



CENTENARY STATE HIGH SCHOOL

National Provider Number: 30510

VOCATIONAL EDUCATION STUDENT HANDBOOK 2023



STUDENT TRAINING AGREEMENT

Please tick the certificate qualification you are undertaking in 2023:

School RTO: <ul style="list-style-type: none"> <input type="checkbox"/> Certificate II in Active Volunteering <input type="checkbox"/> Certificate II in Skills for Work and Vocational Pathways <input type="checkbox"/> Certificate II in Workplace Skills <input type="checkbox"/> Certificate I in AgriFoods 	Other RTO: <ul style="list-style-type: none"> <input type="checkbox"/> Certificate II in Engineering Pathways <input type="checkbox"/> Certificate II/III Health Support Services <input type="checkbox"/> Certificate III in Fitness <input type="checkbox"/> Certificate IV in Justice Studies <input type="checkbox"/> Diploma of Business <input type="checkbox"/> Other: <input type="checkbox"/> Other:
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An electronic copy of the school's VET Student Handbook is available from the school's website.

***I have read the school's Senior Schooling/VET Student Handbooks and:* (tick)**

- Agree to undertake the qualification/course as it has been advertised in the SS Handbook
- Have been provided with the name of each unit of competency in this qualification in the SS Handbook
- Am aware of the course outcomes and pathways as outlined in the SS Handbook
- Have been provided with fee and other information
- Understand when I will be issued with the Qualification and or Statement of Attainment
- Have been informed of the training assessment arrangements
- Understand that assessment will be competency based
- Have been provided with information about the RPL process
- Understand the entry requirements into the course
- Agree to abide by occupational health and safety legislative requirements
- Am aware of the Student support services available to me
- Understand the complaints and appeals procedures in place
- Am aware of my obligations to undertake all work and assessment provided by the teacher, within the designated time-frames and attend extra assessment sessions as required by the teacher
- Understand that if I enter a course of study that has already begun, **it is the student's responsibility to catch up with any work that may have been missed.**

STUDENT NAME:

HG:

Parent's Signature: _____ Date: _____

Student's Signature: _____ Date: _____

After you have signed and returned this form, your VET teacher will provide you with full information about the VET qualification/s you are aiming for at this School, including an overview of the specific units of competency in each, assessment requirements, vocational outcomes, etc.

Unless the school has an accurate record of your enrolment/s, the necessary support a student requires to complete successfully cannot be guaranteed.

PLEASE RETURN THIS FORM TO YOUR VET TEACHER BY THE END OF WEEK 3

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1. INTRODUCTION

Welcome

Congratulations on your decision to complete a nationally recognised vocational course! A AQF qualification can really take you places. At school, it provides credit toward your QCE, develops the employability skills that lead to employment, and if you successfully complete a Certificate 3 or higher, may even provide you with a rank for tertiary entrance.

1.1 Purpose of this handbook

This handbook has been written to provide VET students with important information about the VET programs offered by this School, as well as those we deliver in partnership with other institutions that highlight 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 anything about which you are unsure. You should keep this handbook for reference throughout your enrolment. **Your parent/guardian will also need to sign and return the attached letter**, and your teacher will also verify that this has happened.

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 Senior Schooling Head of Department (Ms Nolan).

1.2 The Australian Qualifications Framework

All of the VET programmes offered by this School can lead to a nationally recognised qualifications 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.

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 programmes you are undertaking at this School.

AQF Qualifications by Educational Sector

Schools Sector	Vocational Education and Training Sector	Higher Education Sector
Queensland Certificate of Education	Advanced Diploma Diploma Certificate IV Certificate III Certificate II Certificate I	Doctoral Degree Masters Degree Graduate Diploma Graduate Certificate Bachelor Degree Advanced Diploma Diploma

2. STUDENT INDUCTION/ORIENTATION PROCEDURES

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 issues throughout the VET course. You will also go through this book thoroughly, and have any specific terms clarified or questions answered. If you are in any doubt about any of the information provided please see the Head of Senior Schooling (Ms Nolan).

2.1 Attendance

Regular attendance during the course is essential if you wish to succeed. You should endeavour to be punctual to classes, so you gain the maximum benefit and cause minimum disruption to others. **Failure to attend classes could result in cancellation of enrolment in this course. All students will be expected to attend extra training/assessment sessions during block exams. Failure to attend may also result in the cancellation of your enrolment.**

2.2 Changing Classes

Once you are allocated to a class it creates a deal of additional work to change classes or subjects. Please ensure you think carefully before committing yourself to a program of study. *Changing courses of study will affect your QCE eligibility.* Ensure you are committed to this subject from the beginning.

2.3 Behaviour and Effort

The usual behavioural expectations apply in all VET classes. Those students who do not comply will be removed. Students are expected to make a fair and reasonable effort in their work. Those students, who are not progressing as per their Enrolment Plan may be required to change courses. Please refer to your teacher's Room Procedures and Assignment Procedures for more information.

2.4 Student Organisation

You will be expected to retain evidence of work completed toward proving your competency in this course. Your teacher will direct you where to store and save your evidence.

3. COURSE INFORMATION, INCLUDING CONTENT AND VOCATIONAL OUTCOMES

A subject brochure and a course outline have been developed for each separate VET curriculum area offered at this School. This will be provided by your teacher and is available in the Senior Schooling Handbook. This sheet 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.

4. 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 one of the following staff:

- English Head of Department: Mrs Maguire
- Mathematics Head of Department: Mr Teale

- The relevant Head of Department for the faculty (see student diary)
- Deputy Principal of Inclusive Practices: Dr McIntyre
- Head of Department Senior School: Ms Nolan

5. Partnerships with other Registered Training Organisations (RTO's)

We have students studying with many other VET providers. As part of our delivery of VET at this school, some students will also be studying:

- Certificate III in Fitness
- Certificate IV in Justice Studies
- Certificate II in Engineering Pathways
- Certificate II & III Health Support Services
- Diploma in Business

6. STUDENT SUPPORT, WELFARE AND GUIDANCE SERVICES

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

- Teacher Aides for Learning Support
- Guidance Officer
- School Nurse
- School Chaplain
- Behaviour Support Teacher
- Local Community Program
- Sexual Harassment Referral Officers
- Year Co-ordinators
- Youth Support Worker
- Access to support services provided by Inala Youth & Family Support Programs

You will be provided with full information about the locations and contact details for these and other support services when you commence your VET program, you will also find a majority of this information in your student diary.

- Harassment Referral Officers – All students should enjoy a working environment, which is free from all forms of discrimination including sexual harassment. All students have the right to feel safe from unwanted and unwelcome sexual advances wither verbal or physical.

Contact/s: _____ Location: _____

- Behaviour Support Teacher – Works in cooperation with other school personnel to assist individual student with concerns and behaviour/s affecting as they affect classroom learning outcomes and playground interaction.

Contact: _____ Location: _____

- Year Co-ordinators – Supports the House Support Teachers in providing a pastoral care role to students, monitoring absentees, welfare and referring concerns to Administration.

Your Year Coordinator: _____ Location: _____

- Guidance Counsellor – Provides a guidance and counseling role ensuring equity of educational access, participation and outcomes for all students addressing educational, personal, vocational and institutional needs of students.

• Contact: _____ Location: _____

- School Nurse – The School Nurse works with students, school staff and parents to address concerns or problems about health and wellbeing, create a more supportive, healthy school environment, and connect people to other support services.

Contact: _____ Location: _____

- School Chaplain – Provides a pastoral care service in cooperation with the school's care program including coordination of the RE program and works towards building and maintaining relationships within the school community providing a drop-in centre for students.

Contact: _____ Location: _____

- Youth Support Coordinator – Working with students across district to access a range of alternate programs.

Contact: _____ Location: _____

7. ASSESSMENT POLICY & PROCEDURES

Centenary State High School has an Assessment Policy that is issued to all students via a number of avenues such as the school diary; subject selection evenings and school newsletters. This policy outlines details on the following:

- Assignments – Procedures; Conditions of Granting an Extension; Collection of Assignments; Late submission of Assignment; Non Submission of Assignment
- Re-Do Policy
- Non Rated (NRW)
- Writing Bibliographies and making citations

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

- (i) All VET students at this school will **be fully informed of** the VET assessment procedures **and requirements and will have the right to appeal.**
- (ii) Information given to students, on the assessment cover sheet, will include:
- the criteria against which they will be assessed
 - advice about the assessment methods
 - assessment procedures
 - space for comments and feedback
- (iii) Students will sight and sign their profile sheet of results (including QCAA Provisional Statement) in each VET subject on at least **two occasions** throughout a 2 year course via MyQCE Student Portal.
- (iv) The assessment approach chosen will cater for the language, literacy and numeracy needs of students.
- (v) Any special geographic, financial or social needs of students will be considered in the development and conduct of the assessment.
- (vi) Reasonable adjustment will be made to the assessment strategy to ensure equity for all students, while maintaining the integrity of the assessment outcomes.

- (vii) Opportunities for feedback and review of all aspects of assessment will be provided to students.
- (viii) Clearly documented mechanisms for appeal against assessment processes and decisions will be available to students.

7.1 VET ASSESSMENT POLICY – COMPETENCY BASED

Competencies studied at Centenary State High School are part of accredited courses and National Training Packages. In order to be successful in gaining competency, students must demonstrate they have the necessary underpinning knowledge and can apply this in a practical way in a workplace setting to industry standard.

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 become competent as their skills improve.

Assessment of competencies will be graded as either competent or not-yet competent

7.2 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 you can do a task on its own, but you must be able to demonstrate that you can do it in a range of different circumstances, as outlined above.

7.3 ASSESSMENT REVIEW PROCEDURE

During participation in a VET subject you should discuss your progress in all aspects (including class work, assignments and examinations which form part of the overall assessment) with your teacher. Where you believe an error has been made or an inequity in procedures has been made regarding an assessment you may request a review of the assessment from your teacher. The steps for this process are outlined below:

STEP 1 – INFORMATION CONSULTATION

A student who is not satisfied with an assessment result should contact the relevant teacher and discuss their concerns. The teacher can then discuss their reasoning for the assessment result.

STEP 2 – SUBJECT LEVEL REVIEW

If a student:

- Remains dissatisfied after Step 1, or
- Is unable to make contact with the relevant teacher
- An application for a formal review (see form in appendix and on student intranet) may be submitted.

Applications normally must be submitted to the appropriate person/s (usually the faculty HOD) within 7 days of the informal consultation.

Request for a subject level review of an assessment must be submitted with relevant and appropriate information and documentation.

A request for a subject level review should be submitted to the Head of Department (HOD) for the particular subject area. As a minimum the assessment will review whether all items of assessment have been reviewed and how the assessment was appraised.

Notification of the result of the subject level review should be advised to the student within seven (7) days of the review taking place.

STEP 3 – EXECUTIVE REVIEW

Where a student remains dissatisfied with the outcome of Step 2 they may then request an executive review. The request must be made within seven (7) days of receiving the notification of the outcome from the subject level review.

The student must detail why the subject level review was inadequate therefore the error still exists or that the review was inequitable. The student must provide specific reasons or evidence of this for an executive review to be held.

A request for an executive review is overseen by the Deputy Principal – Senior School and they will determine whether the request has provided evidence for the review to proceed.

The executive review will also maintain records (through the HOD Senior Schooling) of all processes in review of assessment.

8. RPL (Recognition of Prior Learning) REQUIREMENTS

Recognition of Prior Learning (RPL) refers to the determination on an individual basis of the competencies obtained by a person through previous formal or informal training, work experience and/or life experience.

RPL Process at Centenary State High School implements the following six stages:

Stage 1: Information

Stage 2: Support and Counselling

Stage 3: Application

Stage 4: Assessment

Stage 5: Notification and Post-Assessment Guidance

Stage 6: Record Keeping

See full detail of this process and copies of forms in the Appendices’.

9. COMPLAINTS/GRIEVANCES/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 placed of work/training)
- a complaint about the results of an assessment or the way the assessment was undertaken

Further information about this process can be obtained from the School Intranet. You will need to access School’s Policies and Procedures on Complaints.

10. CONTINUOUS IMPROVEMENT

To assist the School in continuous improvement of our services, products and operations, we welcome comments and suggestions. These comments can be passed on through Student Feedback Evaluation Sheets (see appendix for sample) or at anytime directly to the Head of Senior Schooling.

By Term 4 each year, the school will seek feedback on the delivery of each VET subject to evaluate the delivery of it’s Certificate courses. This will help us to improve the delivery of our courses in the following year. A representative from the relevant work area may be invited to attend.

You 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 carried out by Head of Department – Senior Schooling.

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11. VET CURRICULUM/SUBJECT LEVIES AND REFUND POLICIES

Fees for VET services paid in advance are held in the school account. If a student requests a refund before the beginning of the service related to the fee, the school shall retain an administration fee and return the remainder to the student.

If a student requests a refund after the beginning of the service related to the fee, the school shall retain an administration fee and return a pro rata amount of the fee to the student according to normal school account keeping procedures.

No refunds will be provided for those students who enroll in a course offered in partnership with the school. Each institution has its own rules regarding refunds. Please check with the individual institution.

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.

Centenary SHS 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. Students with special needs will participate with an initial consultation with the HOSE along with their parent/guardian and relevant school staff to ensure that the training and assessment.
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 and numeracy is integrated throughout all VET programs, as well as being delivered separately through your English/literacy and Math's/numeracy program.
6. This school will openly value all students, irrespective of background/culture/other differences and all students will be made feel valued through the delivery of appropriate training/ assessment methods and support structures.
7. Any complaints/grievances in relation to discrimination/harassment will be treated seriously, in line with the school's VET Policies and Procedures on Complaints/Grievances/Appeals.

12.1 EQUITY: REVIEW

- Formulating, implementing and reviewing operational policies and strategic plans.
- Every year the Principal of the School requires every HOD to conduct a review of their area and plan for the following year/s.
- These plans are discussed with the line managers (Deputy Principals) during the review process.
- Evaluating the aims, objectives and delivery of programs.
- This is achieved through internal quality reviews and the preparation of the AOP and Program Management process.

13. 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. You are required to:

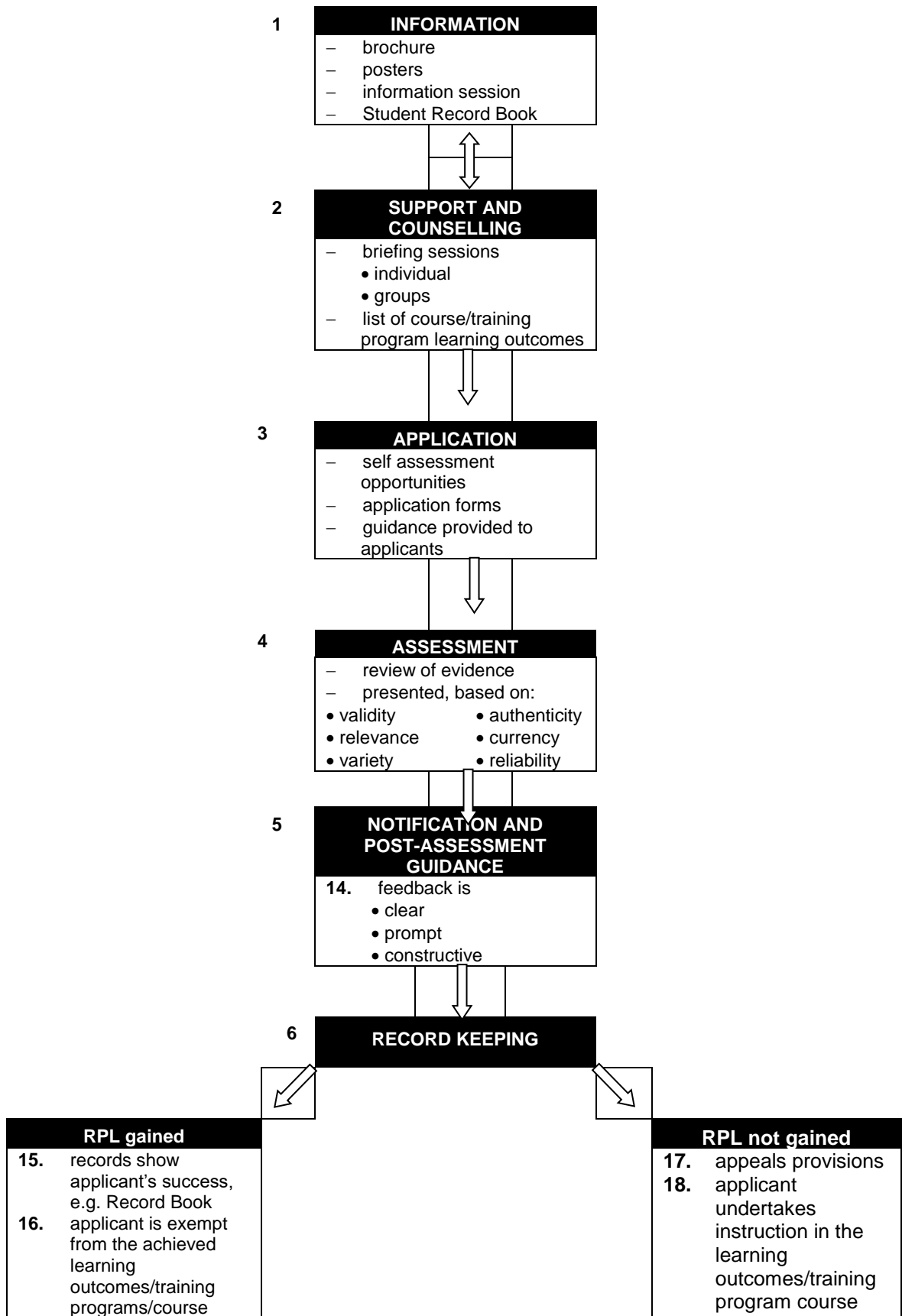
- Use and take reasonable care of any protective equipment that is provided
- Obey any reasonable instructions in relation to health and safety
- Not interfere with or remove any safety devices from machinery
- Ensure that you do not endanger your own or others' safety by the consumption of alcohol or drugs
- Report unsafe acts or equipment to a teacher/trainer and observe good housekeeping practices
- Report all injuries or "near misses" to a teacher/trainer
- 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.

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 your Principal or work experience coordinator (HOD Senior Schooling) immediately. Action may include withdrawing you from the work placement.

APPENDICES

STAGES IN THE RPL PROCESS



<p>RPL means getting credit for what you know – <i>no matter where or how you learnt it</i> - if your knowledge and skills are of the same standard as required in your vocational course</p>	<p>RPL will allow you to:</p> <ul style="list-style-type: none"> ✓ progress through the course at a faster rate ✓ do only new work (and not repeat the work in which you are already competent) ✓ have your knowledge and skill level formally recognized
<p>What learning might count towards RPL?</p> <p>Knowledge and skills learnt in: other subjects</p> <ul style="list-style-type: none"> ☺ work experience or industry placement ☺ a part-time job or unpaid work ☺ hobbies, activities, clubs, and sports interests inside or outside of school ☺ activities you undertake as part of your family, holiday, home routines 	<p>In what parts of the course does RPL apply?</p> <p>RPL can only be granted for the vocational training programs (modules) in the course you are studying.</p> <p>(These are the job-related knowledge and skill areas of the course.)</p> <p>Each vocational training program (module) has a number of learning outcomes.</p> <p>You can apply for RPL in either an entire training program (module) or in individual learning outcomes.</p>

<p>If you decide to take advantage of RPL:</p> <ol style="list-style-type: none"> ❶ ask for specific information about the learning outcomes of the module/training program ❷ complete the <i>RPL Application Form</i> in detail (and attach all relevant evidence) ❸ you may be asked to attend an interview, or to do a practical test, or to provide more information. 	<p>How does RPL assessment work?</p> <p>An assessor (usually your class teacher) will look through your application.</p> <p>The assessor will look at the evidence you have provided in the application (and perhaps in an interview) to decide on the outcome of your application.</p> <p>If the teacher does not have sufficient evidence to grant RPL, you may be asked to do a practical test.</p>
<p>After the RPL assessment is finished you will be notified of the result in writing, i.e.</p> <ul style="list-style-type: none"> ★ successful ★ partially successful ★ unsuccessful ★ If you disagree with the outcome you may appeal. 	<p>THE EVIDENCE YOU GATHER FOR YOUR APPLICATION MIGHT INCLUDE</p> <ul style="list-style-type: none"> • PRODUCTS AND/OR RECORDS OF YOUR WORK • A PERSONAL REPORT • A REFEREE'S REPORT <p>(A SINGLE PIECE OF EVIDENCE MAY BE RELEVANT TO ONE OR MORE OF THE LEARNING OUTCOMES.)</p>

EXAMPLES:**PRODUCTS OF YOUR WORK**

- SAMPLES OF WORK YOU HAVE COMPLETED
- WORK EXPERIENCE/ INDUSTRY PLACEMENT RECORDS
- QUALIFICATIONS GAINED
 - COACHING CERTIFICATES
 - SENIOR FIRST AID CERTIFICATES
- MAGAZINE OR NEWSPAPER ARTICLES ABOUT YOU
- PRIZES, CERTIFICATES OR OTHER FORMS OF COMMENDATION

A PERSONAL REPORT

The Personal Report is written by you and is a concise description of activities and functions that you have carried out. It should be related to the training program (module) for which you are seeking RPL.

THE PERSONAL REPORT CAN NEVER STAND ALONE AS SUFFICIENT EVIDENCE OF COMPETENCE.

REFEREE'S REPORT

- letters from others to support your claim – e.g. managers, customers, colleagues, previous employer.
- reports from a manager who witnessed specific activities undertaken.

A referee's report should include:

- a company heading
- the name of the supervisor or manager
- period of employment
- list of competencies developed or tasks undertaken
- signature and position of the person verifying the claim
- the date

RPL CHECKLIST FOR STUDENTS

To ensure an effective RPL process, students should:

1. obtain information about RPL
2. obtain a copy of the Student Record Book/Training Record Book for the vocational training program(s) of your subject.
3. read the relevant learning outcomes for the modules/training programs as listed in the student Record Book/Training Record Book
4. assess your abilities/competencies, with guidance from your teacher and/or counselor in the learning outcome(s)/modules/training programs
5. decide if you think you possess the knowledge and skills of the learning outcome(s)/modules/training programs and if so, you should apply for RPL
6. complete an RPL Application Form
7. gather evidence that supports your application
8. give the completed RPL Application Form and evidence to your teacher
9. receive notification from your teacher to show
either (i) *that you have gained RPL* [go to 10]
or (ii) *that you need to supply more information AND/OR attend an interview* [go to 7]
or (iii) *that you have not gained full/partial RPL and you receive feedback* [go to 12]
10. (if you are successful) be exempt from those learning outcomes/modules/training programs
11. ensure your Student Record Book/Training Record Book is signed off
12. (if you were partially successful) you may decide to progress more quickly through the module/training program by completing only those aspects for which you do not have prior learning. This completes the RPL process for your application.
13. (if you were unsuccessful) you may decide to request an RPL Appeals Form
14. gather further evidence that supports your application
15. submit your completed RPL Appeals Form and further evidence to the person nominated in the school's grievance policy, who will arrange for a second suitably qualified person to assess the evidence
16. receive a notification about whether
either (i) *you have gained RPL* [go to 10]
or (ii) *you have not gained full/partial RPL and receive feedback* [go to 17]
17. seek to progress more quickly through the module/training program by completing only those aspects for which you do not have prior learning.

RPL CHECKLIST FOR TEACHERS/ASSESSORS

To ensure an effective RPL process, students should:

1. provide information to students about RPL
2. give students a copy of their Student Record Book/Training Record
3. give students time to reflect on whether they wish to apply for RPL
4. make opportunities available for students to access support and guidance
5. provide students with copies of an RPL Application Form
6. provide students with information about the types of evidence that can be used to support an RPL Application Form
7. assess students' applications with a flexible and responsive attitude to what constitutes acceptable evidence
8. make a prompt decision and notify students that you
 - either (i) *will grant RPL on the evidence presented* [go to 9]
 - or (ii) *request an interview or more information to gain further evidence* [go to 7]
 - or (iii) *will arrange for students to complete a performance assessment* [go to 7]
 - or (iv) *cannot grant full/partial RPL, and provide feedback* [go to 11]
9. record successful RPLs in Student Record Books/Training Record Books and on master profiles
10. keep a file of students' applications and evidence

* **Where RPL has been granted as a result of this procedure (1-10), the RPL process is completed. Where RPL is not granted, steps 11-14 below are applicable.**

11. inform students of the appeals' provisions
12. make an RPL Appeals Form available to students who decide to appeal
13. if the student decides to appeal, pass the student's application, evidence and Appeals Form to another person with suitable content knowledge, for assessment
14. make a decision and notify the student that
 - either (i) *he or she has been granted RPL from the Appeal* [go to 15]
 - or (ii) *he or she cannot be granted full/partial RPL from the appeal and provide feedback* [go to 16]
15. record successful RPL's in the Student Record Book/Training Record Books and in the master profiles
16. keep records of students' applications, evidence and appeals/results.



Centenary State High School

RPL APPLICATION FORM

Student name: _____

Date: _____

Course: _____					
Units of competency		Details of relevant previous experience <i>including formal training, work experience and life experience (interests, skills etc.)</i> <i>Attach copies of relevant evidence</i>	FOR OFFICE USE		
Code	Name		Assessor's comments and recommendations	Comp.	NYC



Centenary State High School

RPL Notification

..... (name of student) has been granted Recognition of Prior Learning for the following units of competency:

Competency code	Name

No information is printed below this line.

OR

..... (name of student) has not been granted Recognition of Prior Learning for the following units of competency:

Competency code	Name

No information is printed below this line.

.....
Assessor's signature

.....
Date



No. G

CENTENARY STATE HIGH SCHOOL GRIEVANCE APPEALS FORM

Name: _____ Date of original decision: _____ Course Name: _____
 Complete the following to indicate the decision/s against which you wish to appeal. _ Qualification name and code: _____

LEARNING OUTCOME		SUMMARY OF THE REASONS FOR YOUR APPEAL. <small>(List the additional information you will present as part of your appeal).</small>	FOR H.O.D. USE		
NO.	DESCRIPTION		ASSESSOR'S COMMENTS AND RECOMMENDATIONS		

Applicant's Signature: _____

Date: _____

NOTIFICATION:

Competency is/is not granted for the Learning Outcome: _____

Because _____

Assessor's Signature: _____

Date: _____

FOR OFFICE USE ONLY:

1. I have taken the following immediate action with respect to this matter:

Five horizontal lines for writing the response to question 1.

2. Attached is a copy of the letter I have sent to the person who identified this matter: (if not attached, please give reason/s)

Five horizontal lines for writing the response to question 2.

3. Investigation of the matter indicates that further action is necessary

Yes No

If Yes, details of identified cause, proposed action and expected completion date:

Five horizontal lines for providing details of identified cause, proposed action and expected completion date.

Expected completion date:

Actioning Officer's signature Designation.....

Manager/Supervisor's signature

Date returned to Management Committee

Further action required: Yes No Matter closed Yes



CENTENARY STATE HIGH SCHOOL

STUDENT FEEDBACK FORM

Name (optional) Subject

Please indicate the extent or level of your agreement with the following statements about the accredited vocational course incorporated within this subject, as you see it at this stage. Circle the number associated with the appropriate point on the scale below:

Strongly Agree (SA)	Agree (A)	Uncertain (U)	Disagree (D)	Strongly Disagree (SD)
5	4	3	2	1

	SA	A	U	D	SD
1 The information given to me at the beginning of the course about the vocational education components incorporated within this subject was helpful and gave me a clear idea of things such as credit transfer, assessment and certification.	5	4	3	2	1
2 In this subject I receive prompt feedback on the assessment items.	5	4	3	2	1
3 The information given to me about Recognition of Prior Learning (RPL) was easy to understand	5	4	3	2	1

I wish to advise/offer the following suggestion/issues where improvements could be made:

This matter is CONFIDENTIAL Yes No

Date: _____

FOR OFFICE USE ONLY:

1 I have taken the following immediate action with respect to this matter:

Four horizontal lines for writing the immediate action taken.

2 Attached is a copy of the letter I have sent to the person who identified this matter: (if not attached, please give reason/s)

Four horizontal lines for writing the letter details or reasons.

3 Investigation of the matter indicates that further action is necessary

Yes No

If Yes, details of identified cause, proposed action and expected completion date:

Four horizontal lines for providing details of cause, action, and completion date.

Expected completion date:

Actioning Officer's signature Designation.....

Manager/Supervisor's signature

Date returned to Management Committee

Further action required: Yes No
Action taken Yes No Matter closed Yes

SUBJECT NOTES

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