



Special Education Training Alliance

2024

VET Student Handbook

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Welcome to the Special Education Training Alliance

The Special Education Training Alliance (SETA) is a Centrally Operated Registered Training Organisation (RTO) the operates out of Western Suburbs State Special School and provides RTO services to Special Schools registered as part of the training alliance across the state of Queensland. The RTO offers 5 Certificate I Courses that have been reasonably adjusted for students with disabilities.

RTO Information	Special Education Training Alliance (RTO #41021)
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Website	www.seta.eq.edu.au
RTO Manager	Kacie Howard
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1. Introduction

Congratulations on your decision to enrol in a nationally-recognised vocational course with the Special Education Training Alliance (SETA RTO).

This handbook has been written to provide students with important information about the Vocational Education and Training (VET) qualifications offered at SETA, your rights and responsibilities as a VET student and policies and procedures developed by SETA,

Students/Carers should take the time to study this handbook carefully and ask their VET trainer/assessor (teacher) if they are unsure of any details.

1.1 The Australian Qualifications Framework (AQF)

All of the VET courses offered by SETA lead to a nationally recognised qualification:

- If a student achieves all requirements of the qualification, a certificate is awarded; or
- If a student achieves only some of the units in the qualification, a statement of attainment is awarded.

A certificate/statement of attainment will be recognised in all states and territories in Australia. This is because Australia has a national qualifications framework called the Australian Qualifications Framework (AQF). There are 10 different levels of qualifications that can be obtained. These are shown in the following diagram.



Source: Australian Qualifications Framework Second Edition January 2013

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The VET trainer/assessor will provide you with information about the VET qualification/s, including an overview of the specific units of competency in each, as well as assessment requirements

1.2 Student selection, enrolment and induction/orientation procedures

Students enrolled in VET courses through SETA participate in the same enrolment and selection processes as students enrolling into other courses at each individual school site. Where numbers are limited for VET subjects, selection will be based on interview and/or on the order in which enrolments are received. Students also sign a **VET Agreement form** acknowledging acceptance of the requirements of studying a VET subject through SETA.

This process also includes provision by the student of their **USI** (Unique Student Identifier), which is necessary in order for the certificate/statement of attainment to be issued. Applying for a USI is free and is necessary for enrolment into any VET course. For information on how to apply for a USI, go to www.usi.gov.au.

Students enrolled in any VET course may be required to complete a Language, Literacy and Numeracy test to determine their level of reading, writing and numeracy skills according to the [Australian Core Skills Framework](#) (ACSF).

2. Qualification or accredited course information

Prior to enrolment, course information can be obtained from the SETA website via your school website in the senior schooling section. Information available to students regarding course information will include:

- Qualification or VET accredited course code and title;
- Units of competency (code and title) to be delivered;
- Duration of the course of study;
- Entry requirements (if applicable);
- Fees and charges (if applicable);
- Course outcomes and pathways;
- Equipment/Materials to be accessed and supplied by the student;
- Assessment requirements;
- Lesson participation requirements;

3. Marketing and advertising of course information

SETA will ensure that its marketing and advertising of AQF qualifications to prospective students is ethical, accurate and consistent with its scope of registration. In the provision of information, no false or misleading comparisons are drawn with any other training organisation or training product.

The RTO logo will only be employed in accordance with its conditions of use. SETA will not advertise or market in any way VET accredited courses, qualifications or units of competency that are not on their scope of registration.

SETA will ensure it will have the appropriate human and physical resources to deliver and assess any course currently on the scope of registration. If access to these resources is lost, then students will be provided with alternative opportunities to complete the course and the related qualification.

4. Legislative requirements

As a RTO, SETA will observe all Australian, state and territory laws governing vocational education and training and meet all legislative requirements of the following Acts, as they relate to the school:

- Standards for Registered Training Organisations (RTOs) 2015
- VET Quality Framework
- National Vocational Education and Training Regulator Act 2011
- Education (General Provisions) Act 2006
- Education (General Provision) Regulation 2017
- Vocational Education, Training and Employment Act 2000
- Education (Work Experience) Act 1996
- Education (Queensland Curriculum and Assessment Authority) Regulation 2014 (Qld)
- Child Protection Act 1999
- Commission for Children and Young People Act 2012
- Work Health and Safety Act 2011
- Anti-Discrimination Act 1991
- Disability Services Act 2006
- Freedom of Information Act 1982
- Privacy Amendment (Enhancing Privacy Protection) Act 2012.

5. Fees and charges, including refund

SETA schools decide on an individual basis if fees are charged for VET services, you need to contact your individual school to ascertain if VET fees will be charged. At some schools, levies are collected for consumable costs and other additional services such as the issuing of a replacement qualification testamur. Students who leave a VET course before the scheduled completion date may be able to claim a refund for part of the course cost in accordance with the SETA RTO Fee Policy.

Matters regarding payment of fees or refund of fees will be managed by the individual school's Business Manager (BM) in accordance with the principles contained in the general fee policy of the school (not specific to VET).

6. Student services

SETA will establish the needs of students and deliver services to meet individual needs where applicable. All students will have involvement with some or all of the following processes, designed to establish their educational needs at each individual school site:

- Senior Education and Training (SET) plans;
- PATH plans; and
- subject selection processes

The provision of educational services will be monitored at each individual school site to ensure that students' needs are catered for through review of student SET plans, as needed.

SETA will continually improve student services by collecting, analysing and acting on any relevant data collected when students provide valuable feedback through informal and formal processes i.e. through individual student assessment feedback, course evaluation feedback, and quality indicators — via student engagement surveys and school-generated surveys (where applicable).

7. Student support, welfare and guidance services

Students have access to a wide range of support, welfare and guidance services at each individual school site, including:

- Principal
- Deputy Principal
- Head of Department
- VET Coordinator/Senior Coordinator
- VET Trainer and Assessors
- Guidance Officer
- SETA RTO Manager (as required through contact with individual school site administration team)

8. Provision for language, literacy and numeracy assistance

VET qualifications are comprised of units of competency from a national training package, into which basic literacy and numeracy elements have been incorporated. Delivery and assessment within the context of an industry vocational area can assist the student to learn these literacy and numeracy components more readily.

Trainers/Assessors at each individual school site hold TAE40116 Certificate IV in Training and Assessment which incorporates the competencies required to address students' language, literacy and numeracy skills, enabling them to support students' learning needs in these areas. Courses have also been reasonably adjusted to better meet the needs of students with a disability. However, if additional language, literacy or numeracy support is required, staff in consultation with the RTO manager make further reasonable adjustments to meet individual student needs for learning.

9. Access and equity

The access and equity guidelines at SETA are designed to remove any barriers so that all students have the opportunity to gain skills, knowledge and experience through access to VET subjects. SETA is inclusive of all students regardless of sex, race, impairment or any other factor. Any matter relating to access and equity will be referred to the RTO Manager.

Staff and students, in their induction to SETA, are made aware of the school's policies with regard to access and equity.

Access and equity guidelines will be implemented through the following strategies:

- VET curriculum, while limited by the available human and physical resources at individual school sites, will provide for a choice of VET subject/s for all students..
- Where possible, students will be provided with the opportunity to gain a full Certificate at AQF levels I, or II or III (where applicable).
- Access to industry specific VET programs will be available to all students regardless of sex, gender or race.
- If SETA loses access to either physical and or human resources, students will be provided with alternative opportunities to complete the course and the related qualification.

Discrimination occurs if a person treats someone differently on the basis of an attribute or characteristic such as gender, sexuality, race, pregnancy, physical or intellectual impairment, age, etc. SETA strives to meet the needs of each student through incorporating access and equity principles and practices which acknowledge the right of all students to equality of opportunity without discrimination. The following principles apply:

- VET curriculum areas will be adequately resourced at each individual school site, with trainers/assessors acquiring the appropriate qualifications, in order to ensure students have quality outcomes.
- VET training and assessment will be in line with industry standards to ensure quality outcomes for students. As well, a variety of training/assessment methods will be used to cater for the ways in which students learn.
- All students will be actively encouraged to participate in VET qualifications, irrespective of background/ cultural differences.
- Literacy/numeracy is integrated throughout all VET qualifications
- SETA courses and trainers and assessors delivering courses will openly value all students, irrespective of background, culture or other differences, and all students will be made to feel valued through the delivery of appropriate training and assessment methods and support structures.

10. Flexible learning and assessment procedures

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

- All VET students will be fully informed of the VET assessment procedures and requirements and will have the right to appeal.
- Students will be given clear and timely information on assessment.
- Information given to students, on the assessment cover sheet, will include:
 - advice about the assessment methods;
 - assessment procedures;
 - the criteria against which they will be assessed;
 - how feedback will be provided and the time frame.
- Students will be provided with information on their progress via trainer/assessor feedback, through the school reporting system and/or via an Individual Assessment Profile.
- The assessment approach chosen will cater for the language, literacy and numeracy needs of students.
- Any special geographic, financial or social needs of students will be considered in the development and conduct of the assessment.
- Reasonable adjustment will be made to the assessment strategy to ensure equity for all students, while maintaining the integrity of the assessment outcomes.
- Opportunities for feedback and review of all aspects of assessment will be provided to students.
- A clearly documented mechanism for appeal against assessment processes and decisions is available to students in this handbook and in the SETA website.

The VET trainer/assessor will provide students with a thorough overview of the assessment requirements for the individual VET courses. The following information, however, represents some general information about the VET assessment process through SETA.

11. Competency based assessment

In order to be successful in gaining competency, students must demonstrate consistent application of knowledge and skills to the standard of performance required in the workplace. Students must be able to transfer and apply skills and knowledge to new situations and environments.

11.1 Assessment methods and judgement of competency

Students are provided with numerous opportunities to demonstrate competency throughout the duration of the course. This could be through face-to-face observations, observations during web conferencing sessions, competency conversations, folio submissions, response to questions, group work etc. Feedback is provided verbally, on assessment cover sheets, during online lessons and through the course's online learning platform using terms such as Satisfactory or Unsatisfactory in relation to training activities and individual assessment tasks, and Competent or Working Towards Competency for Assessment of units of competency.

11.2 Recording assessment results

When the student has demonstrated consistent application of skills and knowledge in a unit of competency, the assessor will award competency. Assessment results are recorded by the assessor in a digital markbook which is sent through to SETA and then uploaded to a Training Management System and is 'banked' into the student's learning account in the QCAA Student Management Portal. The VET trainer/assessor will maintain an assessment profile for each student.

Students may also receive assessment if they apply for and meet the requirements for Recognition of Prior Learning (RPL) which is covered later in this handbook.

12. Student access to accurate records, policies and procedures

SETA is committed to regularly providing students with information regarding their participation and progress.

The VET trainer/assessor will maintain accurate and current records of each student's progress towards, and achievement of Units of competency. Units of competency will be recorded in course Markbook as a student progresses and achieves competencies and forwarded to SETA periodically. Results will then be uploaded to the QCAA Student Management Portal to bank QCE credits for the qualification into the student's learning account.

The VET trainer/assessor will provide progress reports at least once each semester or at any time on request by the student. Students will also have access to information regarding any unit achieved through their own online learning account.

13. Confidentiality

Information about a student, except as required by law or as required under the [VET Quality Framework](#), is not disclosed without the student's written permission or, if the student is less than 18 years of age, that of their parent or guardian.

14. Employer contributing to learner's training and assessment

Wherever possible students are encouraged to undertake placement in workplaces that provide experience in the competencies included in their VET qualifications. SETA does not use assessment by work placement supervisors. Students on work placement may record their activities in a 3rd party report which may be used by the assessor to support judgments of competency.

15. Complaints and appeals policy and procedures

The following policy is an extension of the SETA Complaints Policy (located on the SETA website).

Complaints arise when a student is dissatisfied with an aspect of the school's RTO services, its staff or a third-party offering services on its behalf, and requires action to be taken to resolve the matter.

Appeals arise when a student is not satisfied with a decision that the school RTO has made during training and/or assessment.

Students with either a complaint or an appeal will have access to a complaints or appeal process, as documented below. Complaints and appeals are managed by SETA in a fair, efficient and effective manner. This process will be followed by all trainers and assessors and RTO staff at SETA.

Stage 1

- The initial stage of any complaint or appeal shall be for the complainant to communicate directly, either verbally or in writing, with any staff member. (The Complaints and Appeals Record form located on the SETA website may be used.) The staff member will acknowledge receipt of the complaint or appeal within 5 working days and record in the Complaints and Appeals Register. This register provides invaluable data about aspects of the RTO's operations that could be improved.
- The RTO Manager will advise the outcome of the complaint or appeal within 10 working days of the request and record the outcome in the Complaints and Appeals Register.

Stage 2

- If the student is not satisfied with the outcome of the complaint or appeal at Stage 1, the student may communicate verbally, or in writing, to the RTO Manager or delegate. (The Complaints and Appeals Record form located on the SETA website may be used.) The RTO Manager will acknowledge receipt of the complaint or appeal within 5 working days and record in the Complaints and Appeals Register.
- The RTO Manager will advise the outcome of the complaint or appeal within 15–30 calendar days of the complaint and record the outcome in the Complaints and Appeals Register.

Stage 3

- If the student is not satisfied with the outcome of the complaint or appeal to the RTO Manager or delegate, the student may communicate verbally, or in writing, to the CEO. (The Complaints and Appeals Record form located on the SETA website may be used. Direct emails to: principal@westernsuburbsspecs.eq.edu.au.) The CEO will acknowledge receipt of the complaint or appeal within five working days and record in the Complaints and Appeals Register.
- The CEO will organise an independent party to review the complaint or appeal and they will communicate the decision to all parties in writing within 10 working days of the complaint. The Complaints and Appeals Register will then be updated.

Stage 4

- If a student is still not satisfied, in case of a VET-related complaint or appeal, the Executive Principal as CEO will refer to the QCAA complaint process, which can be found at www.qcaa.qld.edu.au.

16. Arrangements for recognition of prior learning and credit transfer

All VET students have access to a procedure that awards Recognition of Prior Learning or Credit Transfer.

16.1 Recognition of prior learning policy

Recognition of Prior Learning (RPL) is an assessment process that assesses an individual's level of knowledge and skills against individual or multiple units of competencies that may have been acquired through formal, non- formal and informal learning. All students shall have access to, and will be offered, RPL. All applications for RPL will be responded to once a written application has been received. The RTO Manager will keep an RPL Register which documents all RPL applications and their outcomes. Once the evidence has been provided to the school to assess RPL, the VET assessor will determine the extent that the applicant meets the requirements specified in the training package. The student will be notified of the decision both verbally and in writing. Students may have access to reassessment on appeal: see Appeals Policy above.

16.2 Recognition of prior learning procedure

Information on RPL is located in the VET orientation resources. In addition, RPL information will be provided during orientation/induction lessons.

VET students seeking RPL will be:

- provided with a copy of the RPL Application Form by their trainer/assessor
- provided with sufficient information by the trainer/assessor about the types of evidence that can be used to support an RPL application — some examples of this may include a resume, certificates, photos, videos, references from supervisors, folio of work, performance reviews or job descriptions
- able to appeal an RPL decision according to the Complaints and Appeals Policy.

The VET teacher will:

- develop any alternative methods of assessment required as a result of an RPL application and make a judgment
- notify the student of any gap training required as a result of the review of their application
- update the student's records if RPL is granted
- notify the student of the outcome of the RPL process within 21 calendar days.

16.3 Credit transfer policy

Credit Transfer refers to the granting of credit to students of exact or equivalent units of competency previously completed in another qualification. Credit can be granted to students for studies or training completed at the same or another registered training organisation.

Information on Credit Transfer is located in the VET orientation resources. In addition, Credit Transfer information is provided during introductory lessons.

16.4 Credit transfer procedure

The student will complete a Credit Transfer Application Form and submit this, and verifiable documentary evidence, to the assessor who will check the application contains all necessary documentation. The RTO Manager or delegate will make a judgment based on documentation submitted and in accordance with the Training Package. The trainer/assessor will notify the student of the outcome within 14 calendar days.

17. Recognition of AQF qualifications and statements of attainment issued by another RTO or school

SETA recognises all AQF qualifications issued by another RTO. SETA will seek verification of the certification from the relevant RTO.

17.1 Recognition of qualifications procedure

- The VET trainer/assessor and RTO Manager or delegate will make students aware that any existing AQF qualifications or statements of attainment they possess will be recognised by the school during the VET student induction at the beginning of the year. This is documented on the enrolment form as well.
- VET trainers/assessors will remind students of this policy at the beginning of each term.
- If a student presents an AQF qualification or statement of attainment to a VET trainer/assessor, it will be provided to the RTO Manager or delegate.
- The VET trainer/assessor in consultation with the RTO Manager or delegate will verify the authenticity of the qualification or statement of attainment.
- The verified copy of the qualification or statement of attainment is uploaded to the SETA sharepoint
- The student will be given an exemption for the units of competency identified in the qualification or statement of attainment and assessment will be modified accordingly. Students with modified assessment programs will be provided with an individualised Assessment Profile.

17.2 Internal recognition of qualifications procedure

- SETA will complete a comprehensive mapping exercise (where relevant) to identify common units of competency across qualifications on the scope of registration
- At the beginning of each year, those students who are enrolled in courses where there are common units of competency, or who have progressed from Certificate I to Certificate II or Certificate II to III (where applicable) are identified and advised to apply for credit transfer
- This process is repeated throughout the year for students who change subjects
- The information is entered into the Markbook as 'CT' (credit transfer).

17.3 Awarding of QCE credits and new learning

- QCE credits are awarded by the QCAA for Certificate I qualifications on completion, and for Certificate II and III qualifications in full on completion, or in part in increments of 25% based on Units of competency achieved.
- Credit accrues to the QCE when a student completes new learning. Credit transfer of units of competency are not considered to be new learning. Refer to [Additional VET QCE credit rules](#) from the QCAA website for information on how QCE credit contributes for VET qualifications with a combination of new learning and VET credit transfer.

18. Certification and issuing of qualifications

SETA must issue to students whom it has assessed as competent, in accordance with the requirements of the Training package or VET accredited course, a VET qualification or VET statement of attainment (as appropriate) that:

- meets the Australian Qualifications Framework (AQF) requirements
- identifies the RTO by its national provider number from the national Register and
- includes the nationally recognised training (NRT) logo in accordance with the current conditions of service.

SETA will ensure that, through the implementation of the AQF Qualifications Issuance Policy:

- Students will receive the certification documentation to which they are entitled
- AQF qualifications are correctly identified in certification documentation
- AQF qualifications are protected against fraudulent issuance
- A clear distinction can be made between AQF qualifications and non-AQF qualifications
- Certification documentation is used consistently across the school
- Students and parents/caregivers are confident that the qualifications they have been awarded are part of Australia's national qualifications framework – the AQF
- The RTO Manager will establish anti-fraud mechanisms by including the RTO's own logo and an identification number.

18.1 Replacement of certification documentation policy

Requests for a replacement certificate or statement of attainment are handled in a timely manner. There is no charge for a replacement certificate or statement.

18.2 Replacement of certification documentation procedure

The following procedure is to be followed:

- All requests for a replacement qualification or statement of attainment must be in writing (email is acceptable) from the student to the RTO Manager at vet@westernsuburbsspeceq.edu.au.
- The RTO will access the archived records/Register of Qualifications Issued to access the required information for the replacement document.
- The replacement will be issued with 14 working days of receipt of the written request.

19. Qualification and accredited course guarantee

SETA gives a guarantee that the student will be given every reasonable opportunity to complete the training they have commenced in their chosen qualification or accredited course. Students who enter a course after the start date have the opportunity to negotiate a package of units that will lead to a statement of attainment only. This adjustment will be reflected in the VET Late Enrolment Checklist which will be signed by both the student and parent/guardian.

In the event of losing a specialist trainer, and the RTO Manager being unable to obtain a suitable replacement, arrangements will be made for the agreed training and assessment to be completed through another RTO if this is possible (fees may be incurred). Prior to the transfer to another RTO, affected students will be formally notified of the arrangements, and agreement to those arrangements including any refund of fees will be obtained.

If an external transfer is not possible, the RTO Manager will gain a written agreement for a subject/course transfer within the school from the student and parent/guardian.

20. VET student agreement form — prior to commencement of course

Upon enrolment, the student and parent/guardian will sign a VET Student Agreement (and Late Enrolment Checklist, if enrolling after the beginning of the school year) and submit to the trainer/assessor. The VET Student Agreement and Late Enrolment Checklist documents can be accessed from the SETA website.