

Wilsonton State High School

(RTO 45266)



VET Student Handbook

Name: _____

Year Level: _____

Form Class _____

VET Teacher's Name : _____

Sign the class induction register provided by the teacher.

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Introduction

Welcome to VET at WILSONTON STATE HIGH SCHOOL RTO No 45266 and congratulations on your decision to participate in a nationally recognised vocational course.

Purpose of this handbook

This handbook has been written to provide VET students with important information about VET programs offered by the school as well as your rights and responsibilities as a VET student.

Students will be asked to sign a declaration confirming that they received an induction and have been advised to read this handbook, so please take the time to study it carefully and ask your VET teacher(s) about anything of which you are unsure. You will have access to 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 RTO Manager.

Your VET teacher will provide you with full information about the VET framework and the qualification/s you are participating in at this school, including an overview of the specific units of competency, assessment requirements, vocational outcomes, etc.

Student Selection, Enrolment, Induction and Orientation procedures

Students enrolled in VET subjects at this school 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 enrolment forms were received.

Wilsonton SHS will provide students with an induction and handbook about the training, assessment and support services they will receive, and about their rights and obligations. The induction is provided by the VET teacher at the commencement of the VET subject. The induction also addresses Workplace Health and Safety guidelines and the school will continue to incorporate WH&S guidelines throughout the VET course.

It is the student's responsibility to provide information that allows Wilsonton SHS to verify their USI (Unique Student Identifier). The school has processes in place to collect each student's USI; however, if you do not assist the school in this process, the qualifications and statements of attainment CANNOT be issued. The school can also provide assistance to apply for a USI.

If you are enrolled in a VET course, personal information is collected and reported on your behalf. (eg USI, results)

Course Information

Information pertaining to your qualification can be sourced from course documentation provided by your VET teacher, the senior subject selection handbook, the VET student handbook and/or the school website.

Information available to students regarding course information will include:

- Qualification course code and title
- Packaging rule information as per specified Training Package
- Units of Competency (code and title) to be completed
- Entry requirements including fees and charges
- RTO guarantee information, course outcomes and pathways
- Work experience requirements (where applicable)
- Licensing requirements (if applicable)
- Partnership or off-campus arrangements (where applicable)

Wilsonton SHS will ensure it will have the appropriate human and physical resources to deliver and assess any course currently on the school's scope of registration. If the school loses access to these resources, the school could:

- provide alternative opportunities to complete the course and the related qualification
- Issue a Statement of Attainment for any successfully completed units of competency
- refund on a pro-rata basis any fees related to the relevant course

Legislative Requirements

As an RTO the Wilsonton SHS will observe all Australian, state and territory laws governing Vocational Education and Training. The school will also meet all legislative requirements of the National VET Regulator Act 2011, Education (General Provisions) Act 1989, Education (General Provision) Regulation 2000, Vocational Education, Training and Employment Act 2000, Education (Work Experience) Act 1996, Vocational Education and Training Act 2000, Education (Overseas Students) Act 1996, Child Protection Act 1999, Commission for Children and Young People Act 2000, Workplace Health and Safety Act 2011, Anti-Discrimination Act 1991, Disability Services Act 1992, Freedom of Information Act 1992 and Privacy Act 2001 as they relate. This handbook has been updated to reflect the 2025 Standards for RTOs that came into effect on 1 July 2025. If students require any further information, please see the RTO Manager.

Fees and Charges, including Refund Policy

The school does not charge students fees for VET services delivered by the school; however, some courses may have a resource fee. Any fees and charges that do occur for additional services will be made known to students prior to enrolment. Students who enroll after the commencement of the school year will be charged full student fees. The school could refund fees on a pro-rata basis if students leave before completion of the VET service. Matters regarding payment of fees or refund of fees will be managed by the RTO Manager in conjunction with the faculty providing the course, in accordance with the principles contained in the school's Fee Policy.

If all agreed fees the students owes to the school have been paid and a USI has been supplied, then the school will issue an:

- **AQF certificate and record of results** if the qualification is completed or
- a **Statement of Attainment** if the qualification is partially completed.

Provision for Language, Literacy And Numeracy Support

If you feel you need additional language, literacy or numeracy support, please approach the TEACHER of your course who will:

- consult with the Head of Department of your subject area or the RTO Manager to determine if a reasonable adjustment applies
- The following statement will appear on assessment issued to you, to remind you of the support you can access:

Reasonable Adjustment:

This assessment can be modified/adjusted to suit the learning needs of a student. (eg, disability, EALD, numeracy/literacy, other)

The following changes have been made (highlight): reading of text, scribing assistance, physical assistance, assistance with data gathering, assistance with comprehension, extra time,

Access and Equity, and Client Services

Wilsonton State High School is inclusive of all students regardless of sex, race, impairment, or any other factor. We will meet the needs of individuals, and the community as a whole through the integration of access and equity guidelines. We will ensure that equity principles for all people are implemented through the fair allocation of resources and the right to equality of opportunity without discrimination. We will increase opportunities for people to participate in the vocational education and training system, and in associated decisions which affect their lives.

Access and Equity for the vocational education and training system at **Wilsonton State High School** is based on the application of the following principles:

- Equity for all people through the fair and appropriate allocation of resources and involvement in vocational education and training.
- Equality of outcome within Queensland's vocational education and training for all people, without discrimination.
- Access for all people to appropriate, quality vocational education and training programs and services.
- Increased opportunity for people to participate in vocational education and training and in relevant decision making processes within the vocational education and training system.

Access and Equity as a best practice strategy, underpins and informs all other policies and programs within our vocational education and training system. It is used and considered by all staff in vocational education and training when:

- developing our own access and equity implementation strategy;
- developing appropriate services and programs;
- formulating, implementing and reviewing our own operational policies and strategic plans; and
- evaluating the aims, objectives and delivery of our programs.

With these principles providing a basis for action, the objectives of the Access and Equity Policy for the **Wilsonton State High School** VET systems are:

1. To incorporate access and equity principles and practices in key processes which affect the outcomes for students in the vocational education and training system, eg. training program development and design; staff development.
2. To achieve equitable access for all current and potential students.
3. To increase the participation of people who are under-represented in vocational education, training and employment services and programs, by setting targets for funding arrangements.
4. To increase participation in decision making processes associated with people from under represented groups.
5. To encourage positive outcomes for students and clients of the vocational education and training system by giving them enabling skills to participate successfully in vocational education and training services and programs.
6. To develop quality support services which enhance clients' and students' changes to achieve positive outcomes.
7. To provide incentives and support for registered training organisations who develop and implement access and equity strategies.

If you have concerns about Access and Equity, and Client Services please see the RTO Manager.

Student Support, Wellbeing and Guidance Services

Wilsonton SHS will establish the needs of their students and deliver services to meet their individual needs where applicable. All students at this school will have involvement with some or all of the following processes, designed to establish their educational needs and the suitability of enrolling in VET courses at Wilsonton SHS.

- SET Planning
- Subject Selection processes
- Career Guidance Services

Students will participate in SET Planning in both Year 9 and Year 10. At these meetings, the requirements of

potential VET courses will be taken into considering and their suitability for each student will be determined. These meetings will take into account the skills and competencies of students, including their language, literacy and numeracy proficiency and digital literacy. From this analysis, advice will be provided whether the VET course is suitable or not for the student.

The school will continually improve student services by collecting, analysing and acting on any relevant data collection through students providing valuable feedback to the RTO through informal and formal processes i.e. through individual student assessment feedback, course evaluation feedback, quality indicators — student engagement surveys and school-generated surveys (where applicable).

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

- VET Teachers
- Heads of Department
- RTO Manager
- Deputy Principal – Senior Schooling
- Guidance Officer
- School Nurse
- Industry Placement Officer
- Community Education Counsellor
- School Chaplain
- Youth Support Coordinator

To access this support, see your VET Teacher or make an appointment at the student counter to see the applicable staff member.

VET Assessment Policy Principles

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

1. All VET students at this school will be fully informed of the VET assessment procedures and requirements, and will have the right to appeal.
2. Students will be given clear and timely information on assessment.
3. Information given to students, on the assessment cover sheet, will include:
 - the elements of competency against which they will be assessed
 - advice about the assessment methods
 - assessment procedures
 - the criteria against which they will be assessed
 - when and how they will receive feedback
4. Student will sight and sign their **profile sheet** (record of results) in each VET subject on at least two occasions throughout a 2 year course and at least once throughout a 1 year or 6 month course.
5. The assessment approach chosen will cater for the language, literacy and numeracy needs of students.
6. Any special geographic, financial or social needs of students will be considered in the development and conduct of the assessment.
7. Reasonable adjustment will be made to the assessment strategy to ensure equity for all students, while maintaining the integrity of the assessment outcomes.
8. Opportunities for feedback and review of all aspects of assessment will be provided to students.
9. Clearly documented mechanisms for appeal against assessment processes and decisions will be available to students as outlined in the schools Complaints and Appeals Policy.

Your VET teacher will provide you with a thorough overview of the assessment requirements for your

individual VET course.

The following information, however, represents some general information about the VET assessment process adopted at Wilsonton State High School.

Competency-Based Assessment

In order to be successful in gaining competency, students must demonstrate consistent application of knowledge and skill to the standard of performance required in the workplace. Students must be able to transfer and apply skills and knowledge to new situations and environments.

In most subjects assessment tasks are completed a number of times throughout the year. Results for each assessment item will be marked on a student profile sheet (or similar document) using terms such as Satisfactory or Unsatisfactory, or working towards competence. This assists students to become competent as their skills improve.

Final records of assessment of competencies will be awarded as either:

- **C** for Competent
- **NC** for Not Competent

Assessment Methods

In VET, the teacher will progressively collect evidence to assess your competency. Typical evidence could include:

- Observations (observing you complete a task or range of tasks)
- Questions (direct questioning – oral or written)
- review of folio of work (collection of activities)
- review of a product (reviewing a product made by you eg. a chair or letter)
- safety checklists (completed by you)

The framework for assessment gives students more than one attempt to demonstrate competency when taking part in assessment tasks. If successful on the first attempt, students will not need to present further attempts.

Students who submit assessments but are unsuccessful in demonstrating competency, will receive appropriate feedback (often referred to as “closing the gap”) and support before submitting their second assessment attempt.

Recognition of Prior Learning (RPL) and Credit Transfer

All VET students have access to a procedure that gives RPL or Credit transfer at this school.

Recognition of Prior Learning (RPL)

RPL is an assessment process that assesses an individual's level of knowledge and skills against individual or multiple units of competencies. All students shall have access to, and will be offered RPL.

VET students seeking RPL, will be:

- provided with a copy of a RPL application form by their relevant VET teacher
- provided sufficient information about the types of evidence that can be used to support an RPL application by the VET teacher e.g. resume, certificates, photos, references from supervisors, performance reviews or job descriptions
- required to provide a completed RPL application form and associated evidence to support the application
- able to appeal an RPL decision (see complaints, grievances and appeals on next page)

The VET teacher will:

- consult with the RTO Manager
- notify the student of their outcomes from the RPL process
- develop and assess any alternative methods of assessment required as a result of an RPL application
- notify the student of any gap training required as a result of the review of their application
- update the student's records if RPL is granted

The RTO Manager will:

- keep an RPL register which documents all RPL applications and their outcomes.

Credit transfer

Refers to the granting of credit to students of exact units of competency they have completed previously. Institutions or training organisations can grant credit to students for studies or training completed at the same or another institution or training organisation. If a student believes that they fulfill these requirements they should approach their VET teacher first, who will bring it to the attention of the RTO Manager.

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 will be awarded automatic recognition in these cases. This is referred to as "mutual recognition".

The following information will appear on the assessment to remind you of these processes:

RPL, Credit Transfer and Appeals and Complaints processes

A student in a VET course has the right to:

- submit an application for RPL because they already possess some or all of the knowledge and skills being assessed in this assessment booklet,
- apply for a credit transfer because they have already completed a unit of competency (or equivalent U or C) in another VET qualification
- appeal a decision, result or other issue,
- make a complaint against the school as an RTO.

If you have an issue, you should consult the VET Student Manual and/or seek further advice and forms from the RTO Manager.

Complaints, Grievances and Appeals

Complaints and appeals are managed by the school in a fair, efficient and effective manner. The school will create an environment where student's views are valued. Complaints arise when a student is dissatisfied with an aspect of the RTO's services, and requires action to be taken to resolve the matter.

Appeals arise when a student is not satisfied with a decision that the school RTO has made. Appeals can relate to assessment decisions or other decisions made by the RTO. Students with either a complaint or an appeal will have access to complaints and appeals process. If you are appealing an assessment decision, use the appeals process first.

The RTO Manager keeps a Register of Complaints which documents formal complaints, appeals and resolutions. The RTO Manager also ensures all communication by the RTO complies with the RTO's privacy policy and personal information management.

There are 2 types of complaints:

Type 1: allegations of inappropriate behaviour and/or child protection

Type 2: all other complaints

Type 1 Complaint

- Student informs a staffing officer
- The staffing officer follows the student protection policy.

Type 2 Complaint

- The student (complainant) submits a Complaints and Appeals Form to the RTO Manager
- On receipt of a complaint, the RTO Manager:
 - provides written acknowledgment to the student (complainant);
 - informs both the student and the respondent of their right to be assisted by a support person or representative throughout the complaint process;
 - communicates the progress of the proceedings to the complainant and the respondent throughout the complaint process;
 - informs the third party, if the complaint relates to the conduct of a third-party service provider, and communicates progress on the proceedings;
 - establishes a written record for each complaint received.
- The RTO finalises complaints within 60 calendar days.
 - If more than 60 days are required, the student and respondent are informed in writing of the reasons for the need to extend the time required to finalise the complaint.
- If the complaint is about the RTO Manager then the complaint is forwarded to the Principal and the Principal maintains records, informs relevant parties and conducts processes
- The RTO Manager (or Principal if the complaint is about the RTO Manager):
 - organises a mediation process that is non-threatening to the student
 - establishes a review by an appropriate party independent of the RTO if mediation has not resolved the complaint
 - reviews each complaint process to identify corrective action/s that eliminate or mitigate the likelihood of reoccurrence
 - ensures corrective actions are implemented including those actions impacting on any third-party arrangements.

Students are informed that they may lodge a complaint to QCAA only after exhausting this complaints and appeals policy and procedure. (<https://www.qcaa.qld.edu.au/senior/vet/appeals-complaints>)

Appeals

Two types of appeal may be lodged:

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

Appeals Process

- Student (appellant) lodges their appeal on the Complaints and Appeals form and submits to the RTO Manager.
- The RTO Manager, in writing, notifies the student that the appeal has been received
 - The RTO Manager also notifies the 3rd party (eg. assessor) that their decision is being appealed.
- During the process, the RTO Manager keeps all parties informed and updates all records during the process.
- When appealing final assessment decisions, the RTO Manager actions the following process:
 - student's trainer/assessor reviews the decision
 - if the student is not satisfied, an independent trainer/assessor reviews the assessment decision
 - if the student is still not satisfied, the RTO Manager refers the student to the RTO's complaints policy

and procedure.

- For all other appeals:
 - the RTO Manager reviews the original decision
 - if the student is not satisfied, an appropriate independent party reviews the RTO's decision
- if the appellant is still not satisfied, the RTO Manager refers the student to the RTO's complaints policy and procedure.
- The RTO Manager:
 - reviews each appeal process to identify corrective actions that eliminate or mitigate the likelihood of reoccurrence;
 - ensures corrective actions are implemented including those actions impacting on any third party arrangements;
 - ensures records of appeals are securely retained and registered in the RTO's Complaints and appeals register.
- The school uses the Complaints and Appeals register data to review aspects of the school's operations that could be improved.

The following statement will be on assessment issued to you, to remind you of the processes you can access.

RPL, Credit Transfer and Appeals and Complaints processes

A student in a VET course has the right to:

- submit an application for RPL because they already possess some or all of the knowledge and skills being assessed in this assessment booklet,
- apply for a credit transfer because they have already completed a unit of competency (or equivalent U of C) in another VET qualification
- appeal a decision, result or other issue,
- make a complaint against the school as an RTO.

If you have an issue, you should consult the VET Student Manual and/or seek further advice and forms from the RTO Manager.

Continuous Improvement: Internal Review/Internal Audit

To assist the school in its continuous improvement of services, products and operations, we welcome comments and suggestions. These comments can be passed on to your VET teacher, the HOD or indicated on the written survey conducted at the end of each school year.

By the end of Term 3 each year, the **Internal Review Committees** for each VET subject will meet to evaluate the delivery of its VET courses. This IR committee will comprise of the relevant subject Head of Department, subject teachers, and if possible, a student representative and representative from the industry.

Teachers and students will also be asked to complete evaluation forms. This will allow the school to obtain written feedback, which will be addressed by the school **Internal Audit Committee**. This Committee comprises of the RTO Manager and other relevant staff members and will meet in Term 4.

The Principal or Nominee in charge of Quality Assurance will need to take into account AQF requirements when conducting the internal audit.

Workplace Health and Safety

The safety and well being of the staff and students of this school is one of our greatest responsibilities. All of us, including you, have responsibilities to ensure a safe environment. Students are obligated to:

- use and take reasonable care of any protective equipment that is provided
- obey all reasonable instructions in relation to health and safety
- ensure that you do not interfere with or remove any safety devices from machinery or equipment
- ensure that you do not endanger your own or others' safety by the consumption of alcohol or drugs
- report unsafe acts or equipment to the teacher/trainer and observe good housekeeping practices
- report all injuries or 'near misses' to the teacher/trainer
- ensure that your conduct does not interfere with:
 - school property
 - school staff and 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.

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 Industry Placement Officer, who will then consult with your teacher, employer and RTO Manager. 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 is recorded and remedial action taken to reduce the risk of other similar accidents.