



Hervey Bay
State High School

Vocational Education and Training
RTO Provider Number: 30299

Student Handbook

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Introduction

This handbook provides students with important information about the Vocational Education and Training (VET) program at Hervey Bay State High School.

This handbook outlines:

- your rights and responsibilities as a VET student,
- the qualifications offered through different courses,
- aspects of competency-based training and assessment and
- specific procedures such as the Complaints and Appeals Process and Recognition of Prior Learning (RPL) arrangements.

You will be asked to sign that you know where to access this handbook, so it is vital that you are familiar with it. You will need to refer to this handbook throughout your involvement in your VET program.

I wish you all the best for your training and assessment.

Tracey Gist
Head of Department – Senior Schooling

What is Vocational Education and Training (VET)?

Vocational education and training (VET) courses develop knowledge and skills for specific workplaces. VET courses can lead to qualifications that are recognised throughout Australia by:

- employers,
- and other Registered Training Organisations (RTOs).

As a VET student you need to understand that:

- VET courses differ from your school subjects and criteria-based assessment;
- your training and assessment will include work-like activities;
- assessment is competency-based and there are no A – E grades;
- competency-standards are industry-determined specifications of performance that set skills, knowledge and attitudes required to perform effectively in the workplace;
- you will need to demonstrate your knowledge and skills under different conditions and consistently before competency can be determined.

What are the benefits of VET?

There are many benefits to undertaking a VET course while at school. These benefits include:

- gaining a nationally (Australian-wide) recognised qualification,
- developing industry relevant knowledge and skills for employment,
- establishing links and contacts with local businesses and employers,
- using skills and knowledge obtained outside of your course for credit towards your qualification and
- attaining credit towards your Queensland Certificate of Education (QCE).

VET Quality Framework

The VET Quality Framework (VQF) is aimed at achieving greater national consistency in the way providers are registered and monitored and in how standards in the vocational education and training (VET) sector are enforced.

The VQF comprises:

- the Standards for National VET Regulator (NVR) Registered Training Organisations
- the Fit and Proper Person Requirements
- the Financial Viability Risk Assessment Requirements
- the Data Provision Requirements, and
- the Australian Qualifications Framework in detail.

The Australian Qualifications Framework (AQF) establishes the quality of Australian qualifications.

The AQF is the national policy for regulated qualifications in the Australian education and training system. It incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework. The VET sector delivers eight qualifications under this framework- from Certificate I to Vocational Graduate Diploma.

The graphic below (www.aqf.edu.au) details the AQF.



Level	Level 1	Level 2	Level 3	Level 4	Level 5
Summary	Graduates at this level will have knowledge and skills for initial work, community involvement and/or further learning	Graduates at this level will have knowledge and skills for work in a defined context and/or further learning	Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning	Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning	Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning
Qualification Type	Certificate I	Certificate II	Certificate III	Certificate IV	Diploma

Level	Level 6	Level 7	Level 8	Level 9	Level 10
Summary	Graduates at this level will have broad knowledge and skills for paraprofessional/highly skilled work and/or further learning	Graduates at this level will have broad and coherent knowledge and skills for professional work and/or further learning	Graduates at this level will have advanced knowledge and skills for professional highly skilled work and/or further learning	Graduates at this level will have specialised knowledge and skills for research, and/or professional practice and/or further learning	Graduates at this level will have systematic and critical understanding of a complex field of learning and specialised research skills for the advancement of learning and/or for professional practice
Qualification Type	Advanced Diploma Associate Degree	Bachelor Degree	Bachelor Honours Degree Graduate Certificate Graduate Diploma	Masters Degree	Doctoral Degree

What VET courses are currently delivered at Hervey Bay State High School?

Faculty	Qualification Code	Qualification Name
Agriculture	AHC21216	Certificate II in Rural Operations
Business Education and Information Technology	BSB10115	Certificate I in Business
	BSB20115	Certificate II in Business
	BSB30115	Certificate III in Business
	ICT10115	Certificate I in Information Digital Media Technology (IDMT)
	ICT20115	Certificate II in Information Digital Media Technology (IDMT)

You will receive a Course Overview from your class teacher. This will provide specific information about each course that includes the units of competency offered, the type of assessment undertaken and other factors such as RPL or Credit Transfer and the Complaints and Appeals policies.

In addition to this, you will receive a Student Agreement to confirm you have been provided with information about your course and other services in the school.

School Procedures

The procedures outlined below have been developed to ensure VET courses are organised, trained and assessed consistently.

Student Enrolment

All students wishing to undertake VET must be a student of Hervey Bay State High School. Enrolments are processed through the school office and the established enrolment procedures. On enrolment all students must provide a copy of a full birth certificate (and it is recommended that an additional form of ID such as a copy of a Medicare card also be provided for the USI).

All Year 10 students receive information about Years 11 and 12 VET courses in the school during Terms Two and Three as part of the SET Plan process. Information for new enrolments is on the school's website and is discussed in enrolment interviews with the Deputy Principal (Senior Schooling). A detailed Subject Selection Guide is available for all students and parents/carers to peruse and gain information on available courses, pathways, costs and so on.

In situations where VET courses are over-capacity, student enrolment will be determined in consultation with staff members based on demonstrated student interests and career pathways.

Subject Selection Guide

A Subject Selection Guide is published each year and provides information in relation to VET courses. All VET courses advertised in this handbook are listed on the scope of registration and include:

- RTO code,
- code and title of the qualification,
- codes and titles of units of competency,
- information about fees (including any VET FEE-HELP),
- other important details such as safety requirements or additional information.

Note: The school does not guarantee that:

- a learner will automatically complete a training product on the scope of registration,
- a training product can be completed in a manner that does not meet Standard 1 of the RTO Standards for Registered Training Organisations (RTOs) 2015,
- a learner will obtain a particular employment outcome.

Student Induction

All students enrolled in VET subjects will be involved in a faculty-specific VET Induction.

The faculty-specific VET Induction will occur in the first lesson of the year. The following information will be provided:

- Course Outline that details units of competency, assessment requirements, materials and equipment needed
- an overview of Recognition of Prior Learning (RPL) arrangements
- details on the recognition of qualifications from other RTOs
- details on the Complaints and Appeals processes
- a Student Agreement form will be provided at the faculty-specific student induction. Your VET Student Agreement contains important information about VET services in the school. The Student Agreement needs to be completed, signed and returned to your class teacher.

The school is committed to completing the outlined training and assessment once students have started study in a chosen qualification/s or courses and have met student responsibilities. Students who enrol in VET courses after the start date may have a negotiated package of units leading to a statement of attainment.

Student Support, Welfare and Guidance Services

As a VET student, you have access to a range of support, welfare and guidance services at this school. These include:

Deputy Principal (Senior Schooling):	Ms Clucas
HOD Senior Schooling:	Ms Gist
HOD Teaching and Innovation:	Ms Brierley
HOD Science and Agriculture:	Mr Garty
Guidance Officers:	Ms Coyne Ms York Mrs Lizzy van Eerden
Pathways Officer:	Ms Emma McAllister
Youth Support Co-ordinator:	Ms Louise MacDonald
Community Education Counsellor:	Mr Tom Mason

You should seek assistance from your class VET teacher in the first instance.

Unique Student Identifier (USI)

The Unique Student Identifier (USI) initiative was implemented on the 1st January 2015.

A Unique Student Identifier (USI) is a reference number made up of numbers and letters that give students access to their USI account. A USI will allow an individual's USI account to be linked to the National Vocational Education and Training (VET) Data Collection enabling an individual to see all of their training results from all providers including all completed training units and qualifications.

The USI streamlines the process for students to find and collate their VET achievements into a single authenticated transcript. It will also ensure that students' VET records are not lost.

The USI is available online and at no cost to the student. This USI will stay with the student for life and be recorded with any nationally recognised VET course that is completed from 1st January 2015.

For further information on the USI, to create or retrieve your USI go to:

<http://www.usi.gov.au/Pages/default.aspx>

Procedures

While students are responsible for obtaining their own USI, the school does make provisions during key points of the year to complete this process.

USIs are usually created in Year 10 during the first lesson of the Cert I IDMT. Identity documents are needed such as a birth certificate, driver's licence or learner's or a Medicare card. The USI website has a Frequently Asked Questions section to assist with the creation of a USI.

Once you created your USI you must forward a copy of it to the HOD Senior Schooling at tgist1@eq.edu.au or the Senior Schooling Teacher Aide jgreen581@eq.edu.au

The USI is entered onto OneSchool and the Registration and Banking System (RABS) where it is verified.

You MUST retain a copy of your USI and password for your records. It is recommended these be stored in your phone and school diary as you will require this number for your lifetime. Concerns or issues with the USI must be directed to the USI office at www.usi.gov.au.

Note: Qualifications and statements of attainment can only be issued to students with a verified USI.

Training

Each VET course has units of competency that describe the knowledge and skills required. These have been determined by industry through an over-arching document known as a training package. During the course of your training you will develop a range of Employability Skills that will be essential in the workplace.

Each VET course will provide a variety of learning activities that reflect the standards and nature of the workplace and an emphasis on knowledge and skills that reflect the requirements of a particular industry.

The mode of delivery will be specific to each subject area, though most courses will employ a combination of the following:

- face-to-face
- online delivery
- work tasks
- private study
- tutorials (if required)

Assessment

Assessment for VET courses is competency-based. This is different to regular QCAA Authority or authority-registered subjects where you receive a grade from A – E. In VET, a learner is considered to be competent when able to apply knowledge and skills to successfully complete activities in a range of situations and environments. These need to be performed at the standard expected in the workplace and as determined by the AQF level of the certificate and the expectations specified in the training package.

Assessment will involve a range of different modes such as:

- undertaking a specific workplace task(s),
- responding to problems or irregularities when undertaking a work activity. For example: breakdowns, changes in routine, difficult or dissatisfied clients.
- dealing with the responsibilities and expectations of the work environment. For example: working with others, interacting with clients and suppliers, complying with standard operations procedures, observing enterprise policy and procedures.
- management skills where a number of different tasks are undertaken to complete a whole activity
- This means that you need to demonstrate that you can do a task in a range of different circumstances and under different conditions.

For each unit of competency, you will be deemed to be either:

- C – Competent
- RPL – Recognition of Prior Learning
- CT – Credit Transfer
- W – Withdrawn

- NC – Not Competent

If you do not achieve C (Competence) you are encouraged to repeat, resit or revisit the unit of competency (or specific Elements) in order to demonstrate competency. Your teacher will assist you with this.

Principles of Assessment

The school's delivery and assessment of VET courses is designed to promote valid, reliable, flexible and fair assessment that is also informative in its context and purpose. These principles comply with the Assessment Policy published in the Student Diary.

This means that:

1. Clear and timely information on assessment will be provided such as:
 - a. advice about the assessment methods
 - b. assessment procedures
 - c. when and how appropriate feedback will be received
 - d. the mechanism for appeal.
2. Sufficient evidence will be gathered to enable a fair and accurate judgment of each student's competence.
3. Assessment will cater for the language, literacy and numeracy needs of students.
4. Reasonable adjustments will be made to the assessment strategy to ensure equity for all students, while maintaining the integrity of the assessment outcomes as stated in the training package.
5. Opportunities for feedback and review will be provided.
6. Clearly documented mechanisms for appeal against assessment processes and decisions will be available to students. (*See Complaints and Appeals below*)

Flexibility

All VET courses are flexible and designed to provide every student with an opportunity to demonstrate competence. This means that if you have an identified need, the conditions of the assessment may be changed. For example, a learning support aide may read the tasks to you or they may act as a scribe. These conditions for assessment must still comply with training package requirements. Your teacher, together with the STLaN and IEC staff, will decide what adjustments are necessary. In making an adjustment, the rigor or difficulty level of the task will not change as you will still need to be judged 'competent' in order to gain the qualification. The fact that a condition under which the task was performed has changed will be noted on your assessment task sheet.

Assessment Procedures

The school's Assessment policy is to be followed by students enrolled in VET Courses.

Please note the following assessment procedures:

1. Extensions may be applied for using the process outlined in the Assessment Policy.
2. Information related to assessment types and due dates will be outlined by class teachers and will be available by accessing the Assessment Calendar.
3. Task sheets outlining the task/work requirements, unit of competency and elements and performance criteria under assessment will be distributed.
4. Teacher feedback (written and verbal) will be provided.
5. Each student will have a folio, which will contain a profile. Copies of assessment tasks are filed in the folio.

6. Students should check their progress towards a qualification using the information on the profile. The folio will be distributed at least once per term for this purpose.
7. Results from your VET course will be periodically updated via the school's data collection procedures. Students should check VET progress via their Learning Account through the QCAA website. The location is the Student Connect page at <http://studentconnect.qcaa.qld.edu.au>
8. During Years 11 and 12 SDCS Student Assessment Records and Provisional Statements are also distributed to students. These should be checked thoroughly to ensure results are recorded and demographic details (name/address details) are accurate.
9. Students who are dissatisfied with a decision on assessment, have access to an Appeals Process. Refer to the information below.
10. For Year 11 and 12 students, incomplete assessment may lead to loss of Academic Good Standing (AGS) and could result in cancellation of enrolment.

Recognition of Prior Learning (RPL)

All VET students at Hervey Bay State High School have access to Recognition of Prior Learning (RPL). RPL is used when you believe there are some units of competency that you can already do and are competent at.

RPL recognises your current knowledge and skills obtained through:

- other subjects,
- things you have learnt outside school (for example sporting or community involvement),
- work experience or industry placement,
- your part-time job,
- and measures them against specific units of competency.

If what you have learned at work or elsewhere is relevant to the knowledge and skills required in your VET course, you may apply for 'recognition' for those specific units of competency. You will need to provide evidence to support your belief that you can in fact already do these particular tasks.

You may need to perform a skills test to support your claim.

RPL may benefit you as you may be able to shorten your course, substitute the learning with new or more advanced skills for those you have already mastered. It also means that you do not have to waste time by repeating the learning of skills you already have.

RPL is a supportive process. Your teacher and the faculty HOD will guide you through the requirements. The basic steps for RPL are outlined below:

1. Discuss the RPL process with your teacher, if you believe you are already competent in some parts or all of the VET course you are enrolled in. Ensure that you understand the full RPL Application Process, including the Appeals Process.
2. Undertake a self-assessment. This will help you to consider your knowledge and skills and identify those units of competency for which you might seek recognition as well as the evidence you might present. A Self-Assessment Form has been developed to support you. Refer to Appendix One. A copy of this is available from your teacher.
3. Complete and submit the Student Application form, attaching evidence such as work samples Supervisor Reports, photos, videos, awards, certificates. Refer to Appendix One.
4. Your teacher and faculty HOD will examine the evidence provided and make a judgement about whether competence has been achieved.
5. Your teacher will inform you of the result of your RPL Application, within 15 days of submission.

6. The outcome may be appealed using the Appeals Process.

See your teacher for more details.

Note: If you have a qualification or a statement of attainment from another Registered Training Organisation (RTO) for any units of competency which are the same as those in any of the school's VET courses, you will be awarded automatic recognition and it will not be necessary for you to apply for RPL. You must make the VET teacher aware if this is the case.

Recognition of AQF Qualifications and Statements of Attainment

Hervey Bay State High School recognises all qualifications and statements of attainment issued by another institution.

Originals of the qualification and/or statement of attainment should be provided to the faculty HOD who will arrange for verification by a Justice of the Peace (JP) or Commissioner for Declarations. This will be copied and the original returned. The verified original will be sighted by HOD Senior Schooling and returned to the Faculty HOD to file in the folio.

Credit Transfer will recognise AQF qualifications and statements of attainment issued by another RTO. If you have successfully completed units of competency and/or qualifications at Hervey Bay State High School or another RTO and enrol in qualifications with those units of competency you will have Credit Transfer applied.

Below are some examples of how this might occur:

Example One:

A student successfully completes the Certificate I in Community Activities and enrolls in the Certificate II in Community Activities. Because some of the successfully completed units on the Certificate I are also required units for the Certificate II course, Credit Transfer (CT) will be applied.

CT will be used as the outcome on the units in the Certificate II that the student has successfully completed in the Certificate I.

The student will be exempted from the need to enrol in and/or complete further training and/or assessment in these units.

Example Two:

A student enrolls at Hervey Bay State High School partway through Year 11. At their previous school, the student has successfully completed three units from the Certificate II in Business. The student also enrolls in the Certificate II in Business at Hervey Bay State High School as it offers the same certificate.

The student can obtain a Credit Transfer for the three completed units.

Printing Certificates and/or Statements of Attainment

Hervey Bay State High School will print VET certificates and statements of attainment.

VET certificates and statements of attainment are printed and provided within 30 days of students exiting a course.

The VET certificates and statements of attainment are signed by the Principal and provided to students. It is very important that you ensure the school has your correct mailing address so you receive any qualifications you are entitled to.

Students can request reprints of VET certificates or statements of attainment. Students and/or parents/caregivers need to provide this request in writing to the HOD Senior Schooling who will arrange for the printing, signing and postage of the identified qualification/s. A fee may be incurred for this.

Workplace Health and Safety

The safety and well-being of staff and students of the school is very important.

All in the school environment have responsibility to:

- use and take reasonable care of any protective equipment that is provided,
- follow teacher instructions in relation to workplace health and safety,
- report unsafe acts to your teacher,
- report all injuries or near-misses to your teacher,
- ensure your conduct does not interfere with school property, student safety or welfare or their ability to participate in their course.

VET Course Fees and Refund Policies

Fees for VET Courses are outlined in the Learning Resources Scheme. Additional costs such as excursions are negotiated by the class teacher.

Students who leave the school early are refunded on a pro-rata basis.

No student is charged fees in excess of \$1 500.

Language, Literacy and Numeracy Assistance

Students enrolled in VET Courses will develop literacy and numeracy skills in the context of the industry area. Assistance with literacy and numeracy is available from your teacher and learning support staff and through English and Mathematics lessons.

Support is also available for students with English as a second language.

Disciplinary Procedures

Hervey Bay State High School's Responsible Behaviour Plan for Schools (RBP4S) outlines the school's expectations regarding behaviour. This document is saved on the school network and is available for download from the school's website.

Complaints and Appeals Procedures

1. If a complaint relates to a report about harm or safety, refer to your school's appropriate Student Protection procedures or Case Manager.
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 V:\Form & Templates, 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 HOD Senior Schooling
 - forward it to the HOD Senior Schooling
 - enter it into the secure Complaints and Appeals Register.
 - if the complaint is in relation to the HOD Senior Schooling
 - forward it to the Deputy Principal Senior Schooling
 - 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 the Deputy Principal responsible for the Senior School.
5. To resolve the complaint or appeal, the HOD Senior Schooling and/or Deputy Principal Senior Schooling:
 - 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.
6. 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.
 7. 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.
 8. 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>).
 9. 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.

The complaints and appeals policy is available on the website at www.herveybayshs.eq.edu.au

General Information

The school will ensure that it meets its obligations and will implement appropriate RTO governance and administration procedures. The school will:

- hold public liability insurance (as per EQ arrangements)
- provide accurate and timely data as required
- work cooperatively with the QCAA as the delegate for the VET regulator
- ensure that any third party delivering services on its behalf will have a written agreement specifying roles and responsibilities in order to protect learners
- comply with Commonwealth, State and Territory legislation and regulatory requirement relevant to its operation
- ensure that students and staff are informed of any changes to legislative and regulatory requirements that affect the services delivered

Legislative Requirements

Hervey Bay State High School will meet all legislative requirements of State and Federal Government. In particular, Workplace Health and Safety, Workplace Relations and vocational sector will be met at all times. The following legislation (current at time of publication but subject to change) can impact upon courses delivered at Hervey Bay State High School and are listed in accordance with the requirements of VQF:

- Anti-Discrimination Act 1991
- Child Care Act 1991
- Child Protection Act 1999
- Children Services Tribunal Act 200~: Children’s Court Act 1992
- Commission For Children and Young People Act 2000
- Commonwealth Powers (Family Law – Children) Act 1990

- Criminal Law (Sexual Offences) Act 1978
- Education (General Provisions) Act 1989
- Education (Queensland Studies Authority) Act 2002
- Education (Work Experience) Act 1996
- Equal Opportunity In Public Employment Act 1992
- Freedom of Information Act 1992
- Industrial Relations Act 1971
- Invasion of Privacy Act 1971
- Juvenile Justice Act 1992
- Judicial Review Act 1991
- Training and Employment Act 2000
- Workplace Health and Safety Act 1995

In Australia, copyright law is contained in the Copyright Act 1968. Copyright protects:

- written material such as journal articles, novels, screenplays, poems, song lyrics and reports
- artistic works such as paintings, drawings, cartoons, sculpture, craftwork, photographs, maps and plans
- musical works
- dramatic works such as dance, plays and mime
- computer programs
- compilations such as anthologies, directories and databases. The selection and arrangement of material may be protected separately from the individual items contained in the compilation.
- cinematograph films – The visual images and sounds in a film or video are protected separately from any copyright in works recorded on the film or video, such as scripts and music
- sound recordings – The particular recording itself is protected by copyright in addition to, for example, the music or story that is recorded.
- broadcasts – Broadcasters have copyright in broadcasts of television and radio programs. This is separate from the copyright in the films, music and other material which is transmitted.
- published editions – Publishers have copyright in the typographical arrangement of a published edition. This is separate from the copyright in works reproduced in the edition (such as poems or illustrations or music).
- performers – The Copyright Act also says you must get consent from a performer to record, broadcast or able a live performance. Consent may also be needed to use an unauthorised recording of a performance, or to use an authorised sound recording of a performance on a soundtrack to a film.

The Australian Copyright Council can be contacted via their website: www.copyright.org.au

Access and Equity

All students will be informed of the requirements of curriculum training packages. Our Access and Equity Policy ensures that student selection decisions comply with equal opportunity legislation.

Appropriately qualified staff will assess the extent to which the student is likely to achieve the stated competency standards and outcomes of the course, based on their qualifications and experience.

The Guidance Officers offer support to students in this area.

Quality Management Focus

Hervey Bay State High School has a commitment to providing a quality service and a focus on continuous improvement. We value feedback from students, staff and industry representatives for incorporation into future

programs. At the completion of your course, you will be required to complete a course feedback questionnaire to help improve the quality of the training package.

Client Service

Hervey Bay State High School has sound management practices to ensure effective service to students. In particular we have service standards to ensure timely issue of student assessment results and qualifications. These will be appropriate to competence achieved and issued in accordance with national guidelines.

Our quality focus includes a Recognition of Prior Learning Policy, a fair and equitable Refund Policy, a Complaint and Appeal Policy, an Access and Equity Policy and student welfare and guidance services. Where necessary, arrangements will be made for those students requiring literacy and/or numeracy support programs. We will take every opportunity to ensure that this information is disseminated, understood and valued by staff, students and parents. Information relating to all fees and charges, course content, assessment procedures and vocational outcomes will be outlined prior to enrolment.

Self-Assessment

At Hervey Bay State High School each faculty HOD undertakes Self-Assessment to identify improvements to the course. The Self-Assessment process assists in the development of quality training and assessment.

External Audit

Hervey Bay State High School has agreed to participate in external monitoring and audit processes required by QCAA. This covers random quality audits, audit following complaint and audit for the purposes of re-registration.

Training and Assessment Standards

Hervey Bay State High School has personnel with appropriate qualifications and experience to deliver the training and facilitate the assessment relevant to the training products offered. Adequate facilities, equipment and training materials will be utilised to ensure the learning environment is conducive to the success of students.

Sanctions

Hervey Bay State High School will honour all guarantees outlined in this Code of Practice. We understand that if we do not meet the obligations of this Code or supporting regulatory requirements, we may have our registration as a Registered Training Organisation withdrawn.

VET Result Codes

Below is a brief explanation of the result codes used in VET.

C – Competent

This indicates that a student has been assessed and satisfied all the requirements for that unit of competency.

RPL – Recognition of Prior Learning

This is used when a student has asked for and been given assessment of previous unrecognised skills and knowledge and recognition of that prior learning has been granted.

CT – Credit Transfer

Credit Transfer is training credit for a unit of competency previously completed by a student and includes recognition granted for AQF qualifications and statements of attainment issued by another RTO.

W – Withdrawn

This code is used when a student enrolls in a unit of competency but withdraws before completing the unit of competency

NC - Not Competent

This is used when a student has been assessed and does not satisfy the requirements for the unit of competency.