of this policy can be obtained from the VET Coordinator or on the college website.

## 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.

St. Joseph's strives to meet the needs of each student through incorporating access and equity principles and practices which acknowledge the right of all students to equality of opportunity **without discrimination**.

For example, the following principles apply:

1. VET curriculum areas will be adequately resourced, with teachers with the right qualifications, in order to ensure you have quality outcomes.
2. VET training and assessment will be in line with industry standards to ensure quality outcomes for students. As well, a variety of training/assessment methods will be used to cater for the different ways in which students learn. Students with special needs will participate with an initial and annual panel meeting with their parent/guardian and relevant College staff to ensure that the training and assessment provided meets their needs.
3. All students will be actively encouraged to participate in VET programs, irrespective of background/cultural differences.
4. Prior to participating in structured workplacement, you will be provided with an induction program which will equip you with the knowledge to recognise harassment/discrimination should it occur and to ensure you have the strategies to deal with anything like this. Appropriate support will be provided to ensure you are successful in your workplacement.
5. Literacy/numeracy is integrated throughout all VET programs, as well as being delivered separately through your English/literacy and Maths/numeracy program.
6. St. Joseph's will openly value all students, irrespective of background/culture/other differences and all students will be made feel valued through the delivery of appropriate training/assessment methods and support structures.
7. Any complaints/grievances in relation to discrimination/harassment will be treated seriously, in line with the College's VET Policies and Procedures: Student Complaints/Grievances/Appeals.

To obtain a full copy of St. Joseph's *VET Policies and Procedures: Access and Equity*, ask your teacher.



## 11. WORKPLACE HEALTH AND SAFETY

The safety and wellbeing of the staff and students of this College is one of our greatest responsibilities. All of us, including you, have responsibilities to ensure a safe environment. You are required to:

- Use and take reasonable care of any protective equipment that is provided
- Obey any reasonable instructions in relation to health and safety
- Not interfere with or remove any safety devices from machinery
- Ensure that you do not endanger your own or others' safety by the consumption of alcohol or drugs
- Report unsafe acts or equipment to a teacher/trainer and observe good housekeeping practices
- Report all injuries or near misses to a teacher/trainer
- Ensure that your conduct does not interfere with:
  - \* College property
  - \* College 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.

### First Aid

First Aid Kits are available at a number of locations throughout the College. A member of staff trained in First Aid should be sought to carry out any treatment necessary.

Students should not handle injuries which involve spilled blood without wearing gloves, and all blood spills must be doused with chlorine.

### Accident/Emergency Situations

You are advised that College staff are not permitted to transport injured/unwell students to hospital. Therefore an ambulance will be called in case of an emergency. It is recommended that all students arrange ambulance insurance as costs will not be covered by the College.

### Workplace Health and Safety and Accidents/Incidents – while on structured workplacement/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 the workplacement.

Where a serious accident occurs:

- the College will investigate all serious accidents as soon as possible after they occur, so that an accurate account of events can be recorded and remedial action taken to reduce the risk of other similar accidents.
- In the case of a claim against WorkCover Queensland:
  - (a) the work experience provider, as 'the employer', must complete an Employer's Report Form;
  - (b) you, the student, as 'the employee', must complete an Application for Compensation Form;
  - (c) the doctor must complete a WorkCover medical certificate;
  - (d) the College 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; and
  - (e) the College will keep copies of injury claims indefinitely.

## **12. ACCESS TO RECORDS & STUDENT/PARENT CONSENT/ACKNOWLEDGEMENT FORM**

No staff member of this College 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 College to provide information about you to another organisation e.g. the Queensland Schools Authority, the Department of Education and Training etc for your results. The College 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 Subject Coordinator for the subject area in which you wish to check your information. This staff member will ensure that you obtain access to your records. If the matter is not related to any one specific subject, you should approach the Vocational Education Coordinator rather than the subject area Head of Department/Coordinator.

## **13. CONTINUOUS IMPROVEMENT AND AUDITING**

To assist the school in continuous improvement of our services, products and operations, we welcome comments and suggestions. Each year, an Internal Review (IR) for each VET subject, occurs to evaluate the delivery of its Certificate courses. Teachers also gain Industry Validation of Training and Assessment Strategies from Industry Representatives.

Students have the opportunity and are encouraged to provide feedback on each assessment task and also annually on feedback surveys. Feedback can also be given directly to the classroom teacher.

## **14. LEGISLATION, POLICIES AND PROCEDURES**

St Joseph's college management and staff will ensure compliance with all Commonwealth and State legislation and regulatory requirements relevant to its operations.

*Below are those which are applicable:*

Standards for VET Regulators 2015  
Education Policies and Procedures Register (EPPR)  
National Vocational Education & Training Regulator Act 2011  
Australian Quality Training Framework (VQF) Standards 1, 2 and 3  
Access and Equity Policy (DETE, 1997)  
Disability Discrimination Act (1992)  
Disability Services Act (2006)  
Queensland Anti-Discrimination Act (1991)  
Commonwealth Sex Discrimination Act (1984)  
Queensland Workplace Health and Safety Act (1995)  
Equal Employment Opportunity Act (1987)  
Equal Employment for Women in the Workplace Act (1999)  
Freedom of Information Act (1982)  
Privacy Act (1988)  
Copyright Act (1968)  
Copyright Amendment Act (2000)  
Vocational Education, Training and Employment Act 2000  
Education (General Provisions) Act 2006  
Education (Queensland Studies Authority) Act 2002  
Education (Work Experience) Act 1996

Copies of all policies and procedures are available online using the following links:

[http://www.australia.gov.au/Law\\_and\\_Legislation](http://www.australia.gov.au/Law_and_Legislation)

<http://www.legislation.qld.gov.au/OQPChome.htm>

<http://education.qld.gov.au/strategic/eppr/>

## **15. VET CURRICULUM/SUBJECT LEVIES AND REFUND POLICIES**

### **15.1 VET curriculum/subject levies**

All Certificate course costs are incorporated into the college's all inclusive fee. Any additional costs for excursions, extra training will be advised from subject teachers at the commencement of each term.

### **15.2 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 has paid levies.