Urangan State High School

VET Policies and Procedures

Student Handbook
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Introduction

This booklet provides you with the information you will need during your Vocational Education and Training course of study. Please make sure that you have ongoing access to this booklet as you may need to refer to it throughout your course.

The booklet is divided up into two main sections: general VET information and course information. The general VET information section will provide you with details on procedures that will be followed by all VET subjects you study. The course information section will provide you with essential information on particular subjects, such as course outlines and assessment information.

It is important to know your rights as a student and be familiar with the competencies to be attained for each qualification you study. A process of RPL (recognition of prior learning) can be applied to avoid duplication of learning and training. Appeals procedures exist for students who might disagree with the competencies awarded.

To ensure that this handbook meets our systems for quality service, consider providing feedback to your teacher when they conduct their annual student feedback survey.
Organisational Chart

School Principal (CEO)
Ms Robin Rayner

Deputy Principal
Mr Andrew Rye

BSM
Ms Rebecca Fuery

District Office

HOD Sen Sch / VET
Mr Ben Austin

District Office Snr Internal Auditor

District Office Snr Finance Officer

Records Manager
Mr Ben Austin

SITE
Ms Bev Dangerfield

Faculty HODs
VET Subjects

Special Education Unit – Ms Ley Anson

School Counselor

Teachers of VET Subjects

Cert II Outdoor Recreation – Peter Abra
Cert I Business – Chantal Brown
Cert IV Music Industry – Job Cran
Code of Practice

Our School:

- Recognises the importance of students receiving a broad-based education, comprising both general and vocational education;
- Is registered with the Queensland Curriculum Assessment Authority to provide the vocational education training programs;
- Has access to the facilities and resources required for the vocational education training programs;
- Has in place an assignment/assessment policy that applies to all subjects offered at this school;
- Has a process in place that enables you to apply for Recognition of Prior Learning (RPL) for the vocational education training programs in all VET subjects; and
- Has a process for addressing any concerns you may have and offers you access to a range of people who can provide you with advice and guidance about vocational education training programs, for example teachers, Heads of Departments, counsellors and administrators.

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

- In the first VET class of the year, the teacher shall make students aware that any existing AQF qualifications or statements of attainment they possess will be recognised by the school. Teachers will remind students of this policy at the beginning of each new term.
- If a student presents an AQF qualification or statement to the teacher, the teacher will take a copy and bring it to the attention of the relevant head of department or equivalent.
- The RTO Manager will verify the authenticity of the qualification or statement. The verified copy of the qualification or statement is placed in the student’s file.
- Once the qualification is verified, the teacher will give the student exemption for the units of competency or modules identified in the qualification or statement and update the student’s records accordingly.
USI Registration

What is a USI?

The USI is a reference number made up of ten numbers and letters that:
- creates a secure online record of your recognised training and qualifications gained in Australia, from all training providers you undertake recognised training with
- will give you access to your training records and transcripts
- can be accessed online, anytime and anywhere
- is free and easy to create and
- stays with you for life

Who needs a USI and why?

If you are a new or continuing student undertaking nationally recognised training, you need a USI in order to receive your qualification or statement of attainment. **If you don't have a USI you will not receive your qualification or statement of attainment.**

Your USI will give you access to an online record of the training you have done since 1 January 2015. You will also be able to produce a comprehensive transcript of your training. This can be used when applying for a job, seeking a credit transfer or demonstrating pre-requisites when undertaking further training.

Steps to creating a USI number:  
1. Navigate to the website [www.usi.gov.au](http://www.usi.gov.au)  
2. Use appropriate ID information such as Medicare card, license, passport, birth certificate  
3. Fill in your personal details where required  
4. Take a photo / write down your USI number for safe keeping  
5. Provide your USI number to your class teacher  
6. Your class teacher will provide your number to the RTO Manager  
7. The RTO Manager will verify your USI number through Oneschool  
8. Continue to use your USI number for any other forms of National Qualifications / VET training.
Blue Card Register

As a part of the National Qualification SIS20213 – Certificate II in Outdoor Recreation, delivered by Urangan State High School (RTO 30119), there are State requirements which indicate all students who are actively involved in working with children attain a Blue Card.

Who needs a blue card?
Volunteers and trainee students need a blue card if their work or practical placement in sport and active recreation includes, or is likely to include, providing services that are directed mainly towards children, or conducting activities that mainly involve children, unless an exemption applies. Exemption categories only relate to qualified teachers, police officers and other varying categories which do not apply to Urangan SHS students.

Following confirmation of the Blue Card attainment, student registration numbers will be entered to a register for maintenance and compliance monitoring.

It is also important to note, failure to apply or not receive your Blue Card, will have an impact on your ability to continue in the course of study. The students’ position in the course is at risk of being withdrawn. If this is to occur, students would only receive a statement of attainment (which includes the units of competencies completed) and would not be eligible to gain full qualification.

Steps to registering for a Blue Card (note only students enrolled in SIS20213 – Certificate II Outdoor Recreation require a Blue Card)
1. Your class teacher will provide you with a Blue Card Registration form
2. Return your registration form (with accompanying photocopies of identification) to your class teacher or Mr Ben Austin – RTO Manager.
3. Your applications will be sent to Blue Card Services on your behalf
4. Once applications have been processed and confirmed, your Blue Card registration number will be entered to a register at Urangan SHS for maintenance and compliance purposes.
Complaints and appeals

Purpose

This document is provided by the Queensland Curriculum and Assessment Authority for the use of Queensland schools that are registered training organisations (RTOs). Every RTO must have complaints and appeals policies and procedures that meet the requirements of the Standards for Registered Training Organisations (RTOs) 2015 (www.comlaw.gov.au/Details/F2014L01377).

Use of this sample document is not mandatory. If used by a school RTO as part of its RTO management systems, it must be appropriately customised to meet the Standards. Other people or organisations who want to use QCAA materials must obtain permission as stated in the QCAA copyright notice: www.qcaa.qld.edu.au/copyright.html.

To be compliant with Standard 6 of the Standards for Registered Training Organisations (RTOs) 2015, the school RTO must have a publicly available complaints and appeals policy, such as the one below.

Information that is not required to be included in the public statement is set italic.

Policy statement

The school, as an RTO, has a complaints and appeals policy specific to its RTO operations. The Principal (as the chief executive officer) of the school RTO is ultimately responsible for ensuring that the school 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 RTO regarding the conduct of:
- the school RTO, its trainers, assessors or other school RTO staff
- students of the RTO
- any third parties providing services on behalf of the school RTO (if relevant).

Complaints may be made to any member of staff.

An appeal can be made to the school 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 school RTO (Urangan State High School) 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 school 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 school RTO will maintain a secure Complaints and Appeals Register, documenting all complaints and appeals received, as well as actions taken and decisions made.
4. **The school RTO will undertake a continuous improvement process that includes reviewing both the details in the Complaints and Appeals Register, and the complaints and appeals policy and procedures, and taking appropriate corrective action to eliminate or mitigate the likelihood of the same problems occurring again.**

**Procedures**

1. If a complaint relates to a report about harm or safety, refer to your school’s appropriate Student Protection procedures.

2. On receipt of a verbal complaint:
   - Resolve the complaint if possible, documenting the complaint, its cause, actions taken and decisions made in the secure Complaints and Appeals Register.
   - If the complaint cannot be promptly and simply resolved, advise that an appropriate staff member will deal with the complaint, but a written record of the complaint is required.

3. To put a complaint/appeal in writing, advise the complainant/appellant that:
   - they may use the support of a third party in progressing the complaint/appeal
   - they can either put the complaint/appeal in writing themselves using the form available at [G:\Curriculum\VET\Forms, Policies and Applications](#) or
   - you can make a written record for them to sign. In this case
     - note whether the complainant/appellant wants the support of a third party
     - ensure the complainant signs and dates the form
     - identify yourself, and your role within the school RTO
     - sign and date the form yourself.

4. On receipt of a written complaint/appeal:
   - if the complaint/appeal is not in relation to the RTO Manager
     - forward it to the RTO Manager
     - enter it into the secure Complaints and Appeals Register.
   - if the complaint is in relation to the RTO Manager
     - forward it to the Deputy Principal responsible for the Senior School
     - enter it into a separate secure Complaints and Appeals Register, which is kept separate from the main Register.
   - send a prompt written acknowledgement to the complainant from either the RTO Manager or the Deputy Principal responsible for the Senior School, as appropriate.
To resolve the complaint/appeal, the RTO Manager and/or Deputy Principal:

- discuss the issue/s with the staff member to whom the complaint/appeal was made
- give the complainant/appellant an opportunity to present their case (they may be accompanied by other people as support or as representation)
- give the relevant staff member, third party or student (as applicable) an opportunity to present their case. They also may be accompanied by other people as support or as representation.
- if necessary, convene an independent panel, the Complaints and Appeals Committee, to hear the complaint/appeal.
  The committee must not have had previous involvement with the complaint/appeal, and must include:
  - a representative of the Principal
  - one or more representative/s of the teaching staff
  - an independent person.
- deal with the issue/s
- communicate the outcome/decision to all parties in writing within 60 days of receipt of the complaint/appeal
- document the complaint/appeal — including the cause, actions taken and decisions made — in the appropriate secure Complaints and Appeals Register.

If the complaint/appeal is not finalised within 60 calendar days of its receipt, inform the complainant/appellant of the reasons in writing and regularly update them on the progress of the matter.

If the procedures fail to resolve the issue/s, the complainant/appellant may 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 (https://www.qcaa.qld.edu.au/senior/vet/rto-registration-audits/appeals-complaints-enforcement).

The school RTO will undertake a continuous improvement process that includes:

- reviewing the details in the Complaints and Appeals Register
- reviewing the complaints and appeals policy and procedures
- taking appropriate corrective action to eliminate or mitigate the likelihood of the same problems occurring again.

If the processes fail to resolve the complaint or appeal, a review by an independent party will be provided if requested.
Disciplinary Procedures

As a student you are expected to attend classes and hand in required assessment items of your VET course. The same policy of Senior Schooling applies to VET courses. A summary of the Senior Schooling policy is provided below.

Senior Schooling Policy

“Senior Schooling Policy” requires:

- Satisfactory attendance and punctuality.
- Satisfactory participation in the subject, including behaviour and assignments.
- Negotiate with class teacher to catch up with work missed due to excursions in other subjects and involvement in sporting and cultural activities, within one week of any such absences.
- Should Senior Schooling be implemented, it may lead to withdrawal from a subject and/or course.

1. Minimum Requirements:

A minimum attendance and participation of 80% is required for a student to pass a subject.

2. Absence and Participation Requirements

Absence

Absence is defined as any non-attendance to a class when the normal timetable is in operation. Unless prior arrangement has been made (eg work contracts), a student is deemed absent even when they are:

- Legitimately ill;
- On an excursion or camp;
- Industry placement;
- Senior Leader duties;
- Representing the school at an official function or sporting event;
- Suspended.

The purpose is twofold. Firstly teachers and students are clear about what constitutes an absence and secondly students must maintain an awareness of their responsibility to their academic program.
Student Support, Welfare and Guidance Services

Urangan State High School has a well-structured welfare system in place. If students have any concerns, please contact your relevant year level coordinator. The welfare system is supported by the guidance officer, youth worker and school nurse.

The Guidance Officer assists in the whole school effort to provide for the special needs of students as these arise in the course of their educational, vocational and personal development.

This typically involves:
- Contributing to the development and maintenance of the school's pastoral care program.
- Assisting students with general decision making, study skills, educational and career choices and interpersonal issues.
- Supporting teachers in the development of programs and strategies to meet the needs of students.
- Providing a range of resource material to ensure that relevant information is available to students as required.

The counselling service offered by the Guidance Officer is readily available to students, parents and staff on request.

Language, Literacy and Numeracy Assistance

Urangan State High School has a Special Needs Area, which offers support in the areas of literacy, language, numeracy and all forms of learning support. If a student requires assistance in this area, they should approach the Special Needs coordinator or the SITE coordinator to organise this.
Assessment Procedures and Flexible Learning

- The school’s assessment policy is to be followed by students studying subjects with a VET outcome
- Extension procedures for assignments and activities are outlined in the Student Diary and applications can be obtained from the relevant HOD
- Studies completed prior to enrolling in your VET course can be recognised through the RPL process
- Units of competency can be repeated, re-sat or revisited if unsuccessful at the first attempt
- You should negotiate with your teacher if you believe certain types of evidence should be collected to validate your competency
- After commencement of a course, it is possible for students entering late, to undertake all units of competency by completing additional studies
- Competencies can sometimes be assessed in the workplace when on work placement or in casual jobs
- Assessment results may be appealed by following the appeals procedure.

Purpose and Type of Assessment

Diagnostic Assessment
Diagnostic assessment provides you with opportunities to perform tasks and the results are not recorded. Teachers use these tasks to check student progress and provide feedback to you.

Formative Assessment
Formative assessment also provides feedback to you, your parents and teachers on your performance so far in the course and results are recorded on the student profile. If you leave the course before the completion of two years this formative assessment may be used for summative purposes. Formative assessment is designed to improve everyone’s understanding of the your achievement.

Summative Assessment
Summative assessment assists teachers in determining exit levels of achievement for the course of study. In most cases, summative assessment will be recorded from Semester III onwards. However, consideration may be given to your patterns of performance to determine results at the end of the two years. Your fullest and latest results in Semesters III and IV are used to determine your global level of achievement.

Competency-based Assessment
Competency-based assessment is the process of collecting evidence and making judgments about whether or not you have the knowledge and skills to meet the performance criteria required in the workplace. For example are you able to use workplace equipment competently?

With this type of assessment you will be given more than one opportunity to gain competency in particular units of competency or learning outcomes.

Records can be accessed at the school up to 30 years after the completion of the competency at that school.
Possible Assessment Items

Flexible learning and assessment procedures will be used throughout your course of study. In each semester you will complete a number of items of assessment that will be used to assess your level of achievement in this subject. These may take the form of:

- Objective and short answer/response tests
- Written responses
- Response to stimulus material
- Research and project work
- Practical work
- Oral presentations
- Presentation of information
- Procedural applications
- Demonstrations
- Teacher observation

Student Profiles

Student profile sheets and results should be updated by the classroom teacher and will be available for students to view, if requested. Student profiles should be shown to the student for review every semester prior to reporting.

Statements of Attainment / Certificates

The QCAA produce Statements of Attainment and Certificates for students at the completion of the course. The QCAA Student Data Capture System is utilised by Urangan State High School to ensure that any certificates issued to students are retained for the required period of thirty years.

For students transferring, the school will issue its own Statement of Attainment to the student’s last registered address within 30 days of the student leaving USHS. The Senior Schooling HOD / RTO Manager will ensure that Urangan stores the details of any Statements of Attainment that are issued for a period of thirty years.

When you have successfully completed all the requirements of the course you will be entitled to have the relevant Certificate recorded on your QCE. If the course is incomplete, then only the units of competency or learning outcomes that you have successfully obtained competency in, will be recorded.
Enrolment Procedure

Access to VET subjects is open to all students and subjects will be offered if enrolment numbers are viable and human and physical resources are available.

Subject Selection

The process of subject selection includes year 10 students being issued with appropriate documentation in Term 3 or 4 (including a subject selection guide and subject selection form), a parent information evening (where parents can access HODs, Coordinators, Classroom Teachers and SITE), and students can also access career information and guidance from their Year Level Coordinator, or Senior Schooling HOD Mr Ben Austin. After this, the enrolment form is submitted to the office.

Information in the subject selection guide on VET subjects includes a course outline and an assessment plan.

Subject Induction

At the commencement of the course the following details will be provided:

- A course outline indicating units of work, units of competency, assessment requirements, materials and equipment required;
- Student handbook availability on school intranet;
- RPL process (see RPL section in this handbook) and complaint process (see complaint section in this handbook) will be discussed;
- Vocational outcomes and opportunities will be discussed;
- A student file and profile for the two-year course of study will be established and maintained.

Course Information

Course information for each individual VET subject has been provided to you in the subject selection handbook prior to your enrolment in the subject.
Financial Management

Any fees paid for courses will be refundable if the student opts out of the course on a pro-rata basis. Information on Urangan's refund policy is available from the school's BSM (Finance), Ms Rebecca Fuery.

Access and Equity

Urangan State High School is committed to access and equity principles and processes that relate to admissions, delivery methods, assessment, and support arrangements for students with literacy and numeracy needs. Student selection is non-discriminatory and equity principles are applied through the fair allocation of resources and the opportunity for all students to participate in VET training without discrimination.

Qualified support staff are available to assist students with special needs and all teachers are required to adhere to the school’s access and equity policies.

USHS is inclusive of all students/staff. The Executive Principal, Ms Robin Rayner, is responsible for ensuring the inclusivity of policies and procedures.

A list of policies and resources are available here; [http://education.qld.gov.au/schools/](http://education.qld.gov.au/schools/)

Further information is available from the Executive Principal, Ms Robin Rayner, if required.
Recognition of Prior Learning (RPL):

What is RPL?

Recognition of Prior Learning (RPL) recognizes what you have already learned
  • from other subjects;
  • from things you have learned from outside school, e.g. community or sporting involvement;
  • from work experience or industry placement;
  • from your part-time job
and it measures it against the vocational parts of the subject you are doing or want to do.
If what you have learned at work or elsewhere is relevant to the vocational parts of the subject, you will not have to do those parts.

What's In it for Me?

It is important to apply for RPL if you think you already have some knowledge or skills that might be relevant to the vocational parts of your course.

Advantages:
  • You will not have to do those vocational education parts of the course for which you have RPL.
  • You could finish your course earlier, or not have such a heavy workload.
  • RPL recognizes that you are entering a course with many skills – that you are not a total beginner.

What Happens?

Application: To apply for RPL you will need to fill out an application form giving details of any skills or knowledge that you already have. It is your responsibility to provide enough information in the application to support your case.

Assessment: You may be asked to attend a meeting to discuss the details of your application. This meeting is held to find out whether your skills and/or knowledge match what would be learned in the vocational education parts of the course.

Notification: You will be told whether or not your application has been successful. If you have been granted RPL for some vocational parts of the course, you will not have to do those parts.
RPL Process

Information:
- Accessible from Student VET Handbook.

Support and Counselling:
- Briefing sessions as a group and individually with teachers and HODS

Application:
- Application form to be filled out and lodged with classroom teacher.

Assessment:
- Review of evidence presented based on validity, relevance, variety, authenticity, currency and reliability.

Notification and Post-assessment Guidance:
- Feedback will be provided within a week.

Record Keeping

RPL gained:
- Records will be updated to show that the student has been granted competency in assessed competencies.
- Applicant is exempt from assessment pertaining to passed competencies.

RPL not gained:
- Appeals provisions.
- Applicant undertakes training and assessment in the competencies not approved for RPL.
Appendices
URANGAN STATE HIGH SCHOOL

RPL APPLICATION FORM

Applicant Details:

1. Course you are seeking recognition in

2. Personal Details

Surname

Preferred Title (Mr, Mrs, Ms, Miss)

First Name/s

Any other name used

Home Address

Postal address if different from above

Telephone numbers

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<th>Work:</th>
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<td>Mobile:</td>
<td>Fax:</td>
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Date of Birth / /

Gender

[ ] Male / [ ] Female

Age

Are you a permanent resident of Australia

[ ] Yes / [ ] No

3. Current Employment

Are you currently employed?

[ ] Yes / [ ] No

If Yes, in which occupation are you currently employed?

Who is your current employer?

........................................................................

........................................................................
### 4. Further Training

Have you undertaken any training courses related to the course applied for?  

- Yes / No

#### If Yes

- What training course were you enrolled in?
- Training completion date (month, year)
- Country where you trained
- Name of course and institution (if applicable)

### 5. Is there any further information you wish to give in support of your application?

### 6. Professional Referees (relevant to work situation)

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# APPLICANT EMPLOYMENT HISTORY FORM

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<tr>
<th>Name, Address and Phone number of Employers</th>
<th>Period of Employment (DD/MM/YY)</th>
<th>Position Held</th>
<th>Full Time Part-time Casual</th>
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*Attach additional sheet if required*

If you are including documents in your application, please provide a brief description below

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<tr>
<th>Document Description (e.g. resume, photos, awards etc)</th>
<th>Office Use Only – Assessor to use this section to align documents to specific units of competency and identify key questions for competency conversation</th>
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**Declaration**

I declare that the information contained in this application is true and correct and that all documents are genuine.

**Candidate Signature:** ________________________________  **Date:** __________________________
HOW TO USE THE RPL ASSESSOR KIT

This RPL Assessor Kit is divided into sections to allow you to easily access only those sections you require at any given time. These sections are:

SECTION A - Assessor Information
You need to read this information before conducting an assessment. It outlines the intent and processes surrounding this RPL assessment and how it differs from assessment undertaken following formal training.

SECTION B - Candidate Information and Application Forms
You give this information to the candidate. It tells them about the assessment process as well as containing simple forms for the applicant to fill out. From the information provided by the candidate on these forms, you will be able to gain a general understanding of the skills and experience the candidate may have, as well as potential referee contacts.

SECTION C - Competency Conversation
You use this section to determine and record candidate competence via a competency conversation. In other words, these questions guide your conversation with the applicant and assist in your assessment of their competence. The notes you take about this conversation are important evidence for assessment.

SECTION D - Practical Tasks and Observation Recording Sheets
You use this section to assess competencies through a practical demonstration of the candidate's skills. It contains practical tasks/scenarios on the outcomes required to determine competency and a place to record your observation. The notes you take are important evidence for assessment.

SECTION E - Resources for Practical Tasks
You use this section to access required resources for performing practical tasks and scenarios.

SECTION F - Third Party Verification
You give this section to the referees to confirm the candidate's skills and experience in this qualification/occupation. The referees may fill out the appropriate form and return to you to confirm your judgement. You may be able to complete this part of evidence gathering in person while at the workplace.

SECTION G - Assessment Tables
You use this table as a reference tool to see at a glance how units/elements of competency are assessed within the tool. All the elements and performance criteria within the competency units are cross-matched in this table with a corresponding assessment question/task/scenario. This allows you to validate the assessment process against the qualification.
### URANGAN STATE HIGH SCHOOL
### COMPLAINT FORM

**Vocational Education & Training**

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<th>Student’s Name:</th>
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**Nature of complaint:** (Please use specific detail (dates, etc.))

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**How would you like to see this resolved?**

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**Complaint Against:**

<table>
<thead>
<tr>
<th>Student’s Signature:</th>
<th>Parent’s Signature:</th>
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**Accepted by:**

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<th>Position:</th>
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T:\VET_Admin\_AQF docs 2018 - Audit\Rectification 2018\Recification Submissions\Marketing updates\VET - Student handbook-USH5 2018.DOC  
Page 26
## URANGAN STATE HIGH SCHOOL
### COMPLAINT RESOLUTION FORM

**Vocational Education & Training**

<table>
<thead>
<tr>
<th>Student’s Name:</th>
<th>Form Class:</th>
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<th>Subject:</th>
<th>Date:</th>
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<table>
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<tr>
<th>Nature of complaint: (Brief description only)</th>
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### Resolution

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**I AGREE TO THE ABOVE RESOLUTION**

<table>
<thead>
<tr>
<th>Parent/Guardian’s Name (if student under 18)</th>
<th>Parent/Guardian’s Signature (if student under 18)</th>
<th>Date:</th>
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<table>
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<th>Student Name (if over 18)</th>
<th>Student Name (if over 18)</th>
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<thead>
<tr>
<th>Delivery Staff Member’s Name</th>
<th>Delivery Staff Member’s Signature:</th>
<th>Date:</th>
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URANGAN STATE HIGH SCHOOL

APPEAL FORM

Vocational Education & Training

Student’s Name: _____________________________ Form Class: ____________

Subject: _____________________________ Date: ________________

Nature of Appeal

Please use specific detail (dates etc)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

How would you like to see this resolved?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Appeal Against _____________________________

Student’s Signature: _____________________________ Parent’s Signature: _____________________________

Accepted by: _____________________________ Position: _____________________________