NOrth Training RTO 88208

VET Student Handbook 2017



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# Welcome

Welcome to your vocational education and training (VET) studies through North Training. This handbook aims to provide you with the information you will need to support you in your VET studies at Dickson College or Gungahlin College.

# North Training: Registered Training Organisation

North Training is a Registered Training Organisation (RTO). This means that it is able to provide students in vocational courses with nationally recognised certificates in areas within its scope of registration.

North Training is a network RTO formed from the amalgamation of Dickson College RTO and Gungahlin College RTO 88208. This amalgamation occurred in January 2017 as part of the rationalisation of Government College RTOs in the ACT.

The RTO is governed by a Chief Executive Officer (Principal of Dickson College), a High Managerial Agent (Principal of Gungahlin College), the VET Director from Gungahlin College and the VET Executive Teacher from Dickson College, who jointly manage the policies, procedures and operation of the RTO.

# Scope of Delivery

North Training has the following qualifications on its scope of registration. Some qualifications are delivered on both sites; others are delivered only at Dickson College (DCKC) or Gungahlin College (GNGC).

For more information see <http://training.gov.au/Organisation/Details/88208>

## **Qualifications Delivered by North Training**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Code | Title | Extent | ACT | Local delivery |
| [CPC20211- Certificate II in Construction Pathways](http://training.gov.au/Training/Details/CPC20211) | Certificate II in Construction Pathways | Deliver and assess | eliveryActYes | DCKC |
| [CUA20215- Certificate II in Creative Industries](http://training.gov.au/Training/Details/CUA20215) | Certificate II in Creative Industries | Deliver and assess | eliveryActYes | GNGC |
| [CUA20615- Certificate II in Music Industry](http://training.gov.au/Training/Details/CUA20615) | Certificate II in Music Industry | Deliver and assess | eliveryActYes | DCKC |
| [CUA30213- Certificate III in Community Dance, Theatre and Events](http://training.gov.au/Training/Details/CUA30213) | Certificate III in Community Dance, Theatre and Events | Deliver and assess | eliveryActYes | GNGC |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| [CUA30415- Certificate III in Live Production and Services](http://training.gov.au/Training/Details/CUA30415) | Certificate III in Live Production and Services | Deliver and assess | eliveryActYes | GNGC |
| [ICT10115- Certificate I in Information, Digital Media and Technology](http://training.gov.au/Training/Details/ICT10115) | Certificate I in Information, Digital Media and Technology | Deliver and assess | eliveryActYes | BOTH |
| [ICT20115- Certificate II in Information, Digital Media and Technology](http://training.gov.au/Training/Details/ICT20115) | Certificate II in Information, Digital Media and Technology | Deliver and assess | eliveryActYes | BOTH |
| [MSF10113- Certificate I in Furnishing](http://training.gov.au/Training/Details/MSF10113) | Certificate I in Furnishing | Deliver and assess | eliveryActYes | GNGC |
| [MST20616- Certificate II in Applied Fashion Design and Technology](http://training.gov.au/Training/Details/MST20616) | Certificate II in Applied Fashion Design and Technology | Deliver and assess | eliveryActYes | BOTH |
| [SIS10115- Certificate I in Sport and Recreation](http://training.gov.au/Training/Details/SIS10115) | Certificate I in Sport and Recreation | Deliver and assess | eliveryActYes | GNGC |
| [SIS20115- Certificate II in Sport and Recreation](http://training.gov.au/Training/Details/SIS20115) | Certificate II in Sport and Recreation | Deliver and assess | eliveryActYes | GNGC |
| [SIS20313- Certificate II in Sport and Recreation](http://training.gov.au/Training/Details/SIS20313) | Certificate II in Sport and Recreation | Deliver and assess | eliveryActYes | GNGC |
| [SIS30115- Certificate III in Sport and Recreation](http://training.gov.au/Training/Details/SIS30115) | Certificate III in Sport and Recreation | Deliver and assess | eliveryActYes | GNGC |
| [SIT10216- Certificate I in Hospitality](http://training.gov.au/Training/Details/SIT10216) | Certificate I in Hospitality | Deliver and assess | eliveryActYes | BOTH |
| [SIT20116- Certificate II in Tourism](http://training.gov.au/Training/Details/SIT20116) | Certificate II in Tourism | Deliver and assess | eliveryActYes | GNGC |
| [SIT20316- Certificate II in Hospitality](http://training.gov.au/Training/Details/SIT20316) | Certificate II in Hospitality | Deliver and assess | eliveryActYes | BOTH |
| [SIT20416- Certificate II in Kitchen Operations](http://training.gov.au/Training/Details/SIT20416) | Certificate II in Kitchen Operations | Deliver and assess | eliveryActYes | GNGC |
| CHC20112 - Certificate II in Community Services  | Certificate II in Community Services | Deliver and assess | eliveryActYes | BOTH |

# Unique Student Identifiers

All students studying a VET course are required to have a unique student identifier (USI). These are required at enrolment but it is the responsibility of VET teachers and the VET Executive Teacher/VET Director to ensure that all students have a USI. A student cannot be certificated if they do not have a USI. Both Dickson and Gungahlin Colleges assist students to obtain a USI and have a school process for verifying the USI and adding it to MAZE our student data management system.

Information about USIs and how to apply for a USI can be found via the [USI website](https://www.usi.gov.au/).

# Competency Assessment

Vocational education training (VET) uses competency based training and assessment methods.

Key features of competency based assessment are:

* It is based directly upon the skills and knowledge required to do a job role in a specific industry
* It takes account of what the learner can do, irrespective of how they learned it
* It allows learners to be assessed when ready, and reassessed if Not Yet Competent when first tested
* It provides learners with a record of the competencies and skills they have developed.

Competency based assessment is designed to ensure industry standards will be met and to encourage people to develop more skills.

Competence must be demonstrated over time and in the full range of industry contexts.

**The Four Dimensions of Competency Assessment**

1. **Task skills –** undertaking specific work place task(s).
2. **Task management skills –** managing a number of different tasks to complete a whole work activity.
3. **Contingency management skills –** responding to problems and irregularities when undertaking a work activity, such as: breakdowns, changes in routine, unexpected or atypical results, difficult or dissatisfied clients.
4. **Job/role environment skills –** dealing with the responsibilities and expectations of the work environment when undertaking a work activity, such as: working with others, interacting with clients and suppliers, complying with standard operating procedures or observing enterprise policy and procedures.

**Common types of assessment methods used by VET teachers to gather evidence include:**

* Answers to questions – oral or written
* Oral presentations
* Written tests
* Work records
* Training records
* Portfolio – samples of work
* Written projects and assignments
* Work based projects
* Observations
* Demonstrations
* Simulations and role plays
* Third party reports
* Self-assessment
* Recognition of Prior Learning – personal statements and resumes, training records and testimonials and awards.

**Simulated Workplaces**

Assessment can take place on or off the job. However, as applying skills in the workplace is a key facet of vocational education and training, most evidence should ideally be gathered as the student performs work duties in the workplace or in a simulated work environment.

Workplaces or simulations provide opportunities to:

* Test the full range of equipment?
* Use up to date equipment and software?
* Reflect time pressures and deadlines?
* Show the complexity of dealing with multiple tasks?
* Involve prioritising among competing tasks?
* Deal with customers, including difficult ones?
* Work with others in a team?
* Communicate with diverse groups?
* Find, discuss and test solutions to problems?
* Explore health and safety issues?
* Answer practically oriented, applied knowledge questions?
* Show the level of written and verbal expression sufficient for, but not exceeding, the work requirements?

# Unit Outlines

The Unit Outline which you will be given before the end of Week 2 in each assessment period describes the assessment instruments which yield the unit grade. It also states which competencies the unit will focus upon.

All VET Unit Outlines must include the following information:

* The RTOs name, code and explanation - North Training RTO 88208 A joint venture RTO between Dickson and Gungahlin Colleges offering vocational education and training programs for students in the North/Gungahlin Network.
* The name and code of the VET qualification being delivered e.g. CHC22015 Certificate II in Community Services
* The packaging rules to achieve the qualification
* The name and code of the units of competency being delivered and assessed in the unit from the BSSS course.

Unit Outlines will also be available on Schoology at Gungahlin College and Google Classrooms at Dickson College.

# VET Assessment Task Sheets

Vocational competencies can be assessed through a variety of methods including formal assessment, observation, class exercises, practical activities, work placements. All vocational assessment tasks need to clearly have the competency being assessed on the task.

Students are deemed competent when they have demonstrated the knowledge and skills to meet the performance criteria for each competency in the workplace.

For each assessment task specified in the Unit Outline, students are to receive clear statements about what is required and under what conditions it will be undertaken, and the assessment criteria/marking scheme as per *ACT BSSS Policy and Procedures Manual 2017 page 28.*

This includes:

* Course Title
* Unit Title, Value, Semester and Year
* Due date or time allowed, as appropriate to the task
* Weighting, as specified on the Unit Outline (except for C courses)
* The RTOs name, code and explanation - North Training RTO 88208 A joint venture RTO between Dickson and Gungahlin Colleges offering vocational education and training programs for students in the North/Gungahlin Network.
* The name and code of the VET qualification being delivered e.g. CHC22015 Certificate II in Community Services
* The name and code of the units of competency being assessed
* Clear statement where competencies are attached to specific questions or aspects of the task (VET only).
* Clear instructions regarding the nature of the task
* Clear statement of conditions under which the task will be undertaken, including any policy around the submission of drafts
* Explicit task-specific criteria for assessment and/or marking schemes
* Reference to BSSS policies on penalties for late submission and plagiarism (where applicable)
* Where work is completed out of class, reference to the requirement for the student to include a statement that the work presented is their own

These details will normally be specified on a task sheet for out of class assessment instruments or on the test/exam.

# Employability Skills

Employability skills are embedded into all VET courses. Employability Skills apply across a variety of jobs and life contexts. They are sometimes referred to as key skills, core skills, life skills, essential skills, key competencies, necessary skills, and transferable skills. Industry's preferred term is Employability Skills.

Employability Skills are defined as "skills required not only to gain employment, but also to progress within an enterprise to achieve one's potential and contribute successfully to enterprise strategic directions".

There are eight Employability Skills: communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning, and technology.

# Foundation Skills

**Foundation skills** are the underpinning communication **skills** required for participation in the workplace, the community and in adult education and training. Language, literacy and numeracy, or LLN, is the traditional way of referring to the ability to speak, listen, read and write in English, and to use mathematical concepts.

VET teachers will assess the foundation skills of students and access additional support programs available at the college to help students i.e. study skills, ESL, Refugee Bridging Program etc.

# Workplace Health and Safety

Vocational courses incorporate units on Workplace Health and Safety (WHS). North Training complies with relevant ACT and Commonwealth legislation relating to Workplace Health and Safety. Teachers will embed safe work practices within their VET classrooms. The Dickson College WHS representative is Lindy Hathaway and at Gungahlin College it is Maria Stewart. At the beginning of every year Gungahlin College runs a VET forum on WHS for all students new to vocational education and training.

# Privacy Act

With respect to the collection, use and disclosure of personal information, North Training is bound by the [*Information Privacy Act 2014*](http://www.legislation.act.gov.au/a/2014-24/default.asp).Please see the VET Executive Teacher/VET Director at your college if you have any specific questions or concerns.

# Recognition of Prior Learning

Students with skills and/or experience which may be relevant to a vocational course in which they are enrolled are entitled to seek acknowledgment of this through a Recognition of Prior Learning (RPL) process. These skills and knowledge may have been gained through formal or informal training or work, community or life experience. If students apply for RPL they will be asked to supply evidence to support their application.

Where students believe that they already possess some competencies in a VET course they should discuss the possibility of applying for skills recognition with their VET teacher or the VET Executive Teacher/VET Director. If students' RPL application is successful, it means that they will not need to undertake the relevant part/s of a course. They will not, however, receive standard units for the parts not undertaken. If students are unsuccessful they may appeal against the decision.

The North Training procedures for Recognition of Prior Learning:

* VET teachers will make available RPL information to all students and explain the process
* Students discuss the possibility of applying for recognition with their VET teacher or VET Executive Teacher/ VET Director
* Students must be enrolled in the vocational course to access the RPL assessment procedures
* The student completes a Student Application for Recognition of Prior Learning
* The VET Executive Techer/VET Director evaluates the application, provides guidance and identifies potential for competency assessment
* The student compiles an evidence portfolio
* The VET teacher evaluates the evidence and interviews the student. They then award competency and/or identify gaps for further training
* When a decision is made the student is informed in writing of the decision. Recognition is granted or denied. The results of the assessment are recorded and added to ACS as appropriate.

# Credit Transfer

Credit transfer allows students to count relevant, successfully completed competencies or qualifications towards a current qualification or course. It involves assessing a previously completed competency to see if it provides equivalent learning or competency outcomes to those required within your current course of study.

Students who wish to receive recognition of AQF qualifications and Statements of Attainment issued by any other RTO are to see the VET Executive Teacher/VET Director. There is a Credit Transfer Application form that must be completed. Copies of certificates will be made and filed and once assessed the data will be added to ACS by the VET Executive Teacher/VET Director. The student will then be notified at the completion of the process.

The purpose of credit transfer is to make it easier for students to move between courses and institutions and to gain credit for previous study so they can complete their current qualification more quickly.

Students with vocational qualifications from North Training are entitled to Credit Transfer in relevant courses to other Registered Training Organisations (RTOs). Credit transfer means that they do not need to repeat training for competencies which they have already achieved. They can therefore save themselves course fees and training time. Students will usually need to show their vocational certificate to the next RTO in order for credit transfer to be arranged.

The USI website now has a Transcript Service that was activated on 22 May 2017. USI account holders can now use their USI to access their national training record online in the form of a USI Transcript. The transcript will show their nationally recognised training from 2015 and 2016 - collating training outcomes from different training providers, in different states, and across different years – in the one record. Students will also be able to download or print their USI Transcript and share it electronically with future training providers if they wish.

# Structured Workplace Learning (SWL)

SWL is the workplace component of a school vocational education program delivering national recognised qualifications. It provides supervised learning activities contributing to an assessment of competence and achievement of outcomes and requirements of a particular Training Package.

Students who are work-ready are encouraged to undertake SWL. These placements give you valuable industry contacts, an opportunity to practice skills and a broader knowledge of the work environment.

SWL placements can be organised at Dickson College and Gungahlin College by visiting the careers office.

# Australian School Based Apprenticeships (ASBAs)

## What is an ASBA?

An ASBA is an arrangement in which a student undertakes part-time employment and related vocational training whilst studying towards an ACT Senior Secondary Certificate. The student and employer sign a training agreement and the student is paid the training wage. The training is provided by a Registered Training Organisation selected by the employer, which may be North Training, depending on the industry area and qualification.

A certificate II qualification requires a minimum of 8 hours (equivalent to one day) in the workplace and a minimum of 3 hours training per week. A Certificate III qualification has a greater time and work commitment (minimum of 15 hours per week) which will mean 2 days per week in the workplace. The duration of an ASBA is approximately 18 months.

## Who can undertake an ASBA?

A student must be enrolled in a full-time program of study leading to an ACT Senior Secondary Certificate. Students usually commence mid-way through Year 11, after they have demonstrated their capabilities and commitment, but this may vary. Some students commence their ASBA in High School and transition with it to North Training Colleges once they start Year 11 at either Dickson or Gungahlin College.

Students should only undertake an ASBA if they:

* are passionate about the industry area
* have commitment to long term goals
* have the skills to manage the additional commitments in their life
* are able to successfully participate in college and the ASBA and maintain their attendance and educational progress in both the college and workplace
* have support from a parent/carer

## What are the benefits of an ASBA?

* Students receive valuable experience that provides pathways to future training and employment
* Students can be employed part-time whilst at college
* Students gain valuable experience in a specific industry
* Students will be paid according to the National Training Wage Award
* On successful completion students receive a nationally recognised vocational qualification in addition to their ACT Senior Secondary Certificate
* Students gain standard units at college for their ASBA which contributes towards their ACT Senior Secondary Certificate, but not toward an ATAR.

## How to find and manage an ASBA

To commence an ASBA the student should:

* inform the ASBA Coordinator and their Year Adviser that they are interested in an ASBA and have a conversation
* collect and read all relevant information and talk to people
* undertake a Work Experience placement to confirm their desire to work in the chosen industry
* update or compile a resume
* find an employer (which is often the most difficult part)
* liaise regularly with the ASBA Coordinator in relation to the progress of their ASBA
* Provide evidence of hours completed by using the ASBA Logbook or providing payslips, so that hours of the program can be recognised on their academic record ( Verification and units are managed by the VET Executive Teacher/VET Director)

Further information about ASBAs can be found at:

<https://www.australianapprenticeships.gov.au/australian-school-based-apprenticeships>

# Reasonable Adjustment for Students with Disabilities and Additional Needs

North Training meets the teaching and learning needs of the full range of students within VET courses. All RTOs must meet their access and equity obligations by providing equivalent opportunities for all their students, including those with an identified learning need or disability.

There are a range of staff available to assist students in regards to disabilities, additional needs and access and equity issues. All staff are responsible assisting students through a process of referral to the appropriate staff - Disability Education Coordinator (DECO) and Student Wellbeing Staff – College Psychologist, Year Coordinators.

Special Consideration procedures should be applied as required by BSSS Policies and Procedures. Students must still meet the requirements of the Training Package, including the conditions of modified assessment of a competency. VET teachers are required to be familiar with the specific circumstances of workplace health and safety and structured workplace learning required by the Training Package, in the application of Special Consideration.

VET teachers will undertake literacy and numeracy assessment of all students joining vocational courses and provide assistance or make adjustments to course delivery as appropriate. Students with literacy and numeracy issues will be made aware of the sources of assistance within the college, such as Study Skills assistance, ESL tutorials and the College Psychologist.

See the BSSS document: [*Equitable Assessment and Special Consideration in Assessment in Years 11 and 12 Student Guide*](http://www.bsss.act.edu.au/__data/assets/pdf_file/0018/313920/Equitable_Assessment_Students_2016.pdf).

In addition to internal policies and procedures, North Training Colleges are also governed by all ED policies relating to racism, sexual harassment, WH&S and the provision of learning opportunities - <http://www.det.act.gov.au/publications_and_policies>.

# Complaints Procedures

All students in Australia’s VET sector should expect high quality training in their area of interest, leading to a qualification that improves their prospects of gaining the job they want or providing a pathway to further study.

Complaints arise when a student is dissatisfied with an aspect of the school RTO services, and requires action to be taken to resolve the matter.

* The initial stage of any complaint (or feedback) shall be for the student to communicate directly with the VET teacher regarding their concerns/complaint.
* If the student is dissatisfied with the response to the concerns/complaint they can make a formal complaint to the VET Executive Teacher/VET Director. They will manage the complaints process, review the matter and consult with the CEO as appropriate and inform the student of the review outcome.
* Complaints and the outcome will be recorded in writing.

# Pathways for Students after VET at North Training

These include:

* Credit transfer to CIT or other RTOs
* Traineeships at higher levels
* Apprenticeships
* Employment
* Study at university

All students undertaking vocational study through North Training are encouraged to consult regularly with the Careers Advisor or Transitions Officer at their respective college. They can assist with career exploration and career pathways activities. The Education Directorate Student Pathways Plan is a significant transition process that all students should engage with in consultation with the Careers Advisor or Transitions Officer to explore and monitor their career goals.

# VET Glossary and Acronyms

|  |  |
| --- | --- |
| AQF | Australian Qualifications Framework. The Australian Qualifications Framework provides information on the unified system of national qualifications in schools, vocational education and training (TAFEs and private providers) and the higher education sector (mainly universities). http://www.aqf.edu.au/  |
| ASBA | Australian School based Apprenticeship |
| ASQA | The Australian Skills Quality Authority. ASQA is the national regulator for Australia’s vocational education and training sector. ASQA regulates courses and training providers to ensure nationally approved quality standards are met. http://www.asqa.gov.au/  |
| Assessment | Means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard expected in the workplace, as expressed by the relevant endorsed industry/enterprise competency standards of a Training Package or by the learning outcomes of a VET accredited course. |
| ATAR | Australian Tertiary Admission Rank |
| Authenticity | To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the candidate’s own work. |
| BSSS | ACT Board of Senior Secondary Studies |
| CIT | Canberra Institute of Technology |
| Competency | Means the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments. |
| Credit Transfer | Credit transfer allows students to count relevant, successfully completed studies, competencies or qualifications towards a current qualification or course. It is based on identified equivalence in content and learning outcomes between the two qualifications. |
| ED | Education and Directorate |
| Industry | Means the bodies that have a stake in the training, assessment and client services provided by RTOs. These can include but are not limited to industry skills councils, industry organisations, industry training advisory bodies, unions, specific enterprise/industry clients, occupational licensing bodies and group training organisations. |
| NYC | Not Yet Competent. |
| Qualification | Means a formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes or competencies relevant to identified individual, professional, industry or commercial needs |
| Reasonable adjustment | Means adjustments that can be made to the way in which evidence of student performance can be collected. Whilst reasonable adjustments can be made in terms of the way in which evidence of performance is gathered, the evidence criteria for making competent/not yet competent decisions (and/or awarding grades) should not be altered in any way. That is, the standards expected should be the same irrespective of the group and/or individual student being assessed; otherwise comparability of standards will be compromised. |
| RPL | Recognition of Prior Learning. RPL means an assessment process that assesses an individual’s formal, non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of, a VET qualification. |
| RTO | Registered Training Organisation. |
| SWL | Structured Workplace Learning. The workplace component of a nationally recognised, industry specific VET in Schools program. It provides supervised learning activities which contribute to an assessment of competence. |
| TAS | Training and Assessment Strategy. This is a framework that guides the learning requirements and the teaching, training and assessment arrangements of a VET qualification. It is the document that outlines the macro-level requirements of the learning and assessment process. |
| Training Package | Means a nationally endorsed, integrated set of competency standards, assessment requirements, Australian Qualifications Framework qualifications, and credit arrangements for a specific industry, industry sector or enterprise |
| VET | Vocational Education and Training |