VET Student Handbook

Lake Tuggeranong College

RTO: 88010
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Introduction

In order to offer Training Package qualifications, Lake Tuggeranong College (LTC) is recognised as a Registered Training Organisation (RTO) and is able to deliver, assess and issue certificates within its **Scope of Registration**. The scope of registration indicates the vocational area, level of qualification and period of registration.

Students should read this booklet, the college prospectus and any other college documents related to your vocational education and training ‘VET’ courses. A more detailed explanation or information can be given by your teacher/trainer.

Students need to be aware of the qualification they are aiming for (the type of certificate); the units that make up that qualifications and what they have to do by when to achieve the qualification.

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 institutes (CIT/TAFE), 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.

VET is provided through a network of eight state and territory governments, the Australian Government, along with industry, public and private training providers that work together to provide nationally consistent training across Australia.

The VET sector is crucial to the Australian economy; both for the development of the national workforce and as a major export industry.

The latest available figures from the National Centre for Vocational Education Research show that in Australia in 2010, 1.8 million students were enrolled in the public VET system. *Australian Skills Quality Authority 2011*

Unique Student Identifier (USI)

As of 1 January 2015, all students enrolling in a VET course offered by an RTO must supply the RTO with the USI. A USI can be obtained from [www.usi.gov.au](http://www.usi.gov.au). The USI is then held by the student and needs to be provided for all future VET training. A student without a USI will **NOT** receive a VET certificate or statement of attainment for any studies completed.
VET in Colleges

VET is the teaching and learning of a curriculum specific to the world of work. VET provides learning opportunities beyond the traditional curriculum and leads to the award of nationally recognised qualifications. VET is offered by RTOs in the Training and Further Education (TAFE) system, of which the local CIT is a part. It is also offered through private and community training providers and in high schools and colleges. Only RTOs can deliver nationally recognised qualifications. VET can link to university study options and provides up to six levels of nationally recognised qualifications as outlined in the Australian Qualifications Framework (AQF) in most industries. VET in schools allows students to gain practical work-related skills that equip them for work while at school and assists them in their transition from school to further education, training and/or work.

Vocational courses differ from other college courses in that they are:
- designed to deliver industry standard training
- developed in consultation with industry representatives
- developed from national training packages
- delivered and assessed against industry specific competency standards and
- designed to provide clearly defined pathways to further education, training and employment.

Nationally recognised VET courses are developed from the competencies required for the completion of an AQF qualification and successful completion leads to the award of a Certificate or Statement of Attainment. All qualifications are part of what is called a Industry Training Package.

Each training package clearly defines the latest industry practices and it benchmarks training and assessment to an industry or enterprise level. VET courses must be delivered and assessed by RTOs under the Australian Quality Training Framework (AQTF 2012).

VET in Schools programs provide opportunities for partnerships between education and industry. VET courses in schools provide students with the opportunity to gain many valuable skills required by industry. Vocational courses focus on competency based training and assessment, where the students are assessed against industry competency standards. These courses enable students to develop valuable vocational skills and may also lead to a nationally recognised qualification or Statement of Attainment.

**Benefits of vocational education and training courses in High Schools and Colleges**

ACT government policy aims to increase the participation and retention of 15–19 year olds in education and training. VET courses can be a critical factor in the retention and engagement of young people in schooling and assist in the transition from high school to college studies. Generally, students regard these courses as enjoyable, relevant and meaningful.

The Education and Training Directorate Action Plan has a specific target of having at least 60% of all Year 12 graduates with a nationally recognised vocational qualification.
VET at LTC

VET is valued and supported at LTC. We do this by:

- Ensuring a member of the college Executive act as the Coordinator of VET
- Ensuring that a member of the college Senior Executive act as quality assurance officer for both VET and our RTO status
- Assigning the coordination of ASBAs & Work Experience to a dedicated member of the college Administration (located in Careers)
- Supporting the ongoing training and industry experience of our VET teachers
- Looking for innovative ways to deliver vocational education (for example, our vocational courses taught at night in single blocks; our ability to fast-track students through their VET courses and into substantial apprenticeships)
- Keeping a pulse on what incoming students need in terms of VET qualifications, matching those needs to industry and ensuring that students graduate with useful skills and qualifications

VET Courses at LTC

**Automotive Technology A/V**
AUR20712 - Certificate II in Automotive Vocational Preparation

**Construction Pathways A/V**
CPC20211 – Certificate II in Construction Pathways

**Furniture Construction A/V**
MSF10113 – Certificate I in Furniture Construction

**Information Technology T/A/V**
ICA10111 – Certificate I in Information, Digital Media & Technology
ICA20111 – Certificate II in Information, Digital Media & Technology

**Media T/A/V**
CUF20107 - Certificate II in Creative Industries

**Information and Library Services A/V**
CUL20111 - Certificate II in Information & Cultural Studies

**Business Administration A/V**
BSB 10112 - Certificate I in Business
BSB 20112 - Certificate II in Business
Scope of Registration

Link to training.gov.au


AUR10112  Certificate I in Automotive Vocational Preparation
AUR20712  Certificate II in Automotive Vocational Preparation
BSB10112  Certificate I in Business
BSB20112  Certificate II in Business
CPC10111  Certificate I in Construction
CPC20211  Certificate II in Construction Pathways
CHC10212  Certificate I in Active Volunteering
CHC20112  Certificate II in Community Services
CUA20113  Certificate II in Live Production and Services
CUF20107  Certificate II in Creative Industries (Media)
CUL20111  Certificate II in Information & Cultural Studies
ICA10111  Certificate I in Information, Digital Media & Technology
ICA20111  Certificate II in Information, Digital Media & Technology
MSF10113  Certificate I in Furnishing

*Accurate as of 5 February 2015

Code of Practice; Rights and Obligations

As an RTO, Lake Tuggeranong College has agreed to operate within the Principles and Standards of the Australian Quality Training Framework. This includes a commitment to recognise the training qualifications and statements of attainments issued by other Registered Training Organisations. The mission of Lake Tuggeranong College as a RTO is to deliver quality training and assessment within its scope of registration. St James College reserves the right to amend the code of practice to suit the needs of students as required. All amendments will be in accordance with legislation governing RTO’s. Once students are enrolled into a VET qualification or units of competency the RTO has an obligation to deliver these to the students or provide an alternative in accordance with AQTF 2010. Students are expected to behave in a manner which respects the rights of all individuals in the training program.
Access and Equity

Lake Tuggeranong College is committed to access and equity principles and processes which relate to admissions, delivery methods, assessment and support arrangements for students with literacy and numeracy needs. Student selection is non-discriminatory and equity principles are applied through the fair allocation of resources and the opportunity for all students to participate in VET training without discrimination. Qualified support staff are available to assist students with special needs and all staff and students are required to adhere to the RTO’s access and equity policies.

All students will be informed of the requirements of curriculum or National Training Packages in the first lesson of their VET course. Our Access and Equity Policy ensures that student selection decisions comply with equal opportunity legislation. Appropriately qualified staff will assess the extent to which the student is likely to achieve the stated competency standards and outcomes of the course, based on their qualifications and experience.

Student Selection and Enrolment Procedures

Lake Tuggeranong College is inclusive of all students regardless of gender, cultural background, impairment or any other factor. Enrolment at Lake Tuggeranong College is processed through the Student Achievement office (also referred to as Student Records).

Course selection teams visit feeder high schools whilst students are in Year 10. Students electing into VET courses would be expected to have identified that particular career pathway on their ACT Student Pathways Plan that has been developed at high school. The college also conducts Open Nights in Semester 2 for prospective students where parents and students can visit, speak with VET teachers and see the facilities and resources that are on offer at the college.

Enrolments into VET courses takes place as part of the normal Year 11 student enrolment into the college. Any additional information not contained in the college prospectus can be obtained from the college website.

Fees and Charges

Lake Tuggeranong College does not charge fees for to enrol in VET courses. However, fees are requested to cover consumable costs. Lake Tuggeranong College may refund on a pro-rata basis any fees collected for consumable costs to students who leave before completion of the semester unit.

Where Lake Tuggeranong College enters into a partnership agreement with another RTO for the delivery of VET qualifications, the fees must be paid prior to that RTO provider before commencement of the course. The college does not have any arrangements of this type at the present point of time.
Student Induction Procedures

Lake Tuggeranong College provides course and enrolment information to prospective students and parents. Information can be found on the college website or directly from the college. Enrolment officers are available to answer any queries on enrolment, college fees and courses available. Each Faculty area is responsible for student induction into a particular VET course.

At the beginning of each course, and when new students enter the college. The following information will be provided to the student and also available via the college’s website: www.ltc.act.edu.au

- Student selection, enrolment and induction/orientation procedures
- Course information, including content and vocational outcomes
- Fees and charges, including refund policy and exemptions (where applicable)
- Provision for language, literacy and numeracy assistance
- Student support, welfare and guidance services
- Flexible learning and assessment procedures
- Appeals and complaints procedures
- Disciplinary procedures
- Staff responsibilities for access and equity
- Recognition of Prior Learning (RPL) arrangements
- Recognition of AQF qualifications and statements of attainment issued by other RTOs

Student Support, Wellbeing and Counselling Services

Students have access to vocational, educational and personal counselling through the Student Wellbeing team at the college.

The key personnel are:

- Executive Teacher - Student Wellbeing
- Student Wellbeing Officer
- Year Advisor
- Careers Counsellors
- School Psychologist
- School Chaplain
- Youth Worker
- Learning Support teachers

Enquiries and appointments can be arranged through the Student Wellbeing reception area or directly with the personnel.
Language, Literacy and Numeracy Assistance

Language, literacy and numeracy assistance should be discussed with the teacher delivering the VET course in the first instance. Where additional assistance is required this can be requested from the Learning Support Unit via the course teacher. It may be necessary for the student to undergo some level of testing in order to identify the level of support required.

Students requiring additional assistance to achieve a successful outcome in their VET studies need to indicate this on their college enrolment form.

Flexible Learning and Assessment Procedures

Training and assessment materials are developed to accommodate class sizes, student needs, delivery methods and assessment requirements.

Assessment Validation - A Moderation Process

All teachers delivering a VET course will continually review, compare and evaluate their assessment processes, tools and evidence contributing to their judgements.

On occasion, student assessment work may be required for the purposes of the system moderation. Teachers will inform students of this requirement and will organise its timely return to the student after the moderation process has occurred.

Resources

Lake Tuggeranong College is a modern and well equipped teaching facility. The college has all the physical and human resources in place before offering a VET based course.

If, for whatever reason, the college cannot maintain the relevant resources to deliver the Training Package or course, the College will make every effort to provide students with alternative opportunities to complete the course and the related qualification. The college retains the right to cancel the course if it is unable to meet requirements. In these circumstances, all options and pathways will be put in place and affected students will be supported on an individual basis.
Course Delivery and Competency Based Assessment

To ensure quality delivery and assessment procedures the trainer/assessor will be responsible for providing students with the following:

- Assessment criteria and details prior to undertaking assessment.
- Assessment instruments meeting the requirements of the relevant training program
- Opportunities for reassessment
- Documentation relating to RPL, and advice on the types of evidence which could be used for RPL.
- Results of assessment recorded in the student profile, and on the student database that is specific to the RTO.

On exit (during or at the end of the course)

- Competencies are updated on student database and the register of certificates and statements of attainment maintained.
- The College will collect information on learner enrolments and results.
- The College will forward this information to BSSS who will issue qualifications.
- The College will be responsible for national data collection processes.

During the period of instruction the trainer/assessor will be responsible for the following:

- Attendance records
- Delivery procedures and methods of delivery
- Assessment instruments, solutions and marking schemes
- Student profiles and the recording of evidence gathered
- Units of competency recorded on the ACS database at the end of each unit

What is Competency Based Assessment?

Competency based assessment is a system for assessing a person's knowledge and skills. Assessment is based on 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.

A variety of assessment methods could be used by a VET trainer including:

Short Answer  Questions which need answers of a single word, a few words, a sentence or paragraph

Project  A task related to developing documents for delivery and assessment of a vocational qualification.

Questioning  An indication of a student’s ability to interpret and communicate ideas.
Case Study  Allows opportunity for students to display process and problem-solving skills in a set of integrated tasks in a simulated context.

Practical Exercise  A task which involves an application of knowledge.

Observation  Involves observing the demonstration of a student’s performance.

Where a competency is not able to be demonstrated in a specific time period, the student can apply to be given another opportunity to demonstrate competency.

How does Competency Based Assessment Work?

Competency Based Assessment in a VET course normally runs parallel to the Criteria Based Assessment (A-E Grade) in most courses.

VET courses in the ACT tend to be embedded into the normal T/A course. Assessment tasks are normally designed so that the performance of the student contributes both to an A-E grade and also competency achievement.

At the end of a semester a student will receive a Semester Report for the Unit of work studied. The student will receive an A-E grade for this. Competencies will not be reported at the end of semester unit period.

As the Unit or Course progresses, the teacher will gather evidence ‘towards Competency’. When the teacher has gathered sufficient evidence on a student they will be deemed ‘Competent’ for a particular Unit of Competency.

If the teacher has not gathered sufficient evidence of competency by the end of Year 12 the student will be deemed to be ‘Not Yet Competent’.

When the student has been deemed competent for all the units of competency in their certificated course, then they will be awarded that VET qualification.

Records of Student Achievement

Student competencies are entered into the online ACT Certification System (ACS) database of the Board of Senior Secondary studies.

All students have a “VET Assessment Record”. This is developed by the VET trainer and can be in the form of a ‘Logbook’ or based on individual competency records. This is maintained by the VET trainer and kept up-to-date with signatures of both the trainer and student at each date a student is deemed competent. Students are able to request a progress printout of competencies achieved from their VET trainer.
Course and Curriculum Information

Current VET Course Document
Can be downloaded from the BSSS website
http://www.bsss.act.edu.au/curriculum/courses

Current VET Training Package
Can be obtained from www.training.gov.au

Credit Transfer
If a student has obtained equivalence in a particular unit of competency in another certificate, the student can cross credit this unit. Documentary evidence, i.e. copy of the assessment instrument/s of competency needs to be submitted. The student’s profile needs to be noted and signed by the Trainer/Assessor.
Students, who have already commenced a course with another provider, can obtain credit transfer of units of competency completed. A Statement of Attainment or Certificate must be used as documentary evidence.

Recognition of Prior Learning
It is important that all students understand their rights with regards to appeals and “recognition of prior learning”.

Recognition of Prior Learning (RPL) is the acknowledgement of skills and knowledge obtained through:
• formal training (conducted by industry or education)
• work experience (including informal training)
• life experience

The main focus of RPL is the learning outcomes, in the form of skills and knowledge of these experiences, not how, when or where the learning occurred. This is a crucial underlying principle of RPL – it makes the distinction between formal and informal training unnecessary, by focusing on the outcomes rather than the location of learning.

RPL offers a number of potential advantages, in particular:
• the completion of formal education studies in a shorter period of time
• the elimination or reduction of duplication in learning already acquired
• an efficient response to industry skill shortages
• a fairer access to studies which the individual may wish to undertake
• increasing career and education options through ability or training and credentials
• stronger links between industry and education
• greater understanding and recognition of workplace training needs
• a cost reduction in education/training provision for industry, education and the individual

RPL relates formal training, life experience and work experience to a set of clearly defined vocational outcomes and provides the individual with wider career options. It will have a direct impact on course recruitment processes and may improve the attractiveness of study options.

The RPL model outlines a process that can be followed to assess people’s skills and knowledge. It traces the pathway that an applicant would follow in order for an assessment to occur.

The process involves documentation of skills acquired (whether through formal training or life experience). A decision whether to grant RPL is reached by applying appropriate criteria to the application and possibly to a subsequent interview and/or practical assessment.

These criteria include:

• authenticity
• currency
• quality
• relevance
• transferability
• validity of documented skills

**RPL Complaints and Appeals Procedure**

Lake Tuggeranong College strives to deal with issues as they emerge, in order to avoid further disruption or the need for a formal complaint. If a student has a grievance with any aspects of their training, they are encouraged to speak immediately with their teacher to resolve the issue.

If the student is not satisfied that the issue has been resolved, he/she may wish to go to a Head of Faculty and/or VET Coordinator and/or write a letter to the Principal, setting out in detail the issues of concern. This may lead to occasions where an impartial person may be invited to act as an objective party in order to negotiate a satisfactory resolution.

Students have a maximum period as outlined in BSSS policy and procedures in which they can appeal against their competency assessment.
Complaints Procedure

Persons with a complaint concerning a competency assessment determination, or on a VET delivery matter, in which the school conducts its responsibilities as an RTO, will have access to the following procedure:

Informal Complaint

a. the initial stage of any complaint shall be for the complainant to communicate directly with the operational representative of the school, e.g. the teacher, who will make a decision and record the outcome of the complaint

b. person(s) dissatisfied with the outcome of the complaint to the teacher may then complain to the relevant Faculty Co-ordinator, who will make a decision and record the outcome of the complaint

c. person(s) dissatisfied with the outcome of the complaint to the relevant Faculty Co-ordinator may initiate a ‘formal complaint’.

Formal Complaint

a. formal complaints may only proceed after the informal complaint procedure has been finalised

b. the complaint and its outcome shall be recorded in writing

c. on receipt of a formal complaint the Principal shall convene an independent panel to hear the complaint; this shall be the ‘complaint committee’

d. the ‘complaint committee’ shall not have had previous involvement with the complaint and should include representatives of:

   □ the Principal
   □ a member of the teaching staff
   □ an independent person with knowledge of RTO and VET processes

e. the complainant shall be given an opportunity to present his/her case to the committee and may be accompanied by one other person as support or as representation.

f. the relevant staff member shall be given an opportunity to present his/her case to the committee and may be accompanied by one other person as support or as representation

g. the complaint committee will make a decision on the complaint

h. the complaint committee will communicate its decision on the complaint to all parties in writing within 5 working days of making its decision.