



## VOCATIONAL EDUCATION AND TRAINING (VET) STUDENT INFORMATION HANDBOOK

Name: \_\_\_\_\_

Year: \_\_\_\_\_

Care Group: \_\_\_\_\_

**VOCATIONAL EDUCATION & TRAINING (VET)**  
**STUDENT INFORMATION HANDBOOK**

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# 1. INTRODUCTION

## 1.1 Purpose of this handbook

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

You will be asked to **sign that you have read this handbook**, so please take the time to study it carefully and to ask your VET teachers about anything which you are unsure. You should keep this handbook for reference throughout your enrolment.

**You should also know that the contents of this handbook in many instances represent the key points of various VET Policies and Procedures developed by this school. Full copies of all policies and procedures are available from Vocational Training Area (VTA) Heads of Department and VET Manager.**

## 1.2 The VET Quality Framework (VQF)

All of the VET programs offered by this school contribute to nationally recognized qualifications - a certificate if you complete all of the requirements of the qualification, or a statement of attainment for those parts that you do successfully complete (if you do not complete the full qualification). This certificate/statement of attainment will be recognized in all States/Territories in Australia.

The **VET Quality Framework (VQF)** is aimed at achieving greater national consistency in the way providers are registered and monitored and in how standards in the vocational education and training (VET) sector are enforced. There are 12 different types of qualifications. They are shown in the diagram below. Those that are **bolded** are the ones that you have the opportunity to fully or partially complete through the VET programs at school.

### VQF Qualifications by Educational Sector

<u>Schools Sector</u>	<u>VET Sector</u>	<u>Higher Education Sector</u>
<u>Senior Secondary</u> <u>Certificate of Education</u>	<u>Advanced Diploma</u> <u>Diploma</u> <u>Certificate IV</u> <b><u>Certificate III</u></b> <b><u>Certificate II</u></b> <b><u>Certificate I</u></b>	<u>Doctoral Degree</u> <u>Masters Degree</u> <u>Graduate Diploma</u> <u>Graduate Certificate</u> <u>Bachelor Degree</u> <u>Advanced Diploma</u> <u>Diploma</u>

Your specific subject VET teacher will provide you with full information about the VET qualification/s you are aiming for at this school, including an overview of the specific units of competency/modules in each, assessment requirements, vocational outcomes, etc.

## **2. STUDENT SELECTION, ENROLMENT and INDUCTION/ORIENTATION PROCEDURES.**

Students enrolled in VET subjects at this school participate in the same enrolment and selection processes as other students at the school. Where numbers are limited for VET subjects, selection will be based on interview and/or on the order in which enrolments were received.

At the commencement of all VET subjects, VET teachers will induct students on Workplace Health & Safety (WH&S) and will continue to incorporate WH&S throughout VET delivery/assessment.

Prior to participation in structured work placement, all students will undergo a relevant induction program arranged by the VTA HOD.

## **3. COURSE INFORMATION, INCLUDING CONTENT AND VOCATIONAL OUTCOMES**

An information sheet has been developed for each separate VET curriculum area offered at this school. This sheet outlines industry/VET specific information relevant to the particular course, including qualification/course code and name, units of competency & modules to be offered and vocational outcomes. This information is contained in your subject selection handbooks.

## **4. PROVISION FOR LANGUAGE, LITERACY AND NUMERACY SUPPORT**

If you are undertaking a VET subject which has embedded units of competency from a Training Package, you will find that basic literacy/numeracy elements have been incorporated. This should help you learn these basic literacy/numeracy components more readily, as they are being delivered/assessed in the context of an industry/vocational area of your liking/choice.

In addition, every student at this school undertakes an English/literacy or Maths/numeracy subject.

If you still feel you need additional language, literacy or numeracy support please approach one of your VET teachers or the relevant VTA HOD.

## **5. STUDENT SUPPORT, WELFARE AND GUIDANCE SERVICES**

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

- Careers Counsellor/Guidance Officer
- Resource Centre
- VET Co-ordinator - to assist in placement of students into School-based Apprenticeships and Traineeships (SATS) and into Structured Work Placement or Work Experience
- RTO Manager
- HOD's and teachers
- Careers Transition Officer
- Youth Support Coordinator
- School Chaplain
- Community Education Counsellor - support for students who identify as Aboriginal or Torres Strait Islander
- CALD Teacher - assist and support students who may speak English as a second language.

## **6. DISCIPLINARY PROCEDURES**

**6.1 Behaviour Management** - Students are expected to comply with all workplace health and safety issues in classes.

Students are also expected to follow the school expectations of being Safe, Respectful Learners, at all times.

**6.2 The Loganlea Way** -students are expected to act responsibly and to attend school regularly, complete all set work (assignments and tests), and participate actively and positively in all classes. Students are expected to up hold the values of *Excellence, Learning, Respect, Responsibility, Belonging, and Partnerships*.

## **7. ASSESSMENT POLICY & PROCEDURES**

The following is this school's assessment policy statement:

***All VET students at this school will be fully informed of the VET assessment process and requirements and will have the right to appeal.***

Your VET teacher/trainer will provide you with a thorough overview of the assessment requirements for your individual VET program/s. The following information, however,

represents some general information about the VET assessment process adopted at this school.

## 7.1 Competency-based assessment

Assessment for the VET components of your course will be competency-based.

### What does it mean to be competent?

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

**There are four parts to being competent. They are:**

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

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

## 7.2 The assessment policy principles

The following represent the basic **VET assessment principles** of this school. They are designed to promote fairness and equity in assessment.

- Students will be given clear and timely information on assessment.
- Information given to students, including on the assessment criteria sheet, will include:

- \* advice about the assessment methods
- \* assessment procedures
- \* the competencies against which they will be assessed
- \* when and how they will receive feedback

- Where possible, students will be included in discussions on choice of assessment methods and timing.
- Students will be made aware of their responsibilities in regard to assessment.
- The assessment approach chosen will cater for the language, literacy and numeracy needs of students.
- Any special geographic, financial or social needs of students will be considered in the development and conduct of the assessment.
- Reasonable adjustments will be made to the assessment strategy to ensure equity, while maintaining the integrity of the assessment outcomes.
- Opportunities for feedback and review of all aspects of assessment will be provided to students.

**Appeals against assessment processes and decisions can be made by discussing the matter with the VET teacher in the first incidence. If you are still dissatisfied, complete a Complaints/Appeals Form available from the RTO Manager. All appeals will be fairly considered and you will be informed of the outcome in writing.**

## **8. RECOGNITION (INCLUDING RECOGNITION OF PRIOR LEARNING RPL)**

When you commence a VET program, you may think there are some units of competency or modules you can already do and would be competent at.

You could apply for what is called '**RECOGNITION**' for those specific units of competency or modules. If you do, **you will need to provide evidence** that you can in fact already do these particular tasks

### **Evidence might include:**

- letters or testimonials from employers
- samples of work
- certificates, etc.

The RECOGNITION process is a very supportive one. Your teacher will guide you through the process, the steps of which are outlined as follows.

**STEP 1:** Complete the Recognition Self-Assessment Form (Copy is included in this booklet). Each unit of competency needs to be completed on a separate form.

**STEP 2:** Discuss the **Recognition** process and your self assessment form with your VET teacher/trainer. If you decide to proceed, fill out the **RPL Application Form** (Copy is included in this booklet).

**STEP 3:** Attach a copy of any evidence to back up your claims.

Evidence can take many forms and will usually include such things as:

- examples of work
- photographs, videos, letters and reports
- awards, certificates and qualifications
- employer references
- letters from work colleagues, etc.

**STEP 4:** Complete and submit the Student Application Form to your VET teacher/trainer..

**STEP 5:** Once given the result of your application, discuss the outcome with your teacher/trainer. Provide feedback to your teacher and on the RECOGNITION process itself.

**STEP 6:** Should you wish to appeal, complete the Student RECOGNITION Appeals Form. Available from RTO Manager.

**STEP 7:** Discuss the outcome of the appeal (when known) with your teacher and provide feedback about the APPEAL process itself.

See your VET teacher for more information. Extra copies of the forms are available from the RTO Manager.

**NOTE:** You do not need to go through the above process if you already have a Statement of Attainment from another Registered Training Organisation for any units of competency/learning outcomes which are the same as those in any of the school's VET programs. You will be awarded automatic recognition in these cases. This is referred to as "mutual recognition".

## **9. COMPLAINTS/APPEALS**

If you are unhappy about any aspect of your VET program such as:

- an administrative matter (eg: the non-issue of qualifications/statements within the prescribed timeline etc.)
- a financial matter (eg: non-refund of VET curriculum/subject levies, etc)
- another person in the school (student or teacher);

- a person outside the school (eg a person at your place of work/training)
- the results of an assessment or the way the assessment was undertaken

**You will need to obtain a copy of the school's 'VET Policies and Procedures: Complaints/Appeals'.**  
**Complaints/Appeals Forms are available from the RTO Manager.**

## **10. ACCESS AND EQUITY**

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

This 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**.

**For example, the following principles apply:**

1. VET curriculum areas will be adequately resourced with teachers with the right qualifications in order to ensure you have quality outcomes.
2. VET training and assessment will be in line with industry standards to ensure quality outcomes for students.
3. A variety of training/assessment methods will be used to cater for the different ways in which students learn. (eg: Students with special needs will participate with an initial and annual panel meeting with their parent/guardian and relevant school staff to ensure that the training and assessment provided meets their needs).
4. All students will be actively encouraged to participate in VET programs irrespective of background/cultural differences.
5. Prior to participating in Structured Work Placement, you will be provided with an induction program which will equip you with the knowledge to recognise harassment discrimination should it occur and to ensure you have the strategies to deal with it. Appropriate support will be provided to ensure you are successful in your work placement.
6. Literacy/numeracy is integrated throughout all VET program, as well as being delivered separately through your English/literacy and Maths/numeracy program.
7. This school will openly value all students, irrespective of background/culture/other differences and all students will be made feel valued through the delivery of appropriate training/assessment methods and support structures.

8. Any complaints in relation to discrimination/harassment will be treated seriously, in line with the school's VET Policies and Procedures: Student Complaints/Appeals.

## **11. WORKPLACE HEALTH AND SAFETY**

The safety and wellbeing of the staff and students of this school is one of our greatest responsibilities. All of us, including you, have responsibilities to ensure a safe environment. You are required to:

- Use and take reasonable care of any protective equipment that is provided
- Obey any reasonable instructions in relation to health and safety
- Not interfere with or remove any safety devices from machinery
- Ensure that you do not endanger your own or others' safety by the consumption of alcohol or drugs
- Report unsafe acts or equipment to a teacher/trainer and observe good house keeping practices
- Report all injuries or "near misses" to a teacher/trainer
- Ensure that your conduct does not interfere with:
  - \* school property
  - \* school staff safety or welfare, or with their ability to perform their duties
  - \* student safety or welfare, or their ability to participate in and benefit from instruction.

## **12. VET CURRICULUM/SUBJECT LEVIES AND REFUND POLICIES**

### **12.1 VET curriculum/subject levies - see student resource scheme application form**

VET curriculum/subject levies are included in the subject fees and are displayed in the Year 10 to Year 11 Subject Description Handbook.

### **12.2 Refund policy**

Once a student commences in a VET program/curriculum area, no refunds of levies will be made for that particular term. Where levies have been paid for the whole year, a pro-rata refund system will apply for terms in which the student has not commenced, but has paid levies.

## Student Induction Confirmation

Name: \_\_\_\_\_

Care Group: \_\_\_\_\_

I acknowledge that I have read (and been led through) the VET Student Information Handbook and understand that I can access further information on the topics outlined in the Handbook (as listed below) should I wish to:

1. Introduction, including information about the Australian Qualifications Training Framework.
2. Student selection, enrolment and induction/orientation procedures
3. Course information, including content and vocational outcomes
4. Provision for language, literacy and numeracy support
5. Student support, welfare and guidance services
6. Disciplinary procedures
7. Assessment Policy and Procedures
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\_\_\_\_\_  
Student signature

Date: \_\_\_/\_\_\_/\_\_\_

## RPL APPLICATION FORM

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Course:</b> _____					
<b>Units of competency</b>		<b>Details of relevant previous experience including formal training, work experience and life experience (interests, skills etc.)</b>  <i>Attach copies of relevant evidence</i>	<b>FOR OFFICE USE</b>		
<b>Code</b>	<b>Name</b>		<b>Assessor's comments and recommendations</b>	<b>Comp.</b>	<b>NYC</b>

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_