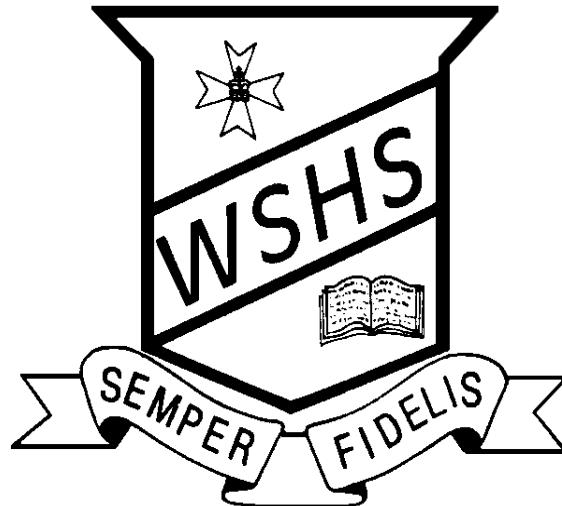


WYNNUM STATE HIGH SCHOOL



FOUNDED 1942

VOCATIONAL EDUCATION AND TRAINING (VET)

STUDENT INFORMATION

HANDBOOK

NAME:

YEAR LEVEL:

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WELCOME to Wynnum SHS and congratulations on your decision to complete a nationally recognised vocational course.

This handbook has been written to provide VET students with important information about the VET programmes offered by this school as well as your rights and responsibilities as a VET student.

You will be asked to be familiar with the information in this booklet, so please take the time to study it carefully and to ask your VET teacher/s about anything which you are unsure. You should keep this handbook for reference throughout your enrolment.

You should also know that the contents of this handbook in many instances represent the key points of various VET Policies and Procedures developed by this school.

STUDENT SELECTION, ENROLMENT & INDUCTION/ORIENTATION PROCEDURES

Students enrolled in VET subjects at this school participate in the same enrolment and selection processes as other students at the school.

COURSE INFORMATION, INCLUDING CONTENT AND VOCATIONAL OUTCOMES

Course information and vocational outcomes information for the subject in which you are enrolled will be provided by the department which is offering the course and can be found in the subject selection handbook.

FEES AND CHARGES, INCLUDING REFUND POLICY

Fees Paid In Advance Policy

Wynnum State High School offers all students the opportunity to join the Text and Resource Hire Scheme. Presently, students who choose to be a member of the scheme are charged a “flat” fee. This fee is determined by Year level and is paid annually. Those students choosing not to join the scheme will be charged individual subject levies. The charges vary according to the amount of materials provided by the school.

Wynnum SHS, as the Registered Training Organisation (RTO), does not charge students additional fees for courses of study (delivered in the school) that offer a vocational education component. However, the normal school policy regarding payment for excursions and incursions applies. [A different schedule of fees applies to Certificate III in Children’s Services. WSHS offers this course through the RTO My Other Mom (MOM), and therefore must meet the fee requirements of that organisation.]

Students who opt to study vocational education courses delivered by other RTOs, such as MOM, will be required to pay fees in advance.

Refund Policy

If a student leaves the VET subject/school, the normal school policy on refund of fees applies.

PROVISION FOR LANGUAGE, LITERACY & NUMERACY SUPPORT

If you are studying 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 these basic literacy/numeracy components more readily, as they are being delivered/assessed in the context of an industry vocational area of your liking/choice.

If you still feel you need additional language, literacy or numeracy support/assistance, please approach your teacher.

STUDENT SUPPORT, WELFARE AND GUIDANCE SERVICES

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

- Year Co-ordinators
- Guidance Counsellor
- Learning Support Teacher
- School Nurse
- Youth Support Worker
- Chaplain
- Resource Centre

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.

- (i) All VET students at this school will be fully informed of the VET assessment procedures and requirements and will have the right to appeal.
- (ii) Information given to students, on each assessment instrument, will include:
 - the criteria against which they will be assessed (if applicable)
 - assessment procedures
 - unit of competency/units of competencies “sign-off” sheet with individual performance criteria listed.
- (iii) Students need to self monitor their progress through each unit of competency. They need to know the requirements of each learning outcome (and their progress to date) that contributes towards units of competency.
- (iv) Students are able to sight their profile sheet of results in each VET subject at any time throughout the two year course.

- (v) The assessment approach chosen will cater for the language, literacy and numeracy needs of students.
- (vi) Any special geographic, financial or social needs of students will be considered in the development and conduct of the assessment.
- (vii) Reasonable adjustment will be made to the assessment strategy to ensure equity for all students, while maintaining the integrity of the assessment outcomes.
- (viii) Opportunities for feedback and review of all aspects of assessment will be provided to students.
- (ix) Clearly documented mechanisms for appeal against assessment processes and decisions will be available to students.

Competency Based Assessment

Competencies studied at Wynnum SHS 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 setting to industry standard.

In most subjects assessment criteria are assessed a number of times throughout the year. Results for each assessment item will be recorded on a subject profile sheet. This allows students to become competent as their skills improve.

Assessment of competencies will be graded as either 'Competent' (C) or 'Not Yet Competent' (NYC).

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

There are four parts to being competent. They are:

- (a) task skills (undertaking a specific workplace task)
- (b) task management skills (managing a number of different tasks to complete a whole activity)
- (c) contingency management skills (responding to problems and irregularities when undertaking a work activity). Examples could be: changes to routine, unexpected results, difficult or dissatisfied clients etc.
- (d) job/role environment skills (dealing with the responsibilities and expectations of the work environment). Examples could be: working with others, interacting with clients or suppliers, complying with standard operating procedures etc.

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

APPEALS AND COMPLAINTS PROCEDURE

The Appeals and Complaints Procedure allows any student who believes that the results he/she has achieved are not indicative of their overall performance, the right of appeal.

It is the student's responsibility to use the process set up for this purpose within (2) weeks of results being received. All process steps are to be completed within a period of six (6) weeks from the date of lodgement of the grievance.

Complaints procedure:

- a. Students to fill out the prescribed form from the Guidance Officer within two (2) weeks of receipt of results. (see Appendix 1)
- b. Form given to the HOD in that subject.
- c. HOD seeks all information from that teacher for reconsideration.
- d. HOD interviews student.
- e. HOD reaches decision and advises decision.
- f. If not satisfactory to student, HOD takes all information to Deputy Principal (DP) Curriculum.
- g. DP Curriculum confers with HOD/teacher/student and advises decision.
- h. If not satisfactory to student, DP Curriculum takes all information to Principal for final reassessment and decision.
- i. Final decision is conveyed in writing to student.

DISCIPLINARY PROCEDURES

The school's Behaviour Management Plan will be followed at all times.

ACCESS AND EQUITY

Access and Equity Guidelines

The Access and Equity guidelines at Wynnum SHS are designed to remove barriers and obstacles so that all students have the opportunity to gain skills, knowledge and experience through access to VET subjects. These guidelines should be applied in conjunction with the school's VET admissions policy.

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

- The school curriculum, while limited by the available human and physical resources, will provide for a choice of VET subjects for all students.
- Links with other providers, such as TAFE Institutes will be considered where additional resources are required.
- Access to school-based apprenticeships and traineeships will be available to all students within appropriate parameters, e.g. in consideration of the pool of available employers.
- Where possible, students will be provided with the opportunity to gain a full certificate at AQF Levels I, II and/or III.

- For students with special needs, access to training programs or qualifications at Certificate Level I or above will be considered.
- Access to industry specific VET programs will be available to all students regardless of gender or race.
- Where poor literacy and/or numeracy skills present a barrier to participation, additional support/assistance will be provided to the student within the capacity of the school's resources to provide such support/assistance.
- In selecting VET programs, local needs will be taken into account e.g. future employment prospects within the local area.

The Guidance Counsellor has the responsibility for dealing with Access and Equity issues in the school.

CODE OF PRACTICE

Access And Equity Policy

As a Registered Training Organisation, Wynnum SHS has agreed to operate within the Australian Quality Training Framework (AQTF). This includes a commitment to recognise the training qualifications issued by other Registered Training Organisations.

Wynnum SHS will meet all legislative requirements of the State and Federal Government. In particular, Workplace Health and Safety and Workplace Relations and Vocational Placement Standards will be met at all times.

The Access and Equity Policy of Wynnum SHS will ensure that decisions in regard to access to VET subjects comply with equal opportunity legislation.

Wynnum SHS has a commitment to providing a quality service and a focus on continuous improvement. We value feedback from the school community, business and employers for incorporation into future programs.

We have sound management practices to ensure effective student service. 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
- an Appeals and Complaints Policy
- Access and Equity Policy
- student welfare and guidance services.

Where necessary, arrangements will be made for students requiring additional literacy and/or numeracy support programs. We will take every opportunity to ensure that information is disseminated, understood and valued by students.

Our subject overviews will explain course content, assessment procedures and vocational outcomes and pathways.

Wynnum SHS has agreed to participate in external monitoring and audit processes as required by the QSA under its limited delegation from DET. This may include random compliance audit, audit following complaint and audits for the purposes of re-registration.

Wynnum SHS markets its vocational education programs with integrity, accuracy and professionalism, avoiding vague and ambiguous statements. In the provision of information, no false or misleading comparisons are drawn with any other Registered Training Organisation or training product.

This school has personnel with appropriate qualifications and experience to deliver the training and facilitate assessment relevant to the training product offered. Assessment will meet the National Assessment Principles. Access to adequate physical resources will ensure the learning environment is conducive to success.

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

RECOGNITION OF QUALIFICATIONS ISSUED BY OTHER RTOs

Wynnum SHS will recognise all AQF qualifications issued by any other RTO. The school will seek verification of the certification from the relevant RTO where there is some ambiguity.

Recognition of qualifications procedure:

- a) If a student presents an AQF qualification/statement of attainment to the teacher, the teacher will take a copy and bring it to the attention of the relevant Head of Department.
- b) The Head of Department will verify the authenticity of the qualification/statement. The verified copy of the qualification/statement is placed in the student's file and a copy is also forwarded to the HOD VET to be placed in a central file.
- c) Once the qualification/statement is verified, the teacher will give the student exemption for the units of competency or modules identified in the qualification/statement and update the student's records accordingly.

RECOGNITION OF PRIOR LEARNING (RPL)

All students have the right to request recognition of prior learning in respect of an Element of Competency (or Elements) or Learning Outcome (or Outcomes) which has been learned previously and which is not already covered by provision within the Module/Competency for such recognition.

It is the student's responsibility to use the processes set up for gaining RPL.

Steps to follow:

1. Student to approach teacher to obtain RPL Application & Notification Form. (see Appendix 2)
2. Student to discuss with teacher types of evidence that can be used to support RPL application.
3. Student to fill out form.
4. Form, together with full supporting documentation and references, if appropriate, given to teacher.
5. Teacher reaches decision in consultation with Head of Department.
6. Teacher takes all information to HOD VET for consideration.
7. HOD VET interviews student, advises decision.
8. If not satisfactory to student, student has the right to appeal.
9. Appeals must be lodged by student with full supporting documentation within six (6) weeks of initial decision.
10. Complete RPL Appeals Form, and follow Appeals and Complaints Policy and Procedure. (see Appendix 3)

Appendix 2

WYNNUM STATE HIGH SCHOOL

RPL APPLICATION & NOTIFICATION FORM - VET



Name: _____

Voc Ed subject concerned: _____

Complete the following to indicate the Element of Competency/ Learning Outcome you want RPL for.

Competency/Module name and code: _____

Element of Competency/Learning Outcome No.	Description
<p>SUMMARY OF THE REASONS FOR YOUR APPLICATION (Include any additional information you will present as part of your application. Attach extra pages needed.)</p> <p>Applicant's Signature: _____ Date: _____</p>	
<p>ASSESSOR'S COMMENTS AND RECOMMENDATION</p> <p>Signature: _____ Date: _____</p>	
<p>NOTIFICATION by HOD</p> <p>RPL is / is not granted for the Element of Competency/Learning Outcome: _____</p> <p>because _____</p> <p>HOD's signature: _____ Date: _____</p>	

