ST SAVIOUR'S COLLEGE

TOOWOOMBA

"Empowering Young Women in a changing World"

VOCATIONAL EDUCATION AND TRAINING

VET COORDINATOR

2017 STUDENT INFORMATION BOOKLET

Student Name: _____ Year Level: _____ Homeclass: _____

St Saviour's College - Version 13 updated July 2017 Review: July 2018
Location: P:\Teachers\Staff Resources\Curriculum\Vocational Education\Manuals
QCAA Number: 293

1

TABLE OF CONTENTS

St Saviour's College - Version 13 updated July 2017 Review: July 2018
Location: P:\Teachers\Staff Resources\Curriculum\Vocational Education\Manuals
QCAA Number: 293
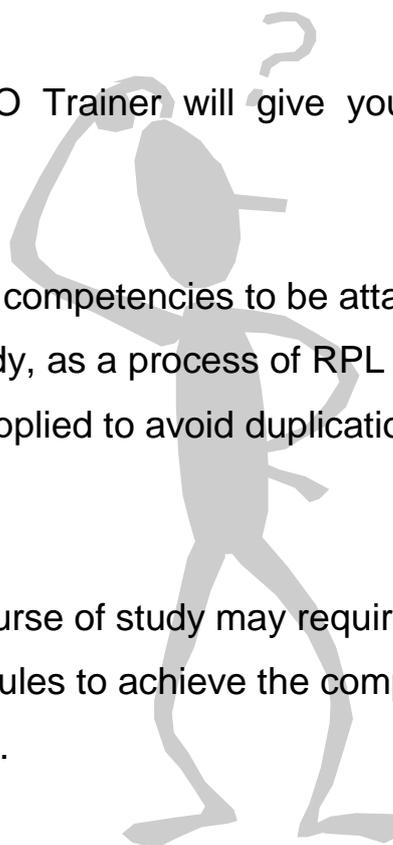
2

PURPOSE OF THE INFORMATION BOOK

The main copy of this booklet will be on the school's website for use by students, staff and parents.

This booklet has been developed to help provide you with the information you will require during your Vocational Education and Training course of study.

Your subject teacher/RTO Trainer will give you a separate outline of your subject.

It is important to know the competencies to be attained for each qualification you study, as a process of RPL (recognition of prior learning) can be applied to avoid duplication of learning and training.

Note: late arrival into a course of study may require independent study of modules to achieve the competencies required for the Certificate.

St Saviour's College - Version 13 updated July 2017 Review: July 2018
Location: P:\Teachers\Staff Resources\Curriculum\Vocational Education\Manuals
QCAA Number: 293

3

GENERAL INFORMATION

- Student Information

- Code of Practice

- Program Outcomes

- Expectations

- Assessment

- Complaints and Appeals

  Procedures

- Recognition

- RPL

St Saviour's College - Version 13 updated July 2017 Review: July 2018
Location: P:\Teachers\Staff Resources\Curriculum\Vocational Education\Manuals
QCAA Number: 293

4

Student information

Preamble

Vocational education and training (VET) helps Year 11 and 12 students in their transition from school to work. It contributes to young people's chances of obtaining employment upon leaving school and offers other benefits. Recognised vocational education and training (VET) programs allow school students to reinforce and consolidate general learning in more applied contexts. In this way, recognized VET programs also cater for a broader range of students' learning styles.

VET in schools potentially opens up a range of post-school further education, training and employment possibilities. Many students are able to link their study in a Study Area Specification (SAS) or a Certificate course with a school-based apprenticeship or traineeship (SBA). In this way, students are able to undertake a traineeship or apprenticeship whilst completing Years 11 and 12, though students may finish the traineeship or apprenticeship after completing Year 12.

SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS

You may have an opportunity both to complete Year 12 and begin a school-based-apprenticeship or traineeship. Be sure that you understand that apprenticeships and traineeships are legally binding formal contracts. When you sign these you are agreeing to particular work and training requirements as is your host employer. Pursuing this option requires an application to the College prior to applying for a School Based Apprenticeship/Traineeship.

VOCATIONAL EDUCATION and TRAINING

Study Area Specification Subjects (SASs) are related specifically to the Vocational Education and Training (VET) Sector.
The College offers Vocational and Educational Training using Approach A: VET certificates and Approach B: Vocational Learning Strands.

■ APPROACH A: VET CERTIFICATES (Subject to Change)
These certificates may be provided by an EXTERNAL Registered Training Organisation. Students need to be advised that it will be a User Pays system.
VET certificates will be offered in accordance with AQTF requirements, sometimes known as stand-alone VET. Stand-alone VET is a vernacular term used to describe VET qualifications completed using competency-based assessment only. The following Certificate II courses will be on offer:

☐ SIT20212 Certificate II in Hospitality

Certificate III courses may be offered in 2018 with other certificate courses of study possible depending on the scope of the Registered Training Organisation.

The Certificate level and competencies are listed under that subject title. In order to achieve a Certificate, the students will be required to achieve mandatory core and

St Saviour's College - Version 13 updated July 2017 Review: July 2018
Location: P:\Teachers\Staff Resources\Curriculum\Vocational Education\Manuals
QCAA Number: 293

5

electives as per the packaging rules (in the event of not achieving all competencies by the end of the course, a Statement of Attainment listing all competencies achieved will be issued). Competency-based assessment is the process of collecting evidence and making judgements on whether or not the student can consistently demonstrate knowledge and skill, and the application of that knowledge and skill to the standard of performance required in the workplace.

Late arrival into a course may require the student to undertake modules independently to achieve the competencies required for a Certificate.

Benefits for students

All of the VET programs offered by this College can lead to nationally recognised qualifications – a Certificate if all requirements of the qualification are completed; or a Statement of Attainment for a partially completed qualification. This Certificate or Statement of Attainment is recognised Australia-wide.

Australia has a national qualifications framework called the VET Quality Framework (VQF). There are 12 types of qualifications you can obtain. They are shown progressively in the diagram below. Those that are bolded are the ones you have the opportunity to fully or partially complete through the VET programs you are undertaking at St Saviour's College. Student who study VET are not closing the door to tertiary study.

VQF Qualifications by Education Sector

Schools Sector	VET Sector	Higher Education Sector
		Doctoral Degree Masters Degree Graduate Diploma Graduate Certificate Bachelor Degree Advanced Diploma Diploma
	Advanced Diploma Diploma Certificate IV Certificate III	
Queensland Certificate of Education	**Certificate II** **Certificate I**	

St Saviour's College - Version 13 updated July 2017 Review: July 2018
Location: P:\Teachers\Staff Resources\Curriculum\Vocational Education\Manuals
QCAA Number: 293

6

Major objectives of vocational education and training (VET) in schools

The major objectives of VET in Queensland schools include:

- delivering subjects that have recognised and valued outcomes;
- meeting the curriculum needs and interests of young people and making school learning experiences more relevant to their lives and aspirations;
- enhancing the career and employment opportunities for young people by maximising post-school education, training and employment pathways;
- helping to prepare young people for employment and the world of work more broadly;
- raising the profile of VET within post-compulsory schooling and thereby increasing the likely intake of more advanced VET programs after secondary school;
- recording student achievement in recognised VET programs on the Queensland certificate of education as the major record of student achievement in post-compulsory schooling in Queensland;
- continuing the role of the Queensland Studies Authority in course development and recognition of VET programs in the post-compulsory school curriculum;
- maximizing the efficient and effective use of public resources allocated to these programs;
- contributing to the future skills base of Queenslanders, and enhancing the competitiveness of Queensland business and industry.

VET SUBJECT DETAILS

Certificate II in Hospitality and Tourism SIT20213 A Vocational Learning Strand

Rationale

Certificate II in Hospitality and Tourism has been developed as a two-year course of study for students in Years 11 and 12 by the External Registered Training Organisation (RTO). It is designed to reflect the role of hospitality and Tourism employees who perform a range of activities and functions requiring basic operational knowledge and limited practical skills in a defined context.

The elective competencies chosen will develop the practical skills to work as a food and beverage attendant in restaurants, cafés etc and in the tourism industry. Apart from this context, it provides students with a variety of thinking and operational skills, and vocational competencies. Hospitality and tourism practices provides students with a range of interpersonal skills with general application in personal and working life, as well as with specific knowledge and skills related to employment within the industry.

Learning Experiences

- Skills associated with teamwork, cooperative planning and problem solving
- Observing and demonstrating techniques and skills
- Undertaking small and large-scale practical tasks such as restaurant operations
- Visiting hospitality establishments

St Saviour's College - Version 13 updated July 2017 Review: July 2018
Location: P:\Teachers\Staff Resources\Curriculum\Vocational Education\Manuals
QCAA Number: 293

7

- ▪ Work experience, industry placement and work shadowing.

Assessment Techniques and Criteria

Assessment of the units of competency is competency based. Competency-based assessment is the process of collecting evidence and making judgments on whether or not the student can consistently demonstrate knowledge and skill, and the application of that knowledge and skill to the standard of performance required in the workplace.

Assessment techniques include objective and short response tests, practical work in industry-related contexts, direct observation and response to stimulus tasks. As it is a competency based course, students do not receive a level of achievement in this subject.

Course Outline

Qualification Rules- 12 competencies (6 core and 6 electives)

Electives will be chosen by the External RTO in consultation with the VET Trainer who will assist in the delivery and training of the students.

Please refer to http://training.gov.au/ for further details of the range of modules that may be chosen.

It is a mandatory requirement of the hospitality industry that students complete 12 shifts of industry training. The shifts must comprise breakfast, lunch and dinner functions. Students must be available to complete these shifts at College functions and at external public functions where the College has a memorandum of understanding.

Post Schooling Opportunities

Hospitality Practices provides students with the opportunity to develop the interpersonal and workplace skills with application to many life roles. The ability to communicate effectively and confidently in both written and oral formats is developed in this subject.

Training and Assessment Standards

St Saviour's College has personnel with appropriate qualifications and experience to deliver the training and facilitate the assessment relevant to the training products offered.   Assessment will meet the national Assessment Principles (including Recognition for Prior Learning (RPL) and Credit Transfer).   Adequate facilities,

St Saviour's College - Version 13 updated July 2017 Review: July 2018
Location: P:\Teachers\Staff Resources\Curriculum\Vocational Education\Manuals
QCAA Number: 293

8

equipment and training materials will be utilised to ensure the learning environment is conducive to the success of trainees.

International Students

St Saviour's College will be bound to the Education Services for Overseas Students (Registration of Providers Financial Regulations) Act 1991.

Unique Student Identifier

Each student participating in the VET program at St. Saviour's College will apply for a USI number within the school environment. This will need to be provided to the external RTO for their records.

Verification of these USI numbers will be completed by the external RTO.

Any Certificates or Statements of Attainment are generated by the external RTO, not the college. In the event of a student losing this certificate, they will need to approach the External RTO for a replacement, not St. Saviour's college.

About the Unique Student Identifier (USI)

Every year, an estimated three million Australians build and sharpen their skills by undertaking nationally recognised training. All students doing nationally recognised training need to have a Unique Student Identifier (USI). This includes students doing Vocational Education Training (VET) in schools.

A USI is a reference number made up of numbers and letters. Creating a USI is free. It creates a secure online record of your nationally recognised training that you can access anytime and anywhere, and it's yours for life.

The USI is linked to the National Vocational Education and Training (VET) Data Collection, and this means an individual's nationally recognised training and qualifications gained anywhere in Australia, from different training organisations, will be kept all together.

The USI will:
- link a student's VET achievements, regardless of where in Australia they did the course

- let students easily access secure digital transcripts of their achievements (transcripts will be available from January 2016)
- give students more control over their VET information.

Benefits of the USI initiative

The USI initiative will provide accurate, accessible training records to build data that will allow government to target the skills that industry needs to ensure the future prosperity of Australian businesses. It will become the building block for a range of

St Saviour's College - Version 13 updated July 2017 Review: July 2018
Location: P:\Teachers\Staff Resources\Curriculum\Vocational Education\Manuals
QCAA Number: 293

9

VET reforms and will bring many advantages to students, training organisations and for the future of Australian industry.

For students and training organisations, the main benefits are:

Students will be able to get a complete record of their Australian-wide VET achievements from a single, secure and accurate online source.

There will be immediate access to VET records. This means they can be quickly given to employers, other training organisations, etc as proof of VET achievements.

It will be easier for training organisations to assess students' pre-requisites, credit transfers and Recognition of Prior Learning (RPL).

Process of Collection

All students who are studying a VET subject will be required to generate their own USI number. This includes students who study Certificate courses in Hospitality or through the school curriculum. Students who take up a School Based Traineeship will also need generate their own USI number.
For students studying a VET course within the school, time will be provided to apply for this USI number in class, under supervision by the teacher.
Access to the following website is required to complete this process:

www.usi.gov.au/create-your-USI/Pages/default.aspx

The following Identification will be required to submit this application successfully:

Driver's License
Medicare Card
Australian Passport
Non-Australian Passport (with Australian Visa) for international students
Birth Certificate (Australian) *please note a Birth Certificate extract is not sufficient
Certificate Of Registration By Descent
Citizenship Certificate
ImmiCard

The most common form for students in Year 10 will be either a Passport Number or a Medicare Number.

Program Outcomes

Students will be provided with opportunities to achieve the following outcomes:
➢ Link *off job learning* at school to *on job training* in the workplace.

St Saviour's College - Version 13 updated July 2017 Review: July 2018
Location: P:\Teachers\Staff Resources\Curriculum\Vocational Education\Manuals
QCAA Number: 293

10

- Establish *pathways to qualifications* nationally recognised by industry, education and vocational training authorities.
- Apply for *Recognition of Prior Learning (RPL)* to determine on an individual basis, the competencies obtained by a person through previous or informal training, work and/or life experience.
- Receive *Recognition* of prior formal training.
- Receive a *Queensland Certificate of Education* listing competencies successfully attained
- Receive a *Statement of Attainment or Certificate* from the school to list competencies successfully achieved for each training program studied.

Expectations

The expectations of the program have been developed specifically for the implementation and conduct of Vocational Education and Training (VET) programs offered by the College. The College reserves the right to amend the expectations to suit the needs of the educational institution as required.

The College
- recognises the importance of students receiving a broad-based education, comprising both general and vocational education and training
- is registered with the Queensland Curriculum Assessment Authority (QCAA) to provide the vocational education components of the Training Packages.
- has access to the facilities and resources required for the registered vocational education and training (VET) programs.
- has in place an assignment/assessment policy that applies to all subjects offered at the College.
- has a process in place that enables students to apply for Recognition of Prior Learning (RPL) for the vocational education competencies.
- has a process for addressing any concerns a student may have and offers the students access to a range of people who can provide her with advice and guidance about the vocational education program at the College, for example teachers, heads of department, career guidance officers and administrators.

Disciplinary processes-
Please refer to your student planner

The Student/Trainee
- makes a serious commitment to her studies at school;
- attends training provided by training providers outside normal school hours and meets the cost of transport and materials as required;
- voluntarily participates in Structured Workplace Learning or work experience as arranged by the College where appropriate and;
- meets the expectations and demands of the College in terms of participation, cooperation, punctuality, successful submission of work and high standards of behaviour and conduct.

St Saviour's College - Version 13 updated July 2017 Review: July 2018
Location: P:\Teachers\Staff Resources\Curriculum\Vocational Education\Manuals
QCAA Number: 293

11

Purpose of Assessment

Assessment will be diagnostic and competency based

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.

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.

Assessment Items

In each semester, you will complete a number of tasks that will be used to assess your competency. 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*
- ➢ *Simulated work place case studies and scenarios*
- ➢ *Electronic learning*

The Queensland Certificate of Education (QCE)

When you have successfully completed all the requirements of the course (providing the course covers the full qualification), you will be entitled to have the relevant Certificate recorded on your Queensland certificate of education. A nationally recognised Certificate will also be issued for the relevant training program. If the course is incomplete, then only the units of competency or learning outcomes that you have successfully obtained competency in, will be recorded. You will also receive a nationally recognised Statement of Attainment, which records successful units of competencies or learning outcomes.

CREDIT transfer

St Saviour's College - Version 13 updated July 2017 Review: July 2018
Location: P:\Teachers\Staff Resources\Curriculum\Vocational Education\Manuals
QCAA Number: 293

12

If you have already completed a competency in one course, then for any other course for which you are enrolled, you will be awarded a credit transfer for that competency.

COMPLAINTS AND APPEALS

This process is applicable to appeals by students of the College in relation to vocational education academic decisions or procedural matters. If a student wishes to appeal about

1. the action/s of another person/s **in the College community**, or about administrative matters, eg the non-issue of qualifications/statements, a financial matter etc;
2. the action/s of a person **outside of the College community** but associated with the College's VET programme eg a person with whom the student comes in contact during their structured workplace learning or during their participation as a School-based trainee or apprentice (SBA); or

They can follow the processes outlined below.

---

1. A complaint about the action/s of another person/s in the College community, including complaints about administrative matters

---

Process to follow:

- The student discusses the matter in the first instance with a teacher with whom they feel comfortable eg Homeclass Teacher/Middle Leader/Councillor /other teacher.

- The above contact process is to occur if the matter is of an administrative nature, is not considered to be particularly serious, or where the complaint does not relate to allegations of unlawful behaviour (eg assault, illegal discrimination or harassment, etc), and the student feels comfortable to do so.

- Where the student does not feel comfortable about doing this, or where the matter is of a more serious nature, the student will be asked to put the complaint into writing on the appropriate form. The student should advise their teacher that they are submitting the form and must also sign the complaints/grievance/appeals register.

- The written complaint should include details of the complaint(s) such as:
  - who is the student/teacher/staff member about whom the complaint is being made (or if it is an administrative issue, the issue about which the student is complaining)
  - what happened
  - when it occurred
  - how the student who has complained feels
  - what resolution is sought.

St Saviour's College - Version 13 updated July 2017 Review: July 2018
Location: P:\Teachers\Staff Resources\Curriculum\Vocational Education\Manuals
QCAA Number: 293

13

- If the complaint is about another student, the matter will be handled by the year coordinator; if the complaint is about a member of staff, it will be handled by the relevant Head of Department or the Principal. If the matter is about an administrative issue, the Principal will decide who the most appropriate person to handle the complaint is.

- Where the year coordinator or the Principal has a conflict of interest in resolving the complaint, the complaint will be referred to another appropriate staff member designated by the Principal.

- The year coordinator or Principal (as the case may be) will inform all parties to a complaint of the complaint, the specific allegations being made and all parties will be given the opportunity to respond to any allegations made.

- No complaint will be pre-judged and all complaints will be responded to within a reasonable timeframe, preferably within a week. Students who lodge a complaint will be advised of the proposed timeframe for resolution.

- Confidentiality will be respected wherever possible within the constraints of the need to fully investigate the complaint, and matters pertaining to the complaint will not be discussed with others who do not need to know about it.

- Students will receive written advice of the outcome of their complaint and the reasons for the decision made. The outcome will be in keeping with the seriousness of the incident, which may include:

- Through the resolution process, the student gains a better understanding of the situation so that his/her concerns are addressed.

- A mutually acceptable resolution is reached.

- The student receives an apology and/or the issue or behaviour that was the basis of the complaint is modified.

-In some cases, the complaint cannot be substantiated and no further action will result.

- The most serious breaches may result in expulsion (of students) or appropriate action taken by the Principal or College/employing authority (staff).

---

2. A complaint/grievance about the action/s of a person <u>outside of the College community</u> but associated with the College's VET programme eg a person with whom the student comes in contact during their structured workplace learning or during their participation as a College-based trainee or apprentice

---

2.1 Structured Workplace Learning - Harassment and Unlawful Intimidation

The information in this section is based on advice in the Department of Education Manual.

St Saviour's College - Version 13 updated July 2017 Review: July 2018
Location: P:\Teachers\Staff Resources\Curriculum\Vocational Education\Manuals
QCAA Number: 293

14

College's role/duties:

College personnel will play a supportive role in assisting students with strategies and advice concerning:
(a) approaching the alleged harasser(s) or the Structured Workplace Learning provider to attempt a personal resolution; and or
(b) forwarding a complaint to the Anti-Discrimination Commission.

Specifically, the Principal in collaboration with VET and Careers Coordinator will:

(a) consider withdrawing the student from the placement;
(b) contact CEO SBT Support staff and/or the structured workplace learning provider to advise of the student's withdrawal, if this is to happen;
(c) inform relevant parties of concerns regarding this workplace as an appropriate placement for students;
(d) inform the student of the existence of the Anti-Discrimination commission which has power to investigate the complaint;
(e) seek advice from the Catholic Education Office.

It is acknowledged, however, that, in keeping with the Work Experience Legislation, officers of Catholic Education Office (including teachers) must not investigate complaints of sexual harassment made by students on work experience. This responsibility belongs with the work experience provider, or with the Anti-Discrimination commission if a complaint is lodged there.
- If the complaint involves sexual abuse or assault, the principal will report the matter to the Department of Families, Youth and Community Care, or to the Queensland Police Service, as appropriate. Once a report has been made, the College will not be required to take further action, beyond the requirement to exercise duty of care and to withdraw the student from the placement.

The student's role

Specific actions students should take in response to harassment include one or more of the following:
(a)   inform the offending person immediately that they do not want them to behave in that way;
(b)   inform the work supervisor;
(c)   inform parent, guardian, or caregiver; and/or
(d)   contact the College Principal or Head of Department or Structured Workplace Learning coordinator.

2.2 College-based Apprenticeships and Traineeships (SBAs)

The following information is based on that provided in the Department of Education Manual.

2.2.1 Contractual arrangements

College 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 a

St Saviour's College - Version 13 updated July 2017 Review: July 2018
Location: P:\Teachers\Staff Resources\Curriculum\Vocational Education\Manuals
QCAA Number: 293

15

student may experience difficulties associated with conditions of their employment, health and well-being, and training issues. Should concerns arise during the course of the SBA, the College will not encourage the student to withdraw from the workplace without the employer's consent. The College may, however, advise the student and their guardian of appropriate procedures to pursue in certain events. If a student has any concerns regarding their SBA they should contact the Catholic Education SBA Program.

St Saviour's College
Vocational Education & Training

COMPLAINTS and APPEALS FORM
(Sample Only)

Student's Name: _____

Class Group: _____   Date: _____

Nature of Complaint/Appeal
Please use specific detail (dates etc)

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Complaint Against _____

Student Signature: _____

Parent Signature: _____

Accepted by: _____   Position: _____

St Saviour's College - Version 13 updated July 2017 Review: July 2018
Location: P:\Teachers\Staff Resources\Curriculum\Vocational Education\Manuals
QCAA Number: 293

16

Entered into Register of Complaints by: _____

Signature: _____ Date: _____

Action taken: _____

_____

Outcome: _____

_____

St Saviour's College - Version 13 updated July 2017 Review: July 2018
Location: P:\Teachers\Staff Resources\Curriculum\Vocational Education\Manuals
QCAA Number: 293

17

Recognition (of other study)

Stages in the Recognition Process

Definition
Recognition applies nationally and means the acceptance of qualifications gained at another Registered Training Organisation (RTO).

Recognition will allow you to:
♦ progress through the course at a faster rate
♦ do only new work (and not repeat the work in which you are already competent)
♦ have your knowledge and skill level formally recognised

What Counts Towards Recognition?
A Statement of Attainment or Certificate gained at another RTO.

In What Parts of the Course Does Recognition Apply?
Recognition can only be granted for the vocational training competencies or learning outcomes in the course you are studying.

If You Decide to Take Advantage of RPL:
You will need to provide official written evidence of your achievement of competencies from your previous RTO.

Recognition of Prior Learning (RPL)

Stages in the RPL Process

Definition
RPL means getting credit for what you know - *no matter where or how you learnt it -* if your knowledge and skills are of the same standard as required in your vocational course and you are able to provide the appropriate evidence.

RPL will allow you to:
♦ progress through the course at a faster rate
♦ do only new work (and not repeat the work in which you are already competent)
♦ have your knowledge and skill level formally recognised

What Learning Might Count Towards RPL?
Knowledge and skills learnt in:
♦ other subjects
♦ work experience or industry placement
♦ a part-time job or unpaid work
♦ hobbies, activities, clubs, and sports interests inside or outside school
♦ activities you undertake as part of your family, holiday, home routines

St Saviour's College - Version 13 updated July 2017 Review: July 2018
Location: P:\Teachers\Staff Resources\Curriculum\Vocational Education\Manuals
QCAA Number: 293

18

In What Parts of the Course Does RPL Apply?

RPL can only be granted for the vocational training competencies or learning outcomes in the course you are studying. (These are the job-related knowledge and skill areas of the course).

Each vocational training program has a number of learning outcomes or units of competency. You can apply for RPL in either an entire training program or in individual learning outcomes.

If You Decide to Take Advantage of RPL:

1. Ask the External RTO provider for specific information about the learning outcomes or competencies of the training program
2. Complete the appropriate RPL process as determined by the External RTO provider.
3. You may be asked to attend an interview, or to do a practical task, or to provide more information

How Does RPL Assessment Work?

An assessor (usually your class teacher) will look through your application. The assessor will look at the evidence you have provided in the application (and perhaps in an interview) to decide on the outcome of your application. If the teacher does not have sufficient evidence to grant RPL, you may be asked to do a practical test.

After the RPL assessment is finished you will be notified of the result in writing, i.e.
- successful
- partially successful
- unsuccessful

If you disagree with the outcome, you may appeal.

The evidence you gather for your application might include:
- products and/or records of your work
- a personal report
- a referee's report

A single piece of evidence may be relevant to one or more of the learning outcomes or competencies.

Examples of Evidence which must link to the element, competency, qualification as a whole.
This evidence is used to support the assessor's judgement.

PRODUCTS OF YOUR WORK
- Samples of work you have completed
- Work experience/structured workplace learning records
- Qualifications gained
- Coaching certificates
- Senior first aid certificates
- Magazine or newspaper articles about you

St Saviour's College - Version 13 updated July 2017 Review: July 2018
Location: P:\Teachers\Staff Resources\Curriculum\Vocational Education\Manuals
QCAA Number: 293

19

♦ Prizes, certificates or other forms of commendation

A Personal Report
The Personal Report is written by you and is a concise description of activities and functions that you have carried out. It should be related to the training program for which you are seeking RPL.

The Personal Report can never stand alone as sufficient evidence of competence.

Referee's Report
♦ Letters from others to support your claim - e.g. managers, customers, colleagues, previous employer
♦ Reports from a manager who witnessed specific activities undertaken.

A referee's report should include:
♦ A company heading
♦ The name of the supervisor or manager
♦ Period of employment
♦ List of competencies developed or tasks undertaken
♦ Signature and position of the person verifying the claim
♦ The date

RPL checklist for students

To ensure an effective RPL process, students should:
1. Obtain information about RPL.
2. Obtain a copy of the Student Record Book/Training Record Book for the vocational training program(s) of your subject from the RTO
3. Read the relevant learning outcomes or competencies for the training programs as listed in the Student Record Book/Training Record Book.
4. Assess your abilities/competencies, with guidance from your teacher and/or counsellor in the learning outcomes or competencies in the training programs.
5. Decide if you think you possess the knowledge and skills of the learning outcome or competencies in the training programs and if so, you should apply for RPL.
6. Complete an RPL process from the External RTO provider
7. Gather evidence that supports your application.
8. Give the completed RPL Application Form and evidence to your exteranlRTO for assessment..
9. *You should receive notification from your RTO to show either*
   (i) that you have gained RPL (go to 10)

St Saviour's College - Version 13 updated July 2017 Review: July 2018
Location: P:\Teachers\Staff Resources\Curriculum\Vocational Education\Manuals
QCAA Number: 293

20

      (ii)   that you need to supply more information AND/OR attend an interview (go to 7)

      (i)   that you have not gained full/partial RPL and you receive feedback (go to 12)

10. (if you are successful) be exempt from those learning outcomes or competencies in the training programs.

11. Ensure your Student Record Book/Training Record Book is signed off.

12. (if you were partially successful) you may decide to progress more quickly through the training program by completing only those aspects for which you do have prior learning. This completes the RPL process for your application.

St Saviour's College - Version 13 updated July 2017 Review: July 2018
Location: P:\Teachers\Staff Resources\Curriculum\Vocational Education\Manuals
QCAA Number: 293

21

St Saviour's College - Version 13 updated July 2017 Review: July 2018
Location: P:\Teachers\Staff Resources\Curriculum\Vocational Education\Manuals
QCAA Number: 293

23