VET Guide
Woodcrest State College offers VET certificates within the Australian Qualifications Framework, Australia’s system of nationally accredited vocational education and training. Certificates offered by Woodcrest are at the Certificate II or III level.

Woodcrest State College is a Registered Training Organisation for the following certificates:

- Certificate II in Visual Art (Nil cost)
- Certificate II in Music (Nil cost) – 2016 Year 12
- Certificate II in Music Industry (Nil cost) – 2016 Year 11
- Certificate II Dance (Nil cost)

Students are able to study a number of other certificate courses on site using other Registered Training Organisations (RTOs) as the course providers:

<table>
<thead>
<tr>
<th>Certificate</th>
<th>Registered Training Organisation</th>
<th>Anticipated fee for service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate II in Hospitality</td>
<td>Training Direct</td>
<td>Nil</td>
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The Woodcrest State College Vocational Education & Training Guide

| Certificate II Sport and Recreation | Binnacle | $198 over 2 years |
| Certificate III in Business | Binnacle | $198 over 2 years |
| Certificate III in Fitness | Binnacle | $259 over 2 years |
| Certificate III in Early Childhood Education and Care | Training Direct | $600 over 2 years |

Students may also elect to enrol in a Certificate course through the Schools Programs offered at various TAFE campuses. The Schools Programs provide students with access to courses which Woodcrest does not have the facility or human resources to provide. Students enrol directly through TAFE, usually around late August/early September for the following year’s programs. Students usually attend TAFE one day per week. For full details, refer to “Schools Programs” through various TAFES or on the school website. These courses are also fee for service; course costs are listed in the Schools Programs booklet.

WHAT IS AN RTO?

RTO’s aim to enhance the attainment and transition outcomes of all students. As such they prioritise an operational focus in industry areas where they can identify opportunities to enhance transition outcomes for students in viable earning or learning post school pathways.

BENEFITS OF VOCATIONAL EDUCATION AND TRAINING

- National qualifications recognised by industry
- Insight into career pathways and further education pathways
- Interaction with people in industry
- Credit for or articulation of qualifications to reduce time in further study or an apprenticeship
- A QTAC Selection Rank (if required)
- Completed Certificates contribute points towards the Queensland Certificate of Education
- VET results recorded on Senior Certificate where applicable and an industry specific vocational Certificate or Statement of Attainment
- Competency Based Training and Assessment
- Recognition for relevant skills and knowledge achieved before studying your VET course (RPL)

UNITS OF COMPETENCY

A VET qualification is made up of a specified number of units of competency. These are simply units of work which are structured to train a student in a particular set of skills and knowledge required by industry. Competency is achieved when a student can appropriately perform and apply a combination of skills and knowledge to the standard required in a range of work-related situations. Competency standards have set outcomes, conditions of performance and benchmarks for measuring performance. The successful completion of each unit of competency contributes towards the overall qualification. If a student does not achieve competency in their first attempt at an
assessment task, they must be given the opportunity to revisit units of competency to obtain competency.

COMPETENCY BASED ASSESSMENT

Competency based assessment is a system for assessing a person's knowledge and skills. Assessment is based on the actual skills and knowledge a person can demonstrate in the workplace or in other relevant contexts. This is different from some other assessment systems which only measure knowledge and not the application of that knowledge. Another difference is that an individual must demonstrate competency in all of the required tasks in order to be recognised as competent overall.

RIGHTS AND RESPONSIBILITIES

A quality focus usually includes a Recognition of Prior Learning Policy, a fair and equitable Refund Policy, a Grievance and Appeal Policy, an Access and Equity policy and student welfare and guidance services. Every opportunity will be made to ensure that this information is disseminated, understood and valued by staff, students and parents.

RECOGNITION FOR PRIOR LEARNING (RPL)

Competency based assessment is also a system for providing portable qualifications and statements of attainment against nationally recognised competency standards. In a competency based assessment system, it is recognised that learning can come from a variety of sources, both on the job and off the job, formal and informal. RPL is also available for skills and knowledge which can already be demonstrated. The process can start by a person assessing themselves against the competency standard. At this stage the individual may compile a portfolio of evidence containing notes about things they can do to demonstrate competence.

For example, a Training and Assessment course portfolio may contain evidence of training and assessing already conducted such as items designed by the individual including assessment instruments, learning and assessment plans, profiles, and resources. Evidence might also include professional development attended, references, certificates and third party reports.

CREDIT TRANSFER PROCEDURES

Credit transfer issues occur when students move from one learning provider to another part-way through their senior schooling, having started studies which can be credited into their learning account. If you are transferring from another provider your will need a Statement of Attainment to indicate your competency completions.

AWARDS

Once a student has successfully completed a VET course, they will be issued with a Certificate by the RTO, together with a statement of results. In instances where a student does not complete the qualification, they may still be eligible for a Statement of Attainment for the units of competency they have completed.
CERTIFICATION AND RECORD KEEPING

Woodcrest State College is an Education Queensland school and therefore utilises the One School student data management system to maintain a register of qualifications and statement of attainments issued.

RECORD KEEPING AND ISSUING OF CERTIFICATES AND STATEMENT OF ATTAINMENT

1. When a student is deemed competent for a unit of competency OneSchool records are updated.
2. If student meets requirements to be awarded the certificate the trainer and assessor must.
   a) Check the box on OneSchool to record Certificate complete
   b) Advise the HOD that the student has complete the certificate on date. Via email
   c) HOD advises SDCS operator that student has completed certificate. Via email
   d) SDCS follows procedure to issue certificate to student within 30 days of date of issue
3. If student exits the RTO
   a) SDCS operator emails HOD to ensure that OneSchool records are up to date.
   b) HOD requests information from Trainer and Assessor.
   c) SDCS operator is advised by the HOD when the records are correct.

SDCS issues Statement of Attainment or Certificate/s

USI POLICY

Students enrolled in training must provide Woodcrest State College with their Unique Student Identifier (USI) from 1 January 2015. The procedure at the commencement of each course is as follows:
1. Inform students of VET policies and procedures via the Student Induction and USI Information Guides supplied by Australian Government Department of Industry. New enrolments are given a “Creating a Unique Student Identifier (USI) for New Enrolments” form available from the school website to assist in the process of obtaining a USI.
2. Students sign that they have been informed of VET policies and procedures through the student induction.
3. Students create a USI via www.usi.gov.au and email to the school which will be kept confidential. All USIs will be created within the first three weeks of commencing the VET course.
4. An administration officer will enter the USI onto One School system and verify the USI. If the USI is rejected, the student will be requested to make amendments in the USI system or the school will amend the One School record of the student.

Certificates/Statement of Attainment cannot be printed without a verified USI entered onto One School.

REPLACEMENT OF CERTIFICATION DOCUMENTATION

Students who request that a Certificate/Statement of Attainment be re-printed will be asked to provide identification. The Certificate/Statement of Attainment will be re-printed using the One School database which records competencies achieved and the original attainment date. If the
request is made after 1 January 2015, the student will need to provide a USI if not already recorded on One School.

Sample Qualification Certificate

Woodcrest State College

This is to certify that

Student A

has fulfilled the requirements for

Certificate II

in

Music

CUB20169

Date Attained: 12 November 2010

Principal
Woodcrest State College

Sample Statement of Attainment

Woodcrest State College

This is a statement that

Student A

has attained

CUB20169 Certificate II in Music

Date: 12 November 2010

Principal
Woodcrest State College

CUB20169 Certificate II in Music
COMPLAINTS AND APPEALS POLICY STATEMENT

Woodcrest State College 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 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. The designated person will maintain a secure Complaints and Appeals Register, which documents all formal complaints, appeals and their outcomes. Any substantiated complaints, as well as the complaints and appeals policy, will be reviewed as part of the continuous improvement processes and appropriate corrective action taken to eliminate or mitigate the likelihood of reoccurrence. The Principal (as the chief executive officer) of the school is ultimately responsible for ensuring that the school RTO complies with the VQF. This includes the complaints and appeals policy and procedures.

COMPLAINTS PROCEDURE

- All formal complaints must be in writing and addressed to the Principal, as CEO of the RTO.
- On receipt of a written complaint: - a written acknowledgement is sent to the complainant from the Principal (via admin support) - the complaint is forwarded to the RTO Manager.
- If the complaint is not finalised within 60 calendar days, the complainant is informed of the reasons in writing and regularly updated on the progress of the matter.
- The Principal and/or the RTO Manager will either deal with the complaint or convene an independent panel to hear the complaint; this shall be the complaints and appeals committee.
- The complaints committee shall not have had previous involvement with the complaint and will include representatives of: - the Principal - the teaching staff (Individual vet trainer and assessor) - an independent person.
- The complainant shall be given an opportunity to present their case and may be accompanied by other people as support or as representation.
- The relevant staff member, third party or student (as applicable) shall be given an opportunity to present their case and may be accompanied by other people as support or as representation.
- The outcome/decision will be communicated to all parties in writing within 60 days.
- If the processes fail to resolve the complaint, the individual making the complaint will have the outcome reviewed (on request) by an appropriate party independent of the RTO.
- If the complainant is still not satisfied, the Principal will refer them to the QCAA website for further information about making complaints (www.qcaa.qld.edu.au/3141.html).
- The root cause of any complaint will be included in the systematic monitoring and evaluation processes of the RTO so that appropriate corrective action can be instigated to eliminate or mitigate the likelihood of reoccurrence.
INFORMAL COMPLAINTS PROCEDURE

Student makes an informal complaint to the teacher

Teacher makes a decision, communicates the decision to the student and records the outcome

Student dissatisfied

Student makes complaint to the Head of Department (HOD) HOD makes a decision, communicates the decision to the student and records outcome.

Student dissatisfied

Student makes a formal complaint

FORMAL COMPLAINTS

Formal complaints can only proceed after the informal procedure has been investigated by the student and their parents. Formal complaint forms are available from the HOD for Senior Schooling. All formal complaints will be heard and decided within 15 working days of receipt of the written complaint. An independent complaint committee shall hear the complaint. The committee will be representatives of the Formal Complaints Procedure. The complainant/appellant will be notified in writing including the reasons why if more than 60 days are required to resolve the complaint. The complainant will be regularly updated in regards to their complaint.

FORMAL COMPLAINTS PROCEDURE

Student makes complaint to the Head of Department (HOD)

Head of Department arranges and convenes a meeting of the Complaints Committee, the student (and a witness should the student or teacher wish)

Complaint Committee makes a decision, communicates the decision to the student and records outcome