



Career Development Centre

Workplace Learning

Student Induction Booklet

Please keep this guide for future reference



COURSE OUTLINE AND ASSESSMENTS

What is Workplace Learning?

Workplace Learning at Comet Bay College provides students with opportunities to develop skills and knowledge in the workplace and obtain credit towards secondary graduation for the Western Australia Certificate of Education in Year 11 and 12. Students are placed in an appropriate work situation and are required to maintain a formal record of Workplace Learning and assessment by way of a log book

A student's logbook must contain the following records for each work placement:

- hours worked
- tasks completed daily
- evidence gathered in the workplace and at school

These records must be authenticated by the workplace trainer/assessor. Log books may also contain relevant details pertaining to workplaces (starting and finishing times, dress requirements, confidentiality arrangements etc), emergency contact details and a section where a student would record his/her progress towards achieving skills and strategies to further develop skills not yet achieved.

Workplace Learning (WL1-On The Job Training) focuses on the development of work readiness competencies by completing the requirements for a Certificate in Work Readiness issued by the College.

There are several perceived advantages and other considerations to be aware of when including Workplace Learning in a student's program. These are outlined below:

Advantages

- Students gain a greater understanding of the world of work.
- Promotes school community partnerships.
- Students are exposed to a variety of learning environments.
- Students see the relevance of the workplace to what is taught at school.
- Students are more motivated to apply themselves to their study program.
- The community sees vocational orientation in post-compulsory education as relevant and necessary.
- Workplace Learning may enhance future employment or training opportunities.
- Teachers are required to work collaboratively in planning student learning programs.
- Additional resources for schools to develop mechanisms to consult with industry are required.
- The delivery mode can vary from block placement to one day per week.

Other Considerations:

- Flexibility in timetabling and other school administrative arrangements is required.
- Teachers are required to work collaboratively in planning student learning programs.
- Additional resources for schools to develop mechanisms to consult with industry are required.

In developing a Workplace Learning program, the following recommendations promote good practice:

- Workplace Learning should be integrated with the students' overall learning program.
- In some situations the school may be viewed as a workplace, however wherever possible, placements should be made outside the school environment.

Schools are responsible for:

- ensuring both employers and students are familiar with gathering evidence, maintaining the logbook and timelines for submitting assessment items.
 - Providing and monitoring a log book.
 - the validation that the minimum hours of training has occurred.
-

Assessment

As Workplace Learning is an endorsed Curriculum Council subject, assessment will be conducted in accordance with Curriculum Council guidelines.

The College's Workplace Learning Workplace Assessor and designated RTO will be responsible for signing off on Units of Competencies for the student. This will be based on the assessment/s completed by the student.

- The student's Performance Profile for each placement will be completed by the workplace supervisor/s. In the case of the student having multiple supervisors, it should be completed in consultation with all of them. The College's Workplace Learning Facilitator will be available to assist supervisors where necessary.
- The Workplace Learning Facilitator may revisit an employer to clarify a Workplace Learning assessment.

Insurance

For insurance purposes, all student work placements must be confirmed and endorsed in writing by the college, the placement provider, and the parent/guardians. Any non endorsed work placement, arranged independently by the student or parent and undertaken during school hours, will be treated as truanting. In addition to the truancy issue, students in such placements are not covered by the College's insurance.

Employer:

The Workplace Learning Facilitator will issue the employer with a copy of the College's Workplace Learning Employer Induction Pack which includes all insurance details and accident procedures.

Duty of Care

Duty of care is to take all reasonable steps to ensure the well being of the student. Duty of care is a shared responsibility between the school, the employer and the student's parent/guardian. The Workplace Learning Facilitator will visit all students enrolled twice over the year in the workplace while they are on a Workplace Learning placement. Students have the responsibility to report any workplace problems/difficulties to the school Facilitator as soon as possible so the issue may be resolved. The Workplace Learning Facilitator will provide relevant contact information for students to contact the Facilitator in the case of an emergency.

The Workplace Learning Facilitator will issue the employer with a copy of the College's Workplace Learning Employer Induction Pack (which includes all insurance details and accident procedures) and ensure that the employer returns the signed Employer Acknowledgement Form. This will usually be completed when the Workplace Learning Facilitator makes the initial Workplace visit.

Student Responsibilities

Log Book

Each student will be issued with a Workplace Learning Log Book that provides a record of hours completed, evidence of how the student has demonstrated skills, and an assessment sheet for the workplace supervisor to sign students off as competent. If the log book is lost, it is the student's responsibility to ensure that they get any hours and competencies back-signed. Student responsibilities are also outlined clearly in the Parent Information Booklet. Students must familiarise themselves with all aspects of their responsibilities prior to their work placement and carry out these responsibilities diligently. Failure to fulfil all student responsibilities may result in the cancellation of a work placement and possible removal from the Workplace Learning Program.

Absence

It is particularly important that students *immediately* advise their employer and the school Facilitator of any absence from the workplace, and give reasons for the absence. Any unexplained absences during school time will be treated as truanting.

Transport

Where a student is required to travel to their work placement, arrangements and travel costs incurred will be the student/parent's responsibility.

Dismissal from a Work Placement

The school Workplace Learning Facilitator will monitor all student placements. A review of any student's placement can be made on the basis of an inadequate standard of performance. The college's obligation to the host employer will be considered in such circumstances. If the college deems it necessary to terminate a student's work placement on the basis of an inadequate standard of performance, this may result in the removal of the student from the Program and a subsequent awarding of a "U" grade.

Students are not permitted to terminate the work placement at their own request until the Workplace Learning Facilitator has been advised and the placement is reviewed.

Industry Standards

While on work placement, students will be expected to conform to workplace expectations and work within the Industry Standards in order to make the placement as relevant and meaningful as possible. These may include the following:

- Dress Code
- Working times/hours of work
- Personal presentation
- Safety considerations

Workplace Learning Policy

This Workplace Learning Policy document must be read in conjunction with other Comet Bay College policy documents and subject support materials. It applies to all students undertaking Workplace Learning at Comet Bay College.

Student Participation

In order to participate in the Workplace Learning Program the student must provide evidence to the Workplace Learning Coordinator that they are 'Work Ready'. Qualities of 'Work Readiness' are essential if the student is to undertake effective learning while on work placement.

Students must complete the following prior to undertaking a work placement:

- Maintain a record of satisfactory school attendance.
- Satisfactory behaviour at school.
- Complete the relevant Work Safe Occupational Health and Safety Certificate.
- Return completed parent consent forms to the school.
- Attend an interview to gauge suitability for the program.

Failure to complete any of these requirements may result in the cancellation of the student's application to enter Workplace Learning.

Course Structure and Eligibility

Student's enrolments into the Workplace Learning program may be contingent on the number of places available. School resources will determine the number of student placed offered in any given year.

Students will undertake work placements as arranged by the College Facilitator at the designated worksite. The Facilitator will liaise with students and parents to match the students with a workplace of the student's choosing. Providing contacts for the placement is essentially the responsibility of the student and his/her parents.

Student Enrolments

All Year 11 students choosing Workplace Learning will be enrolled in WL1 – Workplace Learning – On the job training.

UPPER SCHOOL ASSESSMENT POLICY

The policy refers to semesterised WACE courses of study; year long endorsed programs and nationally accredited qualifications. Any statement using the term unit/course will refer to all of the above.

1. Assessment Guidelines

- Upper School student assessment has guidelines set by the Curriculum Council. Adherence to these parameters is mandatory.
- A unit/course outline and clear assessment guidelines/scheme of assessment including task deadlines must be provided to students at the start of the learning program.

2. Student Responsibilities

It is the student's responsibility to:

- Complete all unit/course requirements by the due date.
- Maintain a folio of evidence for each subject/course studied and to make it available whenever required.
- Maintain a good record of attendance, conduct and progress (a student who is absent for five periods/days or more per term is deemed to be at risk)
- Initiate contact with teachers concerning absence from class, missed assessments, extension requests and other issues pertaining to assessment.

3. Teacher Responsibilities

- Develop a teaching/learning program that adheres to current Curriculum Council guidelines, to be submitted to the appropriate Associate Principal/Dean of Curriculum by the end of Week 4 Term One.
- Provide students with an overview and assessment guidelines/scheme of assessment at the commencement of the subject/course for the entire subject/course.
- Ensure that assessments are fair, valid, reliable and inclusive.
- Maintain accurate records of student achievement and assessment and meet school and external time frames for assessment and reporting.
- Provide students with timely assessment feedback and guidance.
- Provide a WACE course mark, exam score (where applicable) and grade at the end of each semester, for courses delivered either concurrently or sequentially.
- A TES exam mark and grade at the end of each semester.
- Inform students and parent/caregivers of academic progress at intervals prescribed by the college's reporting timelines. In addition, students and parents/caregivers will be advised when it is identified that there is a risk a student may not complete the subject/course requirements in the allocated time or receives a mark that has been reduced due to lateness or a zero for an assessment.
- Work proactively with the relevant Dean of Learning Area and the college administration team to maximise opportunities for all students to succeed at a high level on assessment tasks.
- Ensure that special assessment requirements are met for students with a documented learning disability/difficulty, including mental health disorders.
- Notify parents and students enrolled in Nationally Accredited courses where a student has not completed a Unit of Competence and is therefore at risk of not completing the full qualification.

- Inform parents, at least once a term of any student who is deemed unlikely to achieve a grade C or better.
- In consultation with their Dean, teachers will be flexible in the assessment requirements with students on alternative/flexible programs and provide modified programs and take prior work into consideration. If a student transfers part of the way into the course they may require a modified assessment program.

4. **Absence from Class/Missed Work**

General

If a student is absent from class their ability to achieve to their potential is diminished. Extended absence frequently results in lower levels of achievement, or unit/course assessment requirements not being met. This may have WACE implications.

Missed Work

If a student does not have the opportunity to complete the assessment requirements for a course unit and the reason for non-completion is acceptable to the school a 'U' notation will be given. This signifies that this aspect is currently 'Unfinished' and the student will need to in the future complete the necessary assessment tasks to allow the syllabus requirements to be met and a grade to be assigned.

Some students who, due to extended absences that are deemed valid who are unlikely to receive a satisfactory achievement (i.e. grade from A to C) for a course unit may be given further opportunities to demonstrate their knowledge, understanding or skills. A student's work on these alternative tasks may result in a C grade being assigned indicating satisfactory achievement for that course unit or subject. These alternate tasks would be agreed upon in consultation with the Dean of Learning Area and Dean of Curriculum.

If a student has opportunity to complete an assessment requirement but does not then they will receive a zero and this will adversely affect the school assessment.

Scheduled/invigilated Assessment Tasks

Absence from a scheduled/invigilated assessment task (including tests and examinations must be explained to the class teacher by one of the following:

- medical certificate
- telephone call from parents/caregivers
- letter from parents/caregivers

Satisfactory explanation of the absence means one further opportunity will be given to the student to complete that assessments task, or a similar task, and gain credit. In cases where sufficient other assessments that address the outcomes have been completed, a moderated score may be calculated. This would be a Dean of Learning Area decision.

Wherever possible, advance notification of absence is required. In cases where a student is unable to attend a scheduled/invigilated assessment task, and where appropriate supervision is guaranteed, permission may be negotiated to complete that task in an alternative venue.

Where there is no satisfactory explanation of an absence from a scheduled/invigilated assessment task, or alternative arrangements cannot or will not be made, assessment requirements may not be met. In these cases the student and parents/caregivers will be informed in writing, i.e. Letter of Concern that unless this task can be completed at some time within the course assessment timeframe (in which case a U can be awarded) then a zero will be assigned to the task and it will impact on the percentage and grade that is submitted to the Curriculum Council.

Prolonged absence

Where a student is unable to attend school for a lengthy period due to injury or illness, the school should be contacted and where possible the school will endeavour to provide support to the student's learning program. It is the responsibility of the student to catch up on missed work.

Failure to submit or complete work

General

A subject or course overview, including timelines for submission of assessment tasks, will be provided to each student at the start of the course. Initially the week the assessment is due will be specified when the assessment task is handed out. Due dates will be set by the teacher. Where adjustment to a deadline is necessary, it will be made in close consultation with students and publicised.

It is a teacher's responsibility to manage the assessment outline. It is a student's responsibility to provide evidence of achievement by the published timelines.

Parents/guardians will be notified in cases where concern for a student's progress emerges.

- When an assessment task has not been submitted by the due date, the teacher will notify parents.
- In cases where work is not completed on time teachers will make their judgement on the evidence available at the deadline.
- For WSA subjects, when an assessment task has not been submitted, but there is sufficient evidence to rate or level the student on a particular outcome this may be done on a teacher's "on-balanced" judgement.
- For students attempting Units of Competence they will be given two opportunities per assessment to demonstrate each competency. Any student who fails to demonstrate a competency twice must negotiate with their teacher or workplace assessor, by providing a satisfactory reason for any further opportunities. Failure to do so or complete the competency will put that student at risk of not completing the full qualification.

Special note - from 2009 in order to graduate from the college and meet WACE requirements a student must **complete** four units from an English course of which two units must be studied in the final year of schooling. Non submission or late submission of work for an English course will have WACE implications.

Extensions

Extensions may be given by the class teacher in consultation with their Dean. In cases where there is a foreseeable reason for requiring additional time the student must negotiate a suitable time extension with the class teacher before the assessment is due. Parents/caregivers need to contact the class teacher in the form of a note, phone call or medical certificate.

- In cases where work is not submitted on time teachers will make their judgement on the evidence that is already available by the deadline.
- If there is no evidence available for WACE courses a penalty of 10% of the value of the task will be applied, per day for non-valid reasons for late submission and 100% for four or more days late. This does not apply to students with a valid extension.
- Where factors beyond the control of the student occur close to the deadline, extensions may be given. This will occur in consultation with the Dean and at the discretion of a teacher in cases only where valid reasons have resulted in the non-submission of work.

In cases where the extension deadline is not met or a student does not apply and receive an extension the student and parent/caregivers will be notified in writing i.e. Letter of Concern that the student has received a zero and this mark will negatively impact on the final numerical assessment.

5. Cheating, Collusion and Plagiarism

Students shown to have cheated or been involved with collusion or plagiarism in assessed work or in examinations will not have that work accepted as valid evidence of their achievement.

If work that is not the original product of the student is submitted for assessment, it will be either awarded zero marks or recorded as Not Demonstrated.

Collusion is when a student submits evidence that is not their own work for assessment.

Plagiarism is when a student uses someone else's words or ideas without acknowledging that they have done so (a work is essentially copied.)

6. Examinations

- All WACE courses which lead to stage 2 or 3 in Year 12 will be examined in Semester One and Two in both Year 11 and Year 12.
- For WACE courses the Semester Two exam will have a portion of the exam allocated to the course studied in Semester One. This proportion must be included in the assessment outline provided at the start of the year.

7. Regulations

- When attending examinations, students must adhere to the regulations that pertain to that examination, which will be issued with the examination timetable.
- Infringement will result in an appropriate penalty, as detailed in the attached examination regulations.

8. Attendance

- If a student does not attend examination through sickness, a medical certificate must be provided and a possible alternative examination time negotiated. In extreme cases their school assessment mark may be based on the remaining completed work on consultation with Deans of Learning Areas.
- A student who does not supply appropriate evidence, i.e. medical certificate, will be awarded zero for the examination and no further opportunity to sit the examination.
- In exceptional circumstances, alternative arrangements may be negotiated through the Associate Principal, Dean of Curriculum and/or Curriculum Council before the examination date.
- Participating in family holidays will not be accepted as an exceptional circumstance.

9. Changing Unit/Course

- The assessment profile will be adjusted, for a student entering late into a subject/course, so as not to disadvantage the student. Students cannot change courses after the due date.
- All course changes are dependent on the ability of the school to provide for the change and must have parental support. All applications to change courses must be submitted to the appropriate Associate Principal in writing. If there is not sufficient time to complete course requirements this application will not be approved.
- Subject/course (s) changes must be completed by the end of Week Four of the course. (unless in exceptional cases)

- Where a student changes school and/or subject/course during a school year, credit for the completion of work in the same subject/course will be negotiated upon the student and/or previous school supplying appropriate evidence.

10. Awarding of “U”

- A “U” is awarded to a student who has not had an opportunity to complete the assessment program and this reason for non-completion is acceptable by the school. There would need to be insufficient evidence to make an on-balanced judgement of all the outcomes. If there is an understanding that the necessary assessment task/s will be completed then the teacher may award a ‘U’ which will later be replaced with the mark received for the task.
- Parents must be immediately informed in writing when a “U” is likely to be awarded.

11. Students with Special Needs

The school will ensure that students with special needs are catered for in an appropriate way and in accordance with Curriculum Council guidelines.

12. Reporting

Students will be kept informed of their progress throughout their course. Teachers will assess completed tasks and provide timely assessment feedback to the student.

Parents will be regularly informed about a student’s progress. Students and parent/guardians will be informed when it is identified that there is a risk of the student not:

- achieving their potential
- receiving a zero or a mark reduced due to late submission of work
- having an opportunity to complete a task. This will require allocation of a ‘U’ and negotiating a new timeframe for completion of the task.
- meeting WACE requirements

Student achievement is reported to the Curriculum Council. The Council statistically moderates the school assessment based on the school performance in the external examination. The moderated school assessment appears on the student’s record of achievement.

13. Student Appeals Against College Assessment

This process must be completed in accordance with Curriculum Council procedures.

If a student believes a grade and/or numerical college assessment awarded is incorrect, they may ask the college to review the assessment. Students are required to make contact requesting a review within **three days** of the college releasing assessments to students.

An assessment review can be requested to determine whether:

- the assessment program conforms with Curriculum Council requirements;
- the assessment procedures conform with the college’s assessment policy based on Curriculum Council guidelines.
- There are procedural or computational errors in determining the assessment. A student who is not satisfied with the outcome of the college assessment review my appeal in writing to the Curriculum Council.

A copy of the appeal form, which includes a description of the process by which the Curriculum Council will investigate the appeal, is available on the Council website:

www.curriculum.wa.edu.au/Communications/ApplicationOrderForms



COMET BAY COLLEGE

We, the undersigned, have read and understood the College's 2009 Upper School Assessment Policy outlined in this document.

Signatures:

Student Signature

Parent/Caregiver Signature

Date

NOTE to student – do **not** detach the above portion or return the document to your teacher. Instead, you must **show** the above signatures to your House teacher.

**PLEASE KEEP THIS DOCUMENT
IN YOUR WORK FILE FOR THE YEAR**



Workplace Learning Individual Performance Profile

Student Name: _____

Industry Area: _____

Placement: 1 2 3 4

Employer: _____

Hours Completed: _____

Please assess each Performance Criterion by placing a tick in the relevant box.

CRITERIA	VERY HIGH	HIGH	SATISFACTORY	INCONSISTENT (and/or comment)
INITIATIVE/ENTERPRISE	<input type="checkbox"/> Resourceful. Problem-solver. Independent worker.	<input type="checkbox"/> Thinks ahead and often completes tasks without prompting.	<input type="checkbox"/> Will complete some tasks without direct instruction.	
ENTHUSIASM	<input type="checkbox"/> Extremely motivated and keen. Consistently gives 100%.	<input type="checkbox"/> Maintains an enthusiastic approach to all tasks.	<input type="checkbox"/> Performs most tasks enthusiastically.	
RELIABILITY	<input type="checkbox"/> Shows determination in resolving difficult tasks and can be relied upon to make an extra effort when asked.	<input type="checkbox"/> Can be relied upon to complete allocated tasks and follow the job through when faced with difficulties.	<input type="checkbox"/> Can be relied upon to complete allocated tasks.	
RESPONSE TO ADVICE	<input type="checkbox"/> Seeks feedback to improve work performance and makes changes.	<input type="checkbox"/> Acts on advice and seeks clarification when needed.	<input type="checkbox"/> Responds positively to advice and acts on it.	
QUALITY OF WORK	<input type="checkbox"/> Great attention paid to details. Work is always of a high quality. Demonstrates pride in his/her work.	<input type="checkbox"/> All work is of a high standard and self-checks are made for quality.	<input type="checkbox"/> Completes tasks to required standard.	
APPROACH TO LEARNING	<input type="checkbox"/> Resourceful. Problem solver. Independent worker.	<input type="checkbox"/> Thinks ahead and often completes tasks without prompting.	<input type="checkbox"/> Will complete some tasks without direct instruction.	
CONFIDENCE	<input type="checkbox"/> Are a capable and self-directed achiever and an excellent communicator in all work situations?	<input type="checkbox"/> Attempts tasks in a confident and self-assured manner and is an effective communicator in all work situations.	<input type="checkbox"/> Relates well with co-workers and is comfortable in a work environment.	
WORK ATTENDANCE	<input type="checkbox"/> Always punctual and excellent attendance. Often arrives early or leaves late and keen to complete additional days if required.	<input type="checkbox"/> Always punctual with excellent attendance.	<input type="checkbox"/> Usually punctual with satisfactory attendance.	

Comments:

Workplace Supervisor Name _____

Signature _____

Date _____

WL Facilitator Name _____

Signature _____

Date _____



COMET BAY COLLEGE INSURANCE COVER

Students are covered for insurance as long as they are NOT PAID A WAGE. For the Workplace Learning Program, this also includes weekends and holidays should this be necessary.

The Department of Education and Training provides insurance cover for the duration of the student/s Workplace Learning placement. This insurance cover applies to students who are on unpaid work placement, when arranged by the school ONLY. It covers the student's medical expenses, including dental, ambulance charges, and surgical appliances over and above what may be payable by Medicare or the student's private medical health insurance.

Employers (and self employed persons) have a legal responsibility to ensure that their work and the work of their employees does not adversely affect the safety and health of non-employees, including any students undertaking work placement. The employer is expected to take the necessary action to protect the safety and health of these students. This may include showing them how to work safely, ensuring the workplace is safe, ensuring reasonable care is taken not to expose students to hazardous situations, and providing appropriate supervision.

ACCIDENT PROCEDURE

If an accident occurs involving a student on work placement, then:

- Medical assistance is sought by the workplace supervisor.
- Workplace supervisor notifies the parent/guardian then the school.
- Workplace Learning Facilitator to clarify if a Workers Compensation claim.
- Workplace Supervisor completes Accident/Incident Investigation Form.
- The school must contact the parent/guardian at the earliest opportunity.
- Parent/guardian must obtain a medical certificate from the doctor.
- Accident must be reported to Dept of Education and Training Asset Services Branch.

Public Liability and Professional Indemnity Arrangements

The Department of Education and Training is a State Government agency and as such is subject to the policies and directives of the Western Australian Government.

In respect to Public Liability and Professional Indemnity Insurance, the Department conforms to the Government directive which states that it will essentially self-insure. The Department funds liability claims from its own resources and thereby protects the students against their legal liability for personal injury or property damage to third parties.

It is a requirement of the Department of Education and Training that a business accepting students on Workplace Learning has in place its own Public Liability Insurance to a minimum of \$2 000 000.

The Insurance Commission of WA will manage claims on behalf of the Department, as required, in accordance with agreed arrangements.

The Department of Education and Training's insurance policy DOES NOT cover accidental damage caused by the student.

For further information/queries, please contact:

Workplace Learning Coordinator - Kim Crow 0400 041 386
Workplace Learning Facilitator - Jennifer Jenkyn 0400 037 129