

CARINITY EDUCATION SOUTHSIDE

**STUDENT INFORMATION
HANDBOOK—VET
2017**

VOCATIONAL EDUCATION & TRAINING (VET) STUDENT INFORMATION HANDBOOK

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THE SCHOOL MISSION STATEMENT

To provide access to a quality education for all young people, especially those who experience disadvantage or discrimination, so that they can fully participate in the spiritual, social, cultural, political and economic life of our community.

OUR GUIDELINES

1. Be Respectful, Kind and Caring

Happy and peaceful communities are those where people hold respect and show genuine concern for each other, all living things and the environment.

2. Make a Contribution

Everyone should aim to make a difference, to make the world a better place. We value what each person can offer their friends, their family, their school and the community. To achieve this, everyone must strive to participate daily.

3. Be a Responsible Citizen

As a responsible citizen, we care about others in our community; We act with kindness and integrity.

4. Be a Peacemaker

Peaceful people learn to settle differences peacefully, avoiding confrontation. They care for others and work towards building a more peaceful world.

5. Dare to be Different

Be proud of what we do for ourselves, for each other and for education. Stand up for what you believe is true and just – regardless of what others do

6. Talk Straight

Everyone is honest, says what they think and is heard. We all learn to listen to each other with respect.

1. INTRODUCTION

1.1 Purpose of this handbook

This handbook has been written to provide VET students with important information about the VET programs offered by this school as well as about your rights and responsibilities as a VET student. You will be asked to sign that you have read this handbook, so please take the time to study it carefully and to ask your VET teachers about anything which you are unsure of. You should keep this handbook for reference throughout your enrolment.

You should also know that the contents of this handbook in many instances represent the key points of various VET Policies and Procedures developed by this school. You can access full copies of all policies and procedures by approaching the Vocational Education Coordinator.

1.2 The Australian Qualifications Framework

All of the VET programs offered by this school can lead to nationally recognised qualifications – a certificate if you complete all of the requirements of the qualification, or a statement of attainment for those parts that you do successfully complete (if you do not complete the full qualification). This certificate/statement of attainment will be recognised in all eight States/Territories in Australia.

This is because in Australia we now have a national qualifications framework called the Australian Qualifications Framework (AQF). There are 12 different types of qualifications you can obtain. They are shown in the diagram below. Those that are bolded are the ones that you have the opportunity to fully or partially complete through the VET programs you are undertaking at this school.

AQF Qualifications by Educational Sector

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

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

2. LEGISLATION

Southside Education is committed to providing a safe and equitable education/training environment for both students and staff. The staff are aware of the various pieces of legislation that effect your own working and learning conditions and are available to explain any issues that you have with regard to understanding your rights and responsibilities. The Legislation that have been identified by this school as relevant, are shown in the table below.

RELEVANT LEGISLATION
Human Rights and Equal Opportunity Commission Act 1986
Sex Discrimination Act 1984
Racial Discrimination Act 1975
Disability Discrimination Act 1992
Queensland Anti-Discrimination Act 1991
Training and Employment Act 2000
Workplace Health and Safety Act 1995 (Regulation 1997)
Education (Work Experience) Act 1996
Industrial Relations Act 1999
WorkCover Queensland Act 1996
Privacy Act 1988

Appropriate websites to access copies of most of these pieces of legislation include:

Federal Government: www.fed.gov.au

State Government: www.deta.qld.gov.au (Dept of Education & Training)
www.deir.qld.gov.au (Dept of Employment and Industrial Relations)

www.edu.qld.gov.au (Education Queensland)

All staff of this school are required to have a working knowledge of these pieces of legislation, particularly where they affect both staff and students. Copies of the most relevant pieces of legislation, or extracts there from, are maintained in the office of the Principal, for access by all staff and students.

Rl:1.1 – Legislation

3. STUDENT SELECTION, ENROLMENT AND INDUCTION/ORIENTATION PROCEDURES

All senior students at Southside Education have access to VET courses.

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

Prior to participation in structured workplacement, all students will undergo a relevant induction program.

4. COURSE INFORMATION, INCLUDING CONTENT AND VOCATIONAL OUTCOMES

An information sheet has been developed for each separate VET curriculum area offered at this school. This sheet outlines industry/VET specific information relevant to the particular course, including qualification/course code and name, units of competency/modules to be offered and vocational outcomes.

5. PROVISION FOR LANGUAGE, LITERACY AND NUMERACY SUPPORT

If you are undertaking a VET subject which has embedded units of competency from another Training Package, you will find that basic literacy/numeracy elements have been incorporated. This should help you learn these basic literacy/numeracy components more readily, as they are being delivered/assessed in the context of an industry/vocational area of your liking/choice.

In addition, every VET student at this school undertakes an English/literacy or Maths/numeracy subject.

If you still feel you need additional language, literacy or numeracy support, please approach one of your teachers or the VET Coordinator.

6. STUDENT SUPPORT, WELFARE AND GUIDANCE SERVICES

Students may have access to a wide range of support, welfare and guidance services at this school from the:

- Vocational Education and Training Coordinator
- Assistant to Principal (Counsellor)
- Youth workers
- Teacher Aides
- Librarian

7. DISCIPLINARY PROCEDURES

For general school policy and procedures see the Southside Handbook under Responsible Citizenship.

VET students, when attending work or training, must be sure to abide by the rules set out in the Workplace Health and Safety section of this manual and the policies and procedures outlined by the RTO or employer. In all areas not covered, common sense should prevail.

8. ASSESSMENT POLICY & PROCEDURES

The following is this school's assessment policy statement:

All VET students at this school will be fully informed of the VET assessment process and requirements and will have the right to appeal.

Your VET teacher/trainer will provide you with a thorough overview of the assessment requirements for your individual VET program/s. The following information, however,

represents some general information about the VET assessment process adopted at this school.

8.1 Competency-based assessment

Assessment for the VET components of your course will be competency-based.

What does it mean to be competent?

People are considered to be competent when they are able to apply their knowledge and skills to successfully complete work activities in a range of situations and environments, in accordance with the standard of performance expected in the workplace.

There are four parts to being competent. They are:

- a. undertaking a specific workplace task(s)
- b. management skills – managing a number of different tasks to complete a whole work activity
- c. responding to problems and irregularities when undertaking a work activity.
Examples of problems/irregularities could be:
 - breakdowns
 - changes in routines
 - unexpected results or outcomes
 - difficult or dissatisfied clients.
- d. dealing with the responsibilities and expectations of the work environment when undertaking a work activity, such as:
 - working with others
 - interacting with clients and suppliers
 - complying with standard operating procedures
 - observing enterprise policy and procedures.

This means that when you demonstrate competency you will not just demonstrate you can do a task on its own, but you must be able to demonstrate that you can do it in a range of different circumstances, as outlined above.

8.2 The assessment policy principles

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

- Students will be given clear and timely information on assessment.
- Information given to students, including on the assessment criteria 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
 - * the mechanism for appeal.
- Where possible, students will be included in discussions on the choice of assessment methods and timing.

- Students will be made aware of their responsibilities in regard to assessment.
- 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 conduct 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.
- Clearly documented mechanisms for appeal against assessment processes and decisions will be available to students. (Refer to 10. *Complaints/Appeals*)

8.3 Failure to submit assessment as required will result in referral to the Assistant Principal.

9. RECOGNITION (INCLUDING RECOGNITION OF PRIOR LEARNING [RPL])

When you commence a VET program, you may think there are some units of competency or modules you can already do and would be competent at.

You could apply for what is called 'RECOGNITION' for those specific units of competency or modules. If you do, you will need to provide evidence that you can in fact already do these particular tasks. Evidence might include:

- letters or testimonials from employers
- samples of work
- certificates, etc.

The RECOGNITION process is a very supportive one, ie your teacher will guide you through the process, the steps of which are outlined below:

STEP 1: Read the information in the VET Student Vocational Education Handbook (this information) about RECOGNITION.

STEP 2: Discuss the RECOGNITION process with your teacher/trainer if you feel you are already competent in some parts or all of the VET program you are about to do. Ensure that you understand the full RECOGNITION application process, including the appeals process.

STEP 3: Undertake a self-assessment, using the Self-Assessment form. It is a good idea if you feel you already possess some of the competencies in the course you are about to do, to start with a self-assessment. You need to complete a separate RECOGNITION of Self-assessment form for each unit of competency/module for which you are applying for RECOGNITION.

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

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

STEP 4: Discuss your self-assessment with your teacher/trainer. If there are FULL units of competency for which you and your teacher feel RECOGNITION may be able to be given, you will be encouraged to move to the next step, the completion of the RECOGNITION application form.

STEP 5: Complete and submit the Student Application for Recognition form.

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

STEP 7: Should you wish to appeal, complete the Student RECOGNITION Appeals Form.

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

See your VET teacher for more information and for copies of the self-assessment and application forms.

RECOGNITION/CROSS TRANSFER - of qualifications issued by other Registered Training Organisations (R.T.O's)

If you already have a Statement of Attainment from another Registered Training Organisation for any units of competency/learning outcomes which are the same as those in any of the school's VET programs you do not need to go through the above process. Carinity Education Southside will award you automatic recognition (cross transfer) in these cases.

9.1 RPL Application form (See Appendix A)

10. COMPLAINTS/APPEALS

If you are unhappy about any aspect of your VET program or about:

- an administrative matter such as, for example, the non-issue of qualifications/statements within the prescribed timeline;
- another person in the school (student or teacher);
- a person outside the school (eg a person at your work experience placement organisation or your school-based traineeship/apprenticeship organisation); or
- a complaint about the results of an assessment or about the way the assessment was undertaken ... you need to obtain a copy of the school's 'VET Policies and Procedures: Complaints/Appeals'.

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

Scenario 1: Where your complaint is about the action/s of another person/s in the school community, or about an administrative issue (but not including complaints/appeals related to assessment and results, which are outlined elsewhere in this section)

10.1 Process to follow

a. You should discuss the matter in the first instance with a teacher with whom you feel comfortable eg the Voc-Ed Coordinator/the Year Level Coordinator/other teacher.

b. If this person does not consider the matter to be particularly serious, or where your complaint does not relate to allegations of unlawful behaviour (eg assault, illegal discrimination or harassment, etc), and you feel comfortable to do so, you will be encouraged to raise the complaint directly with the person concerned. You can ask for your teacher to be present when you do this.

c. Where you do not feel comfortable about doing this, or where the matter is of a more serious nature, you will be asked to put the complaint in writing and to identify the person about whom you are complaining.

Your written complaint should include details of the complaint(s) such as:

- who/what issue you are complaining about
- what happened
- when it occurred
- how you feel
- how you would like to see the matter resolved.

If the complaint is about another student, the matter will then be handled by the counsellor; if the complaint is about a member of staff, it will be handled by the Principal.

d. The person handling your complaint will:

- tell the person you are complaining about, about the complaint. He/she will be given the opportunity to give their side of the matter;
- advise you of how long it will be before you get an answer (usually within a week);
- ensure that only those people who need to know about the complaint are involved/informed;
- give you written advice about the outcome and the reasons for it.

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

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

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

10.2 Work experience

Prior to participation in work experience/structured work placement, this school will provide an induction program for you, which will help prepare you with strategies to deal with harassment, accidents, etc. As well, your parents/carers will also be provided with an outline of the workcover and insurance arrangements that apply.

The following strategies will be undertaken, however, should you experience harassment/unlawful intimidation and/or unsafe work arrangements.

This school will support you by:

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

You need to:

- (a) inform the offending person immediately that you do not want them to behave in that way;
- (b) inform the work supervisor;
- (c) inform your parent, guardian, or caregiver; and/or
- (d) inform the Principal or Voc Ed coordinator.

The VET Coordinator in consultation with the Principal will:

- (a) consider withdrawing you from the placement;
- (b) contact the work experience provider to advise of your withdrawal, if this is to happen;
- (c) inform relevant parties of concerns regarding this workplace as an appropriate placement for students;
- (d) inform you of the existence of the Anti-Discrimination commission which has power to investigate the complaint; and
- (e) seek advice from the equity rights officers in the appropriate education system.

If the complaint involves sexual abuse or assault, the Principal will report the matter to the Department of Child Safety, or to the Queensland Police Service, as appropriate.

10.3 School-based Apprenticeships and Traineeships (SATs)

Schools are **not** a signatory to the training contract and they are not therefore able to interfere with the discharge of any part of the training contract, including where you may experience difficulties associated with conditions of your employment, health and well-being, and training issues. Should concerns arise during the course of the SAT, the school will not encourage you to withdraw from the workplace without your employer's consent. The school may, however, advise you and your parent/guardian of appropriate procedures to pursue in certain events. In the following instances, you should contact the local Department of Education and Training (DET) to seek advice (the school can assist you):

- * If you are experiencing interpersonal problems with co-workers or the employer which are not resolvable;
- * If you do not believe you are receiving appropriate training or regularly performing duties unrelated to the trade or training program;

- * If the employer fails to provide work, or terminates your employment outside of the probation period without the consent of yourself and your parent/guardian;
- * If you allege that you have been physically or sexually assaulted, you should report the matter to the police and seek advice from DET regarding the future of your training contract;
- * If you allege that you have been sexually harassed or discriminated against, you should contact the local office of DETA to speak with a representative of the Division of Training, and/or the Anti-Discrimination Commission.

In the following instances, you should contact the local Department of Employment and Industrial Relations (DEIR) to seek advice:

- * If you suspect that the work environment does not meet health and safety regulations; and/or
- * If you are experiencing problems with the payment of wages or other entitlements.

You should also note the following:

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

10.4 **Workers Compensation**

- At school the usual insurance provisions apply to students while undertaking normal school-based education subjects.

- In the workplace, workers compensation is provided for you under the employer's existing workers' compensation insurance. This cover extends to include travel to and from training as well as the time spent in training.

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

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

a. In the first instance, speak with the relevant teacher/trainer and informally ask for a review of the result.

b. Should this not resolve the matter to your satisfaction, put your complaint/appeal in writing to the VET Coordinator. All written complaints will be acknowledged in writing and you will be told how long it will take to investigate the matter. The outcome will also be put in writing to you.

c. Should this still not resolve the issue to your satisfaction, you can ask for the complaint to be dealt with by the Principal, who shall acknowledge in writing that the complaint/appeal has been received and will also tell you how long it will take to investigate. You will receive written advice of the outcome.

d. Should you still not be happy with the decision, you should contact the Department of Education and Training (DET) for advice.

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

- agreeing with the original result ie. not allowing your appeal
- disagreeing with the original result and telling you what will now happen
- asking you if you want to re-sit the assessment.

11. ACCESS AND EQUITY

Discrimination occurs if a person treats someone differently on the basis of an attribute or characteristic such as gender, sexuality, race, pregnancy, physical or intellectual impairment, age, etc.

This school strives to meet the needs of each student through incorporating access and equity principles and practices which acknowledge the right of all students to equality of opportunity **without discrimination**.

For example, the following principles apply:

1. VET curriculum areas will be adequately resourced, with teachers with the right qualifications, in order to ensure you have quality outcomes.

2. VET training and assessment will be in line with industry standards to ensure quality outcomes for students. As well, a variety of training/assessment methods will be used to cater for the different ways in which students learn.
3. All students will be actively encouraged to participate in VET programs, irrespective of background/cultural differences.
4. Prior to participating in structured work placement, you will be provided with an induction program which will equip you with the knowledge to recognise harassment/discrimination should it occur and to ensure you have the strategies to deal with anything like this. Appropriate support will be provided to ensure you are successful in your work placement.
5. Literacy/numeracy is integrated throughout all VET programs, as well as being delivered separately through your English/literacy and Maths/numeracy program.
6. This school will openly value all students, irrespective of background/culture/other differences and all students will be 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 school's VET Policies and Procedures: Student Complaints/Appeals.

Some terms defined. The following terms associated with access and equity has been included so you can develop an understanding of what they mean.

Aboriginality

This school considers an Aboriginal or Torres Strait Islander to be any person who identifies with, and is accepted by, the indigenous community with which he or she is associated.

Racial prejudice/harassment

Racial harassment is the expression of attitudes or behaviour based on assumptions or social myths of superiority of one race or culture over another. Examples of racial prejudice or harassment may include name calling, racist graffiti, demeaning jokes concerning a person's racial or ethnic background and, in extreme cases, physical assault.

Racial discrimination

Racial discrimination is behaviour which disadvantages people on the basis of real or supposed membership of a particular racial or ethnic group including structural or institutional disadvantage (this includes policies and procedures which at first glance appear fair but which on reflection actually disadvantage people from a particular race).

Sexual harassment

Sexual harassment is any unwelcome behaviour of a sexual nature in the working or learning environment. Sexual harassment is not confined to a particular gender or sexuality and may include but is not limited to the following behaviours:

- * requests for sexual favours, either directly or by implication

- * deliberate physical contact such as kissing, touching or fondling, embracing, patting, pinching and brushing against another person
- * wolf whistles, catcalls, leering or offensive staring and gesturing
- * persistent social invitations or obscene or unsolicited communications by other students either at work or at home
- * suggestive comments about a person's physical appearance or sexuality
- * displays of erotic or sexually graphic material (posters, photographs, etc).

Physical harassment/bullying

- threatening others
- physical contact of a hurtful nature, for example, touching, hitting or grabbing;
- destroying or damaging another's property

Psychological harassment/bullying

- disparaging comments about ability or achievement
- verbally and/or non-verbally denigrating or insulting others
- telling jokes deliberately intended to offend another
- stalking and abusive phone calls.
- persistent questioning about a person's private life

Inclusion

Inclusion is defined as:

- the process whereby enrolled students with identified special needs, or needs arising from their membership of target groups, can have equal access to the total school environment;
- providing the most appropriate education for each enrolled student in the least restrictive environment;
- maintaining and enhancing the participation of all enrolled students in appropriate regular school programs, including VET programs;
- requiring the negotiation of an appropriate program which is flexible and supportive;
- ensuring an appropriate and acceptable learning/training environment for all enrolled students.

12. WORKPLACE HEALTH AND SAFETY

The safety and wellbeing of the staff and students of this school is one of our greatest responsibilities. All of us, including you, have responsibilities to ensure a safe environment. You are required to:

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

- Ensure that your conduct does not interfere with:
 - * school property
 - * school staff safety or welfare, or with their ability to perform their duties
 - * student safety or welfare, or their ability to participate in and benefit from instruction.

First Aid

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

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

Accident/Emergency Situations

You are advised that school staff are not permitted to transport injured/unwell students to hospital. An ambulance will be called in case of an emergency.

Workplace Health and Safety and Accidents/Incidents – while on structured workplacement/work experience.

Where you find that you are required to undertake work that is a risk to your health and safety, you must advise your Principal or VET coordinator immediately. Action may include withdrawing you from the workplacement.

Where a serious accident occurs:

- the school will investigate all serious accidents as soon as possible after they occur, so that an accurate account of events can be recorded and remedial action taken to reduce the risk of other similar accidents.
- In the case of a claim against WorkCover Queensland:
 - (a) the work experience provider, as 'the employer', must complete an Employer's Report Form;
 - (b) you, the student, as 'the employee', must complete an Application for Compensation Form;
 - (c) the doctor must complete a WorkCover medical certificate;
 - (d) the school will forward to the relevant authority (see work experience legislation):
 - a copy of the completed Employer's Report Form; and
 - a copy of the Work Experience Agreement; and
 - (e) the school will keep copies of injury claims indefinitely.

13. ACCESS TO RECORDS & STUDENT/PARENT CONSENT/ACKNOWLEDGEMENT FORM

No staff member of this school can provide information about you to a third party without your written permission. You will be required to sign a consent form for those occasions when it is necessary for the school to provide information about you to another organization, eg. the Queensland Curriculum & Assessment Authority, the

Department of Education and Training, etc for your results. The school can provide you with a copy of the consent form.

You can have access to your own personal records at any time, by approaching the Trainer for the subject area in which you wish to check your information. This staff member will ensure that you obtain access to your records. If the matter is not related to any one specific subject you should approach the Voc Ed Coordinator rather than the subject area Trainer.

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

14. VET CURRICULUM/SUBJECT LEVIES AND REFUND POLICIES

14.1 VET curriculum/subject levies

The school meets all VET costs.

INFORMATION FOR STUDENTS REGARDING COURSES OFFERED AT SOUTHSIDE EDUCATION.

Code of Practice

The school will provide students with a copy of its Code of Practice as a Registered Training Organisation.

Entry requirements

Courses at Southside Education cater for students in Years 10, 11 and 12, including mature-aged re-entry students.

Assessment requirements

Assessment for the modules is competency-based. This means that once you can demonstrate that you can do all of the tasks required in a module, you will be given credit for that module. The school will provide you with a folio that lists the modules contained in each course. Once you demonstrate that you can do each task, it will be signed off in this folio. Your folio is used as an official record of your achievements, you must take every care not to lose or damage it.

Recognition of Prior Learning (RPL)

If you can show that you have the skills described in some of the modules through activities undertaken at work, home or elsewhere, you may not have to do those parts again. If you feel this applies to you discuss RPL with your teacher.

Advanced Standing

Students who successfully complete modules may gain advanced standing/credit transfer into a range of courses or qualifications offered by registered training organisations.

This information is from the Queensland Studies Authority web site, which can be found at <http://www.qsa.qld.edu.au>

Certificate II in Business BSB20115

Vocational outcomes of this course

On successful completion of the vocational education modules in Business, you will:

- be able to carry out a range of entry-level employment tasks, such as those requiring basic literacy skills in comprehension, giving and receiving information, working effectively in a team, making simple analyses of documents and resources, dealing with customers and clients, participating in safe workplace practices, using Word, Publisher, and access to produce and write simple work-based documents
- possess a range of skills, attitudes and knowledge that will assist you in roles not specifically related to employment, for example as a student and as a citizen in general
- be eligible for credit into related courses, offered by other training providers, for example, TAFE Queensland.

Certification gained on completion of the modules in Business

After you have completed the Business course, you will receive a Statement of Attainment listing the units of competency you have achieved. Students who have achieved all modules in Business will be eligible for Certificate II in Business.

Competencies delivered

BSBCMM101	Apply basic communication skills
BSBCMM201	Communicate in the workplace
BSBCUS201	Deliver a service to customers
BSBIND201	Work effectively in a business environment
BSBINM202	Handle mail
BSBWOR204	Use Business Technology
BSBITU102	Develop keyboard skills
BSBITU201	Produce simple word processed documents
BSBWHS201	Contribute to health and safety of self and others
BSBSMB201	Identify suitability for micro business
BSBWOR202	Organise and complete daily work activities
BSBWOR203	Work effectively with others

Certificate II in Workplace Practices continues to be available this year, to students who enrolled in 2016 or before.

Certificate II in Community Services CHC22015

Vocational outcomes of this course

On successful completion of the vocational education modules in Community Services you should be able to perform a range of activities and functions requiring basic operational knowledge and practical skills within this context.

- Be able to carry out a range of entry-level employment tasks such as providing a first point of contact and assist individuals in meeting their immediate needs.
- Possess a range of skills, attitudes and knowledge that will assist you in community services roles.
- Be eligible for credit into related courses, offered by other training providers, for example, TAFE Queensland.

Certification gained on completion of the modules in Community Services

After you have completed the Community Services course, you will receive a Statement of Attainment listing the units of competency you have achieved. Students who have achieved all modules in this course will be eligible for the Certificate II in Community Services. These competencies can be used to gain further credit from higher certificate courses.

Competencies delivered

CHCCOM001	Provide first point of contact
CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
HLTWS001	Participate in workplace health and safety
BSBWOR202	Organise and complete daily work activities
CHCCDE003	Work within a community development framework
CHCECE002	Ensure the health and safety of children
CHCVOL001	Be an effective volunteer
HLTAID002	Provide basic emergency life support
BSBWOR203	Work effectively with others (*optional)

Certificate I in Hospitality SIT10216

Vocational outcomes of this course

On successful completion of the units of competency in Hospitality, you will:

- Be able to carry out a range of entry-level employment tasks such as prepare and serve non-alcoholic beverages, provide responsible service of alcohol, follow workplace hygiene procedures and work in a socially diverse environment.
- Possess a range of basic skills, attitudes and knowledge that will assist you in roles related to employment within the Hospitality industry.
- Be eligible for credit into related courses, offered by other training providers, for example, TAFE Queensland.

Certification gained on completion of the units of competency in Certificate I in Hospitality

After you have completed the Hospitality course, you will receive a Statement of Attainment listing the units of competency you have achieved. Students who have achieved all units of competency in Hospitality will be eligible for Certificate I in Hospitality.

Competencies delivered

BSBWOR202	Organise and complete daily work activities
BSBWOR203	Work effectively with others
SITXCCS001	Provide customer information and assistance
SITXFSA001	Use hygienic practices for food safety
SITXWHS001	Participate in safe work practices
TLIE1005	Carry out basic workplace calculations

Certificate II in Hospitality SIT20316

Vocational outcomes of this course

On successful completion of the units of competency in Hospitality, you will:

- Be able to carry out a range of entry-level employment tasks such as prepare and serve non-alcoholic beverages, provide responsible service of alcohol, follow workplace hygiene procedures and work in a socially diverse environment.
- Possess a range of basic skills, attitudes and knowledge that will assist you in roles related to employment within the Hospitality industry.
- Be eligible for credit into related courses, offered by other training providers, for example, TAFE Queensland.

Certification gained on completion of the units of competency in Certificate II in Hospitality

After you have completed the Hospitality course, you will receive a Statement of Attainment listing the units of competency you have achieved. Students who have achieved all units of competency in Hospitality will be eligible for Certificate II in Hospitality.

Competencies delivered

SITHFAB004	Prepare and serve non-alcoholic beverages
BSBCMM201	Communicate in the workplace
BSBWOR203	Work effectively with others
SITHIND002	Source and use information on the hospitality industry
SITHIND003	Use hospitality skills effectively
SITXCCS003	Interact with customers
SITXCOM002	Show social and cultural sensitivity
SITXFSA001	Use hygienic practices for food safety
SITXWHS001	Participate in safe work practices
TLIE1005	Carry out basic workplace calculations
SITHFAB005	Prepare and serve espresso coffee
SITHFAB002	Provide responsible service of Alcohol (outside RTO)

Certificate II in Visual Arts CUA20715

Vocational outcomes of this course

On successful completion of the units of competency in Visual Arts, you will: -

- Be able to perform a range of activities and functions requiring basic operational knowledge and practical skills in a workplace context including articulating work concepts and producing a variety of artworks.
- Be able to carry out a range of entry-level employment tasks such as follow workplace health and safety procedures and sourcing information.
- Possess a range of basic skills, attitudes and knowledge that will assist you in roles related to employment within the Arts industry
- Be eligible for credit into related courses, offered by other training providers, for example, TAFE Queensland.

Certification gained on completion of the units of competency in Certificate II in Visual Arts

After you have completed the course, you will receive a Statement of Attainment listing the units of competency you have achieved. Students who have achieved all units will be eligible for the Certificate II in Visual Arts. These competencies can be used to gain further credit from higher certificate courses.

Competencies delivered

BSBWHS201	Contribute to health and safety of self and others
CUAACD101	Use basic drawing techniques
CUADIG202	Develop digital imaging skills
CUADIG203	Develop video art skills
CUADRA201	Develop drawing skills
CUAPAI201	Develop painting skills
CUAPRI201	Develop printmaking skills
CUAPPR201	Make simple creative work
CUARES202	Source and use information relevant to own arts practice

Appendix A

CARINITY EDUCATION SOUTHSIDE RPL APPLICATION FORM

STUDENT NAME _____

DATE _____

COURSE _____

UNITS OF COMPETENCY		DETAILS OF RELEVANT PREVIOUS EXPERIENCE INCLUDING FORMAL TRAINING, WORK EXPERIENCE. (ATTACH COPIES OF RELEVANT		FOR OFFICE USE	
CODE	NAME		ASSESSOR'S COMMENTS/ RECOMMENDATIONS	COMPETENT	NOT COMPETENT

RPL NOTIFICATION
Recognition of Prior Learning

Is granted for the competencies
 (insert details)
 Is not granted for the competencies
 (insert details) because

Assessor's Signature _____

THIS FORM TO BE PLACED IN STUDENT'S FOLIO
 (COMPETENCIES RECOGNISED MUST BE UPDATED ON PROFILE)

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(Please sign and return to your teacher in the FIRST WEEK at school)

Declaration of understanding and agreement with the above terms and conditions.

I have read, understood and agree to the above terms and conditions of the Vocational Education and Training Student Handbook.

Student Name _____
(Block Letters blue/black ink)

Signature _____

Date _____