

# Marist College Ashgrove



## ***VET Student Handbook***

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## Introduction

### **Congratulations on your decision to enrol in a nationally recognised vocational education and training course.**

This handbook has been written to provide students with important information about the vocational education and training (VET) qualifications offered at Marist College Ashgrove as well as your rights and responsibilities as a VET student.

Students should take the time to study this handbook carefully and ask their VET trainer or RTO Manager if they are unsure of any details. Students should keep this handbook (or note the intranet location of this document <https://www.marash.qld.edu.au/college-life/vocational-education/>) for reference throughout their enrolment. The contents of this handbook in many instances represents the key points of various VET policies and procedures developed by this College.

### **The Australian Qualifications Framework (AQF)**

All of the VET courses offered by this College and our third party providers lead to nationally recognised qualifications – a certificate (if all of the requirements of the qualification are completed) or a Statement of Attainment (for those parts that are successfully completed where the full qualification is not completed). This certificate/Statement of Attainment will be recognised in all states/territories in Australia. A transcript of Certificates and competencies achieved can be viewed via their USI login (<https://www.usi.gov.au/>). This is because Australia has a national qualifications framework called the Australian Qualifications Framework (AQF). During school QCAA oversees these courses and allocated QCE points accordingly. ASQA has Federal authority.

Yours sincerely



Peter Gaiter  
Head of VET and Careers  
**Marist College Ashgrove**

Your VET trainer will provide you with information about your VET qualification/s including an overview of the specific units of competency/modules in each, assessment requirements, vocational outcomes, etc.

The following qualifications are available at College

Qualification title
Diploma in Business
Certificate II in Workplace Skills
Certificate III in Business
Certificate III in Christian Ministry and Theology
Certificate III in Fitness
Certificate I in Construction
Certificate II in Engineering Pathways
Certificate II in Hospitality

Plus, there are negotiated opportunities and courses at other RTOs like TAFE that we can set up. These include, but by no means are limited to: Agriculture, Aircraft Manufacturing, Aviation (Drones), Automotive, Construction (woodwork), Electrical, Engineering (metalwork), Health, Logistics, Nursing, and Plumbing. We also work closely with other TTCs like Brisbane North West at Mitchelton and the various DeSBIT programmes. It is possible with guidance to pick up other traineeships like McDonalds etc.

## **1. Student selection, enrolment and induction/orientation procedures**

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

Marist College Ashgrove will provide each student with information about the training, assessment and support services they will receive, and about their rights and obligations (through the VET student induction session) before enrolment on the Student Data Capture System (SDCS). Each student will be issued a LUI and generate a USI.

## **2. Qualification or accredited course information**

Information pertaining to your qualification or accredited course can be sourced from course documentation provided by your VET trainer, subject specific information included in the Senior subject selection handbook (or similar document), through the VET student handbook and on the College website or intrant (if applicable).

Information available to students regarding course information will follow the guidelines of the 2015 Standards and will include but is not limited to:

- Qualification or VET accredited course code and title
- Packaging rule information as per the specified Training Package or VET Accredited course
- Units of competency (code and title) to be delivered
- Entry requirements
- Fees and charges
- Registered Training Organisation (RTO) Standards for Continuing Registration
- Course outcomes and pathways
- Work experience requirements (where applicable)
- Appeals and Grievance processes
- Licensing requirements (where applicable)
- Partnership or off-campus arrangements (where applicable)

## **3. Marketing and advertising of course information**

The College will ensure that its marketing and advertising of AQF qualifications to prospective students is ethical, accurate and consistent with its scope of registration. In the provision of information, no false or misleading comparisons are drawn with any other training organisation or training product.

- The Nationally Recognised Training (NRT) logo will only be used in accordance with its conditions of use.
- The College will not advertise or market in any way VET accredited courses, qualifications or units of competency that are not on the scope of registration.
- Marist College Ashgrove will ensure it will have the appropriate human and physical resources to deliver and assess any course currently on the College's scope of registration. If the College loses access to these resources, the College will provide students with alternative opportunities to complete the course and the related qualification.

#### **4. Legislative requirements**

As an RTO, the College will observe all Australian, state and territory laws governing Vocational Education and Training. The College will also meet all legislative requirements of the *National Vocational Education and Training Regulator Act 2011, Education (General Provisions) Act 2006, Education (General Provision) Regulation 2006, Vocational Education, Training and Employment Act 2000, Education (Work Experience) Act 1996, Vocational Education and Training Act 2000, Education (Overseas Students) Act 1996, Child Protection Act 1999, Commission for Children and Young People and Child Guardian Act 2000, Workplace Health and Safety Act 2011, Anti-Discrimination Act 1991, Disability Services Act 2006, Right to Information Act 2009 and Information Privacy Act 2009, Standards for Registered Training Organisations 2015* as they relate.

If students require any further information, please see the Head of VET and Careers.

#### **5. Fees and charges, including refund policy**

The College does not charge students fees for VET services. **But there are costs associated on top of fees and for any third party delivery from other RTOs.** Fees are only collected for consumable costs or for administration and set up of these courses whether delivered on site or remotely.

Students who use their VETiS funding with outside agencies need to realise that this is a **“once only” funding.** It preferred that any 12 month trainings are done in Year 12. The school will follow QCAA guidance and do their best to accommodate any educationally sound courses.

#### **6. Student services**

Marist College Ashgrove will establish the needs of their students, and deliver services to meet their individual needs where applicable. All students at this College will have involvement with some or all of the following processes, designed to establish their educational needs. If support is needed or reasonable adjustment this can be catered for with negotiation.

Pathway advice can be provided by the Careers team in the following areas for vocational and training.

- ASH lessons
- Information nights
- SET plans
- subject selection processes
- career guidance services

The provision of educational services will be monitored to ensure the College continues to cater for student needs through review of student senior education and training (SET) plans, as needed. The College will also ensure that all students receive the services detailed in their agreement with the RTO.

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

## **7. Student support, welfare and guidance services**

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

- CLE literacy and numeracy support teachers
- School counsellors
- ESL support
- VET trainers
- Head of Key Learning Areas (KLA)/Heads of House
- Head of VET and Careers
- Head of School Teaching and Learning
- Deputy Headmaster and Operational Manager
- Head Of College

## **8. Provision for language, literacy and numeracy assistance**

If you are undertaking a VET course, 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 and assessed in the context of an industry vocational

area of your choice. If you still feel you need additional language, literacy or numeracy support, please seek further advice from the Head of VET and Careers.

## **9. Access and equity policy and procedure**

The access and equity guidelines at Marist College Ashgrove are designed to remove any barriers so that all students have the opportunity to gain skills, knowledge and experience through access to VET subjects.

This College is inclusive of all students regardless of sex, race, impairment or any other factor. Any matter relating to access and equity will be referred to the Head of VET and Careers, as the designated Access and equity officer.

Marist College Ashgrove has written access and equity policies documents in the College VET Quality Manual and all staff receive copies which they must follow. Staff and students, in their induction to the College, are made aware of the College's access and equity policy, and that they may contact the Access and Equity Officer for information and/or support about the policy.

Access and equity guidelines will be implemented through the following strategies:

- The College curriculum, while limited by the available human and physical resources, will provide for a choice of VET subject/s for all students
- Links with other providers, such as TAFE institutes will be considered where additional resources are required.
- Access to school-based apprenticeships and traineeships may be available to students
- Where possible, students will be provided with the opportunity to gain a full Certificate at AQF levels I, II or III (where applicable). It is not recommended that students undertake a Diploma course unless there is unusual circumstance.
- Access to industry specific VET programs will be available to all students regardless of sex, gender or race.
- If the College loses access to either physical and or human resources, the College will provide students with alternative opportunities to complete the course and the related qualification.

**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 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:

1. VET curriculum areas will be adequately resourced, with teachers with the appropriate qualifications, in order to ensure students 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 ways in which students learn. Students with learning difficulties or impairment will participate with an initial and annual panel meeting with their parent/guardian and relevant College staff to ensure that the training and assessment provided meets their needs.
3. All students will be actively encouraged to participate in VET qualifications, irrespective of background/cultural differences.
4. Prior to participating in work placement, students will be provided with an induction programme that will equip them with the knowledge to recognise harassment/discrimination should it occur and to ensure they have the strategies to deal with anything like this. Appropriate support will be provided to ensure students are successful in their work placement.
5. Literacy/numeracy is integrated throughout all VET qualifications, as well as being delivered separately through your English/literacy and Maths/numeracy programme.
6. This College 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.
7. Any complaints in relation to discrimination/harassment will be treated seriously, in line with the College's Complaints and appeals policy.

## **10. Flexible learning and assessment procedures**

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

- All VET students at this College will be fully informed of the VET assessment procedures and requirements and will have the right to appeal.
- Students will be given clear and timely information on assessment.
- Information given to students, on the assessment cover sheet, will include:
  - advice about the assessment methods
  - assessment procedures
  - the criteria against which they will be assessed
  - when and how they will receive feedback.
- Students will sight their profile sheet of results in each VET subject on at least two occasions throughout a two year course.
- The assessment approach chosen will cater for the language, literacy and numeracy needs of students.
- Any special geographic, financial or social needs of students will be considered in the development and conduction of the assessment.
- Reasonable adjustment will be made to the assessment strategy to ensure equity for all students, while maintaining the integrity of the assessment outcomes.
- Opportunities for feedback and review of all aspects of assessment will be provided to students.
- A clearly documented mechanism for appeal against assessment processes and decisions is available to students in the College's VET Trainer's Manual. This is available from the Head of VET and Careers.

Your VET trainer will provide you with a thorough overview of the assessment requirements for your individual VET course. The following information, however, represents some general information about the VET assessment process adopted at Marist College Ashgrove.

## **11. Competency based assessment**

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

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

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

- **C** for Competent
- **NYC** for Not Yet Competent

### **Assessment methods**

Each VET teacher will maintain a student profile (or similar document) for each student and on completion of the program of study an exit level will be awarded, based on the principles of assessment and rules of evidence.

Elements of competency will be assessed and recorded once the VET teacher is satisfied that a student has demonstrated consistent competency in an element or unit of competency. Students may also receive assessment if they apply for and meet the requirements for, RPL.

A master record detailing students' achievements of the units of competency is maintained at the College on the Student Data Capture System (SDCS).

This will record all elements and units of competency achieved. This will be held by the College and will be issued to the student once they complete the program of study or upon exit (in line with the QSA SDCS data entry timelines).

## **12. Student access to accurate records policy and procedures**

Marist College Ashgrove is committed to regularly providing student with information regarding their participation and progress.

VET teachers maintain accurate and current records of each student's progress towards and achievement of competencies. These records will be forwarded for entry on the College's SDCS prior to each of QSA's advertised collection dates for data. The data recorded on the SDCS will be printed out and returned to the VET teacher and Head of KLA for checking. Once approved as accurate, the Data Management Officer is notified to this effect.

When the student nears completion for the full qualification, the VET teacher then checks student achievements against the qualification packaging rules. When the student has achieved the requirements for completion of the qualification, the Data Management Officer is notified to check the “qualification complete” button for that student in that qualification. The data recorded on SDCS will be printed out and returned to the VET teacher and Head of KLA for checking. Once approved as accurate, the Data Management Officer is notified to this effect.

VET teachers will provide access to a student’s own records at least once each semester, or on request by the student. Students may also be given access to “for checking” SDCS printouts from the Data Management Officer. Students will also have access to information regarding any unit achieved through their own online learning account.

### **13. Confidentiality procedure**

Information about a student, except as required by law or as required under the *VET Quality Framework*, is not disclosed without the student’s written permission and that of their parent or guardian if the student is less than 18 years of age. The College will ensure that they have consent from each VET student.

### **14. Employer contributing to learner’s training and assessment**

Wherever possible the College will place students in workplaces that provide experience in the competencies included in their VET qualifications. This College does not use assessment by work placement supervisors. Students on work placements may record their activities in a workplace experience logbook (or similar document). The work placement organiser/teacher will seek the cooperation of the workplace supervisor in the sign-off on the accuracy of the student’s entries in the log. This logbook (or similar document) may be used by the assessor to support judgments of competency. Students at this College will be placed in workplaces where it forms a mandatory requirement of the Training Package or Accredited course.

### **15. Complaints and appeals procedures**

Complaints and appeals are managed by the College in a fair, efficient and effective manner. The College will create an environment where student’s views are valued. Complaints arise when a student is dissatisfied with an aspect of the College RTO’s services, and requires action to be taken to resolve the matter. Appeals arise when a student is not satisfied with a decision that the College RTO has made. Appeals can relate to assessment decisions, but

they can also relate to other decisions. Students with either a complaint or an appeal will have access to informal complaint process or a formal complaint or appeal process. All formal complaints or appeals will be heard and decided within 15 working days of the receipt of the written complaint by the College.

The Head of VET and Careers will keep a Register of complaints which documents all formal complaints and their resolution. Any substantiated complaints will be reviewed as part of the continuous improvement procedure and as per guidelines outlined by QCAA as delegate.

<https://www.qcaa.qld.edu.au/senior/vet/appeals-complaints-enforcement>

Students with a complaint or appeal have access to both informal and formal procedures.

### **Informal complaint**

- the initial stage of any complaint shall be for the complainant to communicate directly with the operational representative of the College, e.g. the VET teacher, who will make a decision and record the outcome of the complaint
- person(s) dissatisfied with the outcome of the complaint to the teacher may then communicate the complaint to the Head of KLA, who will make a decision in regards to proceeding with a formal complaint or appeal process
- person(s) dissatisfied with the outcome of the complaint may initiate a 'formal complaint' with the Head of VET and Careers

### **Formal complaint or appeal**

- formal complaints may only proceed after the informal complaint procedure has been finalised
- all formal complaints or appeals will go to the Head of VET and Careers
- the complaint or appeal and its outcome shall be recorded in writing through a Complaints and appeals record form
- on receipt of a formal complaint or appeal the Head of VET and Careers
- shall convene an independent panel to hear the complaint; this shall be the complaint and appeal "complaint committee"
- the complaint and appeal committee shall not have had previous involvement with the complaint or appeal, should include representatives of: the Headmaster, teaching staff and an independent person

- the student shall be given an opportunity to present their case to the committee and may be accompanied by one other person as support or as representation
- the relevant staff member shall be given an opportunity to present their case to the committee and may be accompanied by one other person as support or as representation
- the complaint and appeal committee will make a decision on the complaint
- the complaint and appeal committee will communicate its decision on the complaint to all parties in writing within five working days of making its decision.
- If a student is still not satisfied, the Head of KLA will refer them to the Queensland Studies Authority appeals and complaint process [www.qsa.qld.edu.au/3141.html](http://www.qsa.qld.edu.au/3141.html)

The College uses the Complaints and appeals register as invaluable data about aspects of the College's operations that could be improved.

## **16. Recognition arrangements for RPL and credit transfer**

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

### **Recognition of Prior Learning (RPL)**

RPL is an assessment process that assesses an individual's level of knowledge and skills against individual or multiple units of competencies.

#### ***Recognition of prior learning policy***

All students shall have access to, and will be offered RPL. All applications for RPL will be responded to once a written application has been received. The Head of VET and Careers will keep an RPL register which documents all RPL applications and their outcomes. Once the evidence has been provided to the College to assess RPL, the student will be notified of the decision. Students may have access to reassessment on appeal.

#### ***Recognition of prior learning procedure***

Each year at the VET student induction, the VET teachers and the Head of VET and Careers shall make students aware of the College's RPL policy via the VET student handbook. The Head of VET and Careers and associated VET teachers will remind students of this policy at the beginning of each year and provide opportunities to engage in the RPL process.

VET students seeking RPL, will be:

- provided with a copy of a RPL application form by their relevant VET teacher

- provided sufficient information about the types of evidence that can be used to support an RPL application by the VET teacher e.g. resume, certificates, photos, references from supervisors, performance reviews or job descriptions
- required to provide a completed RPL application form and associated evidence to support the application
- able to appeal an RPL decision via the RPL student appeals form if unsuccessful

The VET trainer will:

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

### **Credit transfer**

Refers to the granting of credit to students of exact units of competency they have completed previously. Institutions or training organisations can grant credit to students for studies or training completed at the same or another institution or training organisation.

If a student believes that they fulfill these requirements they should approach their VET teacher first, who will bring it to the attention of the associated Head of KLA. At the beginning of each course, the VET teacher will be responsible for ensuring that the students are informed of the RPL and Credit transfer procedures. RPL information and forms can be obtained from the VET teacher or Head of KLA.

## **17. Recognition of AQF qualifications and statements of attainment issued by another RTO or school**

The College recognises all AQF qualifications issued by any other RTO. The College will seek verification of the certification from the relevant RTO where there is some ambiguity.

### ***Recognition of qualifications procedure***

- The VET teacher and the Head of VET and Careers will make students aware that any existing AQF qualifications or statements of attainment they possess will be recognised by the College during the VET student induction at the beginning of the year.
- VET teachers will remind students of this policy at the beginning of each new term.

- If a student presents an AQF qualification or statement of attainment to a VET teacher, the teacher will take a copy and bring it to the attention of the Head of KLA.
- The associated Head of KLA in consultation with the Head of VET and Careers will verify the authenticity of the qualification or statement of attainment.
- The verified copy of the qualification or statement of attainment is placed in the student's file.
- Once the qualification or statement of attainment is verified, the VET teacher will give the student exemption for the units of competency identified in the qualification or statement of attainment and update the student's records accordingly. Information will then be entered in SDCS using the 'credit transfer' option.

### ***Internal recognition of qualifications procedure***

- The College will complete a comprehensive mapping exercise (where relevant) to identify common units of competency across qualifications on the scope of registration
- At the beginning of each year, those students who are enrolled in courses where there are common units of competency, or who have progressed from Certificate I to Certificate II (where applicable) are identified
- The Head of KLA and VET teachers will meet to establish the processes for delivery and assessment ensuring accurate data is recorded
- This process is repeated throughout the year for students who change subjects
- The information is entered into SDCS using the 'credit transfer' option in all instances where the student has already gained the unit of competency (i.e. the student may only once be deemed as competent).

## **18. Qualification and accredited course guarantee**

Students who enter a course after the start date have the opportunity to negotiate a package of units that will lead to a Statement of Attainment. This adjustment will be reflected in the VET Student Agreement form which will be signed by both the student and parent/guardian.

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





# Marist College Ashgrove

## Commencement of VET Course Student Agreement **(sample only)**

This Student Agreement has been completed by **(please print)**:

**Name of Student:** \_\_\_\_\_  
(Full name)

**Who is enrolled in the following qualification/s:**

Qualification title	Enrolled
Certificate II in Workplace Skills	<input type="checkbox"/>
Certificate III in Business	<input type="checkbox"/>
Certificate I in Construction	<input type="checkbox"/>
Certificate I in Engineering	<input type="checkbox"/>
Certificate II in Hospitality	<input type="checkbox"/>
Certificate III in Fitness	<input type="checkbox"/>
Certificate III Christian Ministry and Theology	<input type="checkbox"/>

*Specified units of competency per qualification are outlined in the Subject Selection Form (or similar document) or in the VET subject course outline*

### Acknowledgment of receipt of information

I acknowledge that I have been provided with a *VET Student Handbook* and information on the topics listed below:

- Student selection, enrolment and induction/orientation procedures
- Qualification or accredited course information
- Requirements for assessment
- Marketing and advertising of course information
- Legislative requirements
- Fees and charges, including refund policy
- Student services
- Student support, welfare and guidance services
- Provision for language, literacy and numeracy assistance





# Commencement of a Third Party VET Course

Name and USI No		Year	
House		Pastoral	
Boarder		Date	

Name of certificate	
Providers details	
Address of training	
Day attending	
Transport	
Subject discontinuing	
ATAR change?	

Semester Credit Awarded	Yes	No
Assessment to be made up	Yes	No

## Acknowledgment of receipt of information

I acknowledge that I have been provided with all the necessary information on the topics listed below:

- Student selection, enrolment and induction/orientation procedures
- Marist College Ashgrove Code of Conduct whilst representing school (*Normal School Rules apply – this being a school sanctioned activity*).
- Qualification or accredited course information especially VETiS
- Impact of this course on my MCA subject lines
- RTO and AQF guidelines
- QCE and USI overview

