Vocational Education Training

Student Handbook

WSHS

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What is Vocational Education and Training (VET)?

Vocational Education and Training (VET) provides workplace skills, technical knowledge and qualifications for rewarding jobs and careers.

VET is the practical education option with courses designed by industry experts that combines word-ready skills with the latest knowledge.

VET qualifications provide a fast, cost-effective pathway to employment, giving you first-hand experience and confidence to navigate a rapidly changing environment.

When you enrol in a VET course, the skills, knowledge and experience you have gained from your previous learning and work experience may be taken into account. You won't have to study subjects that you have already mastered.

Qualification range across four levels of certificates (Certificate I, II, II and IV) as well as Diploma courses and Advanced Diploma courses. The range of professions with strong job prospects may surprise you.

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.

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 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 Induction

All students enrolled at this school participate in the same enrolment and subject selection processes. In addition, the school will provide student information and induction to each student commencing a VET course. A copy of this document, *VET Student Information Handbook*, will be made available on the school's intranet and website for access by all students as required.

Course Information

Course information and vocational outcomes for the certificate in which you are enrolled can be found in the Senior Subject Selection Handbook. This is also found on the school's intranet and website.

Fees And Charges, Including Refund Policy

Fees Paid in Advance Policy

Wynnum State High School offers all students the opportunity to join the Student 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 tuition fees for courses of study (delivered in the school). However, the normal school policy applies regarding payment for additional items (for example ingredients for Cert III in Hospitality).

Students who opt to study vocational education courses delivered by external RTOs, such as Binnacle, will be required to pay fees in advance. Where a student withdraws from this course, a refund will be given in accordance with the portion of the course not accessed.

Refund Policy

If a student leaves the VET subject/school, the normal school policy on refund of fees applies. Contact the school finance office for details.

Provision For Language, Literacy & Numeracy Support

If you are studying a VET certificate, 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 choice.

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

Student Support, Welfare and Guidance Services

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

- Head of House Coordinators
- HOD Senior Schooling
- Registered Training Organisation Manager – Technologies HOD
- Deputy Principal
- Guidance Officer
- Support Teacher – Literacy and Numeracy
- School Nurse
- Youth Support Worker
- Aboriginal and Torres Strait Islander Support Personnel
- Chaplain
- Resource Centre
- Industry Liaison Officer

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 participate in a VET induction outlining the VET assessment procedures and requirements and will have the right to appeal any decisions.

(ii) Information given to students, on each assessment instrument, will include:
- assessment procedures including context
- evidence gathering tools to make judgements

(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 of results in each VET subject at any time throughout the 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, competencies 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. Each project provides evidence of students being Satisfactory or Unsatisfactory.

Assessment of competencies will be reported each semester as Working towards Competency (WTC) until they have completed the full certificate.

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, over time.

Unique Student Identifier (USI) Information

All students studying nationally recognised training in Australia are required to have a Unique Student Identifier (USI). A USI is an account (or reference number) made up of numbers and letters. The USI will give you online access to your training records and results (transcript) through your online USI account. You are also required to have a USI to be eligible for higher education support, like HECS-HELP.

Please be aware that the school is not able to issue students with Statements of Attainment and/or Certificates until they are registered for a USI.

If you have not yet registered for a USI, you should either:

1. Register at home at http://www.usi.gov.au/Students/Pages/default.aspx and bring your USI into Tanya Moore (Industry Liaison Officer) as soon as possible.
2. Register at school by bringing in ONE of the identification forms as listed below. Students then are able to register at school with assistance from Tanya Moore.

- Australian Birth Certificate (full certificate)
- Medicare Card
- Australian Passport
- VISA (for international students)
- Certificate of Registration by Descent
- Citizenship Certificate

Once the registration is complete, and a USI has been obtained, you need to complete the attached USI collection, verification and privacy form (Appendix 4) and return it to Tanya Moore. You should also keep a copy of your USI in your records at home.

Privacy Notice

The *Privacy Notice* explains how personal information provided by the student may be collected, held, used or disclosed, together with training activity information. It also assists to establish a student's expectations of how their personal information and training data may be handled.
The *Privacy Notice* also makes it clear that the notice is in addition to any other specific requirements RTOs are obligated to provide to their students, for example, under state or territory privacy laws.

Queensland privacy notices and policies relevant to VET students	
QCAA Open Data Strategy	www.qcaa.qld.edu.au/about/corporate-policies/information
DESBT RTO data collection	https://desbt.qld.gov.au/training/docs-data/statistics/rto-data
DESE VET Privacy Notice	www.dese.gov.au/national-vet-data/vet-privacy-notice

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 60 days from the date of lodgement of the grievance.

Appeals and Complaints procedure:

a. Students to fill out the prescribed form within two (2) weeks of receipt of results. (See Appendix)
b. Form given to the RTOM
c. RTOM seeks all information from the trainer for reconsideration.
d. RTOM interviews student.
e. RTOM reaches decision and advises decision.
f. If not satisfactory to student, RTOM takes all information to Principal.
g. Principal confers with RTOM/teacher/student and advises decision.
h. 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 certificates 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 within the capacity of the school's resources to provide them.
- In selecting VET programs, local needs will be taken into account e.g. future employment prospects within the local area.

The Guidance Officer 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 VET Quality Framework (VQF). 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 QCAA 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 (Credit Transfer) procedure:

a. At the beginning of the school year, the teacher wil make students aware that any existing AQF qualifications or statements of attainment they possess will be recognised by the school. Teachers will remind students of this policy at the beginning of each new term.
d. Once the qualification or statement is verified, the teacher will give the student cross credit for the units of competency or modules identified in the qualification or 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.

Further information is available from the Registered Training Organisation Manager (RTOM) and on the student common drive.

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

Steps to follow:

1. Student to approach trainer to obtain RPL Application & Notification Form. (Appendix 2 – the complete form is available on the website with example templates of types of evidence)
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. Trainer reaches decision in consultation with RTOM.
6. RTOM interviews student, advises decision.
7. If not satisfactory to student, student has the right to appeal.
8. Appeals must be lodged by student with full supporting documentation within six (6) weeks of initial decision.
9. Complete RPL Appeals Form, and follow Appeals and Complaints Policy and Procedure. (See Appendix 3)

Appendix 1

APPEALS/COMPLAINTS FORM

Wynnum State High School

Name	
Date:	
Certificate Code	
Certificate Name	

Complete the following to indicate the decision/s against which you wish to appeal.

Project Code (eg VHOPROJ4):	
Competency code/s**:**	

Evidence gathering tool code (eg:VHOOBS4)		**FOR RTOM USE**		
Code	DESCRIPTION	ASSESSOR'S RECOMMENDATION	C	NYC
SUMMARY OF THE REASONS FOR APPEAL (List the additional information you will present as part of your appeal.)				
ASSESSOR'S REASONS FOR DECISION				

Applicant's Signature:	

Competency is / is not granted for the Element of Competency/Learning Outcome

Assessor's Signature:	
Date:	

Appendix 2

RPL APPLICATION & NOTIFICATION FORM

Wynnum State High School

Complete the following for each unit of competency

Name	
Date:	
Certificate Code	
Certificate Name	

Unit Of Competency Code	Unit of Competency Name

SUMMARY OF THE REASONS FOR YOUR APPLICATION – Self Assessment

(Include any additional information you will present as part of your application. Attach extra pages as needed.)

Can I?	How could I prove I can?
☐	
☐	
☐	
☐	
☐	
☐	
☐	
☐	
☐	

Candidate to answer questions (yes/no)

- Have the purpose and the consequences of the assessment been explained?
- Have you received copies of the relevant unit(s) of competency?
- Do you understand what evidence is to be collected?
- Have your rights and the appeal system been fully explained?
- Have you discussed any special needs to be considered during assessment?

Applicant's Signature: _____ Date: _____

ASSESSOR'S COMMENTS AND RECOMMENDATION

Name & Signature of Assessor: _____ Date: _____

NOTIFICATION by RTOM

RPL is / is not granted for the Element of Competency/Learning Outcome:

because

HOD's signature: _____ Date: _____

Appendix 3

RPL APPEALS FORM

Wynnum State High School

Name	
Date:	
Certificate Code	
Certificate Name	

Complete the following to indicate the decision/s against which you wish to appeal.

Project Code (eg VHOPROJ4):	
Competency code/s**:**	

SUMMARY OF THE REASONS FOR YOUR APPEAL (Include any additional information you will present as part of your appeal. Attach extra pages if needed.)

Applicant's Signature: _____ Date: _____

ASSESSOR'S COMMENTS AND RECOMMENDATION

Signature: _____ Date: _____

NOTIFICATION

RPL is / is not granted for the Element of Competency/Learning Outcome.
Explanation:

Version control & document history

Date	Summary of modifications made	Version
October 2019	Updated the appeals and complaints procedure to align with QCAA policy requirements and make instructions clearer	December 2019
November 2020	Updated codes and typos, clarified the RPL form and types of evidence	December 2020
May 2022	Crosschecked against QCAA templates and made minor errors in terms used.	May 2022
December 2023	Updated minor details in formatting, names and dates	December 2023