

Laidley State High School



Vocational Education and Training (VET)

Student Information Handbook

Name: _____

Year Level: _____

Form Class _____

RTO CODE: 3389

VOCATIONAL EDUCATION & TRAINING (VET) Student Information Handbook

Table of Contents

1. INTRODUCTION.....	2
2. PURPOSE OF THIS HANDBOOK.....	2
3. COURSES AVAILABLE AT LAIDLEY STATE HIGH SCHOOL.....	2
4. THE AUSTRALIAN QUALIFICATIONS FRAMEWORK.....	2
5. STUDENT SELECTION, ENROLMENT AND INDUCTION.....	3
6. COURSE INFORMATION, INCLUDING CONTENT AND VOCATIONAL OUTCOMES.....	4
7. PROVISION FOR LANGUAGE, LITERACY AND NUMERACY SUPPORT.....	4
8. STUDENT SUPPORT, WELFARE AND GUIDANCE SERVICES.....	4
9. VET ASSESSMENT POLICY PRINCIPLES.....	5
10. COMPETENCY BASED ASSESSMENT (CBA).....	5
11. RECOGNITION OF PRIOR LEARNING (RPL).....	5
12. RECOGNITION OF CURRENT COMPETENCY/CREDIT TRANSFER.....	7
13. PRIVACY STATEMENT.....	7
14. STUDENT FEEDBACK.....	7
15. ISSUING OF CERTIFICATES.....	7
16. APPEALS AND COMPLAINTS PROCEDURES.....	7
17. ACCESS AND EQUITY.....	9
18. REFUND POLICY.....	10
19. PROVISION OF QUALITY TRAINING AND ASSESSMENT.....	10
20. VET QUESTIONNAIRE FOR STUDENTS.....	11
21. STUDENT/PARENT CONSENT FORM.....	12
A CONSENT.....	12
B ACKNOWLEDGEMENT OF RECEIPT OF INFORMATION.....	12
22. RECOGNITION OF PRIOR LEARNING APPLICATION FORM (SELF-ASSESSMENT TOOL) 15	
23. RECOGNITION OF PRIOR LEARNING APPLICATION FORM.....	16
24. RECOGNITION OF PRIOR LEARNING APPEALS FORM.....	17

1. INTRODUCTION

WELCOME: Welcome to LAIDLEY STATE HIGH SCHOOL and congratulations on your decision to participate in a nationally recognised vocational course.

2. PURPOSE OF THIS HANDBOOK

This handbook has been written to provide VET students with important information about VET programs offered by the school as well as 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 that you are unsure of. You should have access to 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 HOD of Technology and VET.

3. COURSES AVAILABLE AT LAIDLEY STATE HIGH SCHOOL

Listed below are the subjects at Laidley State High School that have embedded Nationally Accredited Competencies and the credentials you could achieve. If you are involved in any of these subjects you are involved in VET:

- Certificate II in Hospitality SIT20213
- Certificate I in Business BSB10115
- Certificate II in Business BSB20115
- Certificate III in Business BSB30115
- Certificate I in Information, Digital Media and Technology ICT10115
- Certificate II in Information, Digital Media and Technology ICT20115
- Certificate II in Music CUS20109
- Certificate II in Music Industry CUA20615
- Certificate II in Workplace Practices 30981QLD
- Certificate III in Sport and Recreation SIS30515
- Certificate III in Fitness SIS30315
- Certificate II in Skills for Work and Vocational Pathways FSK20113
- Certificate I in Work Preparation (Community Services) CHC10108

4. THE AUSTRALIAN QUALIFICATIONS FRAMEWORK

All of the VET programs offered by this School can lead to a nationally recognised qualification. A Certificate will be issued, 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 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.

VQF Qualifications by Educational Sector

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

Your VET teacher 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 in each, assessment requirements, vocational outcomes, etc.

5. STUDENT SELECTION, ENROLMENT AND INDUCTION PROCEDURES

Students enrolled in VET subjects at this school participate in the same enrolment and selection processes as other students at the school. (Year 9 to 10 Subject Selection and Year 10 SET Plan and Subject Selection). Laidley State Haigh School is committed to non-discrimination in any form when processing subject selection and at all times complies with equal opportunity and anti-discrimination legislation. Where numbers are limited for VET subjects, selection will be based on interview and/or on the order in which enrolment was received.

At the commencement of all VET subjects, VET teachers will induct students on Workplace Health and Safety Issues (where applicable) and will continue to incorporate WH&S issues throughout the VET course.

When enrolling in Year 10, 11 and 12 for the first time at Laidley State High School, the school will generate the following:

- A SDCS number
- A Learner Unique Identifier (LUI): a 10-digit number that QCAA uses to identify you – and a password so you can access your learning account

- A Unique Student Identifier (USI); an USI is a reference number made of up letters and numbers that enables a learner to track their VET qualifications nationally. A learner must create this number to enable qualifications to be awarded.

6. COURSE INFORMATION, INCLUDING CONTENT AND VOCATIONAL OUTCOMES

Students are able to participate in a subject selection night and a SET Plan interview before subject selection occurs in Years 10, 11 and 12. During this time students should obtain a Subject Selection booklet and access a VET Student Handbook electronically. This allows students to receive the following information:

- student selection, enrolment and induction/orientation procedures;
- course information, including content and vocational outcomes;
- fees and charges, including refund policy;
- provision for language, literacy and numeracy assessment;
- student services, welfare and guidance;
- complaints and appeals procedures;
- Recognition of Prior Learning;
- Credit Transfers
- Issuing of Certificates;
- any other information specific to their course

Course/program information including qualification/course code and name, units of competency to be offered and vocational outcomes are supplied in the Senior Subject Selection Booklet. This is available on the school website <http://www.laidleyshs.eq.edu.au>

At the commencement of all VET subjects, trainers will induct students on VET elements identified within both the Subject Selection and VET Student Handbook and will continue to incorporate these throughout the delivery and assessment of the course.

7. PROVISION FOR LANGUAGE, LITERACY AND NUMERACY SUPPORT

If you are undertaking a VET subject, which has embedded units of competency from a Training Package, you will find that basic literacy/numeracy elements have been incorporated. This should help you learn basic literacy/numeracy components more readily, as they are being delivered/assessed in the context of an industry vocational area. If you feel you need additional language, literacy or numeracy support, please approach the teacher of VET subject, the HOD of VET, HOD of Learning Enhancement or talk to the Guidance Officer.

8. STUDENT SUPPORT, WELFARE AND GUIDANCE SERVICES

Students have access to a wide range of support, welfare and guidance services at this school including, for example:

- VET teacher
- Heads of Departments
- Principal and Deputy Principals
- Guidance Officer
- Learning Support Teachers
- School-based Youth Health Nurse
- Senior Schooling Aide
- Ipswich Community Youth Service – Youth Worker
- Indigenous teacher-aide
- Chaplain

9. VET ASSESSMENT POLICY PRINCIPLES

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

- | |
|--|
| <p>(a) All VET students at this school will be fully informed of the VET assessment procedures and requirements and will have the right to appeal.</p> |
|--|
- (b) information given to students, on the assessment cover sheet, will include:
- advice about the assessment methods
 - assessment procedures
 - space for comments and feedback
- (c) The assessment approach chosen will cater for the language, literacy and numeracy needs of students.
- (d) Any special geographic, financial or social needs of students will be considered in the development and conduct of the assessment.
- (e) Reasonable adjustment will be made to the assessment strategy to ensure equity for all students, while maintaining the integrity of the assessment outcomes.
- (f) Opportunities for feedback and review of all aspects of assessment will be provided to students.
- (g) Clearly documented mechanisms for appeal against assessment processes and decisions will be available to students.

Your trainer will provide you with an overview of the assessment requirements for each particular VET subject. You will also find this information in the Assessment Calendar.

10. COMPETENCY BASED ASSESSMENT (CBA)

Competency-based assessment (or CBA) involves 'the gathering and judging of evidence in order to decide whether a person has achieved a standard of competence'. Assessors work with the learner to collect a range of evidence using the appropriate nationally endorsed industry competency standards as benchmarks. Assessment outcomes are either 'competent' or 'not yet competent' and learners have opportunities for further training and re-assessment.

Competencies studied at Laidley State High School are part of accredited courses and National Training Packages. In order to be successful in gaining competency, students must demonstrate they have the necessary underpinning knowledge and can apply this in a practical way in a workplace/simulated workplace setting to industry standard.

People are considered to be competent when they are able to apply their knowledge and skills to successfully and consistently complete work activities in a range of situations and environments, in accordance with the standard of performance expected in the workplace. You can have more than one opportunity to gain competency.

11. RECOGNITION OF PRIOR LEARNING (RPL)

Recognition of Prior Learning (RPL) recognises that people who have the knowledge and skills required for competency in various units or modules of an accredited training course should not be required to re-learn what they already know.

RPL takes into account that various competencies can be acquired through:

- Formal or informal training and education;
- Work Experience

- General life experience, and/or
- Any combination of the above.

The main focus of RPL is on the performance criteria in the various units of the course, not how, when or where the learning occurred. When you commence a VET course, you may think that you are already competent in some aspects of the work you are doing. This may make you eligible for RPL.

RPL is managed by the HOD of Technology and VET and VET trainers and assessors qualified in delivery of the course. RPL is available for all certificate courses. The performance criteria of each unit set the RPL benchmarks.

If you wish to apply for RPL you need to provide evidence that you can in fact do these particular tasks. Evidence might include:

- letters of testimonials from employers
- samples of work
- certificates
- Demonstration of skills

The RECOGNITION process is a very supportive one. Your HOD/teacher will guide you through the process, the steps of which are outlined as follows:

STEP 1: Re-read this information about RECOGNITION carefully. Your teacher/trainer will also provide you with additional information.

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

STEP 3: Undertake a self-assessment gathering evidence which can prove your competence.

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. 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 **RPL Application Form**. (see appendix).

STEP 5: Complete and submit the Application Form to the HOD of Technology and VET.

STEP 6: The teacher and the HOD will make a prompt decision and notify students of the outcome of the RPL process.

STEP 7: Once given the result of your application, discuss the outcome with your teacher. Provide feedback to your teacher and on the RECOGNITION process itself.

STEP 8: Should you wish to appeal, complete the STUDENT RPL APPEALS FORM. (see appendix)

STEP 9: 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.

12. RECOGNITION OF CURRENT COMPETENCY/CREDIT TRANSFER

Laidley State High School recognises the AQF qualifications and statements of attainment issued by other RTOs.

When you begin studying a VET subject at Laidley State High School, you may have already gained competency in one or more of the units of competency. This may be the result of:

- Transferring in from another school
- Previous study at a TAFE or another RTO.

If this is the case, discuss this with your trainer and HOD. By providing proof of success in the particular units, your competency will be automatically recognised and you will not have to demonstrate competency for a second time. Original documents (Statement of Attainment/Certificate) and not photocopies will be required as proof of success at another RTO.

13. PRIVACY STATEMENT

All information collected about a student will be held in strict confidence and will only be released to a third party if prior written consent is given by the student or parent, or the release of the information is covered by relevant State or Federal Legislation.

14. STUDENT FEEDBACK

On completion of all qualifications, Laidley State High School invites students to take part in an AQIS Learner Questionnaire. The survey is conducted to collect feedback from learners on their views about their learning experiences. The school uses the feedback it receives from learners as part of its continuous improvement processes to ensure it provides quality training and assessment.

Laidley State High School also provides space for feedback on assessment items. This allows trainers to collect feedback from individual assessment items to determine their Fairness, Flexibility, Validity and Reliability of the piece.

Laidley State High School must also provide a summary report of feedback from learners to its Registering Body to provide an indication of its performance. This is a condition of registration. All survey responses are private and confidential. Individual respondents will not be identified in any data or reports.

15. ISSUING OF CERTIFICATES

Upon successful completion of the course or when exiting the school, a certificate will be issued to students within 30 working days. If the student completes only one or more units of competency (not the complete course) a Statement of Attainment will be issued. Applications for the re-issue of a Certificate or Statement must be made in writing by completing a Re-issue of Qualification Form. These will be printed free of charge within 30 working days. All Certificates regardless of time of printing can be collected at the Main Office.

16. APPEALS AND COMPLAINTS PROCEDURES

Laidley State High School has a fair and equitable process for dealing with student complaints and appeals. Our school seeks to prevent appeals by ensuring that students are satisfied with their training. Any complaint will be treated seriously, investigated thoroughly, and dealt with according to the merit of the complaint.

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

- The RTO, its trainers, assessors or other staff.
- The results of an assessment task or the way the assessment was undertaken.
- A third party providing services on the RTO's behalf, its trainers, assessors or other staff.
- A learner of Laidley State High School.
- An administrative matter (eg: the non-issue of qualification/statements within the prescribed timeline etc.)
- A financial matter (eg: non-refund of VET curriculum/resource fees)
- Another person in the school (student or teacher)
- A person outside the school (eg: a person at your place of work/training)

Complaints Procedure

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

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

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Appeals procedure

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

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

If the client is still not satisfied, the principal will refer them to the Queensland Studies Authority appeals and complaints process <www.qsa.qld.edu.au/3141.html>.

17. ACCESS AND EQUITY

Laidley State High School is inclusive of all students regardless of sex, race, impairment, or any other factor.

We will meet the needs of individuals, and the community as a whole through the integration of access and equity guidelines. We will ensure that equity principles for all people are implemented through the fair allocation of resources and the right to equality of opportunity without discrimination. We will increase opportunities for people to participate in the vocational education and training system, and in associated decisions which affect their lives.

Access and equity procedure

Staff and students, in their induction to the school, are made aware of the school's access and equity policy and that they may contact HOD of VET for information and/or support on the school's access and equity policy.

Access and Equity for the vocational education and training system at Laidley State High School is based on the application of the following principles:

- In order to ensure high quality outcomes, VET curriculum areas will be adequately resourced with trainers who meet the human resource requirement.
- VET training and assessment will occur in line with relevant Training Packages and 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.
- All students will be actively encouraged to participate in VET programs, irrespective of ability/background/cultural differences.
- Required literacy and numeracy skills are integrated throughout all VET programs.
- Any complaints in relation to discrimination, bullying and/or harassment will be treated seriously in line with the school's Anti-Bullying Policy and Positive Behaviour Policy.

18. REFUND POLICY

If a student requests a refund before the beginning of the service related to the fee, the school shall retain an administrative fee and return the remainder to the student.

Where user-pays charges have been paid for the whole year, a pro-rata refund system will apply for the semesters which the student has not commenced but has paid charges. Matters regarding fees or refund of fees will be managed by the School's Business Services Manager in accordance with the principles contained in the School's Fee Policy.

19. PROVISION OF QUALITY TRAINING AND ASSESSMENT

Laidley State High School is committed to completing the outlined training and assessment once students have started study in their chosen qualification/s or course/s.

Students who enter the course after the start date will have a negotiated package of units that will lead to a Statement of Attainment. In the event of losing the specialist trainer, and Laidley State High School being unable to obtain a suitable replacement or 3rd party school will not be able to continue delivery, the school RTO will, if possible, arrange for agreed training and assessment to be completed through another RTO. (Fees may be incurred.) Prior to the transfer to another RTO, affected students will be formally notified of the arrangements, and an agreement to those arrangements, including any refund of fees, will be obtained. If transfer is not possible, the RTO will gain a written agreement for a subject/course transfer from the student and parent.

LAIDLEY STATE HIGH SCHOOL
20. Vet Questionnaire for Students



Name (optional): _____
Year Level: _____

Course name: _____ Date: _____

	Yes	No
At the start of your program of study were you given enough information about your qualification?		
Has your teacher given/shown you a course outline?		
Have you been given/shown an assessment outline including school assessment planner?		
Various assessment methods have been used.		
Have you been made aware of the following policies and procedures:		
• Legislation that affects me		
• Student Complaints and Appeals		
• Access and Equity		
• Recognition of Prior Learning (RPL)		
• Recognition of Qualifications issued by other RTOs		
(These are all found in your VET Student Handbook)		
Are you aware that you can access your own records and have been informed of this process?		
The course has met your expectations at this stage.		
The teacher has demonstrated good industry knowledge		
Do you understand what VET qualification you have the opportunity of completing and how it will assist you after you finish school?		
Please provide feedback/comments about your VET program – please provide any suggestions on how policies and procedures could be better explained and or communicated to students.		

VOCATIONAL EDUCATION AND TRAINING

21. STUDENT/PARENT CONSENT FORM



_____ of Laidley State High School

(Full name of student)

and (if student if under 18 years of age)

(Parent/Guardian Name)

A CONSENT

I hereby consent to the school providing relevant information about me to the following agencies/organisations, in order to facilitate the recording of my results and the issuing of relevant certification:

- Queensland Curriculum and Assessment Authority (QCAA)
- Department of Employment and Training (DET)

I also consent to the school providing relevant information about me to the agencies/organisations associated with structured work placement or school-based traineeships/apprenticeships.

I also agree to this school showing copies of any of my VET completed assessment tasks to the QSA should they undertake an external audit of the school. I understand that student work is required in order to satisfy the QSA that all assessment if of the correct industry standard.

B ACKNOWLEDGEMENT OF RECEIPT OF INFORMATION

I also acknowledge that my student is completing the following VET course/courses:

Course Code	Course Title	✓ if completing this course
SIT20213	Certificate II in Hospitality	
BSB10115	Certificate I in Business	
BSB20115	Certificate II in Business	
BSB30115	Certificate III in Business	
ICT10115	Certificate I in Information, Digital Media and Technology	
ICT20115	Certificate II in Information, Digital Media and Technology	
CUS20109	Certificate II in Music	
CUA20615	Certificate II in Music Industry	
30981QLD	Certificate II in Workplace Practices	
SIS30513	Certificate III in Sport and Recreation	
SIS30315	Certificate III in Fitness	
FSK20113	Certificate II in Skills for Work and Vocational Pathways	
CHC30708	Certificate I in Work Preparation	

I also acknowledge that In the event that Laidley State High School does not have a qualified staff member for VET qualifications or accredited courses, the qualification or course will not start. If this occurs after training starts, Laidley State High School will make arrangements for the course to be completed with another RTO who has the qualified staff.

I also acknowledge that I have can access the Laidley SHS VET Student Handbook on the school's website which contains information on the topics listed below. I acknowledge that I have read this Handbook and understand that I can access further information on some of these topics should I wish to do so.

- Student selection, enrolment and induction procedures
- Course information, including content and vocational outcomes Senior Subject Selection information is available on the school website <http://www.laidleyshs.eq.edu.au> outlining each separate VET curriculum area offered at this school. This website outlines industry/VET specific information relevant to the particular course, including qualification/course code and name, units of competency to be offered and vocational outcomes
- Fees and charges, including refund policy
- Provision for language, literacy and numeracy support
- Student support, welfare and guidance services
- Flexible learning and assessment procedures
- Complaints and appeals procedures
- Staff responsibilities for access and equity
- Recognition of Prior Learning (RPL) arrangement
- Recognition of AQF qualifications and Statement of Attainment issued by another RTO

Date: _____ Signature of Parent _____

Signature of Student _____

22. RECOGNITION OF PRIOR LEARNING APPLICATION FORM (Self-Assessment Tool)



LAIDLEY STATE HIGH SCHOOL

Student name: _____

Date: _____

Units of competency (for which recognition could be requested)		Details of relevant previous experience <i>including formal training, work experience and life experience (interests, skills etc.)</i> <i>Attach copies of relevant evidence</i>
Code	Unit Title	
Self-assessment questions		Responses
1. Can I do all the work tasks and activities that are covered by the units of competency		
2. If not, what parts do I have difficulty with and would benefit from further training?		
3. Do I know and understand all of the things I need to carry out the workplace activities?		
4. Are there any gaps in my knowledge and understanding where I would benefit from some additional training?		
5. What evidence do I have to support my application for Recognition?		



23. RECOGNITION OF PRIOR LEARNING APPLICATION FORM

LAIDLEY STATE HIGH SCHOOL

Part A: Details of recognition sought by applicant – for completion by student			
Student Name	School/College	Date	
Certificate (Code and Name)			
Units of competency for which recognition is sought			
Code	Unit descriptor	List of evidence provided (attach)	
Part B: Assessment decision – for completion by assessor and signature of student			
Competent – evidence is considered <input type="checkbox"/> Authentic <input type="checkbox"/> Valid <input type="checkbox"/> Current <input type="checkbox"/> Sufficient Feedback: _____ _____ _____		Not Yet Competent Advise and feedback to student including reasons for decision and suggested strategies through which competency could be achieved.	
Assessor Name:	Assessor Signature:	Date of assessment :	Signature of student:



24. RECOGNITION OF PRIOR LEARNING APPEALS FORM

LAIDLEY STATE HIGH SCHOOL

Part A: Applicant and appeal details – for completion by student			
Student Name:		Date of original RPL application:	Date of lodgement of appeal:
School/College		Certificate (Code and Name)	
Units of competency for which recognition is sought			
Code	Unit descriptor	Summary of reasons for your appeal (list the additional information that you will present as part of this appeal)	
Part B: Appeals decision – for completion by assessor and signature of student			
Competent – evidence is considered <input type="checkbox"/> Authentic <input type="checkbox"/> Valid <input type="checkbox"/> Current <input type="checkbox"/> Sufficient Feedback: _____ _____ _____		Not Yet Competent Advise and feedback to student including reasons for decision and suggested strategies through which competency could be achieved.	
Assessor Name:	Assessor Signature:	Date of assessment:	Signature of student:
Feedback from assessor on appeals process:		Feedback from student on appeals process:	

