

LONGREACH STATE HIGH SCHOOL

Vocational Education and Training (VET)



Student Information Handbook



CONTENTS

1.	Introduction	3
2.	Code of Ethics of the Provider	4
3.	Student Selection, Enrolment and Induction/Orientation Procedures	4
4.	Course Information, Including Content and Vocational Outcomes	5
5.	Provision for Language, Literacy and Numeracy Support	5
6.	Student Support, Welfare and Guidance Services	5
7.	Disciplinary Procedures	5
8.	Flexible Learning and Assessment Procedures	5
9.	Assessment Policy and Procedures	6
10.	Recognition (including Recognition of Prior Learning - RPL)	7
11.	Complaints and Appeals	9
12.	Access and Equity	13
13.	Workplace Health and Safety	15
14.	Access to Records	16
15.	VET Curriculum/Subject Levies and Refund Policies	16
16.	USI (Unique Student Identifier)	16
	Appendix A	17
	Appendix B	18
	Appendix C	20

1. Introduction

1.1 Purpose of this handbook

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

Please take the time to study the handbook carefully and to ask your VET teachers about anything about which you are unsure. You should refer to this handbook for information 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 or Deputy Principal.

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 complete all of the requirements of the qualification, or a Statement of Attainment if you do not complete the full qualification. This Certificate/Statement of Attainment is recognised in all 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
	Advanced Diploma Diploma	Doctoral Degree Masters Degree Graduate Diploma Graduate Certificate Bachelor Degree Advanced Diploma Diploma
Senior Secondary Certificate of Education	Certificate IV Certificate III Certificate II Certificate 1	

Your VET teacher will provide you with full information about the VET qualification/s you are aiming for at this School, including an overview of the specific units of competency/modules in each, assessment requirements, vocational outcomes, etc.

2. Code of Ethics of the Provider

The educational environment of Longreach State High School is stimulating and supportive and seeks to develop students' sound working relationships and the understanding that learning is a life long process.

Longreach State High School values your individual success. Longreach SHS ensures you can:

- Experience success to the level of your potential
- Have your rights respected
- Access a broad education
- Accept your own responsibilities.

To fulfil its responsibility to you in this regard, the school maintains high professional standards in its provision of educational services.

To help you make decisions, the school ensures that it provides sufficient information to you to enable you to make sound decisions based on all available information.

Your school has an extensive support network through classroom teachers, Heads of Departments, Guidance Officers and school administrative personnel to help you with sound advice and guidance on your expected educational outcomes.

It is anticipated that by the end of your school career, you will be equipped to be a valued and valuable member of society.

This Code of Ethics ensures that the ideals of the teaching profession will be promoted and that teachers will observe proper standards of conduct in their professional relationships.

Longreach SHS is a registered workplace and a Registered Training Organisation (RTO). As such it is subject to State and Federal Legislation governing workplaces and must comply with the Australian Quality Training Framework (AQTF) Standards and conditions relating to VET.

3. Student Selection, Enrolment and Induction/Orientation Procedures

Students enrolled in VET subjects at Longreach SHS participate in the same enrolment and selection processes as other students at the school. Where numbers are limited for VET subjects, selection will be made based on an interview and/or the order in which enrolments were received.

At the commencement of all VET subjects, your VET teachers will induct you on workplace health and safety issues and will continue to incorporate WH&S throughout VET delivery/assessment.

4. Course Information, Including Content and Vocational Outcomes

A **subject selection booklet** has been developed to provide information for each Vocational Training Area offered at this School. These outline industry/VET specific information relevant to the particular course, including qualification/course code and name, units of competency 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 the basic literacy/numeracy components more readily, as they are being delivered/assessed in the context of an industry vocational area in your preferred area.

If you still feel you need additional language, literacy or numeracy support, please approach the Guidance Officer or the VET Co-ordinator for assistance in accessing support.

6. Student Support, Welfare and Guidance Services

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

- Guidance Officer – Mr Ruzicka
- School Nurse
- Education Support Centre
- Chaplain

For detailed information about the locations and contact details for these and other support services, please see the VET Co-ordinator.

7. Disciplinary Procedures

Students who frequently exhibit serious misbehaviour will be placed on a systematic program of monitoring and support through Longreach High's Right Track Policy.

8. Flexible Learning and Assessment Procedures

The assessment procedure outlined in Section 9 demonstrates the flexibility associated with assessment.

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

9. Assessment Policy and Procedures

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

All students enrolled in VET subjects at this school will *be fully informed of the VET assessment procedures 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 adopted at this school.

9.1 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 workplace.

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
 - breakdown
 - unexpected results
 - difficult or dissatisfied clients
- 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
 - observing enterprise policy and procedures

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 (ie – on more than one occasion).

9.2 The Assessment Policy Principles

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

- a. Students will be given clear and timely information on assessment (task and criteria sheets).
- b. Information given to students, included on the assessment sheet, may include:
 - Advice about the assessment methods
 - Assessment procedures
 - The criteria against which they will be assessed
 - When and how they will receive feedback
- c. Where possible, students will be included in discussions on the choice of assessment methods and timing.
- d. Students will be made aware of their responsibilities in regard to assessment.
- e. The assessment chosen will cater for the language, literacy and numeracy needs of students.
- f. Any special financial or social needs of students will be considered in the development of the assessment.
- g. Reasonable adjustment will be made to the assessment strategy to ensure equity for all students, while maintaining the integrity of the assessment outcomes.
- h. Opportunities for feedback and review of all aspects of assessment will be provided to students.
- i. Clearly documented mechanisms for appeal against assessment processes and decisions will be available to students.

10. Recognition (including Recognition of Prior Learning - RPL)

When you commence a VET programme, you may think there are some units of competency 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. (See Appendix B)

Evidence might include:

- letters from employers
- samples of work
- certificates

NOTE: If you are enrolled in a VET course at Longreach SHS and also with another provider (ie TAFE or as part of a SBT/SBA) then you must inform the HOD immediately as changes will need to be made to your timetable.

Process For Applying For Recognition Of Prior Knowledge

The recognition process is a very supportive one. Your teacher will guide you through the process, the steps of which are outlined as follows.

STEP 1: Re-read this information about recognition carefully. Your teacher/trainer will also provide you with additional information.

STEP 2: If you feel you are already competent in some parts (or all) of the VET programme you are about to do, discuss the recognition process with your teacher/trainer. Ensure that you understand the full recognition application process, including the appeals process.

STEP 3: Discuss your self-assessment with your teacher/trainer. If there are FULL units of competency for which you and your teacher feel recognition may be able to be given, you will be encouraged to move to the next step, the completion of **RPL Application Form**.

STEP 4: Ask your teacher/trainer for a copy of the RPL Application Form and attach all relevant evidence. (See Appendix B)

Evidence can take many forms and will usually include such things as:

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

STEP 5: Submit the RPL Application Form to your VET teacher/trainer.

STEP 6: Once given the result of your application, discuss the outcome with your teacher/trainer. Provide feedback to your teacher and on the recognition process itself.

STEP 7: Should you wish to appeal, you will need to do this in writing. See the HOD.

STEP 8: Discuss the outcome of the appeal (when known) with your teacher and provide feedback about the appeal process itself.

NOTE: You do not need to go through the RPL process 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 (credit transfer) in these cases.

11. Complaints and Appeals

If you are unhappy about any aspect of your VET program you will need to access the **Complaints/Appeals** process. Some instances could include:

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

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

*Scenario 1: Where your complaint is about the actions of another person/s **in the school community**, or about an administrative issue eg. non-refund of subject levies, etc (but not including complaints related to assessment and results)*

Process to follow:

- a. You should discuss the matter in the first instance with a teacher with whom you feel comfortable eg. the VET Co-ordinator, year level co-ordinator, other teacher.
- b. If this person does not consider the matter to be particularly serious, or where your complaint does not relate to allegations of unlawful behaviour (eg. assault, illegal discrimination or harassment etc) **and you feel comfortable** to do so, you will be encouraged to raise your complaint directly with the person concerned. You can ask for your teacher to be present when you do this.
- c. Where you do not feel comfortable about doing this, or where the matter is of a more serious nature, you will be asked to put the complaint in writing and identify the person about whom you are complaining. (See Appendix C)

Your written complaint should be written on the Formal Complaint Slip (See Appendix C) and should include details of the complaint(s) such as:

- Who/what issue you are complaining about
- What happened
- When it occurred
- How you feel
- How you would like to see the matter resolved

If the complaint is about another student, the matter will be then handled by the year co-ordinator; if the complaint is about a member of staff, it will be handled by the VET Co-ordinator, Deputy Principal or Principal.

The person handling your complaint will:

- Provide details about the complaint to the person to whom the complaint relates He/she will be given the opportunity to put forward their side of the matter.
- Advise you of how long it will be before you get an answer (usually within a week)
- Ensure that only those people who need to know about the complaints are informed
- Give you written advice about the outcome and the reasons for it.

You may find that through this process one of the following outcomes will apply:

- You gain a better understanding of the situation and you no longer feel the need to proceed with the complaint
- You are happy with the way the issue has been resolved
- You receive an apology and assurance it will not reoccur, or
- You will be informed that you have no grounds to complain

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

Work Experience/Structured Work Placement

Prior to participation in any work experience/structured work placement, Longreach SHS should provide an induction program for you which will help prepare you with strategies to deal with harassment, accidents etc. As well, your parents will also be provided with an outline of the workcover and insurance arrangements that apply. (Work Experience Agreement)

Should you experience harassment/unlawful intimidation and/or unsafe work arrangements, Longreach State High School will support you by:

- Assisting you with advice about approaching the person about whom you want to complain and/or
- Showing you how to forward a complaint to the Anti-Discrimination Commission.

You need to:

- a. Inform the offending person immediately that you do not want them to behave in that way
- b. Inform the work supervisor
- c. Inform your parent, guardian, or caregiver and/or
- d. Inform the Principal or Work Experience Co-ordinator.

The Principal will:

- a. Consider withdrawing you from placement
- b. Contact the work experience provider to advise of your withdrawal, if this is to happen
- c. Inform relevant parties of concerns regarding this workplace as an appropriate placement for students
- d. Inform you of the existence of the Anti-Discrimination Commission which has power to investigate the complaint, and
- e. Seek advice from the equity rights officers in the appropriate education system

If the complaint involves sexual abuse or assault, the Principal will report the matter to the Department of Families, Youth and Community Care, or the Queensland Police Service as appropriate.

School-based Apprenticeships and Traineeships (SBT, SBAs)

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. The school can, however, advise you and your parent/guardian of appropriate procedures to follow in certain events.

In the following instances, you should contact the local Department of Employment and Training (DET) to seek advice:

- If you are experiencing interpersonal problems with co-workers or the employer which you cannot solve.
- If you do not believe you are receiving appropriate training or are 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 DET
- If you allege that you have been sexually harassed or discriminated against, you should contact the local office of DET
- If you suspect that the work environment does not meet health and safety regulations, and/or
- If you are experiencing problems with the payment of wages or other entitlements.

You should also note the following:

- If you are unable to attend training with the registered training organisation (RTO) you must contact both the RTO and the employer to advise of the absence.
- In the event that you are suspended from school, there is no effect on the SBT/SBA as you remain a student during the time of suspension.
- In the event that you are excluded from school and you do not enrol at another school, the arrangements for the apprenticeship or traineeship must be converted to full time or part time arrangements. In this instance the school should notify the employer of the decision to exclude. If, however, you enrol in another school, the excluding school must notify the local office of DET (Division of Training) and the section of the relevant education system dealing with SBT/SBAs of your change in school.
- You must not be absent from work without the employer's consent. Should you wish to cancel the training contract, consent to end the contract must be obtained from the employer. If the employer does not consent to this action, you may seek mediation via the local office of the Department of Employment and Training (DET).
- You are encouraged to speak with a representative of the Division of Training to obtain appropriate assistance before taking any action.
- The school is not entitled to withdraw you from the workplace, or recommend that you do not attend work, without the employer's consent. Under the Training and Employment Act 2000 (Qld), failure to attend work may lead to disciplinary action against you by DET.

Workers' Compensation

- At school the usual insurance provisions apply to students while undertaking normal school based education subjects.
- In the workplace, Workers' Compensation is provided for you under the employer's existing workers' compensation insurance. This cover extends to include travel to and from training as well as the time spent in training.

Scenario 3: A complaint/appeal related to dissatisfaction with assessment and/or results (apart from issues associated with assessment on work placement or during participation as a SBT/SBA)

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

- a. In the first instance, speak with the relevant teacher/trainer and informally ask for a review of the result.
- b. Should this not resolve the matter to your satisfaction, put your complaint/grievance in writing to the HOD. All written complaints will be acknowledged in writing and you will be told how long it will take to investigate the matter. The outcome will also be put in writing to you.
- c. Should this still not resolve the issue to your satisfaction, you can ask for the complaint to be dealt with by the Deputy Principal or Principal, who shall acknowledge in writing that the complaint/grievance has been received and will also tell you how long it will take to investigate. You will receive written advice of the outcome.

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

- Agreeing with the original result ie. Not allowing your appeal
- Disagreeing with the original result and telling you what will now happen
- Asking you if you want to re-sit the assessment

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:

- a. VET curriculum areas will be adequately resourced with teachers with the appropriate qualifications in order to ensure you have quality outcomes.
- b. 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.
- c. All students will be actively encouraged to participate in VET programs irrespective of background/cultural differences.
- d. Literacy/numeracy is integrated throughout all VET programs, as well as being delivered separately through your English (literacy) and Maths (numeracy) program.
- e. This school openly values 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.
- f. Any complaints in relation to discrimination/harassment will be treated seriously, in line with the school's policies and procedures.

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 behaviour based on false 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 directly or by implication
- Deliberate physical contact such as kissing, touching or fondling, embracing, patting, pinching
- 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
- Persistent questioning about a person's private life
- 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 harmful nature, for example, touching, hitting or grabbing
- Destroying or damaging others' 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, requests for sexual favours, either 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
- Persistent questioning about a person's private life
- Suggestive comments about a person's physical appearance or sexuality
- Displays of erotic or sexually graphic materials (posters, photographs etc)

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.

To obtain a full copy of this school's *VET Policies and Procedures* ask your teacher.

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.

First Aid

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

Students should not handle injuries which involve spilled blood without wearing gloves, and all blood spills must be doused with chlorine.

There is a First Aid Officer in the Administration block or Library.

Accident/Emergency Situations

You are advised that school staff are not permitted to transport injured/unwell students to hospital. Therefore 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 your Principal or work experience co-ordinator immediately. Action may include withdrawing you from the work placement.

Where a serious accident occurs:

- The school will investigate all serious accidents as soon as possible after they occur, so that an accurate account of events can be recorded and remedial action taken to reduce the risk of other similar accidents.
- In the case of a claim against Work Cover Queensland:
 - a. The work experience provider (as the employer) must complete an Employer's Report Form
 - b. You, the student, (the employee), must complete an Application for Compensation Form
 - c. The doctor must complete a Work Cover Medical Certificate
 - d. The school will forward to the relevant authority (see Work Experience legislation)

- A copy of the completed Employer's Report Form and
- A copy of the Work Experience Agreement, and
- e. The school will keep copies of injury claims indefinitely

14. Access to Records Student/Parent Consent/Acknowledgement Form

No staff member of this school can provide information about you to a third party without your written permission. You will be required to sign a consent form for those occasions when it is necessary for the school to provide information about you to another organisation (eg: The Department of Employment and Training etc) for your results.

* **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 the HOD or Subject Coordinator **for the subject area** in which you wish to check your information. They will ensure that you obtain access to your records.

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

15. VET Curriculum/Subject Levies and Refund Policies

15.1 VET curriculum/subject levies

Information on VET curriculum/subject levies are distributed early in documentation during Term 1 of each year.

15.2 Refund policy

Once a student commences in a VET program/curriculum area, no refunds of levies will be made for that particular term. Where levies have been paid for the whole year, a pro rata refund system will apply for terms in which the student has not commenced, but had paid levies.

Once a work placement has been organised, no refund will apply, unless the placement has to be cancelled due to circumstances beyond the student's control eg. the employer is shown to be unsuitable, the workplace shuts down, etc. In this case, no refund will be given but an alternative placement found.

Where a student does not continue with a placement due to circumstances such as "change of mind/preference", the student will be charged for the original placement, as well as for any alternative placement found.

16. USI (Unique Student Identifier)

A USI is a reference number made up of numbers and letters, unique to each student. It will stay with the student for life, and must be recorded with any nationally recognised VET course they undertake.

Appendix A

LONGREACH STATE HIGH SCHOOL

RIGHTS AND RESPONSIBILITIES OF VET STUDENTS

RIGHTS

To learn and grow as an individual

To be happy and enjoy the school workplace

To have a pleasant, healthy and safe work environment

To be in a school well regarded by the community

To be safe and free from threat and for his/her property to be safe

RESPONSIBILITIES

- To learn to the best of his/her ability
- To help others to learn and grow
- To co-operate with teachers
- To be prepared for all classes
- To respect and protect others' rights to happiness and enjoyment
- To care for the school environment
- To avoid unhealthy and dangerous practices
- To behave in a way which reflects well on the school workplace eg. wearing uniform
- To respect the property, person and rights of others
- To observe safety rules
- To report theft
- To understand that the school is a workplace and subject to workplace policy and procedures

Teachers' rights and responsibilities are outlined in the Teacher's Code of Conduct found on the Education Queensland site.



Appendix B

RPL APPLICATION FORM

STUDENT'S NAME: _____

DATE: _____

COURSE: _____		TEACHER: _____			
LEARNING OUTCOMES or COMPETENCIES		DETAILS OF RELEVANT PREVIOUS EXPERIENCE including formal training, work experience and life experience (interests, skills etc.) ATTACH COPIES OF RELEVANT EVIDENCE	OFFICE USE ONLY		
NO.	DESCRIPTION		ASSESSOR'S COMMENTS AND RECOMMENDATIONS	C	NYC

Applicant's signature: _____

Date: _____

RPL NOTIFICATION

- Recognition of Prior Learning is granted for the learning outcomes/competencies _____ (insert details) and/or is not granted for the learning outcomes/competencies _____ (insert details) because _____

Assessor's Signature

Date



RPL APPEALS FORM

Name: _____ Date of original RPL application _____ Course: _____

Complete the following to indicate the decisions against which you wish to appeal.

LEARNING OUTCOMES or COMPETENCIES		SUMMARY OF THE REASONS FOR YOUR APPEAL (LIST THE ADDITIONAL INFORMATION YOU WILL PRESENT AS PART OF YOUR APPEAL).	OFFICE USE ONLY		
NO.	DESCRIPTION		ASSESSOR'S COMMENTS AND RECOMMENDATIONS	C	NYC

Applicant's signature: _____

Date: _____

RPL NOTIFICATION

Recognition of Prior Learning

- is granted for the learning outcomes/competencies _____ (insert details)
and/or
 is not granted for the learning outcomes/competencies _____ (insert details)

because _____

Assessor's Signature

Date

Appendix C

Vocational Education & Training

FORMAL COMPLAINT SLIP



Student's Name: _____

Subject: _____ Date: _____

Nature of Complaint

Please use specific detail (dates etc)

Student's Signature: _____ Parent's Signature: _____

Accepted by: _____ Position: _____