



**CHANCELLOR
STATE COLLEGE**

The best we can be

2017

VET Student Handbook

Student Name

Signature: _____

Date: / /

CARE COURTESY COOPERATION CHALLENGE COMMITMENT

1 INTRODUCTION

1.1 Purpose of this handbook

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

Please take the time to study it carefully and to ask your VET teachers about anything about which you are unsure. You should keep this handbook for reference throughout your enrolment in the Senior Phase of Learning.

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 college. You can access full copies of all policies and procedures by approaching the HOD Vocational Education.

1.2 The Australian Qualifications Framework

All of the VET programs offered by this school can lead to a nationally recognised qualification (Certificate) if you successfully complete all the requirements of the qualification, or a Statement of Attainment for those parts that you do successfully complete (if you do not complete the full qualification). This Certificate/Statement of Attainment will be recognised in all eight States/Territories in Australia.

This is because in Australia we now have a national qualifications framework called the 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 Chancellor State College.

AQF Qualifications by Educational Sector

Schools Sector	Vocational Education and Training Sector	Higher Education Sector
Queensland Certificate of Education (QCE)	Advanced Diploma Diploma Certificate IV Certificate III Certificate II Certificate I	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 Chancellor State College, including an overview of the specific units of competency/modules in each, assessment requirements, vocational outcomes, etc.

2 CODE OF ETHICS OF THE PROVIDER

The educational environment of Chancellor State College is stimulating and supportive and seeks to develop student's sound working relationships and the understanding that learning is a life-long process.

Chancellor State College aims to provide experiences, opportunities and challenges that enable young people to be the "best they can be".

It is the college vision to empower adolescent learners to be successful in their life pathways through a commitment to the core values of:

Rigour –	through Challenge and Commitment
Relevance –	through Connection
Relationships –	through Care, Cooperation and Courtesy
Resilience –	through coping with Change
Reflection –	through innovation and "Best Practice"
Responsibility –	through ownership of ones actions and behaviours

To fulfil its responsibility to the students in this regard, the college maintains high professional standards in its provision of educational services, bearing in mind the individual needs of the students. The college is conducted with efficiency, integrity and in a professional manner.

To aid in student decision making, the college ensures that it provides sufficient information to students to enable them to make sound decisions based on all available information. This support and provision of information extends to all aspects of college life, e.g. administration, course selection, course delivery and assessment etc.

The college has an extensive support network through classroom teachers, Heads of Departments, Guidance officers and school administrative personnel to aid students with sound advice and guidance on expected educational outcomes of their chosen courses throughout their college career, taking into consideration the students' proficiencies and aspirations.

This Code of Ethics ensures that the ideals of the teaching profession will be promoted and that teacher's will observe proper standards of conduct in their professional relations.

3 STUDENT'S RIGHTS IF CHANCELLOR STATE COLLEGE, OR A THIRD PARTY DELIVERING TRAINING ON ITS BEHALF, CEASES TO DELIVER ANY PART OF THE QUALIFICATION THAT A STUDENT IS ENROLLED IN

- a. Chancellor State College is committed to completing the outlined training and assessment once students have started study in their chosen qualification/s or course/s from the course start date (including delivery by a third party on Chancellor State College's behalf).
- b. Students who enter the course after the start date will have a negotiated package of units that will lead to a statement of attainment

In the event of losing the specialist trainer, and the RTO being unable to obtain a suitable replacement or third party school will not be able to continue delivery, Chancellor State College will, if possible, arrange for agreed training and assessment to be completed through another RTO. (Fees may be incurred.) Prior to the transfer to another RTO, affected students will be formally notified of the arrangements, and an agreement to those arrangements, including any refund of fees, will be obtained. If transfer is not possible, the RTO will gain a written agreement for a subject/course transfer from the student and parent.

4 COURSE INFORMATION, ENROLMENT AND INDUCTION ORIENTATION PROCEDURES

Students enrolled in VET courses at Chancellor State College participate in the same enrolment and selection process as other students in the college with the exception of obtaining a Unique Student Identifier (USI). Students are unable to enrol in a VET Course at Chancellor State College without providing their USI on the subject selection forms.

Where numbers are limited for VET subjects, selection will be made on the basis of interview and/or the order in which enrolments were received.

At the commencement of all VET subjects, VET teachers will induct students on workplace health and safety issues and will continue to incorporate WH&S through out VET delivery and assessment.

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

Disclaimer: The offering of all courses of study is dependent on sufficient numbers of students to conduct a class and that there be qualified staff to teach the subject.

5 COURSE INFORMATION, INCLUDING CONTENT AND VOCATIONAL OUTCOMES

The primary source of course information is the subject selection Handbooks. Other information is located on the Chancellor State College **website**, subject **brochures** and course **information** which have been developed for each separate VET curriculum area offered at this school. The course information outlines industry/VET specific information relevant to the particular course, including qualification/course code and name, units of competency to be offered and vocational outcomes. A copy of all information is also available from your VET teacher.

Work placement is mandatory in some VET qualifications and strongly recommended for other VET subjects in order to obtain on-the-job experience.

6 COURSE FEES AND CHARGES (including refunds)

Chancellor State College does not charge student fees for VET services. Fees are only collected for consumable costs and Resource Hire Scheme. Details of associated consumable fees are available from the subject handbook.

School fees are paid and refunds issued according to the Chancellor State College fees and charges policy and the refunds policy which is available from the front office.

7 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.

If you still feel you need additional language, literacy or numeracy support, please approach your class teacher or the HOD Vocational Education.

8 STUDENT SUPPORT, WELFARE AND GUIDANCE SERVICES

Students have a wide range of support, welfare and guidance services at this college, including for example:

Chancellor State College:

- assists students with learning and study plans
- helps students manage their behaviour
- provides career education, guidance and planning
- helps with school to work transition
- provides personal support
- facilitates mediation – peer led or teacher led
- liaises with other support agencies and make referrals where applicable
- provides targeted programs to address identified needs.

The student Support, Welfare and Guidance Team comprises:

Head of Department – VET	Mr Josh Cleary
Head of Department – Student Services	Mr Jayme Field
Guidance Officer	Mr Dominic Towler
Guidance Officer	Ms Leanne Jenkins
Deputy Principal – Senior School	Mr David Thomson
Behaviour Management	Mr Jamie Holt
Chaplain	Mr Grant Harvey
Youth Health Nurse	Ms Kerry Percival
VET Coordinator	Ms Cathy Bennett

You will be provided with full information about the locations and contact details of all support services and personnel when you commence your VET course.

9 CORE FOUR

At the core of student academic success is the focus on ensuring the right conditions for learning. These conditions include regular attendance, active engagement, being well resourced and completing all assessment tasks. These areas of focus are referred to as the CORE FOUR.

It will be an expectation that students, with the support of their families and the College meet their CORE FOUR commitments with the intention to attain positive academic outcomes. Explicit targets in each of these areas have been set by the College to support students as they develop and embed their learning routines for continued success. Students meeting these targets will not only benefit from the impact on their learning, but will also receive invitations to celebratory events. These events will be age appropriate and advertised to students and their families.

CORE FOUR	EXPLANATIONS	TARGET
1. Attendance	Students are at school <i>ready to learn</i> , they present in uniform each day with the intention to ensure that every lesson counts.	96% attendance rate or higher (all absences justified and explained)
2. Engagement	Students attend each lesson and are <i>committed to learn</i> , their behaviour and work ethic choices reflect their commitment to be the best they can be.	Very Good behaviour and effort results (There has been no student disciplinary action)
3. Resourcing	Students are <i>resourced to learn</i> , having presented at class with the necessary materials and equipment as outlined in stationary and student resource lists.	Access to all resources (provided through either financial membership of the SRS or by parents providing resources)
4. Assessment	Students take up the challenge of learning and <i>demonstrate this learning</i> through actively completing classwork and assessment tasks.	All assessment is completed and submitted (as per College policy)

10 FLEXIBLE LEARNING AND ASSESSMENT PROCEDURES

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

Types of assessment techniques which can be used to determine competency include: folio of work, scenarios – problem solving, written tests, case studies, teacher questioning, observations with checklists and self assessment, diary/ journal, role plays, oral presentations, demonstrations etc.

11 VET LEARNING AND ASSESSMENT POLICY PRINCIPLES

The following is inherent in the college's assessment policy:

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

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

Refer also to the Chancellor State College's Assessment and Assignment Policy on the College Website.

11.1 Competency-based assessment

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

What does it mean to be competent? People are considered to be competent when they are able to apply their knowledge and skills to **successfully** complete work activities in a **range** of situations and environments, **in accordance with the standard of performance expected in the work place.**

There are four parts to being competent. They are:

- (a) task skills (undertaking a specific workplace task)
- (b) task management skills (managing a number of different tasks to complete a whole activity)
- (c) Contingency management skills (responding to problems and irregularities when undertaking a work activity). Examples could be: changes to routine, unexpected results, difficult or dissatisfied clients' etc.
- (d) Job/role environment skills (dealing with the responsibilities and expectations of the work environment). Examples could be: working with others, interacting with clients or suppliers, complying with standard operating procedures etc.

This means that when you demonstrate a competency you will not just demonstrate that you can do a task on its own, but you must be able to demonstrate that you can do it in a range of different circumstances, as outlined above.

11.2 Assessment Policy Principles

The following represent the basic **VET Training and Assessment principles** of this school. They are designed to promote fairness and equity in learning and assessment procedures.

- (ii) All VET students at Chancellor State College will be fully informed of the VET Training and Assessment Strategy (TAS) for each VET course and will have the right to appeal.
- (iii) Information given to students will include:
 - the contents of the course including course competencies
 - the modes of delivery
 - the range of learning experiences
 - the criteria against which they will be assessed
 - advice about the assessment methods
 - assessment procedures
 - space for comments and feedback
 - other course related information upon request.

- (iv) Students will sight their **profile sheet** of results in each VET subject on at least two occasions throughout a 2 year course.
- (v) The Training and Assessment Strategy (TAS) will cater for the language, literacy and numeracy needs of students.
- (vi) Any special geographic, financial or social needs of students will be considered in the development and conduct of the Training and Assessment Strategy.
- (vii) Reasonable adjustments will be made to the training and assessment strategy to ensure equity for all students, while maintaining the integrity of the training and strategy assessment outcomes.
- (viii) Opportunities for feedback and review of all aspects of training and assessment strategy will be provided to students.
- (ix) Clearly documented mechanisms for complaint/appeal against learning and assessment processes and decisions will be available to students.

11.3 Assessment criteria

In most subjects, assessment criteria are assessed a number of times throughout the year. Results for each assessment item will be marked on a subject **profile sheet**. This allows students to work towards competency as their skills improve. Assessment of competencies will be graded as either:

- WTC – working towards competency, CA – Competency achieved or CNA – Competency not achieved.

11.4 Reassessment of assignments, examinations and practical assessments (VET)

- The framework for assessment gives students several attempts to demonstrate competency.
- The due date for submission of assignments will be clearly set out in the school Assessment Calendar as well as on the Assessment Cover Sheet.
- Students who submit assignments by this due date, but who are unsuccessful in demonstrating competency, will receive appropriate feedback and support before reassessment.
- Students who complete examinations and practical assessments on the scheduled date, but who are unsuccessful in demonstrating competency, will receive appropriate feedback and support before being given a reassessment opportunity to demonstrate competency.
- A reassessment task need not be the same as the first assessment task but will assess the same element/s of competency.

- Reassessment may be one and/or more of the following:
 - oral assessment
 - observation of practical task
 - written test/assignment
 - other by negotiation with your VET teacher.

The scheduling of reassessment opportunities to demonstrate competency will be determined by teachers to fit in with the program planning and timetabling demands of the course. It will not be later than the end of 2nd Semester Year 12.

12 RECOGNITION OF PRIOR LEARNING (RPL)

When you commence a VET program, you may think there are some units of competency you can already do and would be competent at. You are able to apply for what is called **‘RECOGNITION OF PRIOR LEARNING (RPL)’** 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. To assist you with applying for recognition, a ‘Recognition of Prior Learning’ Kit is available from the HOD Vocational Education or your VET Teacher.

13 CREDIT TRANSFER

You do not need to go through a RPL process if you already have a Statement of Attainment or Qualification from another Registered Training Organisation (RTO) for any units of competency/learning outcomes which are the same as those in any of the college’s VET programs. You will be awarded automatic recognition in these cases. This is referred to as “mutual recognition” and you will be eligible for credit transfer. To apply for recognition you will need to complete a Credit Transfer form. Present this form together with a certified copy of your qualification to your teacher. Credit Transfer forms are available from the HOD Vocational Education or your VET teacher.

14 COMPLAINTS/APPEALS

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

- an administrative matter (eg: the non-issue of qualifications/statements within the prescribed timeline etc)
- a financial matter (eg: non-refund of VET curriculum/subject levies, etc)
- another person in the school (student or teacher)
- a person outside the school (eg a person at your place of work/training)
- a complaint about the results of an assessment or the way the assessment was undertaken

You will need to access the College’s Complaint and Appeals Policy. Copies of this policy can be obtained from the College website, or the HOD Vocational Education.

15 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.

Chancellor State College 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:

- i. VET curriculum areas will be adequately resourced with teachers with the appropriate qualifications in order to ensure you have quality outcomes.
- ii. VET training and assessment will be in line with industry standards to ensure quality outcomes for students.
- iii. A variety of training/assessment methods will be used to cater for the different ways in which students learn. (eg: Students with special needs will participate in an initial and annual panel meeting with their parent/guardian and relevant school staff to ensure that the training and assessment provided meets their needs).
- iv. All students will be actively encouraged to participate in VET programs irrespective of background/cultural differences.
- v. Prior to participating in structured work placement, you will be provided with an Induction Kit 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 it. Appropriate support will be provided to ensure you are successful in your work placement.
- vi. Literacy/numeracy is integrated throughout all VET programs, as well as being delivered separately through your English/literacy and Maths/numeracy program.
- vii. This school will openly value all students, irrespective of background/culture/other differences and all students will be made to feel valued through the delivery of appropriate training/assessment methods and support structures.
- viii. Any complaints in relation to discrimination/harassment will be treated seriously, in line with Chancellor State College's Complaints and Appeals Policy.

A full copy of the Inclusive Education Policy is available in E Book.

16 ACCESS TO RECORDS

No staff member of this school can provide information about you to a third party without your written permission and you will be required to sign a consent form for those occasions.* It may be necessary however for the school to provide information about you to other government organisation (e.g.: the Queensland Studies Authority, the Department of Employment and Training and the Arts etc) for your results to be banked toward your QCE and other important Education Queensland documentation.

*** The school will provide you with a copy of the consent form.**

You can have access to your own personal records at any time by approaching your class teacher or the Head of Department **for the subject area** in which you wish to check your information. If the matter is not related to any one specific subject you will need to approach the Principal for permission.

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

17 ISSUE OF QUALIFICATION OR STATEMENT OF ATTAINMENT

Chancellor State College will issue AQF Qualifications and Statements of Attainment within 30 days of course completion. AQF Qualifications and Statements of Attainment will only be issued within the scope of registration that certifies the achievement of qualification or industry/enterprise competency standards or modules from accredited VET courses.

Where a student is completing a course with an external provider, it will be the responsibility of the student to follow up with the external provider any AQF Qualifications and Statements of Attainment.

Where a student requires a reprint or an additional copy of a certificate or statement of attainment, it is the student's responsibility to request this in writing from the RTO Manager. Reprints will attract a fee of \$18.90 for each certificate or statement of attainment.

18 INTERNAL VALIDATION AND AUDITING

To assist the school in continuous improvement of our services, products and operations, we welcome comments and suggestions.

Each year, an Internal Validation for scheduled VET subjects, will occur to evaluate the delivery of its Certificate courses.

Students are encouraged to provide feedback through annual course feedback surveys as well as directly to the classroom teacher.

19 LEGISLATION, POLICIES AND PROCEDURES

Chancellor State College management and staff will ensure compliance with all Commonwealth and State legislation and regulatory requirements relevant to its operations.

Below are those which are applicable:

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

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

http://www.australia.gov.au/Law_and_Legislation

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

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

20 STUDENT DECLARATION

Please complete the following declarations acknowledging that you are aware of and agree to Chancellor State College's policies and procedures for VET Courses.

Once you have completed both sections, cut along the dotted line and return section 2 to your VET Teacher for filing.

Section 1 (student copy)

I acknowledge that I have participated in a VET induction and have read the 'VET Student Handbook 2016'.

I am aware of all of the College's policies and procedures related to VET.

I confirm that I have been offered RPL and am aware of this process.

By signing this form, I agree to all of the policies and procedures related to VET that are outlined in all school documentation pertaining to VET.

Name: _____ VET Course: _____

Form Class: _____ VET Teacher: _____

Date: ____/____/____ Signature: _____

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Section 2 (teacher copy)

I acknowledge that I have participated in a VET induction and have read the 'VET Student Handbook 2016'.

I am aware of all of the College's policies and procedures related to VET.

I confirm that I have been offered RPL and am aware of this process.

By signing this form, I agree to all of the policies and procedures related to VET that are outlined in all school documentation pertaining to VET.

Name: _____ VET Course: _____

Form Class: _____ VET Teacher: _____

Date: ____/____/____ Signature: _____