



Ignatius Park College

A blue-tinted photograph of two male students in a workshop. The student on the left is wearing safety glasses and a light-colored work shirt, holding a vertical wooden post. The student on the right is also wearing safety glasses and a work shirt, using a hammer on a piece of wood. The background shows a workshop environment with various tools and equipment.

Vocational Education
and Training
Student Handbook

RTO NO. 45964

Contents

| | |
|--|----|
| Introduction..... | 3 |
| The Australian Qualifications Framework (AQF)..... | 3 |
| VET Qualifications Offered at IPC | 4 |
| Enrolment and Induction Procedures..... | 4 |
| Fees and Charges | 5 |
| Unique Student Identifier | 5 |
| Competency Based Assessment | 6 |
| Catering for Student Needs | 6 |
| Catering for Language, Literacy and Numeracy Needs | 7 |
| Access and Equity Policy and Procedure | 7 |
| Assessment Procedures | 8 |
| Reasonable Adjustment Procedures | 9 |
| Assessing Knowledge..... | 10 |
| Assessing Skills..... | 11 |
| Recording of Results | 11 |
| Student Access to Records..... | 13 |
| Confidentiality Procedure..... | 13 |
| Behavioural Standards..... | 13 |
| Marketing and Advertising of Course Information | 13 |
| Legislative Requirements | 14 |
| Complaints and Appeals Policy..... | 14 |
| Complaints Procedure | 15 |
| Appeals Procedure | 16 |
| Recognition of Prior Learning (RPL)..... | 17 |
| Credit Transfer | 18 |
| Certification | 18 |
| Issuance of Certification | 18 |
| Replacement of Certifications | 19 |
| Qualification Guarantee | 19 |
| Industry Placement | 19 |
| School Based Apprenticeships | 20 |

Introduction

This handbook is an important reference for all students undertaking Vocational Education and Training (VET) at Ignatius Park College (IPC). This document should be used for the duration of your VET studies at the College and should be the first point of reference if you have questions regarding the qualification you are undertaking. Further information can be obtained from your trainer/assessor or the Skills and Training Program Leader.

The Australian Qualifications Framework (AQF)

VET courses offered at Ignatius Park College provide students with nationally recognised qualifications upon successful completion. As a Registered Training Organisation (RTO), all VET certification issued by the College will be nationally recognised in all States and Territories under the *Australian Qualifications Framework (AQF)*.

The AQF identifies and defines 10 levels of qualification with IPC offering qualifications at Certificate I and Certificate II level as a Registered Training Organisation (RTO). IPC also engages external RTO's to deliver qualifications at Certificate II and III level.

Students often use VET qualifications attained at the College as a stepping stone to completing higher levels of qualification post school. See the diagram below for other qualifications available under the AQF. Refer to the AQF website at <https://www.aqf.edu.au/> for additional information relating to the qualifications framework.

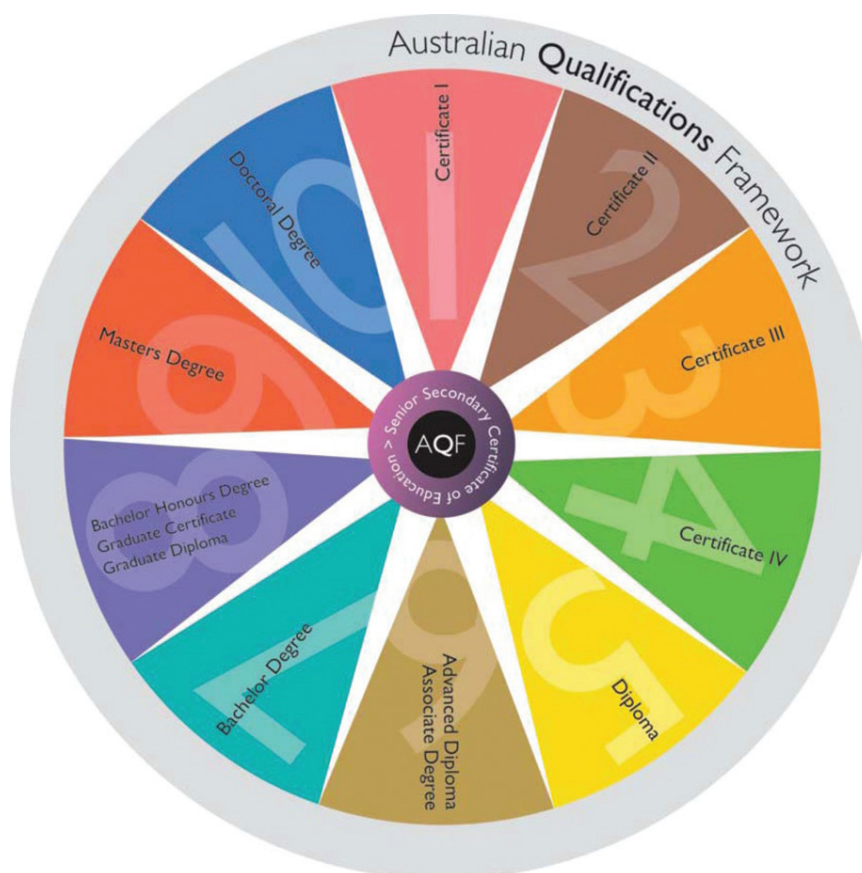


Figure 1: AQF Qualifications

VET Qualifications Offered at IPC

In 2024, IPC as an RTO (Code 45964) will offer the delivery of one VET qualification:

- **RII20120 Certificate II in Resources and Infrastructure Work Preparation.** Additionally, the College has engaged external providers to offer four additional qualifications:
- **MEM20413 Certificate II in Engineering Pathways** (Bluedog Training, RTO Code 31193)
- **CPC10111 Certificate I in Construction** (Bluedog Training, RTO Code 31193)
- **SIS30315 Certificate III in Fitness** (Binnacle Training, RTO Code 31319)
- **MSM20216 Certificate II in Manufacturing Technology** (TAFE Queensland, RTO Code 0275)

Enrolment and Induction Procedures

Enrolment in VET qualifications will be open to all students in Years 11 and 12. Students undertaking VET qualifications participate in the same Senior Education and Training (SET) Plan, enrolment and selection process as all other senior students in the College.

Prior to enrolment in a VET qualification on the Student Management Application (SMA), students will be provided with a general VET induction ensuring they are familiar with their rights, responsibilities and obligations. This induction will be conducted by the Skills and Training Program Leader at the start of each school year and is complimented by this Handbook.

Additionally, students will be provided with a qualification specific induction conducted by the respective trainer/assessor (teacher). The induction process will provide students with documentation of:

- Qualification course code and title they have enrolled in.
- Packaging Rules of the qualification.
- Units of competency to be studied.
- Additional enrolment requirements.
- Additional fees and charges.
- Potential outcomes and pathways from the qualification.
- Work experience or work placement requirements.
- Any licensing or regulatory requirements.
- Any Third-Party arrangements or external providers.
- Off-campus training or assessment requirements.

Once a student has completed the *Senior Subject Selection Form* (or *Subject Transfer Form*), *New VET Student Profile Form* and undertaken the VET induction process, students agree to abide by all the policies and procedures that are outlined in documentation pertaining to VET at the College.

Fees and Charges

Although IPC does not charge additional student fees for enrolment in VET qualifications, there may be incidental levies for additional resources or services. Such fees and charges will be made known to students and their parents prior to enrolling in the qualification.

Fees for training provided by external RTO's are determined by the respective training providers. These fees are advertised each year in the Senior Handbook and subject selection information. If a student enrolls after the commencement of delivery, a pro-rata fee may be applicable for these fees. Students who withdraw from a VET qualification offered by an external provider may be eligible for a partial refund for those additional resources and/or supplementary services that have not been accessed in full.

The College may offer additional qualifications and short courses to VET students such as Construction Safety Induction Courses (White Card), First Aid and CPR courses. All details and fees relating to these components will be provided to students and parents in advance.

All payment of fees and requests for refunds are to be directed to the College's Finance staff.

Unique Student Identifier

All students undertaking a VET qualification are required to have a Unique Student Identifier (USI). The College, with prior permission, will generate a USI on behalf of all VET students who:

- have returned a completed and signed *New VET Student Profile Form*
- provided a copy of one of the following forms of identification:
 - o Birth certificate
 - o Passport
 - o Drivers License

The purpose of a USI is to:

- create a secure online record of all your recognised training and qualifications gained in Australia.
- provide access to your training records and transcripts.

A *New VET Student Profile Form* is provided to all VET pathway students during the SET Plan process and contains a section for parents* to sign granting permission for the College to generate a USI on the student's behalf (* student over the age of 18 can sign the *New VET Student Profile Form* themselves).

Once the USI is generated, an email will be sent to the parent or student advising them that a USI has been created. The email will contain the USI and a link to activate the account. To do so, students will be required to set a password and security questions after which they will be able to log into their USI account. The College will also record and maintain the USI in a secure database once it has been generated.

Students who already have a USI are required to provide this in writing on the *New VET Student Profile Form*. More information regarding USI's is available at: <https://www.usi.gov.au/documents/students-and-usi-factsheet-students>

Competency Based Assessment

VET qualifications assess students on their ability to consistently demonstrate industry recognised knowledge, skills and affective attributes. Students must be able to transfer and apply these characteristics to new situations and environments.

Evidence for assessment tasks will generally be gathered on multiple occasions throughout enrolment in the qualification. Students will generally be deemed “successful” or “unsuccessful” for each assessment task.

Results for each assessment item will be marked on a student profile sheet that will be made available to students at the end of each Semester (or on student request).

Final records of assessment for individual units of competencies will generally be awarded as either:

- **C** - Competent
- **CNA** - Competency Not Achieved
- **W** - Withdrawn

Please note students will not be awarded ‘A – E’ results for VET qualifications.

Catering for Student Needs

The College has a responsibility to determine the needs of all students, and differentiate services to meet their individual and groups needs where possible and practical. The following processes are utilised by the College to determine the academic and pastoral needs of students:

- SET Plans.
- subject selection processes.
- career guidance services.
- literacy and numeracy assessment and testing.
- regular Pastoral Leader meetings.
- NAPLAN and PAT analysis.

The suitability of available services will be monitored to ensure the College continues to cater for student needs. The College will inform the improvement and modification of its student's services through the collection and analysis of relevant student data, feedback, results and other quality indicators.

It is suggested that the first point of contact for any VET related support is the trainer/ assessor of the qualification the student is enrolled in. The Skills and Training Program Leader is also an important point of contact for VET related issues.

Additionally, students at the College have access to a range of support, welfare and guidance services. Services and personnel available include:

- Pastoral Leaders.
- School Counsellor.
- Careers and Student Counsellor.
- Learning Support and Enrichment Staff.
- Indigenous and Multi-Cultural Program Leader.
- College Chaplain.
- Administration Staff.
- External Support and Referral Agencies.
- Skills and Training Assistant.
- Faculty Leaders.
- Deputy Principals.
- The Principal.

Catering for Language, Literacy and Numeracy (LLN) Needs

All students undertaking qualifications with IPC as an RTO will be screened for language, learning and numeracy needs. Screening is comprised of analysis of student performance in:

- An online tool – “LLN Robot” which can be used to determine course readiness and suitability.
- NAPLAN test.
- Progressive Achievement Tests (PAT).
- Semester Reporting.

Learning Enrichment Staff are available to provide support to students with ascertained literacy and numeracy learning issues. Additionally, basic literacy and numeracy is embedded in all VET qualification delivery by trainers and assessors. This will assist students in their VET studies, as well as the development of their general literacy and numeracy skills. Trainers may also make reasonable adjustments to training and assessment to cater for the LLN needs of students. If additional support is required students can consult their trainer or Learning Enrichment Staff.

Access and Equity Policy and Procedure

As an educational institution in the Edmund Rice tradition, the College is inclusive of all students regardless of protected characteristics such as race, socio-economic background and political persuasion*. Matters that arise pertaining to access and equity will be referred to the Skills and Training Program Leader for resolution. The Skills and Training Program Leader may escalate issues to a Deputy Principal or the Principal if required.

The College has formal access and equity policy documents that can be accessed through communication with the Principal.

In line with access and equity guidelines, the College ensures that:

- The curriculum (including VET Qualifications) is accessible to all students.
- External providers may be engaged if additional physical, human and training resources are required.
- All students are permitted to undertake School Based Traineeships and Apprenticeships if it is deemed beneficial to their individual career pathways.
- Students undertaking a “tertiary” or “university” pathway are still permitted to enrol in VET qualification.
- If circumstances dictate the College cannot provide sufficient physical and/or human resources to deliver a qualification, alternative options to complete the course of training will be provided to students. Assessment Procedures.

Assessment Procedures

The College’s academic assessment policy applies to all students enrolled in VET qualifications. This includes any requests for extensions or special consideration. Points to note about assessment:

- Students will be provided with sufficient and timely notice of any assessment requirements.
- The nature of assessment will consider the socio-economic and learning (including literacy/numeracy) needs of the cohort. A range of assessment/evidence gathering techniques may be adopted to suit the cohort including projects, oral questioning, practical observations, written responses, evidence portfolios and tests.
- Assessment conditions and environments will closely simulate the relevant workplace or industry to ensure authenticity of learning and training.
- Reasonable adjustment may be applied to the assessment strategy to ensure equity for all students, while maintaining the integrity of the assessment outcomes. See the next section in this handbook for additional information on Reasonable Adjustment of assessment.
- Students will be provided with opportunity to address any gaps in evidence identified in assessment. These gaps will be clearly documented on assessment task sheets.
- Students will regularly be provided with opportunity to submit feedback on assessment undertaken.
- Students have the right to appeal assessment outcomes as per the College *VET Complaints and Appeal Policy and Procedures*.
- Assessment cover sheets will provide all relevant information required to successfully complete the task. This includes:
 - the type of assessment/evidence gathering item.
 - authenticity statement.
 - assessment procedures, equipment, time limits and conditions.
 - the criteria and checklists used in reaching an assessment outcome.
 - the scope for feedback from the assessor including identification of any gaps in evidence.
 - the outcome of the assessment (i.e. Satisfactory/Unsatisfactory).

Reasonable Adjustment Procedures

Reasonable adjustment to training and assessment may be applicable for students with special needs relating to issues such as:

- reading and writing.
- hearing.
- communicating with others or getting ideas across.
- sitting still for long periods.
- moving around the learning environment.
- moving or manipulating objects.
- paying attention and staying focused.
- remembering or retaining information; and
- dealing with frustration.

Reasonable adjustment may include:

- customising resources or activities within a training package or accredited course
- modifying a presentation medium
- providing additional support
- providing assistive or adaptive technologies
- making additional information accessible both before enrolment and during the course; and
- monitoring these adjustments to ensure that the student's needs continue to be met.

If the student seeks support, the following steps will be considered in consultation with the student:

- Identify the challenges, needs and barriers involved
- Suggest adjustments that could be made to meet the student's needs.
- Discuss whether these adjustments are reasonable.
- Provide written confirmation to the student of all discussions and decisions, and specify a date for final confirmation of course enrolment by the student.

Assessing Knowledge

Knowledge is usually assessed through written or oral, short-answer tests where assessors seek to determine the extent of the student's knowledge. Time is rarely an issue, however, the following adjustments maybe appropriate for a student with a disability:

- ask questions orally instead of in a written format
- employ the services of a reader, interpreter or scribe
- provide equipment such as text enlargers, image enhancers, voice synthesisers, voice recorders, specialised software or special furniture
- give the student more time to complete the assessment
- allocate a different time for completion of the assessment
- offer a separate, quiet room.

These adjustments make the process of understanding the question and responding appropriately less threatening for the student but they do not alter the thought processes the student has to go through to demonstrate knowledge. (*Department of Training and Workforce Development, 2013 pg26*)

Assessing Skills

Skills are important in VET and assessment must reflect the application of each skill in a real or simulated workplace.

When making reasonable adjustment with respect to the assessment of skills, workplace modifications that might be expected in industry can be considered. Skills are usually work-related, hands-on activities, where how much time is taken can be a work-relevant requirement. The student will still need to perform the required skill in workplace-like conditions.

In a simulated workplace, it is important that the workplace requirements are replicated faithfully and, if required by the competency, the dimensions of competency are demonstrated.

The dimensions of competency are as follows:

- task skills – the ability to perform tasks to the required standard;
- task management skills – the ability to plan and integrate a number of different tasks to achieve a work outcome;
- contingency management skills – the ability to respond to irregularities, breakdowns and other unexpected occurrences; and
- job/role environment skills – the ability to deal with the responsibilities and expectations of the work environment, including working with others.

The table below summarises reasonable adjustments that may be applied under different circumstances.

| If a student has difficulty with: | Assessment might be adjusted by: |
|-----------------------------------|---|
| Concentration | <ul style="list-style-type: none"> • Breaking the assessment into appropriate components that can be undertaken separately. • Providing rest breaks during lengthy assessment sessions. • Providing a separate assessment venue if the student is distracted by others' movements or noise. • Providing additional time. <p>Providing alternative assessment methods, such as recording devices for oral testing, or telephone assessments for off-campus testing; and</p> <ul style="list-style-type: none"> • Allowing the student to provide evidence of having completed the assessment task at another venue, for example, an employer could verify satisfactory demonstration of competence. |

| If a student has difficulty with: | Assessment might be adjusted by: |
|-----------------------------------|--|
| Expressing knowledge in writing | <ul style="list-style-type: none"> • Allowing oral assessment. • Providing a digital recorder or similar. • Providing a scribe. • Providing a sign language interpreter; and • Providing additional time. |
| Spelling and/or grammar | <ul style="list-style-type: none"> • Allowing oral assessment. • Providing a digital recorder or similar. • Providing a scribe. • Providing a sign language interpreter. • Providing additional time. • Providing a computer with a generic spelling and grammar checker, dictionary and thesaurus (such as those included in Microsoft® Word) or specialises literacy software (such as Spell Master or Read and Write Gold). • Providing models and practical examples for the student to demonstrate what they mean; and • Providing alternative assessment methods, such as recorded interviews, slide presentations, photographic essays or models. |
| Numbers and numerical concepts | <ul style="list-style-type: none"> • Allowing additional time. • Allowing the student to use a calculator; and • Providing other assistive technology, such as a talking calculator. |

Recording of Results

A Student Profile will be maintained for each student enrolled in a VET qualification (see sample below). The profile maps assessment items against the unit of competency being assessed. The profile allows students to view their performance in individual assessment items as well as track their progress in each unit of competency.

| ICT20115 CERTIFICATE II IDMT - STUDENT PROFILE | | | | | | | | | | | | | | |
|--|------------------|-----------|-----------|-----------|-----------|-----------|-----------|------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| S- Successful U- Unsuccessful | STUDENT NAME: | | | | | | | | | | | | | |
| | YEAR 11 TEACHER: | | | | | | | YEAR 12 TEACHER: | | | | | | |
| | Core | Core | Elective | Elective | Core | Core | Elective | Core | Elective | Elective | Core | Elective | Elective | Core |
| ASSESSMENT ITEM | ICTICT202 | ICTICT203 | ICTICT205 | ICTICT207 | BSBWH5201 | ICTICT204 | ICPDMT321 | ICTICT201 | ICTICT206 | ICTSAS203 | BSBSU5201 | ICTSAS206 | ICTSAS209 | ICTWEB201 |
| Project 1 - Evidence | | | | | | | | | | | | | | |
| Project 1 - Observation | | | | | | | | | | | | | | |

ICT20115 CERTIFICATE II IDMT - STUDENT PROFILE (cont'd)

| S- Successful U- Unsuccessful | STUDENT NAME: | | | | | | | | | | | | | | |
|--|------------------|-----------|-----------|-----------|------------------------------------|-----------|----------|--|-----------|-----------|------------------------------------|-------------|-----------|-----------|--|
| | YEAR 11 TEACHER: | | | | | | | YEAR 12 TEACHER: | | | | | | | |
| | Core | Core | Elective | Elective | Core | Core | Elective | Core | Elective | Elective | Core | Elective | Elective | Core | |
| ASSESSMENT ITEM | ICTICT202 | ICTICT203 | ICTICT205 | ICTICT207 | BSBWH5201 | ICTICT204 | ICPDM321 | ICTICT201 | ICTICT206 | ICTSAS203 | BSBSU5201 | ICTSAS206 | ICTSAS209 | ICTWEB201 | |
| Project 1 - Questioning | | | | | | | | | | | | | | | |
| Project 2 - Evidence | | | | | | | | | | | | | | | |
| Project 2 - Evidence | | | | | | | | | | | | | | | |
| Project 3 - Evidence | | | | | | | | | | | | | | | |
| Project 3 - Questioning | | | | | | | | | | | | | | | |
| Project 4 - Evidence | | | | | | | | | | | | | | | |
| Project 4 - Observation | | | | | | | | | | | | | | | |
| Project 4 - Questioning | | | | | | | | | | | | | | | |
| Project 5 - Product | | | | | | | | | | | | | | | |
| Project 5 - Observation | | | | | | | | | | | | | | | |
| Project 5 - Questioning | | | | | | | | | | | | | | | |
| Project 6 - Product | | | | | | | | | | | | | | | |
| Project 6 - Questioning | | | | | | | | | | | | | | | |
| Project 6 - Observation | | | | | | | | | | | | | | | |
| Project 7 - Product | | | | | | | | | | | | | | | |
| Project 7 - Evidence | | | | | | | | | | | | | | | |
| FINAL RESULT | | | | | <input type="checkbox"/> Competent | | | <input type="checkbox"/> Not Yet Competent | | | <input type="checkbox"/> Withdrawn | | | | |
| ASSESSOR | | | | | ASSESSOR SIGNATURE | | | | | | | DATE | | | |

Figure 2 Sample Student Profile

A centralised database of student results for all elements and units of competency is maintained on Student Data Capture System (SMA).

Student Access to Records

The College is committed to regularly providing students with explicit feedback on their progress in VET qualifications. Students will be provided with access to their Student Profile each semester, or on request. The College may also distribute SMA reports for students to check from time to time.

Students are also encouraged to track the progress through their online MY QCE Account (<https://myqce.qcaa.qld.edu.au/>). Data in this account reflects results uploaded by the College through SMA.

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.

Behavioral Standards

Training in each VET qualification aims to simulate a workplace context. As such, expectations within the course are designed to mirror the relevant industry expectations and importantly, how we believe Ignatius Park College students should present themselves in the workplace, as ambassadors of the College.

The following principles of workplace behaviour will be enforced and monitored:

- Working with others – this reflects your ability to work cooperatively with other students in meeting production schedules.
- Punctuality – arrival to class on time remains a key focus of all practical areas.
- Safe Workplace Practices – this includes bringing all appropriate safety equipment and following occupational health and safety regulations whilst in the workshops, kitchens or laboratories.

Trainers and Assessors have been asked to keep a running record of student performance in these areas and significant breaches will be acted upon. Students are reminded that teachers are constantly being asked for references and recommendations and this sort of information will be vital in our discussions with any potential employers.

Breaches of behaviour expectations will be dealt with under the College's Pastoral Care policies and procedures.

Marketing and Advertising of Course Information

IPC markets VET training products on its *Scope of Registration* with integrity, accuracy and professionalism, avoiding vague and ambiguous statements. In the provision of information, no false or misleading comparisons are drawn with any other training organisation or training product.

The College also has express permission to market and advertise qualifications provided by the following external providers:

- Bluedog Training (MEM20413 Certificate II in Engineering Pathways, CPC10101 Certificate I in Construction).
- Binnacle Training (SIS30315 Certificate III in Fitness).
- Tafe Queensland (MSM20216 Certificate II in Manufacturing Technology).

Legislative Requirements

The College is bound by Federal and State laws governing Vocational Education and Training. The College RTO will also meet all legislative requirements of the:

- [Education \(General Provisions\) Act 2006](#)
- [National Vocational Education and Training Regulator Act 2011](#)
- [Copyright Act 1968 \(2006\)](#)
- [Education \(Work Experience\) Act 1996](#)
- [Child Protection Act 1999](#)
- [Work Health and Safety Act 2011](#)
- [Anti-discrimination Act 1991](#)
- [Privacy Act 1988 \(2014\)](#)
- [Information Privacy Act 2009](#)

For further information on these legislative obligations see the Skills and Training Program Leader.

Complaints and Appeals Policy

The College, as an RTO, has a complaints and appeals policy specific to its RTO operations.

The Principal (as the chief executive officer) of the College RTO is ultimately responsible for ensuring that the College RTO complies with the VET Quality Framework (VQF). This includes the complaints and appeals policy and procedures.

A complaint can be made to the school Principal regarding the conduct of:

- the College RTO, its trainers, assessors or other College RTO staff.
- students of the RTO.
- any third parties providing services on behalf of the College RTO (if relevant).

Complaints may be made to any member of staff.

An appeal can be made to the College RTO to request a review of a decision, including assessment decisions. Appeals should be made to the trainer/assessor in the first instance, but can also be made to Heads of Department or the RTO Manager.

The College RTO (Ignatius Park College, RTO No 45964) will ensure that the principles of natural justice and procedural fairness are adopted at every stage of the complaints and appeals process.

1. Any staff member can receive a complaint or appeal. Where possible, complaints are resolved immediately.

2. All complaints and appeals are heard and resolved within 60 calendar days of receipt. If the College RTO considers that more than 60 calendar days are required to process and finalise the complaint or appeal, the complainant or appellant will be informed of the reasons for the extended timeframe in writing and will be regularly updated on the progress of the matter.
3. The College RTO will maintain a secure VET Complaints and Appeals Register, documenting all complaints and appeals received, as well as actions taken and decisions made.
4. The College RTO will undertake a continuous improvement process that includes reviewing both the details in the VET Complaints and Appeals Register, and the VET complaints and appeals policy and procedures, and taking appropriate corrective action to eliminate or mitigate the likelihood of the same problems occurring again.

Complaints or appeals should be directed to the Principal as CEO of the College RTO at - info@ipc.qld.edu.au

Complaints Procedure

- All formal complaints must be in writing and addressed to the Principal, as CEO of the RTO. A third party can be used to assist in documenting and progressing the complaint.
- On receipt of a written complaint:
 - a written acknowledgement is sent to the complainant from the Principal (via admin support);
 - the complaint is forwarded to the Skills and Training Program Leader. If the complaint relates to the Skills and Training Program Leader the Principal will allocate an alternate staff member to deal with the complaint.
- If the complaint is not finalised within 60 calendar days, the complainant is informed of the reasons in writing and regularly updated on the progress of the matter.
- The Principal and/or the Skills and Training Program Leader will either deal with the complaint or convene an independent panel to hear the complaint; this shall be the complaints and appeals committee. The complaints committee shall not have had previous involvement with the complaint and will include representatives of:
 - the Principal;
 - the teaching staff and;
 - an independent person.
- The complainant shall be given an opportunity to present their case and may be accompanied by other people as support or as representation.
- The relevant staff member, third party or student (as applicable) shall be given an opportunity to present their case and may be accompanied by other people as support or as representation.
- The outcome/decision will be communicated to all parties in writing within 60 days.

- If the processes fail to resolve the complaint, the individual making the complaint will have the outcome reviewed (on request) by an appropriate party independent of the RTO.
- If the complainant is still not satisfied, the principal will refer them to the QCAA website for further information about making complaints (www.qcaa.qld.edu.au/3141.html).

The root cause of any complaint will be included in the systematic monitoring and evaluation processes of the RTO so appropriate corrective action will be instigated to eliminate or mitigate the likelihood of reoccurrence.

Appeals Procedure

- All formal appeals must be in writing and addressed to the Principal, as CEO of the RTO.
- On receipt of a written appeal:
 - a written acknowledgement is sent to the appellant from the Principal (via admin support).
 - the appeal is forwarded to the Skills and Training Program Leader.
- If the appeal is not finalised within 60 calendar days, the appellant is informed of the reasons in writing and regularly updated on the progress of the matter.
- The Principal and/or the Skills and Training Program Leader will either deal with the appeal or convene an independent panel to hear the complaint; this shall be the complaints and appeals committee.
 - The appeals committee shall not have had previous involvement with the appeal, and will include representatives of:
 - the Principal;
 - the teaching staff and;
 - an independent person.
- The appellant shall be given an opportunity to present their case and may be accompanied by other people as support or as representation.
- The relevant staff member, if applicable, shall be given an opportunity to present their case and may be accompanied by other people as support or as representation.
- The outcome/decision will be communicated to all parties in writing within 60 days.
- If the processes fail to resolve the appeal, the individual making the appeal will have the outcome reviewed by an appropriate party independent of the RTO.
- If the appellant is still not satisfied, the Principal will refer them to the QCAA website for further information about making complaints (www.qcaa.qld.edu.au/3141.html).

The root cause of any appeal will be included in the systematic monitoring and evaluation processes of the RTO so appropriate corrective action will be instigated to eliminate or mitigate the likelihood of reoccurrence.

NB. The VET Complaints and Appeals Policy and Procedures are also posted on the school website (www.ipc.qld.edu.au).

Recognition of Prior Learning (RPL)

All VET students have access to a procedure that gives Recognition of Prior Learning (RPL). RPL is an assessment process that assesses the competency(ies) of an individual that may have been acquired through *formal*, *non-formal* and *informal* learning to determine the extent to which that individual meets the requirements specified in the training package or VET accredited courses. To elaborate:

- a. Formal learning refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (for example, a certificate, diploma or university degree).
- b. Non-formal learning refers to learning that takes place through a structured program of instruction, but does not lead to the attainment of an AQF qualification or statement of attainment (for example, in house professional development programs conducted by a business).
- c. Informal learning refers to learning that results through experience of work-related, social, family, hobby or leisure activities (for example the acquisition of interpersonal skills developed through several years as a sales representative).

Information regarding Recognition of Prior Learning (RPL) will be provided to all students at the Student Induction at the start of each year. (Students who join a VET qualification as a late enrolment will be taken through the induction process by the Skills and Training Program Leader).

In particular, students will be informed of:

- The College's obligation to offer RPL to all students.
- Application forms used in the RPL process.
- Examples of evidence that may be submitted for RPL.
- The RPL application process.
- Appealing decisions for RPL.

Students seeking RPL will be guided through the process with the support of their Trainer /Assessor and/or the Skills and Training Program Leader. All reasonable efforts will be made to assist students with completing application forms and collecting relevant evidence.

Once required evidence has been submitted, the Trainer/Assessor will make an assessment judgement. If there are gaps in the evidence the Trainer and Assessor will inform the student and the required training and assessment to address these gaps will be identified. The Trainer and Assessor will clearly document the assessment decision using the qualification specific documentation that is to be retained in accordance with the Retention of Student Records Procedure. Students may have access to reassessment on appeal.

The Trainer and Assessor will inform the Skills and Training Program Leader of the application and details will be recorded in an RPL Register.

Credit Transfer

If a student has previously completed a unit of competency (either at the College or at another RTO) contained in a qualification, they are currently enrolled in then credit transfer can be awarded for that unit of competency.

Students who have previously completed a unit of competency at the College (ie. across qualifications being undertaken at the same time) will automatically be awarded credit transfer. The Skills and Training Program Leader and SMA Operator will identify all units of competency across the RTO that are offered in multiple courses to expedite the awarding of credit transfer.

The College will only award credit transfer for units of competency completed at external RTOs upon the student providing a Statement of Attainment/Record of Results issued by the previous RTO or a USI Transcript. It is the responsibility of the student to obtain this documentation. Certification documentation must be submitted to the Skills and Training Program Leader. The SMA Operator will update SMA records accordingly.

Additional information regarding Credit Transfer will be provided to all students at the Student Induction at the start of each year. (Students who join a VET qualification as a late enrolment will be taken through the induction process by the Skills and Training Program Leader).

Certification

Students completing all requirements of a qualification will be issued with a *Certificate*. If, however, a student partially completes requirements of a VET qualification, a *Statement of Attainment* may be issued*. Both certificates and statements of attainment will be nationally recognised in all states and territories under the Australian Qualifications Framework (AQF).

* Students will only be issued certification if they have submitted and verified a Unique Student Identifier (USI) with the College.

Issuance of Certification

The College will ensure students are issued with AQF certification documentation within 30 calendar days of meeting the requirements of the training product in which they are enrolled. The College will maintain a Register of Certification Documents for a period of 30 years for future reference and replacement of certifications. All certification documentation will meet the requirements of the Standards for RTOs 2015.

The RTO will ensure that through the implementation of the AQF Qualifications Issuance Policy:

- All relevant certification is awarded to students within required timeframes.
- AQF qualifications codes and titles are correctly identified.
- Measures are taken to protect AQF qualifications fraudulent issuance or copying of certification.

- Clear distinction can be made between AQF qualifications and non-AQF qualifications.
- Certification documentation is used consistently across the College.
- Students and parents/caregivers are confident that the qualifications they have been awarded are part of Australia's national qualifications framework – the AQF.

Replacement of Certifications

The College maintains a Register of Certification Documents issued for 30 years from the date of issue. This allows learners to request a reissue of their documentation at a later date. The College copies are stored in an accessible format with both electronic and hard copy records kept securely. The process for a learner, or former learner, to request a reissue of their documentation is as follows:

- All requests for a replacement qualification or statement of attainment must be in writing (email is acceptable) Skills and Training Program Leader or SMA Operator (who will liaise with the Skills and Training Program Leader).
- The request will be checked against the Register of Certification. Photo ID must be provided before any reissuance of certification.
- The replacement will clearly identify that the certification is a re-issued version. All other requirements of the Standards for RTOs 2015 will be met with reissued certification.
- The replacement will be issued with 30 working days of receipt of the written request.

Qualification Guarantee

The College gives a guaranteed commitment to deliver all training and assessment required to complete the respective qualification once a student is enrolled. Late enrolments may negotiate delivery of revised bundle of units that will lead to a statement of attainment only.

Should the College lose access to qualified trainers or physical resources, the school will arrange to negotiate training and assessment to be completed through external RTO's where possible. Any additional fees will be as per the external RTO's pricing scheme.

Should such an arrangement be necessary, affected students will be formally notified and parental agreement will be sought to proceed with any external RTO.

Industry Placement

All VET students will undertake Industry Placement as part of their vocational learning and development (as opposed to VET). This College does not use this placement for the purpose of formal assessment or evidence gathering against VET qualifications.

Non-ATAR eligible students will undertake four (4) one-week blocks of industry placement per year whilst ATAR eligible students enrolled in a VET qualification may choose to undertake a one- week block through negotiation with Skills and Training Program Leader or Career Advisor.

Students on industry placement will record their activities in a logbook which will need to be verified by a supervisor. This logbook **may** be used by the assessor to support judgments of competency if deemed suitable or beneficial by the trainer/assessor.

Additional information regarding industry placement can be found in the *Senior Subject Selection Handbook*.

School Based Apprenticeships

School-based apprenticeships and traineeships (SATs) are one of the senior schooling pathways available for students in Years 10, 11 or 12 at this College.

What is a SAT?

SATs allow students – typically in Years 11 and 12 – to study for their Queensland Certificate of Education (QCE), work for an employer and earn a wage, and train towards a recognised vocational qualification, while completing high school. Students in Year 10 may also do a SAT.

SATs are available in hundreds of fields ranging from rural to retail, business to building, hospitality to hairdressing, and automotive to arts.

Depending on the qualification and when the SAT is started, many students can complete a school-based traineeship while at school.

A school-based apprenticeship provides a head start into a full-time or part-time apprenticeship and career. It is possible to complete up to a third of an apprenticeship while at school. After school this can be converted to a full-time arrangement.

Why do a SAT?

A SAT can support a student's transition from school to work. The Queensland Government's *Next Step Report* shows that young people who undertake a SAT were more likely to be working full-time or undertaking further education or training than young people who do not undertake a SAT.

SATs and the QCE:

Achievement in a SAT can contribute credit towards the QCE. Whilst being enrolled at the College the days worked in the SAT will also contribute to QCE credit points.

School-based Traineeships

- School-based traineeships are generally Certificate II or III qualifications that include on- the-job training.
- Completed traineeships contribute four (4) credits for Certificate II and up to eight (8) credits for Certificate III qualifications.
- Partly completed certificates undertaken as part of a traineeship may contribute credit towards the QCE. The same provisions apply as for other VET certificates.

Note: The on-the-job training component of a school-based traineeship does not contribute any credit towards the QCE.

School-based Apprenticeships

- School-based apprenticeships are generally Certificate III qualifications.
- Students can complete up to 30 per cent of competencies while enrolled at school.
- Completion of 30 per cent of competencies can contribute up to two (2) credits towards the QCE, but are not counted towards completed core courses of study.
- In addition, the on-the-job component of 96 days over a two-year period may contribute four (4) credits towards core courses of study for a QCE.
- An incomplete on-the-job component can contribute one (1) credit per 20 days of participation.

SATs and university entrance:

Results from vocational education and training undertaken as part of a SAT can be used by students who are ATAR-ineligible to gain a selection rank for university entrance. Selection ranks for ATAR-ineligible students are calculated from schedules developed by the Queensland Curriculum and Assessment Authority (QCAA) and the Queensland Tertiary Admissions Centre (QTAC) in consultation with tertiary institutions. The schedules provide selection ranks that are based on the best possible information about how well a student did against all other ATAR and ATAR-ineligible students.

How do SATs work?

A SAT is a legally binding contract of training and employment. The student is considered an employee in the workplace and is paid a wage in accordance with the payment set for the industry.

SATs are essentially the same as mainstream apprenticeships and traineeships. The key difference is that SATs integrate school studies with training and paid work. A flexible school program allows a student to effectively combine a SAT with study for a QCE and/or an ATAR.

The student may attend the workplace for a period of time, usually between eight to 15 hours per week. This may represent one day a week, with or without weekend work, some evening and weekend work or some work during the school term, with longer periods during school vacations. The student may drop a school subject to accommodate this arrangement.

The vocational training aspect of the program may be done on-the-job or may require the student to attend training separately. The choice of the training provider rests with the employer but may be a TAFE or a private training provider. The student is not paid for attendance at training.

Organising a SAT:

It is the policy of this College that students wishing to take up a school-based apprenticeship or traineeship:

- speak to the Guidance Officer/ VET coordinator/ Head of Senior Schooling
- undertake work readiness preparation sessions

- undertake work experience prior to signing up into the SAT

Summary:

A school-based apprenticeship or traineeship:

- counts towards the Queensland Certificate of Education (QCE).
- can be considered for entry to university.
- can lead to recognised vocational qualifications and skills.
- provides hands-on workplace experience.
- is paid for the on-the-job component.
- helps to develop confidence and contacts to move from school to work or further education or training.

Free brochures on SATs for students, parents or guardians and employers are available on www.apprenticeshipsinfo.qld.gov.au or by phoning 1800 210 210.



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