

## ORMEAU WOODS STATE HIGH SCHOOL

RTO 32255

### Vocational Education and Training

POLICIES & PROCEDURES MANUAL

# STUDENTS

#### Purpose of the Student Information Manual

This manual has been written to provide VET students with important information about the VET programs offered by Ormeau Woods State High School, as well as information about your rights and responsibilities as a VET student. The contents of the manual represent the key points of VET Policies and Procedures developed by Ormeau Woods State High School.

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This manual provides you with the information you will need during your Vocational Education and Training course of study. Please make sure you have ongoing access to this manual as you will need to refer to it throughout your course. Each VET department will issue individual learning and



assessment plans informing you of the requirements of each VET subject. You will be asked to sign a Service Agreement which indicates that you have read and understood this manual, so please take the time to read it carefully. Should you have any problems or queries, please contact your VET teacher or the VET coordinator.

This manual is available electronically on the school's website. Please see your VET Teacher if you require to read the hard copy.

## Policy statement

Ormeau Woods State High School (RTO (Registered Training Organisation) number 32255) creates an environment of access and equity, and maximises outcomes for its students.

Ormeau Woods State High School (RTO 32255) ensures that all vocational education and training (VET) students are properly informed and protected.

Through the SET plan (senior education and training plan) process, Ormeau Woods State High School (RTO 32255) ensures that all VET students have been provided with sufficient advice regarding the appropriateness for them of the qualification and/or accredited courses they would like to be enrolled in. The advice considers each student's existing skills and knowledge prior to the finalisation of subject selection to ensure that students can make informed decisions before undertaking training in a VET qualification or accredited course. In addition, students at Ormeau Woods State High School (RTO 32255) have access to support services and guidance services.

Ormeau Woods State High School (RTO 32255) is committed to completing the outlined training and assessment once students have started study in their chosen qualifications or courses from the course start date. This includes delivery by a third party on the school RTO's behalf. Students who enter the course after the start date will have a negotiated package of units that will lead to a statement of attainment.

Ormeau Woods State High School (RTO 32255) has a policy and procedure regarding learner complaints and appeals, as outlined in the Complaints and Appeals section of this document (p9)

This policy will be reviewed in line with national guideline updates and changes.

## Responsibilities

### **Principal - CEO**

- Ratifies the Ormeau Woods State High School Student Information and Client Services — Policy and Procedures
- Ratifies all student information documentation including subject selection and course information.

The principal is responsible for ensuring that Ormeau Woods State High School (RTO 32255) complies with the policy and procedures.

### **RTO Manager**

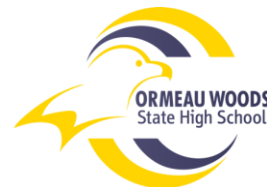
The RTO Manager has responsibility and authority for the VET student information systems (under the delegation from the Principal) including:

- liaising with the Principal and vocational training areas regarding student information documentation, as well as subject selection and course information

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- ensuring that subject selection forms and subject transfer forms include the following statement: 'By signing this form, I agree to all of the policies and procedures related to VET that are outlined in all school documentation pertaining to VET.'



- ensuring the transfer or late enrolment forms include the statement: 'I am aware late enrolment means that my training and assessment agreement is for the negotiated package of units, which will lead to a statement of attainment.'
- ensuring all students have been informed about the appropriateness of the qualification or accredited course and whether it meets students' needs
- ensuring all students have been advised regarding their rights and obligations and the RTO's responsibilities
- ensuring that all information is provided in print or electronic form, or both
- advising students about any changes to agreed services (including third-party arrangements)
- ensuring that the provision of educational services is monitored to cater for student needs; this includes reviewing overlaps (i.e. where students are enrolled in more than one VET qualification at the school RTO or another RTO) and any corresponding adjustments to the training and assessment strategies, student enrolments and scope of registration required.

#### **Trainers and assessors**

- Operate in accordance with the Ormeau Woods State High School (RTO 32255) Student Information and Policy and Procedures.
- Ensure all students have accurate information regarding their agreement and course information.

#### **Administration officer**

- In conjunction with the RTO Manager, produces documentation in accordance with the Ormeau Woods State High School (RTO 32255) Student Information and Policy and Procedures.

Further details regarding RTO responsibilities are available on the Ormeau Woods State High School Duty Statements — Policy and Procedures document.

### **Why Study VET**

In Australia we have a national qualifications framework called the Australian Qualification Framework (AQF). This framework governs the different types of qualifications that all Australian students can attain.

All VET programs at Ormeau Woods State High School (RTO 32255) form part of this national framework and can lead to nationally recognised qualifications. If you satisfactorily complete one or more of the requirements of the VET qualification you are enrolled in, you will receive a nationally recognised certificate; or statement of attainment for those modules that you do successfully complete.

Ormeau Woods State High School (RTO 32255) offers a variety of VET subjects. Table 1 indicates the current offerings.

**Table.1- 2022 offerings**

| <b>Qualification Code</b> | <b>Training Package</b>                      | <b>Timetabled/Extra-Curricular</b> |
|---------------------------|----------------------------------------------|------------------------------------|
| <b>CUA20220</b>           | <b>Certificate II in Creative Industries</b> | <b>Extra-Curricular</b>            |
|                           |                                              |                                    |
|                           |                                              |                                    |
|                           |                                              |                                    |

Table 2 below shows the different types of qualifications you can obtain. Those that are bolded are the qualifications you have to opportunity to fully or partially complete in your VET studies at this school.

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**Table 2**  
Qualifications by Educational Sector



| <i>Senior Schooling Sector</i>                                                                                                                       | <i>Vocational Education &amp; Training Sector</i>                                                                                             | <i>Higher Education Sector</i>                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Certificate IV</i><br><i>Certificate III</i><br><i>Certificate II</i><br><i>Certificate I</i><br><i>Senior Secondary Certificate of Education</i> | <i>Advanced Diploma</i><br><i>Diploma</i><br><i>Certificate IV</i><br><i>Certificate III</i><br><i>Certificate II</i><br><i>Certificate I</i> | <i>Doctoral Degree</i><br><i>Masters Degree</i><br><i>Graduate Diploma</i><br><i>Graduate Certificate</i><br><i>Bachelor Degree</i><br><i>Advanced Diploma</i><br><i>Diploma</i> |

### Characteristics of Learning Outcomes

The following gives you an overview of the knowledge and skills required at the various Certificate levels offered at Ormeau Woods State High School (RTO 32255)

#### Certificate I

Graduates of a Certificate I will demonstrate the application of knowledge and skills:

- With some autonomy in defined contexts and with established parameters
- In contexts that may include preparation for further learning, life activities, and /or a variety of initial routine and predictable work-related activities including participation in a team or work group
- The volume of learning of a Certificate I is typically 0.5 – 1 year

#### Certificate II

Graduates of a Certificate II will demonstrate the application of knowledge and skills:

- With some accountability for the quality of own outcomes and some responsibility for own outputs in work and learning
- With limited autonomy and judgement in the completion of own defined and routine tasks in known and stable contexts
- With limited autonomy and judgement to complete routine but variable tasks in collaboration with others in a team environment
- The volume of learning of a Certificate II is typically 0.5 – 1 year

#### Certificate III

Graduates at certificate III will demonstrate theoretical and practical knowledge and skills for work and/or further learning:

- Graduates at this level will have factual, technical, procedural and some theoretical knowledge of a specific area of work and learning
- Graduates at this level will have a range of cognitive, technical and communication skills to select and apply a specialised range of methods, tools, materials and information to:
  - complete routine activities
  - provide and transmit solutions to predictable and sometimes unpredictable problems
- Graduates at this level will apply knowledge and skills to demonstrate autonomy and judgement and to take limited responsibility in known and stable contexts within established parameters
- The volume of learning of a Certificate III is typically 1 – 2 years. Up to 4 years may be required to achieve the learning outcomes through a program of indentured training/employment

#### Certificate IV

Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning:

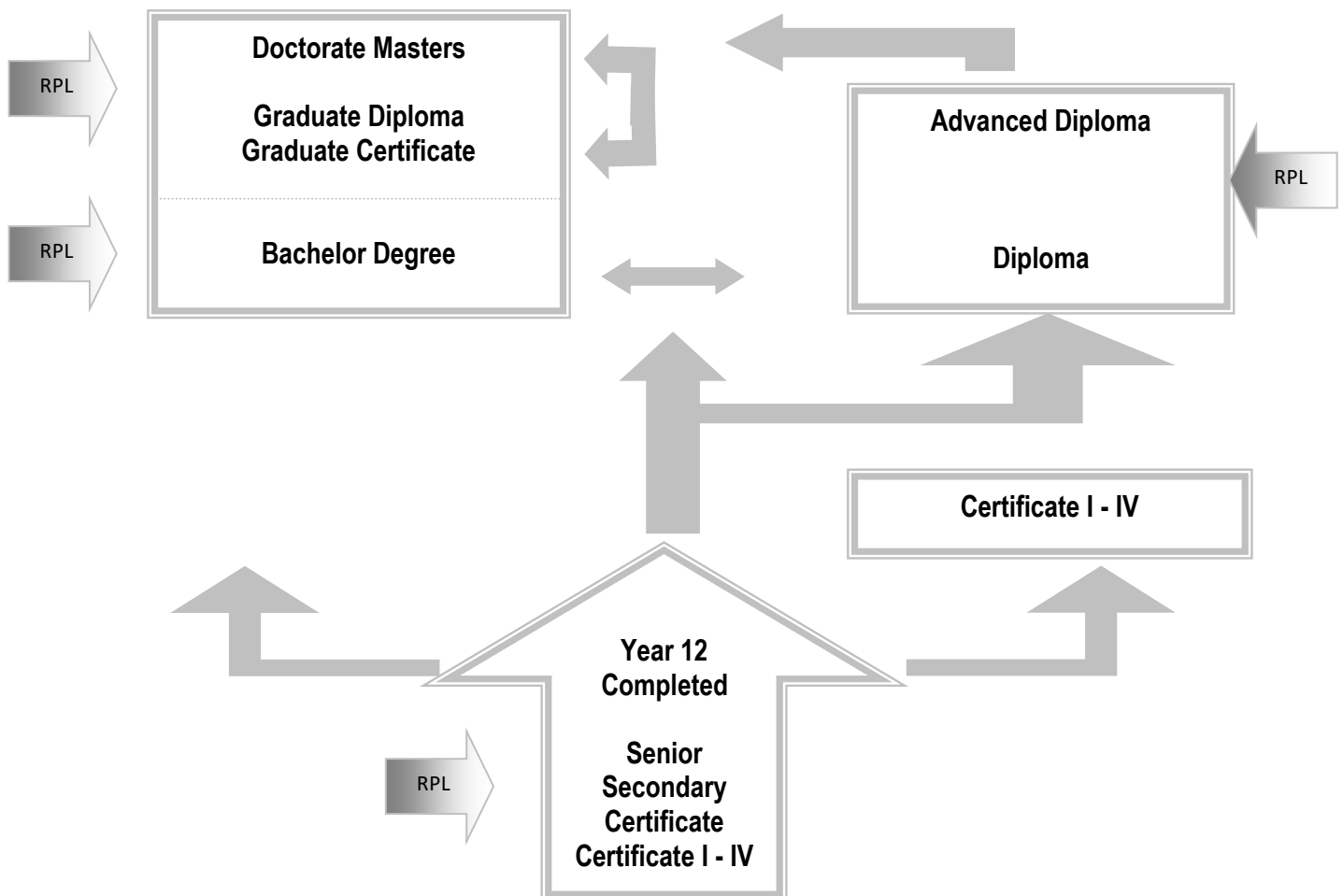
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- Graduates at this level will have broad factual, technical and some theoretical knowledge of a specific area or a broad field of work and learning
- Graduates at this level will have a broad range of cognitive, technical and communication

skills to select and apply a range of methods, tools, materials and information to:

- complete routine and non-routine activities
- provide and transmit solutions to a variety of predictable and sometimes unpredictable problems
- Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgement and limited responsibility in known or changing contexts and within established parameters
- The volume of learning of a Certificate IV is typically 0.5 – 2 years. There may be variations between short duration specialist qualifications that build on knowledge and skills already acquired and longer duration qualifications that are designed as entry level requirements for work

### Future pathways in Education



### CREDIT TRANSFER

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- All qualifications issued by Registered Training Organisations throughout Australia will be recognised by Ormeau Woods State High School (RTO 32255)
- Students are required to bring in the relevant documentation to assist in credit transfer of



other qualifications (see RTO Manager for assistance).

- Teachers will make a copy and attach to student profile.
- Students are to contact the school immediately if other Training Providers do not accept their qualifications or contact ASQA (Australian Skills Quality Authority).

## CLIENT SERVICES – enrolment, induction and orientation

Before commencing your VET studies you will need to participate in an **induction process**. Your VET Teacher will conduct induction sessions which will cover the information you need to know about your VET program and will go through with you again all the information in this booklet. If you have any questions regarding this information, including before you enrol, please ask your teacher or VET Manager. Our aim is that you successfully complete your VET program and feel comfortable in your studies.

## Enrolment Procedures/Induction Procedures

VET enrolment is open to all students in Years 10, 11 and 12 at Ormeau Woods State High School (RTO 32255). VET Students follow the same enrolment procedures as other students at the school and this enrolment occurs through the SET planning process, involving Students, Parents, Guidance, Teachers and Administration. If numbers for a particular VET subject are limited, selection may be made based on interview and/or on the order enrolments were received. Ormeau Woods State High School (RTO 32255) sets maximum/minimum class numbers based on facilities, resources, WPHS and quality learning outcomes. If minimum numbers are not reached for VET offerings, the program may be cancelled prior to the commencement of study and you will be asked to choose another subject. Any monies paid will be fully refunded.

***Please note that the school must have certain teachers and equipment to run this course. If the school loses access to these resources, the school will provide students with alternative opportunities to complete the course and the related qualification. If another RTO is engaged on behalf of the school to complete the course, students may incur additional costs.***

## N.B

- Students are to ensure their address and contact details are always current
- Students must apply for and obtain a **USI (Unique Student Identifier) number** that can be verified. Apply at <https://www.usi.gov.au/>
- Students must purchase the correct materials and equipment for the proposed Training area.
- Students are reminded that work placement may be part of the course
- If students change subjects they may have to undertake a bridging course or begin the course at year eleven if in year 12.
- Students are responsible for following up their certification if they change subjects, schools, or leave school.
- Students should read materials provided regarding course details, policy, and procedures and ensure they understand them.
- Students must be aware that late enrolment may result in the Certificate being unable to be completed and only a Statement of Attainment for completed modules can be attained.

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## Service Agreement and Training Arrangements

Ormeau Woods State High School (RTO 32255) guarantees that the student will be provided with every opportunity to complete the certificate that they are enrolled in as per the rights and



obligations outlined in the enrolment process and information handbooks provided on line. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

If Ormeau Woods State High School (RTO 32255) or a third party delivering training on its behalf ceases to deliver any part of the qualification that a student is enrolled in.

- Ormeau Woods State High School (RTO 32255) is committed to completing the outlined training and assessment once students have started study in their chosen qualifications or courses from the course start date (including delivery by a third party on the Ormeau Woods State High School's (RTO 32255) behalf).
- Students who enter the course after the start date will have a negotiated package of units that will lead to a statement of attainment.
- If Ormeau Woods State High School (RTO 32255) is unable to complete delivery of training, 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, Ormeau Woods State High School (RTO 32255) will gain a written agreement for a subject/course transfer from the student and parent.
- All students will be required to submit a signed VET Data Agreement form/Privacy notice.

*Please see Heads of Departments for specific program details.*

## Fees and Refund Policy

Some of the VET subjects attract a fee to cover costs of materials such as consumables. The student resources scheme indicates the fees for each subject which will be detailed in the Subject Handbook.

Students must ensure all VET fees are paid **by the due date** in the selected VET course. Once the VET course has commenced, a pro rata refund system will apply for terms in which students have not commenced.

### N.B

- Students should pay all monies and fees by the due date as set by Administration/BSM.
- Refunds for subjects are dependent on the type of course, date of completion/ceasing course and the type of change in student enrolment.
- More information can be obtained from Administration/BSM, VET coordinator or VET teacher regarding these matters.

## Learning support

Students may access the support services provided at Ormeau Woods State High School, including:

- Guidance/Careers Officer
- Youth Pathways Adviser
- Resource Centre literature

All VET subjects have embedded units of competency from a Training Package with literacy and numeracy elements incorporated. If you feel you need additional support for literacy and numeracy, please approach your VET teacher.

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### Remember:

- Teachers and students need to work collaboratively to ensure maximum training opportunities are achieved.
- 
- Teachers will recommend student via referral form to the guidance officer and subject HOD.
  - Student will be interviewed and determined needs analysed.
  - Teacher is to support the referral by sending or consulting with the learning support team the students' areas of concern and class work.



## Language, Literacy and Numeracy

- Students are assessed on their LL & N, where assistance is required it is essential students are referred to the learning support team or Literacy and Numeracy specialists to maximise training outcomes.
- If you require assistance with literacy and numeracy or additional support with tasks, please negotiate with your teacher

## Flexible learning and assessment procedures

- Students undertaking Traineeships/Apprenticeships as well as students with illness/personal circumstances will need support with time management and meeting assessment requirements.
- Students must catch up on work missed and ensure maximum training outcomes are achieved.
- Students must negotiate with teaching staff to meet their assessment requirements.
- Teaching staff will then pass this information to HOD and arrive at an alternative date or assessment piece.

## Welfare and guidance services

- Students who do not attend classes regularly will be referred to the HOD and relevant year coordinator.
- Students who are not meeting course requirements will be referred to subject HOD and guidance officer for support and intervention
- Parents will be notified by formal letter (OWSHS Assessment Alert) when students are at risk of not attaining the Certificate qualification. Support programs will then be negotiated for catch up and counselling.

## Appeals and complaints procedures

**Ormeau Woods State High School (RTO 32255), has a complaints and appeals policy specific to its RTO operations.**

A **complaint** can be made to the school RTO regarding the conduct of:

- the school RTO, its trainers, assessors or other school RTO staff
- students of the RTO
- any third parties providing services on behalf of the school RTO (if relevant).

An **appeal** can be made to the school RTO to request a review of a decision, including assessment decisions, made by the school RTO or a third party providing services on the school RTO's behalf.

The school RTO will ensure that the principles of natural justice and procedural fairness are adopted at every stage of the complaints and appeals process. All formal complaints and appeals will be heard and decided on within 60 calendar days of receiving the written complaint or appeal.

If the school RTO considers more than 60 calendar days are required to process and finalise the complaint or appeal, the complainant or appellant will be informed of the reasons in writing and will be regularly updated on the progress of the matter.

If the processes fail to resolve the complaint or appeal, a review by an independent party will be provided if requested.

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Complaints or appeals should be directed to the Principal as CEO of the school RTO: [jhass13@eq.edu.au](mailto:jhass13@eq.edu.au)



If you are unhappy with any aspect of your VET program, you need to follow the procedure below.

- Discuss the matter with your teacher, subject HOD or Head of House
- If the complaint is of a serious nature you will be required to put the complaint in writing

A **complaint** is an expression of dissatisfaction.

An **appeal** is to apply for reconsideration of a decision or outcome

Most complaints should be resolved informally. A few may need a more formal process.

There are usually several phases in handling a complaint:

### *Reception*

State your concern calmly, clearly and courteously. The teacher/administrator will summarise the main points. He or she will explain the school policy or procedure on the issue and work out an action plan with you regarding what he or she will do, what you should do and when you will talk again. He or she may deal with the complaint or refer it to another person. In most cases they should be able to resolve your concern straight away.

If your informal complaint is not resolved a formal complaint or appeal should be recorded in writing and the steps outlined below followed:

## **FORMAL COMPLAINT OR APPEAL**

### **Procedure**

- All formal complaints/appeals, must be in writing and addressed to the Principal, as CEO of the RTO.
- On receipt of a written complaint/appeal:
  - a written acknowledgement is sent to the complainant from the Principal (via admin support)
  - the complaint/appeal is forwarded to the RTO Manager.
- If the complaint/appeal 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/appeal or convene an independent panel to hear the complaint; this shall be the complaints and appeals committee.

The complaints and appeals committee shall not have had previous involvement with the complaint/appeal and will include representatives of:

- the Principal
- the teaching staff
- 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.

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- If the processes fail to resolve the complaint/appeal, the individual making the complaint/appeal 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 (Queensland

Curriculum and Assessment) website for further information about making complaints ([www.qcaa.qld.edu.au/3141.html](http://www.qcaa.qld.edu.au/3141.html)).

The school is committed to dealing positively with your concern. It helps us to learn how we can deliver better training for you.

## Disciplinary procedures

- Students must be familiar with the behaviour management policy of Ormeau Woods State High School, the School Wide Positive Behaviour (PB4L) and Assessment Policy as outlined in student planner.
- Students who do not meet the requirements of the course will be referred to the subject HOD and Head of House.
- Students who are not working to capacity will be referred to both the subject HOD and Head of House.

## Access and equity

Discrimination occurs if a person treats someone differently based on an attribute or characteristic such as gender, sexuality, race, pregnancy, physical or intellectual impairment, age, etc.

Ormeau Woods State High School 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.

All students will be informed of the requirements of curriculum or National Training Packages. Ormeau Woods State High School/Education Queensland's Access and Equity Policy ensures that student selection decisions comply with equal opportunity legislation. Appropriately qualified staff will assess the extent to which the student is likely to achieve the stated competency standards and outcomes of the course, based on their qualifications and experience.

All training will be in line with industry standards, programs will be adequately resourced, and all participants irrespective of background will be encouraged to participate in VET programs.

## RPL arrangements

All students at Ormeau Woods State High School will have access to Recognition of Prior Learning (RPL)

In the first VET class of the year, the teacher will be responsible to ensure that the students are informed of the Recognition of Prior Learning procedure. Teachers will remind students at the beginning of each new term.

Teachers will inform students of the following procedure:

- Information to the students will be in forms of the following; handbooks, intranet files, marketing material or flyers and handouts.
- Students will be informed of the RPL application form (see attached)
- Information will be provided about the types of evidence that can be used to support the application

Some examples of evidence of compliance that could be filed in the relevant RTO Evidence guide are:

<https://gedu.sharepoint.com/:f/r/sites/6136/Staff-Drive/All%20Staff/Senior%20School/RTO/4.%20Student%20Enrollment.%20Support%20and%20Completion/Student%20Enrollment%20and%20Induction/VET%20Handbooks?d=w3cb0b3c7214e43aab902bd73bc114a5f&csf=1&web=1&e=TbEbMj>

- Records of interviews with students that establish whether the student has special needs regarding assessment

- Assessment processes that comply with advice in the relevant Training Package/accredited course, including self assessment materials, workplace activities to promote the collection of evidence
- Records of students outcomes from assessment processes
- Records of RPL assessments
- Copies of advice informing them of the outcome
- Diary notes
- Diary meetings
- Logs to indicate workplace visits by an assessor
- Register of agreements between the workplace and the RTO indicating how assessment will be conducted
- Trainee log books
- Feedback logs

## RPL INTERVIEW PROCESS

1. The teacher will go through the application made by the student and examine documentary evidence presented.
2. Where the documentary evidence of theoretical knowledge is insufficient, the student may be asked a minimum of one (1) and a maximum of three (3) questions on each learning outcome relating to the module in which RPL is being sought. This is to satisfy the Teacher of the students' knowledge.
3. Where the documentary evidence of skills is insufficient the student will be asked to demonstrate their skills relating to the particular module.
4. The student will be informed at the conclusion of the interview whether they have been successful/unsuccessful in gaining credit.
5. The decision for granting/denying credit will be written on the application. Photocopies of documentary evidence will be attached to the RPL application.
6. All application forms for RPL will be filed and located in the VET Manager files during the course of study./Students Records and HOD. Information should be recorded directly into students record on SDCS
7. If a student is unsuccessful in gaining credit, they will be given an appeals form and informed that they have seven (7) days to lodge their appeal.
8. After the interview, the student's teacher will be notified of the student's full/part credit gained in a module. The records will be updated to reflect the credit granted and the information recorded via the RTO Coordinator on to the SDCS.

If a student is granted full credit for a module, the SDCS database and student profile will be updated immediately.

## RPL checklist for students

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To ensure an effective RPL process, students should:

1. ☐ obtain information about RPL
2. ☐ obtain a copy of the Student Record Book/Training Record Book for the vocational training program(s) of your subject
3. ☐ read the relevant learning outcomes for the modules/training programs as listed in the Student Record Book/Training Record Book
4. ☐ assess your abilities/competencies, with guidance from your teacher and/or counsellor in the learning outcome(s)/modules/training programs
5. ☐ decide if you think you possess the knowledge and skills of the learning outcome(s)/modules/ training programs and if so, you should apply for RPL
6. ☐ complete an RPL Application Form
7. ☐ gather evidence that supports your application
8. ☐ give the completed RPL Application Form and evidence to your teacher
9. ☐ receive notification from your teacher to show
  - either (i) *that you have gained RPL* [go to 10]
  - or (ii) *that you need to supply more information AND/OR attend an interview* [go to 7]
  - or (iii) *that you have not gained full/partial RPL and you receive feedback* [go to 12]
10. ☐ (if you are successful) be exempt from those learning outcomes/modules/training programs
11. ☐ ensure your Student Record Book/Training Record Book is signed off
12. ☐ (if you were partially successful) you may decide to progress more quickly through the module/training program by completing only those aspects for which you do not have prior learning. This completes the RPL process for your application.
13. ☐ (if you were unsuccessful) you may decide to request an RPL Appeals Form
14. ☐ gather further evidence that supports your application
15. ☐ submit your completed RPL Appeals Form and further evidence to the person nominated in the school's grievance policy, who will arrange for a second suitably qualified person to assess the evidence
16. ☐ receive a notification about whether
  - either (i) *you have gained RPL* [go to 10]
  - or (ii) *you have not gained full/partial RPL and receive feedback* [go to 17]
17. ☐ seek to progress more quickly through the module/training program by completing only those aspects for which you do not have prior learning.

## Issuance of Certificates & Statements of Attainments

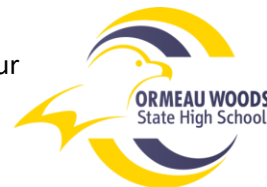
- On completion or partial completion of the course students will either obtain a Certificate or Statement of Attainment. This will be mailed to your registered mailing address within 30 days.
- Certificates and Statements of Attainment will only be issued to students who have met all course requirements and have a verified USI number. (Students must apply for and obtain a **USI number** that can be verified. Apply at <https://www.usi.gov.au/>)
- If students leave school early they should ensure they inform their teachers and the HOD of Student Data Capture that they require the certification for the modules they are competent in. This is to be issued within 30 days.
- If students change subject they are also entitled to their certificate within 30 days
- If students change schools they should ensure they inform their teachers prior to departure as well as on arrival to their new school that they are transferring to ensure the details of their training is sent to their new training organisation/school.
- Students may obtain a replacement copy of all issued qualifications at any time by contacting the Administration in writing to request the document/s. Proof of identity and USI certification may be required. No charge applies for replacement documents. Please allow 30 days for processing.

## WORKPLACE HEALTH AND SAFETY

All training activities, like most activities in life, involve some associated health and safety risks. Ormeau Woods State High School has WPHS policies in place and a functioning WPHS Committee which minimise any risk to staff and

participants. You will also as part of your induction receive advice about health and safety within your faculty and emergency lockdown and evacuation procedures.

In signing the Service Agreement form you acknowledge that risk exists and that you too have



responsibilities to ensure your own health and safety and that of others around you. The safety and wellbeing of the staff and participants of Ormeau Woods State High School is one of our greatest responsibilities, All of us, including you, have responsibilities to ensure a safe environment. You are required to:

- obey all reasonable instructions in relation to health and safety
- not interfere with or remove any safety devices from machinery and equipment
- report unsafe acts or equipment to your teacher and observe good practices
- Report all injuries to your teacher
- Ensure that your conduct does not interfere with teacher or participant safety and welfare

## WORK EXPERIENCE

### What is Vocational Placement?

*A vocational placement gives the student practical training and experience that is required , and can be an assessable part of, the student's course.*

## PROCEDURE FOR WORK PLACEMENT

Seek assistance from the Industry Liaison Officer or Vocational Planning HOD. Examples of types of industry placement are detailed below:

### Structured Work Placements

A structured work placement involves the student participating in specific tasks in the workplace as described in the VET in Schools program. It may occur where the VET in Schools program does not mandate assessment in the workplace.

### Work Sampling

A work-sampling placement is one in which students have the opportunity to test personal vocational preferences through performing tasks in a workplace. Students select placements according to their future occupational aspirations. The student may experience the following outcomes:

- (a) clarification of employment goals;
- (b) first-hand information about what it means to work, as well as about the work processes of the organisation and the work environment.

### Work Shadowing

Work shadowing provides students with the opportunity to learn actively about people at work and to examine the work role they perform. Students gain access to occupational areas that many not be suited to work sampling, eg lawyer, dentist, chemist. The focus of work shadowing is the role of the worker(s) being shadowed, rather than the performance of work tasks or the investigation of the workplace.

### Research Work Experience

A research work experience requires a student or group of students to assume the role of researchers in the workplace. The teacher, student and work experience provider decide upon a topic of inquiry and match the work experiences to the topic. The placement links one or more school subjects with the experience of work.

<https://qedu.sharepoint.com/:f/r/sites/6136/Staff-Drive/All%20Staff/Senior%20School/RTO/4.%20Student%20Enrollment.%20Support%20and%20Completion/Student%20Enrollment%20and%20Induction/VET%20Handbooks?d=w3cb0b3c7214e43aab902bd73bc114a5f&csf=1&web=1&e=TbEbMj>



### CRITERIA-BASED ASSESSMENT *(does not apply to VET courses)*

1. **School-based**
2. Judgements are made about how well students have achieved in relation to the standards stated in the syllabus for each of the criteria
3. Balance
  - a. Criteria (varies according to the subject)
  - b. Assessment techniques
  - c. Formal and informal techniques
  - d. Conditions
4. Selective updating
5. Fullest and latest
6. Continuous improvement

### COMPETENCY-BASED ASSESSMENT *(applies to VET courses)*

1. Preparing trainees for industry proficiency via work-like activities
2. Modern thinking and Industry related
3. Education needs to be closely linked to the requirements of the job
4. Appropriate
  - **Valid** – does the instrument test competency being addressed and the correct level
  - **Reliable** – are the instructions clear and consistent, will it achieve the same result each time.
  - **Flexible** – can the task be adapted to meet the needs of each trainee, have the trainees' experience and expertise been considered. Are the guidelines and exemplars presented?
  - **Fair** – are the conditions the same for all students, does the assessment cover methods, procedures and criteria against which they will be assessed and how they will receive feedback and the mechanism for appeal
5. Expected underpinning Knowledge/required knowledge, including work ethic, task management required
6. Learning Outcomes focus on being able to do the task rather than on increasing the knowledge base
7. Competency based assessment is a description of a minimum required level of competence that has been identified. This description has become the 'standard' for that area.

#### **A body of knowledge to be learnt**

**Practical skills must be performed to a particular standard**

**Ability is only expected on a listed set of competencies**

#### **Important points to note about competency based assessment**

- Whether a person passes the test does not depend on how other people perform on the test
- If a person fails the test it is possible to tell him/her which criteria he/she failed to meet so further attention can be paid to that area
- It is relevant to the examiner if the individual can demonstrate ability on additional competencies, or show knowledge of a higher standard than that which has been set as the minimum

## ASSESSMENT TECHNIQUES

Vocational Education subjects include some of the following techniques in their assessment instruments:

| Assessment | Outline |
|------------|---------|
|------------|---------|

|                                                                  |                                                                                                                                                                                                                                               |
|------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Observation Record</b>                                        | <p>Direct - Witnessed directly by Assessor</p> <p>Indirect – use of photographs/videos etc, showing performance of a task (used when assessor cannot be present)</p> <p>Must be recorded – what skills did the student demonstrate</p>        |
| <b>Case Studies</b>                                              | <p>Students use skills and knowledge to analyse a situation/scenario</p> <p>Can be short answer responses or report style responses</p>                                                                                                       |
| <b>Role Plays/Simulations</b>                                    | <p>Skills demonstration usually based on a case study scenario</p> <p>Student given information about a situation, they take on a given role to demonstrate their skills.</p> <p>May include reflection based on given questions</p>          |
| <b>Simulations (Computer)</b>                                    | <p>Computer simulation may be used where use of a real system is impossible or impracticable</p>                                                                                                                                              |
| <b>Assignments</b>                                               | <p>Projects, reports, essays</p> <p>Students are required to research a particular topic</p> <p>May be completed in small groups to imitate workplace environment that requires teamwork</p>                                                  |
| <b>Presentations</b>                                             | <p>Students required to deliver verbal presentation on a particular topic.</p> <p>Students are required to research topic and address specific information requirements</p> <p>May be done individually or as part of a team</p>              |
| <b>Portfolio</b>                                                 | <p>Collection of evidence that the student has prepared:</p> <ul style="list-style-type: none"> <li>• workplace documents</li> <li>• workplace samples</li> <li>• photographs</li> <li>• video evidence</li> </ul>                            |
| <b>Activity Sheets</b>                                           | <p>Asks the candidate to undertake a range of tasks, generally smaller</p> <p>Can be used to assess both practical and knowledge skills</p>                                                                                                   |
| <b>Short Answer Questions<br/>Verbal Questioning<br/>Quizzes</b> | <p>Asking the candidate about real or hypothetical situations to check understanding, task management and contingency management skills.</p> <p>Answers must be recorded: written summary of student response, taped/recorded, audio file</p> |

## EXPECTATIONS

### TEACHER (ASSESSOR) EXPECTATIONS

- ❑ Provide all details as requested for the Staffing Matrix, including the updating of a Staff Profile each semester and before internal reviews and internal audits.
- ❑ Document and maintain the Learning and Assessment Strategy pertaining to the qualification delivered by that teacher.
- ❑ Maintain minimum professional development and current industry experience required to be a registered trainer.
- ❑ Maintain records of any informal complaints made and record the outcome of the complaint in the Register of Complaints held by the Head of Vocational Services.
- ❑ Ensure the currency of all materials in relation to the delivery of Training Packages.
- ❑ Ensure that training delivery and assessment is competency based.
- ❑ Ensure all clients are offered RPL.

- ❑ Ensure that relevant legislation is implemented eg. Workplace Health and Safety, anti-discrimination access and equity.
- ❑ Provide all materials for the Evidence Guide to the HOD including: class rolls, assessment

instruments, solutions and marking schemes, student profiles, units of competency recorded on the class master.

- ❑ Provide opportunity for negotiation, self assessed work, varied learning/assessment, equity.
- ❑ Maintain accurate student records.
- ❑ Provide clear instruction, support and opportunity for feedback.
- ❑ Ensure assessment is delivered in accordance with the Learning and Assessment Strategy for the relevant qualification.

## STUDENT EXPECTATIONS

- ❑ Allow others to learn
- ❑ Be on time to class and school activities
- ❑ Complete work to the best of their ability
- ❑ Bring the right equipment to every lesson
- ❑ Be in the right place at the right time
- ❑ Keep their belongings safe, as well as those of others
- ❑ Make the school safe by not threatening, bullying or hurting anyone in any way
- ❑ Make the classroom safe by obeying teacher instructions and safety directions especially in practical lessons
- ❑ Make the school safe by not bringing illegal substances or weapons into the school
- ❑ Make the school safe by wearing uniform to allow immediate identification of intruders
- ❑ Be polite to others
- ❑ Use acceptable language
- ❑ Always tell the truth
- ❑ Not steal damage or destroy the belongings of others
- ❑ Keep the school environment clean and tidy
- ❑ Have positive relationships, and not harass or abuse others
- ❑ Know what and when work is to be submitted
- ❑ Submit criteria sheet with all assessment
- ❑ Take responsibility for own learning
- ❑ Ask when something is not clear
- ❑ Develop constructive strategies for dealing with problems
- ❑ Have fun with learning.

## Privacy Notice

Under the *Data Provision Requirements 2012*, **Ormeau Woods State High School** is required to collect personal information about you and to disclose that personal information to the National Centre for Vocational Education Research Ltd (NCVER).

Your personal information (including the personal information contained on this enrolment form), may be used or disclosed by **Ormeau Woods State High School** for statistical, administrative, regulatory and research purposes. **Ormeau Woods State High School** may disclose your personal information for these purposes to:

- Commonwealth and State or Territory government departments and authorised agencies; and

<https://gedu.sharepoint.com/:f/r/sites/6136/Staff-Drive/All%20Staff/Senior%20School/RTO/4.%20Student%20Enrollment.%20Support%20and%20Completion/Student%20Enrollment%20and%20Induction/VET%20Handbooks?d=w3cb0b3c7214e43aab902bd73bc114a5f&csf=1&web=1&e=TbEbMj>

- NCVER.
- Personal information that has been disclosed to NCVER may be used or disclosed by NCVER for the following purposes:

- 
- populating authenticated VET transcripts;
  - facilitating statistics and research relating to education, including surveys and data linkage;
  - pre-populating RTO student enrolment forms;
  - understanding how the VET market operates, for policy, workforce planning and consumer information; and
  - administering VET, including program administration, regulation, monitoring and evaluation.

You may receive a student survey which may be administered by a government department or NCVER employee, agent or third party contractor or other authorised agencies. Please note you may opt out of the survey at the time of being contacted.

NCVER will collect, hold, use and disclose your personal information in accordance with the *Privacy Act 1988* (Cth), the National VET Data Policy and all NCVER policies and protocols (including those published on NCVER's website at [www.ncver.edu.au](http://www.ncver.edu.au)).