

VET HANDBOOK

STUDENT



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1. INTRODUCTION

1.1 Purpose of Handbook

The VET Student Handbook has been written to provide VET Students (Year 10, 11 and 12) of Loganlea State High School important information about the VET Programs on offer at Loganlea, as well as informing you of your rights and responsibilities as a VET student.

The information contained within this handbook will help you during your enrolment in any one of the many certificate courses that are on offer to students. If you should ever be unsure of anything in this handbook, please either ask your teacher or a member of the RTO Management Team.

This handbook is published electronically, though a physical copy can be requested from your teacher.

1.2 What is VET

Vocational education and training (VET) enables students to gain qualifications for all types of employment, and specific skills to help them in the workplace.

The providers of VET include technical and further education (TAFE) institutes, adult and community education providers and agricultural colleges, as well as private providers, community organisations, industry skill centres, and commercial and enterprise training providers. In addition, some universities and schools provide VET.

Loganlea State High School is registered as a Recognised Training Organisation (RTO) and therefore is able to deliver VET to enrolled students in their senior school years (Year 10 – 12).

1.3 VET Quality Framework

The VET Quality Framework (VQF) is established to achieving greater national consistency in the way providers are registered and monitored and in how standards in the VET sector are enforced. This means what you will be getting taught in your courses, will reflect with the practices being used in that industry.

There are 12 different types of qualifications. They are shown in the diagram below:

	Secondary Sector	Vocational Education and Training (VET) Sector	Higher Education Sector	
Australian Qualification Framework Level	10		Doctoral Degree	
	9		Masters Degree	
	8			Graduate Diploma
				Graduate Certificate
				Bachelor Honours Degree
	7		Bachelor Degree	
	6		Advanced Diploma	
	5		Diploma	
	4		Certificate IV	
	3	Certificate III	Certificate III	
	2	Certificate II	Certificate II	
	1	Certificate I	Certificate I	
QCE	Senior Secondary Certificate of Education			

As noted in the table above Loganlea delivers Certificate I, II and III programs to our students, as part of their senior secondary education programs.

1.4 RTO Team

The school has many members of staff who operate as part of the RTO Team. This includes our teachers, subject coordinators and heads of departments. Additionally, there are a group of staff who manage the operations of our RTO, known as the RTO Management Team. This includes:

CEO: Mr Farleigh

RTO Manager: Mr Bright

Timetabling Deputy: Mrs Doblo

VET Coordinator: Mr Watts

Senior School Deputy: Mr Davis

Student Data Capture Officer: Ms Hirning

2. ENROLMENT IN A VET QUALIFICATION

2.1 VET Induction

All students at the start of Year 10, or are new to the school, will be required to complete a self-paced VET Induction Course, which is hosted on elearn.eq.edu.au before you start any work in a VET Course. This induction process is part of the legal requirements of an RTO to ensure all students are aware of their rights and responsibilities.

Once you have completed the induction, you will receive a certificate which states you have successfully completed the induction and ready to undergo your studies in a VET Subject.

2.2 Unique Student Identifier

The Unique Student Identifier (USI) is your individual education number for life. It also gives you an online record of your VET training undertaken in Australia. It is now a requirement that any student enrolling into a VET Course (Certificate and Diploma) or university course provide the training provider with their USI number.

Students who do not provide the school with a USI number (which is verified) will not be able to have any certificate or statements of attainment awarded to them.

A USI can be made by visiting: <https://www.usi.gov.au/>

2.3 Subject Enrolment

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.

Prior to starting Year 10 and 11, student will complete a subject selection form, which indicates your desire to enrol in a subject. Upon completion of a VET subject, you will need to speak with the Timetabling deputy about moving into another subject.

Where a student wishes to unenroll from a subject they are currently in, they will be required to provide a note signed by a guardian which states they consent the change of subjects, to the Head of Department to approve. This will then be passed on to the Timetabling Deputy to facilitate a subject change

2.4 Orientation Procedures

When you start in a new VET Subject, your teacher for the subject will provide you with an orientation. While each teacher will facilitate an orientation differently, they will provide you with information around WHS, expectations and the work program for the course.

In some subjects, as part of the orientation, you may receive an Orientation or Induction pack, which will include documents related to a subject or simulated workplace code of conduct, high risk permission forms and subject levies.

2.5 LLN Test

Prior to starting your first VET course, you will be required to complete a Language, Literacy and Numeracy Test. This is designed to help VET Teachers understand if you meet the minimum core skill requirements for the qualification they deliver, and whether you need any additional support in regards to the Language, Literacy or Numeracy components of the courses you are enrolled in.

The LLN test will be embedded into your VET Student Induction.

3. COURSE INFORMATION

3.1 Subject Selection Handbook

The Subject Selection Handbook provides information on all the courses on offer at Loganlea State High School. The information in this booklet, is updated yearly to ensure the information is accurate for the next year. The subject selection handbook will detail the following information about the courses we offer:

Information	Description
Qualification Name	Code and Name of the qualification.
Qualification Descriptor	Description of the qualification.
Pathways	What further work or learning pathways relate to the qualification.
Costs	Details of any cost/subject levy associated with the qualification.
Objectives	What is the intended outcome of the qualification.
Structure	How long is the nominal duration of the qualification and what competencies are trained and assessed.
Mandatory Requirements	Details any subject specific entry or completion requirements for the qualification.
Assessment	Details how students are assessed in the qualification.

You can access the current year Subject Selection Handbook from:

<https://loganleashs.eq.edu.au/curriculum/subjects-and-programs>

3.2 Specific Entry or Completion Requirements

Where a course has specific requirements for entry or completion, outside of the normal competency requirements (see Section 7), these will be listed both in the Subject Selection Handbook and explained as part of your subject induction. Examples of these requirements include:

- successfully obtain a **Blue Card** (eligibility to work with children and young people)
- successfully obtain a **White Card** (general construction induction card)
- **mandatory work experience** with an organisation or employer (this will include a minimum number of hours, e.g. hospitality service periods, structured volunteer program)

4. LANGUAGE, LITERACY AND NUMERACY

4.1 Australian Core Skills Framework

The Australian Core Skills Framework (ACSF) is a framework which describes the core skills required for learning and employment. The framework consists of five core skills (Learning, Reading, Writing, Oral Communication and, Numeracy) which are required to be demonstrated at different levels in the courses you study.

The required ACSF level you need to demonstrate, will depend on the course which you study. On the following page, you will see a graph that explains the indicators for each core skill area.

The core skills are imbedded into any qualification you study and are assessed as part of your demonstration of competency.

ACSF PERFORMANCE INDICATORS		
Core Skill	Indicator Number	Description
Learning	.01	Active awareness of self as a learner, planning and management of learning
	.02	Acquisition and application of practical strategies that facilitate learning
Reading	.03	Audience, purpose and meaning-making
	.04	Reading strategies
Writing	.05	Audience, purpose and meaning-making
	.06	The mechanics of writing
Oral Communication	.07	Speaking
	.08	Listening
Numeracy	.09	Identifying mathematical information and meaning in activities and texts
	.10	Using and applying mathematical knowledge and problem-solving processes
	.11	Communicating and representing mathematics

4.2 Language, Literacy and Numeracy Levels

All courses delivered have inherent Language, Literacy and Numeracy requirements that must be met by learners in the course. For example, if a competency requires you to produce a research report, you will require the language and literacy skills to be able to produce the report.

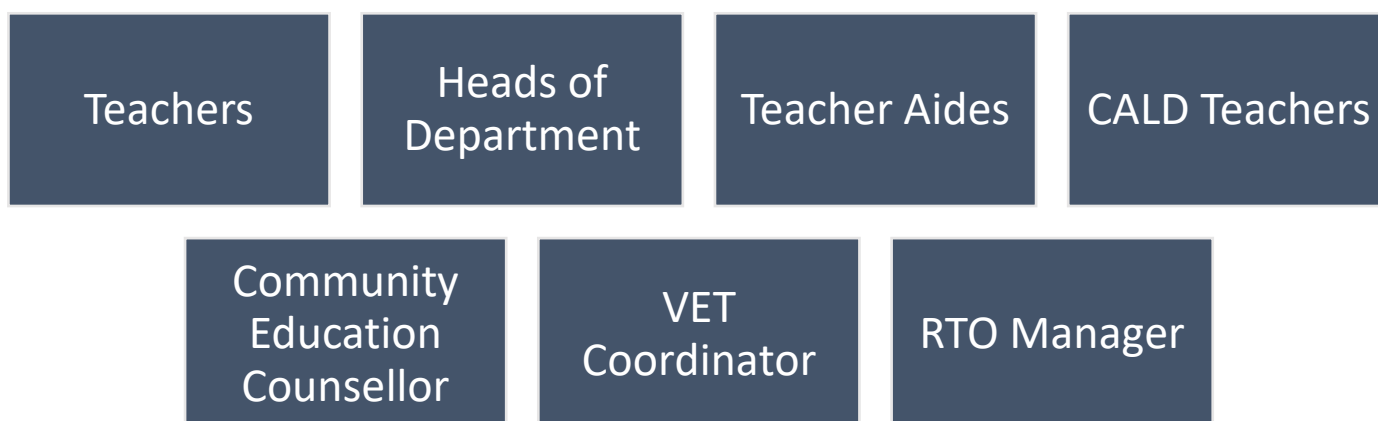
These levels tie into the ACSF as discussed before and, where a student does not meet the minimum ACSF levels for the course they are enrolled in, where applicable, support can be arranged so the student can meet this language, literacy and numeracy requirements.

5. STUDENT SUPPORT

All students at Loganlea State High School have access to a wide range of supports to assist them in being successful in their studies. The range of supports available to students can be broken down into three categories: Academic, Wellbeing and Vocational.

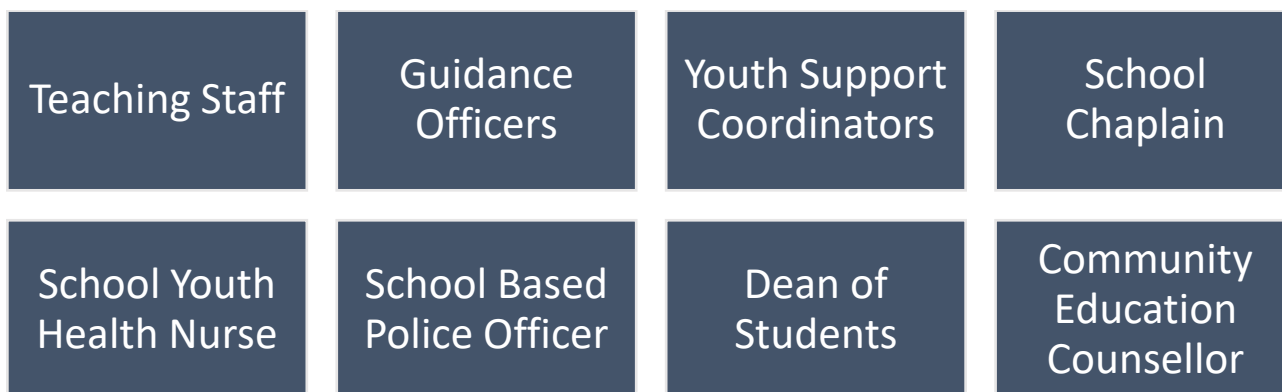
5.1 Academic Support

Students have access to a number of academic supports for the duration of their studies. Academic supports are those which focus on supporting students with the learning component of their course. The academic supports available to students include:



5.2 Wellbeing Support

Students additionally have access to wellbeing and social/emotional supports at the school. Most of these supports are offered through the Wellbeing Hub. The wellbeing supports on offer to our students include:



5.3 Vocational Support

Vocational Supports are those which prepare you for the world of work or further technical study. Students have access to a number of people who can support them in making decisions around career and study pathways, school based traineeships, apprenticeships and undertaking work experience. The supports available to students include:



6. DISCIPLINARY PROCEDURES

All students of the school hold responsibilities around conducting themselves in a manner which aligns to our schools' values and code of conduct. As students in a VET Program are required to demonstrate behaviours consistent of workers in industry, behaviour which is not deemed satisfactory can impact a student's ability to be deemed competent.

6.1 School Values

Loganlea State High School has three core values which are the backbone of how we work as a school. All students are expected to act in accordance with the values of:

- Respect: Respect for self, others and the environment.
- Integrity: Doing what is right, not what is easy, even when no one is watching.
- Resilience: Stay strong and overcome challenges to achieve your goals.

6.2 Student Code of Conduct

The Student Code of Conduct is a document that explains how a school expects its students to behave, how the school will support students to meet these expectations, and how it uses disciplinary consequences.

The Student Code of Conduct outlines how students can demonstrate the values of Respect, Integrity and Resilience in a range of different school based contexts, including when representing the school off campus. You may view the Student Code of Conduct at the following link:

<https://loganleashs.eq.edu.au/SupportAndResources/FormsAndDocuments/Documents/Rules%20and%20Policies/Code%20of%20Conduct.pdf>

6.3 Academic Misconduct

Students in VET subjects are required to follow the school's assessment policy along with all other subjects they study. The assessment policy outlines your responsibilities as a learner while enrolled at Loganlea State High School. This policy outlines types of academic misconduct and the procedures that are followed for students who engage in academic misconduct.

The full assessment policy can be accessed here:

<https://loganleashs.eq.edu.au/supportandresources/formsanddocuments/documents/rules%20and%20policies/loganlea%20shs%20assessment%20policy%20full%20version.pdf>

Students will automatically receive a result of **Not Satisfactory** where they have committed 'Academic Misconduct' as well as a referral to the HOD. Academic Misconduct is considered as:

- Answers are the exact same as another students (e.g. where work has been copied from another student)
- Answers are copied and pasted directly from a website or class learning material (e.g. have not been put into your own words) – unless direction has been given to do so.
- Questions are deleted or have been reworded to suit your responses.
- Any actions taken that impact the assessment, intentionally which no longer makes the work:
 - Valid
 - Authentic
 - Sufficient, or
 - Current

7. ASSESSMENT POLICY AND PROCEDURES

Assessment in VET is different to General, Applied and Curriculum Classes, this section will provide you with information on how assessment is conducted in VET Programs at Loganlea State High School.

7.1 Competency Based Assessment

Assessments in VET are different from applied and general subjects as it is competency based. 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.

When you are being assessed against the requirements of in a unit of competency, there are four parts to being deemed competent. These are referred to as the Dimensions of competency.

Component	What	Example
Task Skills	Being able to perform the specific tasks in the unit of competency to the required standard.	Demonstrate a manual handling technique
Task Management Skills	Being able to perform a number of different tasks and managing the tasks correctly.	Unloading canoes off the trailer using manual handling techniques while communicating with peers and checking canoe for damage.
Contingency Management Skills	Being able to respond to problems or changes in routines while performing a task.	Safely using manual handling techniques when canoe is on top of trailer.
Job/Role Environment Skills	Being able to complete the task with the responsibilities and expectations of the work environment; including behaviour.	Completing the task while acting inline with the Student Code of Conduct or Industry Code of Ethics.

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 Assessment Principles

All VET Courses at Loganlea State High School are designed with the following assessment principles to promote fairness and equity in all out assessment tasks.

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 regards 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.

7.3 Assessment Outcomes

As mentioned at the start of this section, assessment in VET is different to other curriculum subjects. In VET your assessment is not marked on an A-E Scale. Instead once you have completed an assessment task, you will receive one of two results based on the evidence you have produced:

Satisfactory – Evidence meets requirements in the unit of competency being assessed.

Unsatisfactory/Not Satisfactory – Evidence does not meet all requirements in the unit of competency being assessed.

When you have demonstrated or provided sufficient evidence towards a unit of competency, you will be deemed Competent (Competency Achieved) in that particular unit.

On your report card, you will receive an achievement result of **Working Towards Competency** when you are studying in the course. When you have met all requirements for every unit of competency and are awarded the certificate, you will receive **Competency Awarded** as the achievement result on your report card. The effort grade on your report card will be used by your teacher to indicate your overall level of performance.

8. RECOGNITION

VET has mechanisms in place which allow for students prior learning to be recognised. In this there are two different ways a students prior learning may be acknowledged.

8.1 Credit Transfers

A Credit Transfer is a form of recognition, which credits prior study that is equivalent. This means if you have completed a unit of competency in another certificate at the school or at another training provider, that appears in your current course, this will be recognised by the school.

For example, if you have completed the Certificate II in Workplace Skills, which has the unit BSBWHS211 - Contribute to the health and safety of self and others, and then you enrol into the Certificate II in Visual Arts, which has the same unit. Because you have already been deemed competent in this unit, you do not need to do it again, instead you will receive a credit transfer.

If you completed your studies at another training provider, you will need to provide a copy of your statement of attainment to your teacher to process a Credit Transfer.

8.2 Recognition of Prior Learning

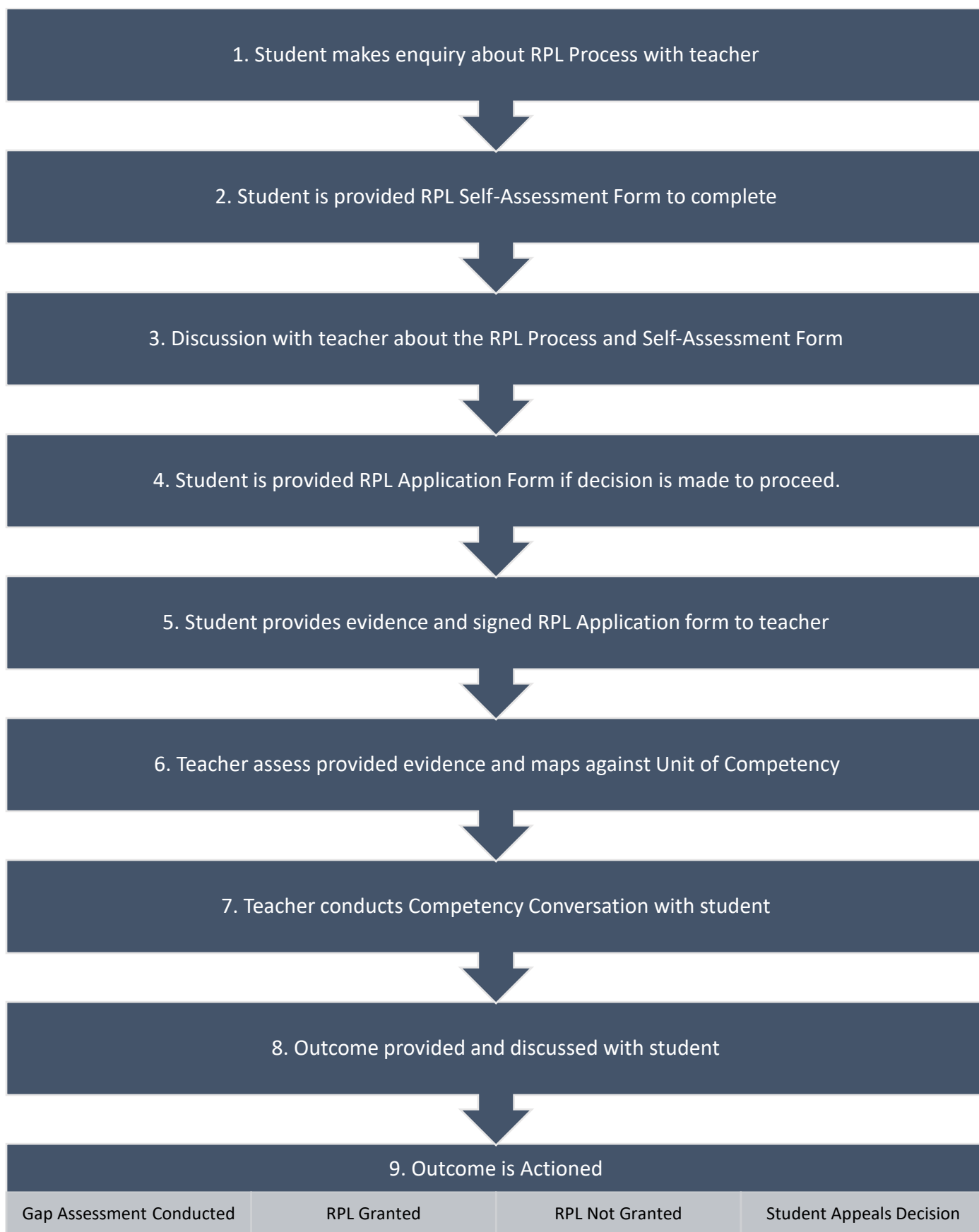
Recognition of Prior Learning (RPL) is an assessment only approach to studying a VET qualification. When you start in a VET course, you may think that there are some units of competency (or the whole course) which you can already do and would be deemed competent in. If this is the case, you can apply for RPL.

In this process, you will need to provide your teacher with evidence that you are competent. This requires evidence of your skills and knowledge.

Evidence Type	Personal Information	Workplace Information	3 rd Party Information
Direct or Primary	<ul style="list-style-type: none"> • Certificate/ Qualifications • Licenses/ Tickets • Statements of Attainment • Schedules, rosters or payslips • Workplace or industry awards, prizes, certificates • Professional or trade memberships 	<ul style="list-style-type: none"> • A portfolio of workplace documents that the candidate works with or developed themselves • Samples of work, project or workplace records and forms • Photographs or videos of candidate work 	<ul style="list-style-type: none"> • Verified references from supervisors/ peers/ previous employers <p>Assessor facilitated evidence:</p> <ul style="list-style-type: none"> • Record of RPL Interview • Work Observation Record • Work Skills Demonstration Record • Knowledge Challenge Assessment
Indirect or Secondary	<ul style="list-style-type: none"> • Resume, Curriculum Vitae • Job Position/ Description • Diary entries • Training diaries/ records • Performance appraisals/ reviews 	<ul style="list-style-type: none"> • Memos, Faxes, Letters, Plans, Reports, Emails written • Organisational Procedures/ Policy/ Charts/ Checklists • Minutes of meetings • Completed job cards • Industry Standards used 	<ul style="list-style-type: none"> • Written references or letters of verification or support • Witness testimonies or customer/ client feedback sheets/ surveys • Published articles

The RPL process is a very supportive one. Your teacher will guide you through each step of the process to ensure you are fully aware of your rights and responsibilities. On the next page, is a summary of the RPL Process used at Loganlea State High School.

Recognition of Prior Learning (RPL Process)



See your VET teacher for more information.

9. COMPLAINTS AND APPEALS

Loganlea State High School has a policy established to deal with complaints relating to our operations as a Registered Training Organisation. This policy also establishes grounds for students to make an appeal. If you are unhappy about any aspect of your VET Program, you may make a complaint or appeal.

Broadly, you can make a complaint or appeal, under the following categories:

Complaints	Appeals
<ul style="list-style-type: none"> • Staff Conduct • Student Conduct • Conduct of someone outside the school (e.g. Host employer) • Administration (i.e. non-issuance of certificate) • Quality of Training • Student Protection Concerns 	<ul style="list-style-type: none"> • Final Assessment Decisions • Final Competency Decisions • Financial (e.g. non-refund of subject levy)

We encourage all students to raise concerns relating to the above complaints and appeal categories to discuss the matter with their teacher first. If you are still dissatisfied after this conversation, students should complete a “Complaint and Appeal Form” found on the school website:

<https://loganleashs.eq.edu.au/curriculum/vocational-education>

Once you have completed the Complaint and Appeal Form, you will need to submit this to the RTO Manager. Once the RTO Manager receives your complaint they will:

1. Assign the complaint to the appropriate RTO Officer to review.
2. Inform you that the assigned RTO Officer will contact you regarding your complaint or appeal.
3. Finalise your complaint within 60 calendar days; or inform you in writing of the reasons they need to extend the time to finalise your complaint.

If you are still not satisfied with the outcome, you will have additional options to resolve your complaint or appeal. Further information relating to these processes, you can access the complaints and appeals process here:

<https://loganleashs.eq.edu.au/SupportAndResources/FormsAndDocuments/Documents/Vocational%20Education/LSHS%20Complaints%20and%20Appeals%20Policy.pdf>

10. ACCESS AND EQUITY

Access and equity means policies and approaches aimed at ensuring that vocational education and training (VET) is responsive to the individual needs of all students.

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. 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.

In the delivery of our school programs, we apply the following principles:



Resourcing and Qualified Teachers

VET curriculum areas will be adequately resourced with teachers with the right qualifications in order to ensure you have quality outcomes.



Industry Standard Training

VET training and assessment will be in line with industry standards to ensure quality outcomes for students.



Inclusive Training and Assessment

A variety of training/assessment methods will be used to cater for the different ways in which students learn.

Examples: 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.



Inclusive Participation

All students will be actively encouraged to participate in VET programs irrespective of background/cultural differences.



Preparation for Industry Placement

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.



Developing Core Skills

Literacy/numeracy is integrated throughout all VET program, as well as being delivered separately through your English/literacy and Maths/numeracy program.



Valuing Diversity

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.



Responding Seriously

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.

As a student of Loganlea State High School, you hold a duty under the Work Health and Safety Act 2011 (Section 28). Your responsibility as a student means 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
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Additionally, you need to ensure that your conduct (way you act) does not interfere with:

- School property,
- The safety and wellbeing of school staff.
- The ability of school staff to perform their duties.
- The safety and wellbeing of students.
- The ability of students to participate or benefit from instruction.

11. 1 Excursion Permission Form

As part of your studies in a VET program, you may be required to attend an excursion, incursion or camp. In order to participate in this, you will be provided a permission form, that must be signed by your legal guardian and up-to-date medical information is provided.

When your guardian signs the Permission Form, they are consenting to Department of Education Policy that if you are injured during an activity, due to an accident or incident, the guardian holds the responsibility for all medical costs associated with the incident.

11.2 Industry Work Placement

Prior to undertaking Industry Work Placement, you will be required to have a work experience form signed by yourself, your legal guardian, the work experience provider and the school. This document outlines their responsibilities regarding safety for each party:

Who	Responsibilities
You	<ul style="list-style-type: none"> • Demonstrating behaviour aligned to the school's responsible behaviour expectations and in keeping with the accepted standards of the work experience provider • Performing duties to the best of your ability and complying with all reasonable directions given by the work experience provider • following all workplace health and safety procedures in the workplace • notifying the school and work experience provider of any incident or accident in the workplace which may involve me.
Legal Guardian	<ul style="list-style-type: none"> • Providing any information about medical conditions and/or medication relating to their child which may impact on the safety of their child's or the safety of others in the workplace
Work Experience Provider	<ul style="list-style-type: none"> • Understanding their responsibilities relating to health and safety under the <i>Work Health and Safety Act 2011 (Qld)</i> • Providing students with relevant and appropriate training, where required, and direct supervision at all times while undertaking work-related activities • Allocating a workplace supervisor to the student and ensuring this person is aware of their responsibilities • Informing the student of particular safety requirements of this workplace including personal protective clothing/equipment

Who	Responsibilities
	<ul style="list-style-type: none"> Explaining workplace policies regarding bullying, harassment and discrimination and codes of conduct, and explaining processes for reporting problems or issues Notifying the school/work experience coordinator of any incident or accident involving a school student, any action undertaken and damages to property involving the student during this placement Explaining work tasks clearly and implementing reasonable adjustments where appropriate, for students with additional educational needs Ensuring the student will not undertake activities which are prohibited by law, excluded under the department's liability cover, or unsuitable for a student placed in a work experience environment Ensuring the hours worked by the student do not exceed the normal hours worked in my industry

11. 3 High Risk Forms

Some VET Qualifications may have activities which are deemed to be **High** or **Extreme Risk** under a Curriculum Activity Risk Assessment. In order for you to participate in these activities your legal guardian will need to sign a High Risk Permission form.

12. SUBJECT LEVIES AND REFUND POLICY

12.1 Excursions and Incursion Fees

Where a VET Program has an excursion, incursion or camp, you may be required to pay a fee to attend. In this case, payment is required to be made by the due date listed on the permission form.

It is important to note that school fees must be up-to-date or that you have a payment plan which is being followed to be allowed to attend the excursion, incursion or camp.

12.2 Subject Levies

Some VET Programs may have a subject levy attached to them. This is a cost associated with participating in the program, to cover the hire and use of specialist equipment, operational costs and offsite costs. Subject Levies attached to VET Programs are published in the school Subject Selection Handbook.

Subject levies are required to be paid in full, or a payment plan (including \$50.00 deposit) established by the due date communicated by the subject coordinator. Students on payment plans will need to ensure that the payment plan is followed and paid off by the end of term two.

It is important to note that school fees must be up-to-date or that you have a payment plan which is being followed with the subject levy.

12.3 Refund Policy

Where a student leaves a VET Program with a subject levy, a refund of the paid levy will be made on a pro-rata basis, as per the table to the right. If there is money outstanding on the Student Resource Scheme (SRS), any refundable amount will be credited towards the students SRS fees that are owing.

Term Left	% of Levy Refunded
Term 1	75%
Term 2	50%
Term 3	25%
Term 4	0%

If a student has paid for an excursion, incursion or camp and prior to the payment due date is not able to attend anymore, a refund may be requested for the amount paid. If there is money outstanding on the SRS, any refundable amount will be credited towards the students SRS fees that are owing.