

# STUDENT INFORMATION HANDBOOK

VET 2020



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# Vocational Education & Training (VET) Student Information Handbook

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## The School Mission Statement

To provide access to a quality education for all young people, especially those who experience disadvantage or discrimination, so that they can fully participate in the spiritual, social, cultural, political and economic life of our community.

## Our Guidelines

### 1. Be Respectful, Kind and Caring

Happy and peaceful communities are those where people hold respect and show genuine concern for each other, all living things and the environment.

### 2. Make a Contribution

Everyone should aim to make a difference, to make the world a better place. We value what each person can offer their friends, their family, their school and the community. To achieve this, everyone must strive to participate daily.

### 3. Be a Responsible Citizen

As a responsible citizen, we care about others in our community; We act with kindness and integrity.

### 4. Be a Peacemaker

Peaceful people learn to settle differences peacefully, avoiding confrontation. They care for others and work towards building a more peaceful world.

### 5. Dare to be Different

Be proud of what we do for ourselves, for each other and for education. Stand up for what you believe is true and just – regardless of what others do.

# VET Student Information Handbook

## Introduction

### 1.1 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 this school 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 which you are unsure of. You should keep this handbook for reference throughout your enrolment.

**You should also know that the contents of this handbook in many instances represent the key points of various VET Policies and Procedures developed by this school. You can access full copies of all policies and procedures by approaching the Vocational Education Coordinator.**

### 1.2 The Australian Qualifications Framework

All of the VET programs offered by this school can 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.

Australia has a national qualifications framework called the Australian Qualifications Framework (AQF). There are 12 different types of qualifications you can obtain. They are shown in the diagram below. Those that are bolded are the ones that you have the opportunity to fully or partially complete through the VET programs you are undertaking at this school. Certificates III and IV, and Diplomas may be studied, externally, while at school also.

AQF Qualifications by Educational Sector

Schools Sector	Vocational Education and Training Sector	Higher Education (Tertiary) Sector
<b>Queensland Certificate of Education (QCE)</b>	Bachelor Degree Advanced Diploma Diploma Certificate IV Certificate III <b>Certificate II</b> <b>Certificate I</b>	Doctoral Degree Masters Degree Graduate Diploma Graduate Certificate Bachelor Degree Advanced Diploma Diploma

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 and vocational outcomes.

## 2. Legislation

Carinity Education Southside is committed to providing a safe and equitable education/training environment for both students and staff. The staff are aware of the various pieces of legislation that effect your own working and learning conditions and are available to explain any issues that you have with regard to understanding your rights and responsibilities. The legislation that has been identified by this school as relevant, are shown in the table below.

Relevant Legislation
Human Rights and Equal Opportunity Commission Act 1986
Sex Discrimination Act 1984
Racial Discrimination Act 1975
Disability Discrimination Act 1992
Queensland Anti-Discrimination Act 1991
Training and Employment Act 2000
Workplace Health and Safety Act 1995 (Regulation 1997)
Education (Work Experience) Act 1996
Industrial Relations Act 1999
WorkCover Queensland Act 1996
Privacy Act 1988

Appropriate websites to access copies of most of these pieces of legislation include:

Federal Government: [www.fed.gov.au](http://www.fed.gov.au)

State Government:

Department of Small Business and Training

<https://desbt.qld.gov.au/training>

(Department of Small Business & Training)

[www.education.qld.gov.au](http://www.education.qld.gov.au)

(Education Queensland)

All staff of this school are required to have a working knowledge of these pieces of legislation, particularly where they affect both staff and students. Copies of the most relevant pieces of legislation, or extracts there from, are maintained in the office of the Principal, for access by all staff and students.

*R1: 1.1 – Legislation*

## 3. Student Selection, Enrolment and Induction/Orientation Procedures

All senior students at Carinity Education Southside have access to VET courses.

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 learning/assessment.

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

## 4. Course information, including content and vocational outcomes

An information sheet has been developed for each separate VET curriculum area offered at this school. This sheet outlines industry/VET specific information relevant to each course, including qualification/course code and name, units of competency/modules to be offered and vocational outcomes.

## 5. Provision for language, literacy and numeracy support

If you are undertaking a VET subject which has embedded units of competency from another 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 VET student at this school 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 teachers or the VET Coordinator.

## 6. Student Support, Welfare and Guidance Services

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

- Teachers
- Local Youth Therapeutic/Wellness Lead
- Youth & Family Support Worker
- Principal
- Vocational Education & Training Coordinator
- Youth Workers
- Library staff

## 7. Disciplinary Procedures

For general school policy and procedures see the Southside Handbook under Responsible Citizenship.

VET students, when attending work or training, must be sure to abide by the rules set out in the Workplace Health & Safety section of this manual and the policies and procedures outlined by the RTO or employer. In all areas not covered, common sense should prevail.

## 8. Assessment Policy & Procedures

The following is this school'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 program/s. The following information, however, represents some general information about the VET assessment process adopted at this school.

### 8.1 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 Standards and performance expected in the workplace.

There are four parts to being competent. They are:

- a) Undertaking a specific workplace task(s)
- b) Management skills – managing a number of different tasks to complete a whole work activity
- c) Responding to problems and irregularities when undertaking a work

activity, such as:

- Working with others
- Interacting with clients and suppliers
- Complying with standard operating procedures
- Observing enterprise policy and procedures

**This means that 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 repeat it and do it in a range of different circumstances, as outlined above.**

### 8.2 The assessment policy principles

The following represent the basic VET assessment principles of this school. 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 criteria sheet, will include:

- o Advice about the assessment methods
- o Assessment procedures
- o The criteria against which they will be assessed
- o When and how they will receive feedback
- o The mechanism for appeal

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 may 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 10. *Complaints/Appeals*)

**Failure to submit assessment as required will result in referral to the VET Coordinator.**

## 9. 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. If you do, you will need to provide evidence that you can in fact already do these particular tasks. Evidence might include:

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 supervisors or work colleagues

The 'recognition process' is a very supportive one, i.e. your teacher will guide you through the process, and have a 'professional conversation' with you. The steps of which are outlined below:

**Step 1:** Read the information in the VET Student Information Handbook (this information) about RECOGNITION.

**Step 2:** Discuss the Recognition process with your teacher/trainer if you feel you are already competent in some parts or all of the 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 of self-assessment form for each unit of competency for which you are applying for Recognition.

**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 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. 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.

### **CROSS TRANSFER – of qualifications issued by other Registered Training Organisations (RTO's)**

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

programs, you do not need to go through the above process. Carinity Education Southside will award you automatic recognition (cross transfer) in these cases.

### 9.1 RPL Application form (see Appendix A)

## 10. Complaints / Appeals

You can lodge a complaint/appeal if you are unhappy about any aspect of your VET program such as:

- an administrative matter such as, for example, the non-issue of qualifications/statements within the prescribed timeline;
- another person in the school (student or teacher);
- a person outside the school (e.g. a person at your work experience placement organisation or your school-based traineeship/apprenticeship organisation); or
- a complaint about the results of an assessment or about the way the assessment was undertaken, please obtain a copy of the school's 'VET Policies and Procedures: Complaints/Appeals'.

### The following represents an overview of some parts of the policy.

*Scenario 1: Where your complaint is about the action/s of another person/s in the school community, or about an administrative issue (but not including complaints/appeals related to assessment and results, which are outlined elsewhere in this section)*

#### 10.1 Process to follow

A) You should discuss the matter in the first instance with a teacher with whom you feel comfortable e.g. the Vocational Education Coordinator/the Year Level Coordinator/other teacher.

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 (e.g.

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 your teacher 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 will be asked to put the complaint in writing and to identify the person about whom you are complaining.

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 Deputy Principal; if the complaint about a member of staff, it will be handled by the Principal.

D) The person handling your complaint will:

- tell the person you are complaining about, about the complaint. He/she will be given the opportunity to give 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 involved/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 are happy with the way the issue has been resolved;
- you gain a better understanding of the situation and you no longer feel the need to follow through with the complaint;

- you receive an apology and assurance it will not reoccur; or
- you will be informed that you have no grounds for the complaint

*Scenario 2: A complaint about the action/s of a person outside of the school community but associated with the school's VET program e.g. a person with whom you come into contact with during work experience or when undertaking a school-based traineeship.*

## 10.2 Work experience

Prior to participation in work experience/structured 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/carers will also be provided with an outline of the work cover and insurance arrangements that apply.

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

### **This school 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 Anti-Discrimination Commission

### **You need to:**

- inform the offending person immediately that you do not want them to behave in that way;
- inform the work supervisor
- inform your parent, guardian or caregiver, and/or
- inform the Principal or Vocational Education Coordinator

### **The VET Coordinator in consultation with the principal will:**

- Consider withdrawing you from the placement

- Contact the work experience provider to advise of your withdrawal, if this is to happen
- Inform relevant parties of concerns regarding this workplace as an appropriate placement for students
- Inform you of the existence of the Anti-Discrimination Commission which has power to investigate the complaint; and
- 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 Department of Child Safety, or to the Queensland Police Service, as appropriate.

## 10.3 School-based Traineeships

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 traineeship, 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 Small Business and Training (DESBT) to seek advice (the school can assist you):

- 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 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 the Department of Small Business and Training (DESBT) 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 DESBT to speak with a representative and/or the Anti-Discrimination Commission.

In the following instances, you should contact the local Department of Small Business and Training (DESBT) to seek advice:

- if you suspect that the work environment does not meet 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 of the absence
- in the event that you are suspended from school, there is no effect on the traineeship, 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 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 enroll in another school, the excluding school must notify the local office of DESBT and the section of the relevant education system dealing with traineeship of your change in school, using the appropriate form.
- you must not be absent from work without the employers consent. Should you wish to cancel the training contact, 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 (DESBT). You are encouraged to speak with a representative 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 you to attend work may lead to disciplinary action against the student by DESBT.

#### **10.4 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/appeal related to dissatisfaction with assessment and/or results (apart from issues associated with assessment/results on work placement or during participation as a Trainee)*

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

- A) In the first instance, speak with the relevant teacher/training and informally ask for a review of the result
- B) Should this not resolve the matter to your satisfaction, put your complaint/appeal in writing to the VET Coordinator. All written complaints 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.
- C) Should this still not resolve the issue to your satisfaction, you can ask for the

complaint to be dealt with by the Principal, who shall acknowledge in writing that the complaint/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 Small Business and Training (DESBT) for advice.

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

- Agreeing with the original result i.e. 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

## 11. Access and Equity

Discrimination occurs if a person treats someone differently on the basis of an attribute or characteristic such as gender, sexuality, race, pregnancy, physical or intellectual impairment, age, etc.

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

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.

3. All students will be actively encouraged to participate in VET programs, irrespective of background/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/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/numeracy is integrated throughout all VET programs, as well as being delivered separately through your English/literacy and Maths/numeracy program.
6. This school will openly value all students, irrespective of background/culture/other differences and all students will be valued through the delivery of appropriate training/assessment methods and support structures.
7. Any complaints in relation to discrimination/harassment will be treated seriously, in line with the school's VET Policies and Procedures: Student Complaints/Appeals.

### Some terms defined

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

#### *Aboriginality*

The 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 behaviours based on

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 by 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
- 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 denigrating or insulting others
- telling jokes deliberately intended to offend another
- stalking and abusive phone calls
- persistent questioning about a person's private life

#### *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/training environment for all enrolled students

## **12. Workplace Health and Safety**

The safety and wellbeing 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 or Youth Worker

- Ensure that your conduct does not interfere with:

- School property
- School staff safety or welfare, or with their ability to perform their duties
- Student safety or welfare, or their ability to participate in and benefit from instruction

### **First Aid**

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

Students should not handle injuries, but immediately report any to their teacher, Youth Worker or other staff.

### **Accident/Emergency Situations**

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

*Workplace Health and Safety and Accidents/Incidents – while on 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 the Careers Coordinator, your Principal or VET Coordinator immediately. Action may include withdrawing you from the work placement.

Where a serious accident occurs:

- The school will investigate all serious accidents as soon as possible after they occur, so that an accurate account of events 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 school will forward to the relevant authority (see work experience legislation):

- a copy of the completed Employer's Report Form; and

- a copy of the Work Experience Agreement; and

e) the school will keep copies of injury claims indefinitely

## **13. 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 can have access to your own personal records at any time, by approaching the teacher 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 Trainer.

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

### **Privacy Notice**

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

Your personal information (including the personal information contained on this

enrolment form and your training activity data) may be used or disclosed by Carinity Education Southside for statistical, regulatory and research purposes.

Carinity Education Southside may disclose your personal information for these purposes to third parties, including:

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

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

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

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

NCVER will collect, hold, use and disclose your personal information in accordance with the *Privacy Act 1988 (Cth)*, the VET Data Policy and all NCVER policies and

protocols (including those published on NCVER's website at [www.ncver.edu.au](http://www.ncver.edu.au))

## 14. VET Curriculum/Subject Levies and Refund Policies

### 14.1 VET Curriculum/Subject Levies

The school meets all course costs for students studying through the school RTO.

Courses undertaken externally, at TAFE or other RTO's attract a fee generally. There are avenues for some financial assistance possibly available, depending upon criterion, which may be accessed while at school.

## 15. Certification Procedures

### 15.1 Issuing certification

Only Certificates or Statements of Attainment will be issued for vocational courses taught at Carinity Education Southside.

Certification will be issued to learners within 30 calendar days of the learner being assessed as meeting the requirements of the training product.

### 15.2 Reissuing certification

Carinity Education Southside is able to re-issue certification, from qualifications commenced 1 January 2017, upon written request by a learner.

Certificates issued prior to 2017 are not done through the school, but may be reissued by QCAA, incurring a small cost.

## 16. Information for Students Regarding Courses Offered

### Code of Practice

The school will provide students with a copy of its Code of Practice as a Registered Training Organisation.

### Entry Requirements

Courses at Carinity Education Southside cater for students in Years 10, 11 and 12, including approved mature-aged re-entry students.

## **Assessment Requirements**

Assessment for the modules is competency-based. This means that once you can demonstrate that you can do all of the tasks required in a module, you will be given credit for that module. The school will provide you with a folio that lists the modules contained in each course. Once you demonstrate that you can do each task, it will be signed off in this folio. Your folio is used as an official record of your achievements, you must take every care not to lose or damage it.

## **Recognition of Prior Learning (RPL)**

If you can show that you have the skills described in some of the modules through activities undertaken at work, home or elsewhere, you may not have to do those parts again. If you feel this applies to you, discuss RPL with your teacher.

## **Advanced Standing**

Students who successfully complete modules may gain advanced standing/credit transfer into a range of courses or qualifications offered by registered training organisations.

This information is from the Queensland Curriculum & Assessment Authority (QCAA) web site, which can be found at <https://www.qcaa.qld.edu.au/>

## Certificate II in Business – BSB20115

National Provider No.: 30585

### Vocational outcomes of this course

On successful completion of the vocational education modules in Business, you will:

- Be able to carry out a range of entry-level employment tasks, such as those requiring basic literacy skills in comprehension, giving and receiving information, working effectively in a team, making simple analyses of documents and resources, dealing with customers and clients, participating in safe workplace practices, using Word, Publisher and Access to produce and write simple word-based documents.
- Possess a range of skills, attitudes and knowledge that will assist you in roles not specifically related to employment, for example, as a student and as a citizen in general.
- Be eligible for credit into related courses, offered by other training providers, for example, TAFE Queensland.

### Certification gained on completion of the modules in Business

Following the Business course, you will receive certification listing the units of competency you have achieved. Students who have achieved all modules in Business will be eligible for Certificate II in Business. These competencies can be used to gain credit from higher certificate courses.

### Competencies delivered

BSBWHS201	Contribute to health and safety of self and others (CORE)
BSBCMM101	Apply basic communication skills
BSBCMM201	Communicate in the workplace
BSBCUS201	Deliver a service to customers
BSBIND201	Work effectively in a business environment
BSBINM202	Handle mail
BSBITU211	Produce digital text documents
BSBITU212	Create and use spreadsheets
BSBITU307	Develop keyboarding speed and accuracy
BSBSMB201	Identify suitability for micro business
BSBWOR202	Organise and complete daily work activities
BSBWOR204	Use business technology

## Certificate II in Community Services – CHC22015

National Provider No.: 30585

### Vocational outcomes of this course

On successful completion of the vocational education modules in Community Services you should be able to perform a range of activities and functions requiring basic operational knowledge and practical skills within this context.

- Be able to carry out a range of entry-level employment tasks, such as providing a first point of contact and assist individuals in meeting their immediate needs.
- Possess a range of skills, attitudes and knowledge that will assist you in community service roles.
- Be eligible for credit into related courses, offered by other training providers, for example, TAFE Queensland.

### Certification gained on completion of the modules in Business

Following the Community Services course, you will receive certification listing the units of competency you have achieved. Students who have achieved all modules in this course will be eligible for the Certificate II in Community Services. These competencies can be used to gain credit from higher certificate courses.

### Competencies delivered

BSBWOR202	Organise and complete daily work activities (CORE)
BSBWOR203	Work effectively with others
CHCCOM001	Provide first point of contact (CORE)
CHCCOM005	Communicate and work in health or community services (CORE)
CHCDIV001	Work with diverse people (CORE)
CHCCDE003	Work within a community development framework
CHCECE002	Ensure the health and safety of children
CHCVOL001	Be an effective volunteer
HLTWHS001	Participate in workplace health and safety (CORE)

*\*Students may also be offered the opportunity attend an external provider to complete HLTAID002 First Aid, which is viewed very highly by industry.*

## Certificate I in Hospitality – SIT10216

National Provider No.: 30585

### Vocational outcomes of this course

On successful completion of the vocational education modules in Certificate I Hospitality, you will:

- Be able to carry out a range of entry-level employment tasks, such as prepare and serve non-alcoholic beverages, provide responsible service of alcohol, follow workplace hygiene procedures and work in a socially diverse environment.
- Possess a range of basic skills, attitudes and knowledge that will assist you in roles related to employment within the Hospitality industry.
- Be eligible for credit into related courses, offered by other training providers, for example, TAFE Queensland.

### Certification gained on completion of the modules in Business

Following the Hospitality course, you will receive certification listing the units of competency you have achieved. Students who have achieved all units of competency in Hospitality will be eligible for Certificate I in Hospitality. These competencies can be used to gain credit from higher certificate courses.

### Competencies delivered

BSBWOR202	Organise and complete daily work activities
BSBWOR203	Work effectively with others (CORE)
SITXCCS001	Provide customer information and assistance (CORE)
SITXFSA001	Use hygienic practices for food safety
SITXWHS001	Participate in safe work practices (CORE)
TLIE1005	Carry out basic workplace calculations

*NB. Where less than 90% 'new learning' occurs in a qualification, the student will possibly receive less than the full 2 points for a Certificate I, and less than 4 points for a Certificate II.*

*This phrasing relates to the amount of units which can be Credit Transferred from other qualifications.*

## Certificate II in Hospitality – SIT20316

National Provider No.: 30585

### Vocational outcomes of this course

On successful completion of the units of competency in Certificate II Hospitality, you will:

- Be able to carry out a range of entry-level employment tasks, such as prepare and serve non-alcoholic beverages, provide responsible service of alcohol, follow workplace hygiene procedures and work in a socially diverse environment.
- Possess a range of basic skills, attitudes and knowledge that will assist you in roles related to employment within the Hospitality industry.
- Be eligible for credit into related courses, offered by other training providers, for example, TAFE Queensland.

### Certification gained on completion of the modules in Business

Following the Hospitality course, you will receive certification listing the units of competency you have achieved. Students who have achieved all units of competency in Hospitality will be eligible for Certificate II in Hospitality. These competencies can be used to gain credit from higher certificate courses.

### Competencies delivered

BSBCMM201	Communicate in the workplace
BSBSUS201	Participate in environmentally sustainable work practices
BSBWOR203	Work effectively with others (CORE)
SITHFAB002	Provide responsible service of alcohol
SITHFAB005	Prepare and serve espresso coffee
SITHIND002	Source and use information on the hospitality industry (CORE)
SITHIND003	Use hospitality skills effectively (CORE)
SITXCCS003	Interact with customers (CORE)
SITXCOM002	Show cultural and social sensitivity (CORE)
SITXFSA001	Use hygienic practices for food safety
SITXWHS001	Participate in safe work practices (CORE)
TLIE1005	Carry out basic workplace calculations

## Certificate II in Visual Art – CUA20715

National Provider No.: 30585

### Vocational outcomes of this course

On successful completion of the units of competency in Visual Art, you will:

- Be able to carry out a range of activities and functions requiring basic operational knowledge and practical skills in a workplace context including articulating work concepts and producing a variety of artworks.
- Be able to carry out a range of entry-level employment tasks such as follow workplace health and safety procedures and sourcing information.
- Possess a range of basic skills, attitudes and knowledge that will assist you in roles related to employment within the Arts industry.
- Be eligible for credit into related courses, offered by other training providers, for example, TAFE Queensland.

### Certification gained on completion of the modules in Business

Following the Visual Art course, you will receive certification listing the units of competency you have achieved. Students who have achieved all units of competency in Hospitality will be eligible for Certificate II in Visual Art. These competencies can be used to gain credit from higher certificate courses.

### Competencies delivered

BSBWHS201	Contribute to health and safety of self and others (CORE)
CUAACD101	Use basic drawing techniques (CORE)
CUADIG202	Develop digital imaging skills
CUADIG203	Develop video art skills
CUADRA201	Develop drawing skills
CUAPAI201	Develop painting skills
CUAPRI201	Develop printmaking skills
CUAPPR201	Make simple creative work (CORE)
CUARES202	Source and use information relevant to own arts practice (CORE)

## Appendix A

Carinity Education Southside

RPL Application Form

Student Name: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Course Name and Code: \_\_\_\_\_

UNIT/S OF COMPETENCY		Details of relevant previous experience including formal training, work experience etc. (attach copies)		FOR OFFICE USE ONLY	
CODE	NAME			COMPETENT	NOT COMPETENT
		LIST of ATTACHED PAPERWORK	ASSESSOR'S COMMENTS/ RECOMMENDATIONS		

At commencement of the RPL process, your teacher will have a professional conversation with you regarding the recognition of your prior learning, and explain the importance of the range of evidence you will be presenting.

### RPL NOTIFICATION

#### **Recognition of Prior Learning**

Is granted for the competencies

<insert details here>

Is not granted for the competencies

<insert details here> because

Assessor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**THIS FORM TO BE PLACED IN STUDENT'S FOLIO.  
(COMPETENCIES RECOGNISED MUST BE UPDATED ON STUDENT PROFILE)**

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## Declaration of understanding and agreement with the above terms and conditions.

I have read, understood and agree to the above terms and conditions of the Vocational Education and Training Student Handbook.

I declare that the information I have provided to enrol in Vocational Subjects taught at Carinity Education Southside, is to the best of my knowledge, true and correct.

I consent to the collection, use and disclosure of my personal information in accordance with the Privacy Notice in Section 13 of this document.

Student Name: \_\_\_\_\_ DOB: \_\_\_\_/\_\_\_\_/\_\_\_\_  
(BLOCK LETTERS – BLUE/BLACK INK ONLY)

Student Signature: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

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

*(Please sign and return to your teacher in the FIRST WEEK of commencement)*

CARINITY EDUCATION  
**Southside**  
Accept. Aspire. Achieve.

**Carinity Education Southside**

153 Lister Street, Sunnybank QLD 4109

Call **07 3423 7499**

Email **[southside@carinity.qld.edu.au](mailto:southside@carinity.qld.edu.au)**

Visit **[carinity.qld.edu.au](http://carinity.qld.edu.au)**

