

# STUDENT INFORMATION HANDBOOK

VET 2021

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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

## 1. Introduction

### 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.

### 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 competencies, 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.

<b>Relevant Legislation</b>
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: [www.education.qld.gov.au](http://www.education.qld.gov.au)

Department of Small Business and Training <https://desbt.qld.gov.au/training>

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.

## 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 (pages 16 – 20). 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 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 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 Workers
- Principal
- Deputy Principal
- VET Coordinator
- Curriculum Coordinator
- Library staff

## 7. Disciplinary Procedures

For general school policy and procedures see the Southside Student and Carer 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.

### **Competency-based assessment**

Assessment for the VET components of your course will be competency-based.

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 three 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 to 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.

### **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, 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.

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 can 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:

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

All applications for RPL will be responded to once written application has been received. Once the

evidence has been provided to the school to assess RPL, the student will be notified of the decision. Students may have access to reassessment on appeal.

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

## 10. Complaints / Appeals

Complaints received by the RTO will be acknowledged in writing and finalised as soon as practicable. Complaints can involve the conduct of the RTO's officers, students or third-party service providers of the RTO.

Any VET teacher may receive a complaint verbally, in writing or electronically.

Carinity Education Southside identifies two types of complaints:

- type 1: allegations of inappropriate behaviour and/or child protection. These allegations are processed according to the RTO's complaints policy and procedure
- type 2: all other complaints.

Without limiting the action in type 1 complaints, this complaints policy is publicly available and upholds the principles of natural justice and procedural fairness.

A review of the issues that triggered the complaint is undertaken. The review aims to identify corrective actions that will eliminate or mitigate the likelihood of a similar complaint occurring in the future.

The RTO officer receiving the complaint forwards it to the RTO Complaints officer (unless it relates to the Complaints officer, in which case it is forwarded to the Principal).

For type 1 complaints, the Complaints officer follows the school's complaints policy and procedure in accordance with the student protection policy.

For type 2 complaints, the Complaints officer:

- organises a mediation process that is non-threatening to the complainant
- establishes a review by an appropriate party independent of the RTO if mediation has not resolved the complaint
- refers the complainant to the QCAA website for further information about complaint processes if the complainant is still not satisfied.

Students may lodge a complaint to QCAA only after exhausting this complaints and appeals policy and procedure.

Records of complaints are securely retained and registered in the RTO's Complaints and appeals register.



## Appeals

All appeals received by the RTO will be acknowledged in writing and finalised as soon as practicable.

Two types of appeal may be lodged:

- appeal of final assessment decision
- appeal of any other RTO decision

When appealing final assessment decisions, the RTO Manager actions the following process:

- appellant's trainer/assessor reviews the decision
- if the appellant is not satisfied, an independent trainer/assessor reviews the assessment decision
- if the appellant is still not satisfied, the RTO Manager refers the appellant to the RTO's complaints policy and procedure.

For all other appeals:

- the RTO Manager reviews the original decision
- if the appellant is not satisfied, an appropriate independent party reviews the RTO's decision
- if the appellant is still not satisfied, the RTO Manager refers the appellant to the RTO's complaints policy and procedure.

## 11. Work Experience / School Based Traineeships

### 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. Parents/carers will also be provided with an outline of the work cover and insurance arrangements that apply.

### 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.

## 12. 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

## 13. 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 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.

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

## **14. Student rights and obligations**

As a student of Carinity Education Southside, it is important that you be aware of the services and support available to you during your studies.

All students have the following rights while enrolled:

- Fair and equitable treatment at all times.
- Proper access to the required support, training and assessment as necessary to successfully complete the training.

As a student of Carinity Education Southside, you are obligated to:

- Ensure that the work you submit is your own; any discovery of plagiarism, collusion or contract cheating will be dealt with as outlined in this handbook.
- Regularly check email communication from your trainer
- Meet your assessment obligations, or seek an extension of time before the due date.
- Abide by all terms and conditions outlined in this document and the Code of Conduct.
- Advise your trainer in due time if you are unable to attend a practical assessment.
- Regular and punctual attendance to classes.

## 15. Student Data and Privacy

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))

The following websites provide further information about student Student Data and Privacy:

**QCAA Open Data Strategy** [www.qcaa.qld.edu.au/about/corporate-policies/information](http://www.qcaa.qld.edu.au/about/corporate-policies/information)

**DESBT RTO data collection** <https://desbt.qld.gov.au/training/docs-data/statistics/rto-data>

**DESE VET Privacy Notice** [www.dese.gov.au/national-vet-data/vet-privacy-notice](http://www.dese.gov.au/national-vet-data/vet-privacy-notice)

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

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

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

## 17. Certification Procedures

### 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.

### 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.

## 18. Information for Students Regarding Courses Offered

### Entry Requirements

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

## 19. Changes to Agreed Services

Carinity Education Southside agrees to provide services in accordance with the information provided to students at the time of their enrolment. There may be circumstances where this agreement cannot be met. In the unlikely event that Carinity Education Southside is unable to deliver an agreed service the following process' will apply:

- Provide written notification (via email) to students as soon as possible of the changes
- Update marketing materials and website
- Notify QCAA of relevant changes

In the event that Carinity Education Southside loses suitably qualified trainers and assessors and is unable to deliver a VET program currently on scope Students will be issued with a Statement of Attainment for any successfully completed units of competency.

## 20. Unique Student Identifier (USI)

From 1 January 2015, an RTO can be prevented from issuing you with a nationally recognised VET qualification or Statement of Attainment when you complete your course if you do not have a USI. The USI is collected by the student identifiers registrar for the purpose of:

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

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

- Commonwealth and State or Territory government departments, agencies and statutory bodies performing functions in relation to VET for:
  - the purpose of administering and auditing VET, VET providers and VET programs
  - education-related policy and research purposes
  - assistance with determining eligibility for training subsidies
- VET regulators to enable them to perform their regulatory functions
- VET admission bodies for the purpose of administering VET and VET programs
- current and former registered training organisations (RTOs) to enable them to deliver VET courses to the individual, meeting their reporting obligations under the Standards for RTOs and the national USI scheme
- schools for the purpose of delivering VET courses to the individual and reporting on these courses
- the National Centre for Vocational Education Research (NCVER) for the purpose of creating authenticated VET transcripts, resolving problems with USIs and the collection, preparation and auditing of national VET statistics. You may receive an NCVER student survey which may be administered by an NCVER employee, agent or third-party contractor. You may opt out of the survey at the time of being contacted
- any other authorised person or entity required

## Certificate II in Community Services – CHC22015



**Location:** Carinity Education Southside, Library and classroom

**Mode of delivery:** a combination of Face to face, On-line, work placements, classroom

**Duration:** 2 years, approx. 3 x 55minute classes per week

### Vocational outcomes of this course

The Certificate II in Community Services will provide the student with pathways into work or further study in community services such as childcare, aged care, home and community care, drug and alcohol work, disability work, social housing or mental health work.

Students will learn how to work with local government and community organisations, to identify needs, and then plan and develop appropriate services and facilities in order to meet those needs.

### Certification gained on completion of the modules in Community Services

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



**Location:** Carinity Education Southside, Kitchen and classroom

**Mode of delivery:** a combination of Face to face, On-line, work placements, classroom

**Duration:** 1 year, approx. 3 x 55 minute classes per week plus events

## 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, 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 Hospitality

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



**Location:** Carinity Education Southside, Kitchen and classroom

**Mode of delivery:** a combination of Face to face, On-line, work placements, classroom

**Duration:** 2 years, approx. 3 x 55 minute classes per week plus events

### 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 Hospitality

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 the 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 (SITXFSA001 is a pre-requisite)
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

**Location:** Carinity Education Southside, Visual Arts Studio and Multimedia Room

**Mode of delivery:** a combination of Face to face, On-line, work placements, classroom

**Duration:** 2 years, approx. 3 x 55minute classes per week

### 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 Visual Arts

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 Visual Art will be eligible for the 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)

## Certificate II in Workplace Skills – BSB20120



**Location: Carinity Education Southside, Library.**

**Mode of delivery: a combination of Face to face, On-line, work placements, classroom**

**Duration: 2 years, approx. 3 x 55minute classes per week**

### Vocational outcomes of this course

On successful completion of the units of competency in Workplace Skills, you will:

- Be able to carry out a range of basic procedural, clerical, administrative or operational tasks that require self-management and technology skills.
- Be able to perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context, often under direct supervision.
- Be eligible for credit into related courses, offered by other training providers, for example, TAFE Queensland.

### Certification gained on completion of the modules in Workplace Skills

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

### Competencies delivered

BSBWHS211	Contribute to health and safety of self and others (CORE)
BSBCMM211	Apply communication skills (CORE)
BSBOPS201	Work effectively in business environments (CORE)
BSBPEF202	Plan and apply time management (CORE)
BSBSUS211	Participate in sustainable work practices (CORE)
BSBPEF201	Support personal wellbeing in the workplace
BSBTEC201	Use business software applications
BSBOPS203	Deliver a service to customers
BSBPEF101	Plan and prepare for work readiness
BSBPEF302	Develop self-awareness

**NB This qualification is pending registration for delivery in 2022.**

# 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	LIST of ATTACHED PAPERWORK	ASSESSOR'S COMMENTS/ RECOMMENDATIONS	COMPETENT	NOT COMPETENT

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.

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Call **07 3423 7499**  
**Email** [southside@carinity.qld.edu.au](mailto:southside@carinity.qld.edu.au)  
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