



GLENMORE STATE HIGH SCHOOL

VOCATIONAL EDUCATION AND TRAINING (VET)

STUDENT INFORMATION HANDBOOK 2024

Student Name:

VET Course/s:

.....

Date:

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1. INTRODUCTION

1.1 Purpose of this handbook

This handbook has been written to provide you with important information about the Vocational Education and Training (VET) programs offered by Glenmore SHS as well as about your rights and responsibilities as a VET student. Please take the time to study it carefully and to ask your VET teacher/s about anything which you are unsure of. You should keep this handbook for reference throughout your enrolment at this school.

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 Glenmore SHS. You can access full copies of all policies and procedures by approaching a VET teacher.

1.2 The Australian Qualifications Framework (AQF)

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

AQF qualifications certify the knowledge and skills that a person has achieved through study, training, work and life experience. An AQF qualification is recognised all around Australia and by other countries.

School, work-based qualifications and academic qualifications are part of a single system of qualifications, allowing maximum flexibility in career planning and continuous learning.

The AQF groups the qualifications according to the educational sector responsible for their accreditation. The AQF comprises national qualifications issued in:

- the senior secondary schools sector
- the vocational education and training (VET) sector, and
- the higher education sector.

All of the VET programs offered by this school can lead to an AQF qualification – 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).

Those that are bolded below are the ones that you have the opportunity to fully or partially complete through the VET programs you are undertaking at Glenmore SHS.

Schools Sector Accreditation	Vocational Education and Training Sector Accreditation	Higher Education Sector Accreditation
Senior Secondary Certificate of Education	Vocational Graduate Diploma Vocational Graduate Certificate Advanced Diploma Diploma Certificate IV Certificate III Certificate II Certificate I	Doctoral degree Masters degree Graduate diploma Graduate certificate Bachelor degree Associate degree /Advanced Diploma Diploma

Your VET teacher will provide you with *full* information about the VET qualification/s you are aiming to complete at this school, including an overview of the specific

units of competency in each, assessment requirements, and vocational outcomes. This information will be contained in a separate handbook, which will be given to you in your specific VET subject time and the contents discussed.

2. STUDENT SELECTION, ENROLMENT AND INDUCTION/ ORIENTATION PROCEDURES

Students enrolled in VET courses at Glenmore SHS participate in the same enrolment and selection processes as other students at the school. Where numbers are limited for VET subjects, selection will be based on interview and/or on the order in which enrolments were received as well as previous performance in school subjects.

At the commencement of all VET courses, VET teachers will induct students on VET processes and workplace health and safety issues. VET teachers will continue to incorporate workplace health and safety throughout VET delivery and assessment.

Training Agreements, which will need to be signed by both students and parents, will be provided to students at the time of induction. This training agreement outlines the training terms and conditions as well as the rights and responsibilities of a VET student at Glenmore SHS. It also contains consent for Glenmore SHS to collect and disclose students' personal information to the National Centre for Vocational Education Research Ltd (NCVER) as required under the *Standards for Registered Training Organisations (RTOs) 2015*.

Prior to participation in structured work placement, all students will undergo the relevant induction program.

3. COURSE INFORMATION, INCLUDING CONTENT AND VOCATIONAL OUTCOMES

An information booklet has been developed for each separate VET curriculum area offered at Glenmore SHS. Each booklet outlines specific industry and vocational training area information relevant to the particular course, including qualification code and name, units of competency to be offered, learning and assessment procedures, and vocational outcomes.

Students have a right to complete all units of competency and assessment in their chosen VET course in order to meet the full requirements of the course and be granted certification once enrolled in the course.

Students who enrol late into a VET course offered by the school may not have the opportunity to undertake all units of competency. The RTO Manager, in conjunction with the student, the relevant VET teacher, and the school's support personnel, will determine which units of competency can be undertaken by the student to ensure the best outcome for them.

4. FEES AND CHARGES, INCLUDING REFUND POLICY AND EXEMPTIONS

4.1 VET curriculum/subject fees

The RTO Manager or VET subject teacher will notify students of any specific subject fees in addition to those detailed in the SRS information provided as part of student enrolment.

4.2 Refund policy

If a student requests a refund prior to the commencement in a VET curriculum area, the school shall retain an administration fee and refund the remainder to the student.

Once a student commences in a VET curriculum area, no refund of fees will be made for that particular term. Where fees 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. The school will retain an administration fee.

Once a work placement has been organised, no refund will apply, unless the placement has to be cancelled due to circumstances beyond the student's control eg. the employer is shown to be unsuitable, the workplace shuts down, etc. In this case, no refund will be given but an alternative placement found. The work placement coordinator will assist with this.

Where a student does not continue with a placement due to circumstances such as a 'change of mind or preference', the student will be charged for the original placement, as well as for any alternative placement found.

5. PROVISION FOR LANGUAGE, LITERACY AND NUMERACY ASSISTANCE

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

In addition, every student at Glenmore SHS undertakes an English or literacy and Maths or a numeracy subject.

If you still feel you need additional language, literacy or numeracy support, please approach your VET teacher/s, English/literacy teacher, Maths/numeracy teacher, the Guidance Officer or the Inclusion support staff.

6. STUDENT SUPPORT, WELFARE AND GUIDANCE SERVICES

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

- Guidance Officer
- Chaplain
- School Nurse
- School-based Police Officer
- Library
- Work Placement Coordinator
- Youth Support Coordinator

You will be provided with full information about the locations and contact details for these and other support services when you commence your VET program.

7. FLEXIBLE LEARNING AND ASSESSMENT POLICY & PROCEDURES

The following is Glenmore SHS's assessment policy statement:

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

Your VET teacher will provide you with a **thorough** overview of the assessment requirements for your **individual** VET subject/s. Students must also comply with the school Assessment Policy. The following information, however, represents some general information about the VET assessment process adopted at Glenmore SHS.

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 workplace.**

There are four parts to being competent.

They are:

- a) undertaking a specific workplace task/s (called **task skills**)
- b) management skills – managing a number of different tasks to complete a whole work activity (called **task management skills**)
- c) responding to problems and irregularities when undertaking a work activity (called **contingency management skills**). Examples of problems/irregularities could be:
 - breakdowns
 - changes in routines
 - unexpected results or outcomes
 - difficult or dissatisfied clients.
- d) dealing with the responsibilities and expectations of the work environment when undertaking a work activity (called **job/role environment skills**), such as:
 - working with others
 - interacting with clients and suppliers
 - complying with standard operating procedures
 - observing enterprise policy and procedures.

This means that when you demonstrate 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

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

- Students will be given clear and timely information on assessment.
- Information given to students, including on the assessment task sheet, will include, where appropriate:
 - advice about the assessment methods
 - assessment procedures
 - the performance criteria against which the student will be assessed
 - when and how the student will receive feedback
- Where possible, students will be included in discussions on the choice of assessment methods and timing.
- Students will be made aware of their responsibilities in regard to assessment.
- The assessment approach chosen will cater for the language, literacy and numeracy needs of students.
- Any special geographic, financial or social needs of students will be considered in the development and conduct of the assessment.
- Reasonable adjustment will be made to the assessment strategy to ensure equity for all students, while maintaining the integrity of the assessment outcomes.
- Opportunities for feedback and review of all aspects of assessment will be provided to students.
- Clearly documented mechanisms for appeal against assessment processes and decisions will be available to students. (*Refer to Appeals and complaints procedures*)
- Refer also to the Assessment Policy

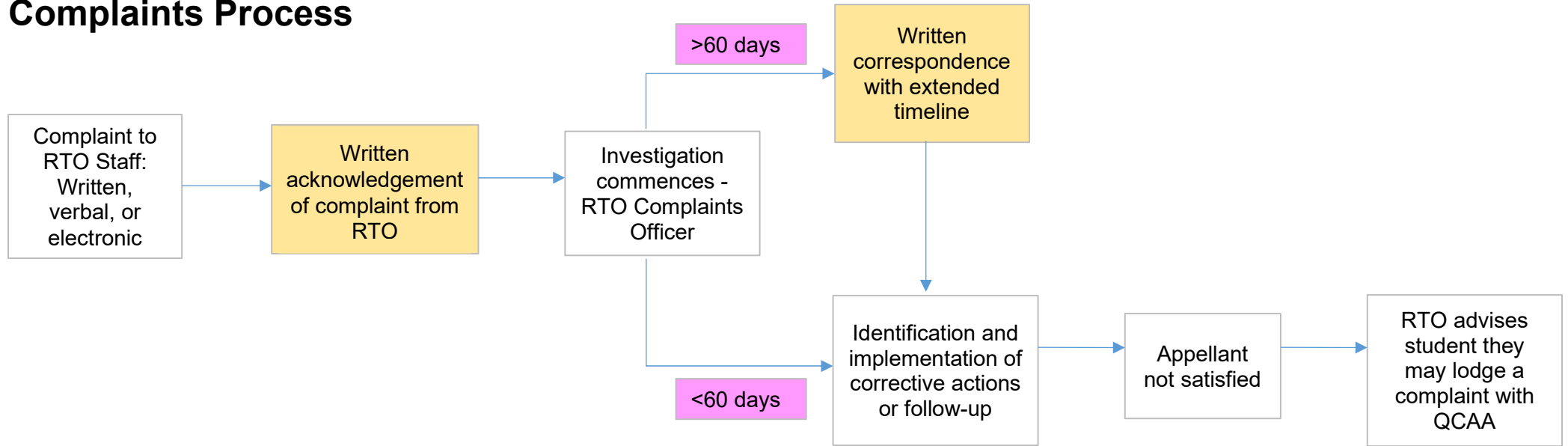
8. APPEALS & COMPLAINTS PROCEDURES

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

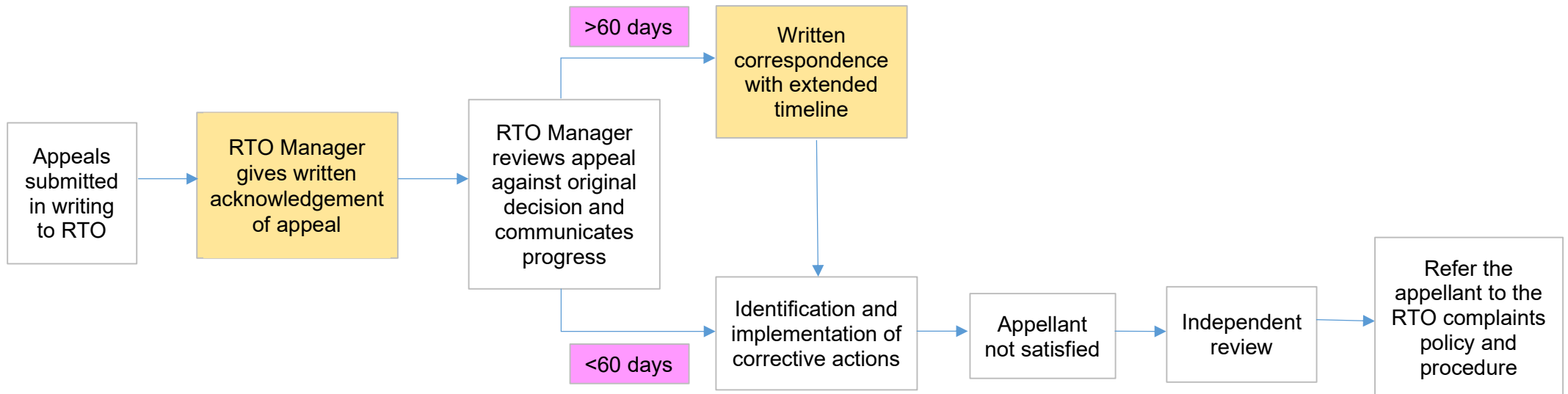
- an administrative matter such as, for example, the non-issue of qualifications or statements within the prescribed timeline or a financial matter such as non-refund of VET subject levies, etc;
- another person in the school (student or teacher);
- a person outside the school (eg. a person at your work placement organisation or your school-based traineeship/apprenticeship organisation); or
- a complaint or appeal about the results of an assessment or about the way the assessment was undertaken.

You need to discuss the issue with your VET teacher or the RTO Manager so that an investigation can be conducted. All complaints and appeals will be heard and decided on within 60 calendar days of receiving the complaint and appeal. If the process takes more than 60 calendar days, you will be informed of the reasons in writing and regularly updated on the progress of the matter. Ask your teacher or RTO Manager for a copy of the school's policy on this matter, if required.

Complaints Process



Appeals Process



The following scenarios represent an overview of the appeals and complaints policy. Please read and refer back to these throughout your course of study, if necessary.

Scenario 1:

*Where your complaint is about the action/s of another person/s **in the school community**, or about an administrative issue eg. such as non-refund of subject levies, etc (but not including complaints or appeals related to assessment and results, which are outlined elsewhere in this section)*

Process to follow:

- a) You should discuss the matter in the first instance with a staff member with whom you feel comfortable eg. the relevant Head of Department, the SWEL, another teacher or support staff.
- b) If this person does not consider the matter to be particularly serious, or where your complaint does not relate to allegations of unlawful behaviour (eg. assault, illegal discrimination or harassment, etc.), *and you feel comfortable to do so*, you will be encouraged to raise the complaint directly with the person concerned. You can ask for another staff member to be present when you do this.
- c) Where you do not feel comfortable about doing this, or where the matter is of a more serious nature, you may be asked to put the complaint in writing and to identify the person about whom you are complaining.

When making a written complaint, you may:

- put the complaint in writing yourself
- have a third party support you in writing the complaint
- have a HOD, SWEL or another teacher make a written record of the complaint on your behalf

Your written complaint should include details of the complaint(s) such as:

- who/what issue you are complaining about
- what happened
- when it occurred
- how you feel
- how you would like to see the matter resolved.

If the complaint is about another student, the matter will then be handled by the relevant HOD, SWEL or Deputy Principal; if the complaint is about a member of staff, the Principal will handle the complaint.

- d) The person handling your complaint will:
 - advise the person you have indicated in writing, about the complaint. He/she will be given the opportunity to put their side of the matter;
 - advise you of how long it will be before you get an answer (usually within a week);
 - ensure that only those people who need to know about the complaint are informed;
 - give you written advice about the outcome and the reasons for it.

You may find that through this process that one of the following outcomes will apply:

- you gain a better understanding of the situation and you no longer feel the need to complain;
- you are happy with the way the issue has been resolved;
- you receive an apology and assurance it will not reoccur; or
- you will be informed that you have no grounds to complain.

Scenario 2:

*A complaint about the action/s of a person **outside of Glenmore SHS community** but associated with the school's VET program eg. a person with whom you come into contact with during work placement or when undertaking a school-based traineeship or apprenticeship, etc.*

Work placement

Prior to participation in work experience or structured work placement, the school will provide an induction program for you, which will help prepare you with strategies to deal with harassment, accidents, etc. As well, your parents will also be provided with an outline of the WorkCover and insurance arrangements that apply.

The following strategies will be undertaken, however, should you experience harassment, unlawful intimidation and/or unsafe work arrangements.

Glenmore SHS will support you by:

- assisting you with advice about approaching the person about whom you want to complain; and/or
- showing you how to forward a complaint to the appropriate authority.

You need to:

- (a) inform the offending person immediately that you do not want them to behave in that way;
- (b) inform the work supervisor;
- (c) inform your parent, guardian, or caregiver; and/or
- (d) inform the principal or work placement coordinator.

The Principal or his/her representative will:

- (a) consider withdrawing you from the placement;
- (b) contact the work placement coordinator/provider to advise of your withdrawal, if this is to happen;
- (c) inform relevant parties of concerns regarding this workplace as an appropriate placement for students;
- (d) inform you of the existence of the Anti-Discrimination Commission which has power to investigate the complaint; and
- (e) seek advice from the equity rights officers in the appropriate education system.

If the complaint involves sexual abuse or assault, the Principal will report the matter to the relevant government department or to the Queensland Police Service, as appropriate.

School-based Apprenticeships and Traineeships (SATs)

Schools are **not** a signatory to the training contract and they are not therefore able to interfere with the discharge of any part of the training contract, including where you may experience difficulties associated with conditions of your employment, health and well-being, and training issues. Should concerns arise during the course of the SAT, the school will not encourage you to withdraw from the workplace without your employer's consent. The school may, however, advise you and your parent/guardian of appropriate procedures to pursue in certain events.

In the following instances, *you should contact the local Department of Employment, Small Business and Training office* (www.desbt.qld.gov.au):

- if you are experiencing interpersonal problems with co-workers or the employer which are not resolvable;
- if you do not believe you are receiving appropriate training or you are regularly performing duties unrelated to the trade or training program;
- if the employer fails to provide work, or terminates your employment outside of the probation period without the consent of yourself and your parent/guardian;
- if you allege that you have been physically or sexually assaulted, you should report the matter to the police and seek advice from DEBST regarding the future of your training contract;
- if you allege that you have been sexually harassed or discriminated against, you should contact the local office of DEBST to speak with a representative of the Division of Training, and/or the Anti-Discrimination Commission.

In the following instances, *you should contact the Industrial Relations section of the Department of Justice and Attorney-General* to seek advice:

- if you suspect that the work environment does not meet workplace health and safety regulations; and/or
- if you are experiencing problems with the payment of wages or other entitlements.

You should also note the following:

- If you are unable to attend training with the Registered Training Organisation (RTO) you must contact both the RTO and the employer to advise them of your absence.
- In the event that you are suspended from school, there is no effect on the SAT as you remain a student during the period of suspension.
- In the event that you are excluded from the school and you do not enrol in another school, the arrangements for the apprenticeship or traineeship must be converted to full-time or part-time arrangements. In this instance the school should notify the employer of the decision to exclude. If, however, you enrol in another school, the excluding school must notify the local office of DEBST and the section of the relevant education system dealing with SATs of your change in school, using the appropriate form.
- You must not be absent from work without the employer's consent. Should you wish to cancel the training contract, consent to end the contract must be obtained from the employer. If the employer does not consent to this action, you may seek mediation or arbitration via the local office of DEBST. You are encouraged to speak with a representative of the Division of Training to obtain appropriate assistance before taking any such action.

- The school is not entitled to withdraw you from the workplace, or recommend that you do not attend work, without the employer's consent. Under the Training and Employment Act 2000 (Qld), failure by the student to attend work may lead to disciplinary action against the student by DEBST (Division of Training).

Workers' Compensation

- At school the usual insurance provisions apply to students while undertaking normal school-based education subjects.
- In the workplace, workers compensation is provided for you under the employer's existing workers' compensation insurance. This cover extends to include travel to and from training as well as the time spent in training.

Scenario 3:

A complaint or appeal related to dissatisfaction with assessment and/or results directly related to you VET program (apart from issues associated with assessment/results on work placement or during participation as a SAT)

Should you wish to appeal against the results of an assessment or wish to make a complaint about any aspect of the training delivery or assessment of the accredited course, you need to follow the process outlined below:

- a) In the first instance, speak with the relevant VET teacher and informally ask for a review of the result.
- b) Should this not resolve the matter to your satisfaction, put your complaint or appeal in writing.

When making a written complaint/appeal, you may:

- put the complaint/appeal in writing yourself
- have a third party support you in writing the complaint/appeal
- have a VET teacher make a written record of the complaint/appeal on your behalf

Your written complaint or appeal should include details of the complaint(s)/appeal(s) such as:

- who/what issue you are complaining about
- what happened
- when it occurred
- how you feel
- how you would like to see the matter resolved.

All written complaints and appeals will be acknowledged in writing and you will be told how long it will take to investigate the matter. The outcome will also be put in writing to you.

Complaints and appeals will be forwarded to the RTO Manager or the Deputy Principal.

- c) Should this still not resolve the issue to your satisfaction, you can ask for the complaint or appeal to be reviewed by an independent person. This will be acknowledged in writing that the complaint or appeal has been received and will also tell you how long it will take to investigate. You will receive written advice of the outcome.

- d) Should you still not be happy with the decision, you should contact the Department of Education and Training (DET) for advice.

At any stage, the decision may take one of several forms, including, for example:

- agreeing with the original result ie. not allowing your appeal
- disagreeing with the original result and telling you what will now happen
- asking you if you want to re-sit the assessment.

9. DISCIPLINARY PROCEDURES

The *Student Code of Conduct* for Glenmore SHS will be covered in detail during the Year 10, 11 and 12 Learning to Learn program undertaken in week one of the school year.

10. RESPONSIBILITIES FOR 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.

Glenmore SHS 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**.

The following principles apply:

1. VET curriculum areas will be adequately resourced, with teachers 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. As well, a variety of training and assessment methods will be used to cater for the different ways in which students learn. Students with special needs will participate in meetings with their parent/guardian and relevant school 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 and/or cultural differences.
4. Prior to participating in structured work placement, you will be provided with an induction program, which will equip you with the knowledge to recognise harassment and/or 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 work placement.
5. Literacy and numeracy is integrated throughout all VET programs, as well as being delivered separately through your English or literacy and Maths or numeracy program.
6. Glenmore SHS openly values all students, irrespective of background, culture, and/or other differences and all students will be made feel valued through the delivery of appropriate training and assessment methods and support structures.
7. Any complaints in relation to discrimination and /or harassment will be treated seriously, in line with the school's *Student Code of Conduct*

Some terms defined:

The following terms associated with access and equity have been included so that you can develop an understanding of what they mean.

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 which disadvantages people on the basis of real or supposed membership of a particular racial or ethnic group including structural or institutional disadvantage (this includes policies and procedures which, at first glance appear 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 a 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 belittling or insulting others
- telling jokes deliberately intended to offend another
- stalking and abusive phone calls.

Inclusion

Inclusion is defined as:

- 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 and training environment for all enrolled students.

The access and equity officer (Guidance Officer) may be contacted if you require further information and/or support.

11. 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 could 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 demonstrate these particular tasks. Evidence might include:

- certificates/certification
- references from employers
- testimonials from clients/work colleagues
- work samples
- photographic evidence certified by an employer or colleague

The Recognition of Prior Learning (RPL) process is an **assessment process**. The teacher must ensure that the evidence is authentic, valid, reliable, current and sufficient.

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

- STEP 1:** Read the information in the Vocational Education and Training (VET) Student Information Handbook (this information) about recognition of prior learning. Your teacher will also provide you with additional information.
- STEP 2:** Discuss the RPL process with your teacher if you feel you are already competent in some units of competency you are about to do. Ensure that you understand the full RPL 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 RPL 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 certified by an employer or colleague
- awards, certificates and qualifications
- employer references
- testimonials from work colleagues, etc.

- STEP 4:** Discuss your self-assessment with your teacher. 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 Student RPL Application Form.
- STEP 5:** Complete and submit the Student RPL Application Form.
- STEP 6:** Once given the result of your application, discuss the outcome with your teacher. Provide feedback to your teacher and provide feedback 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 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. This information is also provided on the school network student common drive.

12. RECOGNITION OF AQF QUALIFICATIONS & STATEMENTS OF ATTAINMENT ISSUED BY OTHER RTOs

The school will recognise all AQF qualifications issued by any other RTO. If you have received an AQF qualification or statement of attainment from another RTO you should:

- a) Present the AQF qualification or statement of attainment to the teacher.
- b) The teacher will take a copy and bring this to the attention of the relevant Head of Department or equivalent.
- c) The Head of Department or equivalent will verify the authenticity of the qualification or statement.
- d) The verified copy of the qualification or statement is placed in the student's file.
- e) Once the qualification or statement is verified, the teacher will give the student exemption for the units of competency or modules identified in the qualification or statement and update the student's records accordingly.

Please note that qualifications that contain units of competency that have been recorded as Credit Transfer may not accrue full QCE credit points. See *QCE Credit for VET Qualifications* for more details.

13. AWARDING AND REISSUING OF QUALIFICATIONS & STATEMENTS OF ATTAINMENT

Once you have met the full requirements of your VET course an AQF Qualification, namely a Certificate, will be issued to you.

If you have not met the full requirements of your VET course a Statement of Attainment will be issued upon your exit or withdrawal from the course. The Statement of Attainment will list those units of competency that you have successfully demonstrated competency in.

All Certificates and Statements of Attainment will be issued within 30 calendar days of completion, exit or withdrawal from the VET course providing that:

- all fees have been paid
- a verified USI has been provided to the school

- a signed Training Agreement has been provided to the school

Students in Year 12 who complete the course in Term 4 may receive their qualification or statement of attainment with their graduation materials on the final day of school. Students who complete the course prior to Term 4 will receive their qualification within 30 days of completion.

If you need your Certificate or Statement of Attainment replaced, you can request this through the HOD Senior Schooling. The reissue of qualifications/Statements of Attainment may incur a fee.

14. SCHOOL-BASED APPRENTICESHIPS & TRAINEESHIPS (SATs)

(<https://www.qld.gov.au/education/apprenticeships/school-based>)

School-based apprenticeships and traineeships allow students, typically years 11 and 12, to study for their Queensland Certificate of Education, whilst at the same time undertaking an apprenticeship or traineeship.

School-based apprenticeships and traineeships allow students to receive their Queensland Certificate of Education at the end of year 12 and to train towards a qualification in their chosen career. This training may occur at work, school, or with a training organisation.

For a school-based arrangement to be created, students must have the support of their employer, their school, a training organisation, and their parent/guardian. The employment and/or training arrangements **must** impact on the student's school timetable for the program to be considered school-based.

The parties of the contract are required to work with the training organisation to negotiate and complete the training plan and Education, Training and Employment Schedule (ETES). The ETES is required to show how the apprenticeship or traineeship will impact on the student's school timetable and also confirms the student's school endorses participation in the school-based apprenticeship or traineeship.

Work and training may take place:

- one to two days per week, attending school on the remaining days
- for blocks of time in the workplace
- on weekends, school holidays or after school.

School-based apprentices and trainees **may not be paid** for the actual days they undertake training delivered by the training organisation. This is dependent on the industrial award or agreement that applies to the employer. However, all school-based apprentices and trainees **are paid** for the time spent actually working for their employer.

School-based apprentices should not complete more than **one-third** of the off-the-job training component while participating in a school-based apprenticeship. Approval to exceed the one-third rule must be granted by the Department of Employment, Small Business and Training (DESBT). Please note the one-third rule does not apply to traineeships.

Periods of paid employment must never fall below the **minimum 50 days** per year of their apprenticeship or traineeship.

Students who do not complete their apprenticeship or traineeship while at school are required to convert to full-time or part-time employment when they finish their final day at

school. The [amendment of a registered training contract](#) form can be used for this purpose. Once converted, appropriate award wages and conditions apply.

If the employer **cannot** provide the minimum requirements of **50 days** work per year of the apprenticeship or traineeship, a written application from the employer must be made directly to the Department of Employment, Small Business and Training (DEBST) **before** the training contract is signed.

Details of school-based apprenticeships and traineeships received by the school are advertised through the student notices and school newsletters, where possible. Further information can be obtained from the Guidance Officer and from the Careers coordinator. You can also contact the Department of Employment, Small Business and Training Apprenticeships information on 1800 210 210 or visit www.desbt.qld.gov.au

Information sheets are available on the Department of Employment, Small Business and Training website at <https://desbt.qld.gov.au/training/apprentices/resources/information-sheets>

15. WORK PLACEMENT REQUIREMENTS AND EXPECTATIONS

Work placement for VET students in Years 11 and 12 is strongly recommended and is negotiable. Work placement will be organised in consultation with the work placement coordinator and your VET teacher/s. You will be required to complete a work placement log book in consultation with the employer.

Prior to participation in work placement, this school will provide an induction program for you, which will help prepare you with strategies to deal with harassment, accidents, etc. As well, your parents will also be provided with an outline of the WorkCover and insurance arrangements that apply.

Whilst on work placement, you will be expected to:

- observe conditions of the work placement as provided by the employer
- attend and perform work as directed by the employer
- behave in a courteous and professional manner
- obey all lawful commands (follow instructions, directions)
- abide by Health and Safety legislation
- work toward demonstrating the competencies as detailed in the work placement log book
- maintain a record of work tasks undertaken in your work placement log book

16. ACCESS TO RECORDS AND TRAINING AGREEMENT

Information about a student, except as required by law or as required under the Standards for Registered Training Organisations, is not disclosed without the student's written permission and that of their parent or guardian if the student is under 18 years of age.

People external to the school, who act on its behalf, eg. on complaints committees or technical experts in internal audits, are made aware of these procedures before they begin work in the school.

You will be required to sign a training agreement to cover those occasions when it is necessary for the school to provide information about you to another organisation eg. the Queensland Curriculum and Assessment Authority, the Department of Education and Training etc. for your results. The school will provide you with a copy of the training agreement.

Students have access to their personal records. Class teachers will provide access to a student's own records on request by the student. If the matter is not related to any one specific subject you should approach the school's Deputy Principal/s, rather than the class teacher.

Students may also be given access to "for checking" Student Management printouts from the school data manager.

17. QCE CREDITS AND VET QUALIFICATIONS

Credit for the Queensland Certificate of Education (QCE) accrues when a student completes new learning. The following table shows typical credit points for VET qualifications that are fully completed. VET teachers can clarify the credit points for the course the student is undertaking.

Certificate Level	Typical Credit Points
Certificate I	2-3 points
Certificate II	4 points
Certificate III	5-8 points

When a student completes multiple VET qualifications, a Registered Training Organisation (RTO) may transfer credit for completed units of competency from one qualification to another. See *Recognition of AQF Qualifications and Statements of Attainment* for more details.

New learning in VET is identified as units of competency that are recorded as competent, rather than credit transfer. 90% or more of the total units of competency must be new learning (reported as competent) for a student to receive full QCE points for the qualification.

Partial QCE credit points are awarded for Certificate II and above courses at 25%, 50% and 75% completion of new learning.