NSW GOVERNMENT | Education Public Schools

Wagga Wagga RTO 90333
Vocational Education and Training

STUDENT GUIDE

2015 Version

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Students Please Note: This booklet provides detailed information provided through the power point presented at the course induction provided by your school

Terms and Acronyms used in this document

VET -   Vocational Education and Training

RTO -   Registered Training Organisation
A training organisation that is registered to deliver and issue Nationally Accredited Vocational Qualifications.

AQF -   Australian Qualifications Framework
National framework for Vocational Education and Training Qualifications
AQF VET qualifications reflect levels of performance and degrees of responsibility in a workplace context. The level of a qualification thus provides an indication of the standard of achievement expected, which is comparable across industries and provides a context for assessment.

VET Quality Framework – comprises of the AQF and the Standards for RTO's.

Credit Transfer - Credit Transfer is a process that provides credit for the same or an equivalent unit of competency previously achieved.

RPL -   Recognition of Prior Learning
RPL is an assessment process that assesses an individual student's learning to determine the extent to which that individual has achieved the competency standard through training, life or work experience.

HSC -   Higher School Certificate
Credential issued by the New South Wales Board of Studies at the completion of year 12

ATAR - Australian Tertiary Admissions Rank
A numerical measure that is calculated from HSC results that is used by the University sector to rank students who wish to enter a university course straight after they have completed their HSC.

Introduction
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What is a Vocational Education and Training (VET) course?

VET courses allow school students to gain credentials from both the NSW Board of Studies Teaching and Educational Standards (BOSTES) in terms of the **HSC**, and from an RTO, in terms of a **nationally recognised credential** while completing Stage 5 or HSC. A VET course may be studied at School, TAFE NSW or through a Private RTO. Students must therefore be assessed under conditions satisfying both the NSW Board of Studies Teaching and Educational Standards and the RTO requirements.

Students can study a VET course in Stage 5 (Years 9 and 10), the Preliminary year (year 11), HSC year (year 12), or all years. Students can undertake as many VET courses as they wish for the HSC within the HSC guidelines.

The nationally recognised AQF qualification varies from course to course, in some areas it may be Certificate I, most common is Certificate II or Statement of Attainment towards Certificates II or III.

Students also have the opportunity to complete a **School Based Apprenticeship or Traineeship (SBAT)** as part of their HSC. This combines paid work with a structured VET training program that will form part of the HSC program of study. Further information can be viewed at: www.sbatinnsw.info/

From January 1, 2015 Smart and Skilled is being implemented with an entitlement to government subsidised training. Qualifications achieved at school do not impact on this entitlement post school. Smart and Skilled may impact on training positions available within industry sectors for SBATs.

HSC Requirements for VET Courses

VET courses require adherence to two sets of rules.

1. To be deemed to have satisfactorily completed a HSC course, students must have:

    - followed the course developed or endorsed by the Board of Studies
    - applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course
    - achieved some or all of the course outcomes
    - made a genuine effort at assessment tasks
    - completed the specified mandatory work placement component

2. For the AQF qualification students must complete and be deemed competent in all core and elective units of competency as required by the relevant training package. A transcript of all units achieved is issued where all units of competency are not achieved for the qualification. (See further information in this document regarding competency assessment.)

It is possible that a student can achieve recognition of one qualification without the other e.g. not to be assessed as competent but still satisfy HSC requirements and have the course appear on their HSC.

As with all HSC courses **warning letters** may be issued to students who fail to submit assessment tasks, participate in mandatory work placement or who are not applying themselves to course outcomes. This process may then lead to an **"N" determination** for this subject which may prevent the achievement of the HSC. Warning letters will not be issued for failure to achieve competency but are about fulfilling the requirements of learning for the HSC.

Mandatory work placement meets part of the assessment criteria for all industry curriculum framework courses and is structured learning out of school in the workplace.

Where the work placement is a compulsory part of the course, students who do <u>not</u> complete the work placement will receive an 'N' determination and will not have the course recognised on their HSC. Your trainer will provide further information.

The minimum required hours of work placement is 70 hrs over a 240 hour course. In general, required hours are equal to one week for each 120 hours of the course.

Note that some Board Endorsed Courses such as Cert II in Sport Coaching and Cert II in Furniture Making recommend a work placement but it is not mandatory for HSC purposes.

To participate in work placement students must be deemed work place ready by the trainer.

Students must:

- complete the required work readiness program and demonstrate a thorough understanding of all aspects.
- demonstrate an understanding of, and appreciation for all safety requirements of the industry.
- present as a reliable and responsible student at all times as outlined in course expectations.

If students are working, or have recently worked, in a related casual job, that paid work may contribute to meeting some of the work placement hours. If you believe that you may qualify for recognition, refer to details in the Recognition of Prior Learning / Credit Transfer section of this document.

Work placement is organised for you through a Work Placement Service Provider (WPSP), set up by the RTO and employers to coordinate the placement of students into workplaces. You will be required to register with the relevant organisation. Your trainer and your local work placement coordinator will provide details of work placement and registration arrangements.

For insurance reasons please note that students on work placement in NSW **must not** be paid.

Optional HSC examination The HSC examination in Industry Curriculum Framework courses is optional. Only students who have completed a 240 HSC indicative hour course are eligible to sit for the HSC examination. You must specify whether you wish to undertake the optional written examination in your last year of the course. The HSC examination mark can contribute to the calculation of the ATAR.

Course Induction/Orientation and Enrolment Procedures
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Following your course selection, you will be provided with a detailed course induction using a power point presentation and this guide, to make you aware of the following:

- Course information outlining pathways for further training and work
- Fees, charges and refunds including PPE and equipment requirements
- HSC requirements including work placement and ATAR options

- Assessment process and right to appeal
- Learning support and allowable adjustments
- RPL and Credit Transfer
- Foundation skills
- Your responsibilities and rights
- Opportunity to provide feedback

You must sign a Student Declaration Form to confirm that:

- you have participated in the induction, that you are aware of course requirements
- you have access to this document and your trainer for ongoing information and support
- you have been provided with the opportunity to seek clarification and raise any questions.

Your trainer will provide qualification specific information about content and vocational outcome of your course and specific PPE and equipment requirements.

From January 2015, all students undertaking Nationally Recognised Training delivered by a Registered Training Organisation will have a **Unique Student Identifier** (USI).
The USI provides easy access to all VET training records and results throughout your life. You can access your USI account online from a computer, tablet or smart phone at any time. You must keep your USI safe and ready to use for further enrolments in VET training.

Foundation Skills
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Foundation skills encompass employability skills, core skills and digital literacy. They are an integral part of all VET qualifications. They are generic skills that apply across a variety of job and life contexts. They are defined as skills required to gain employment and to effectively participate in a workplace. They are embedded into all qualifications and units of competency.

There are five core skills:

- Learning
- Reading
- Writing
- Oral communication
- Numeracy

There are eight employability skills:

- Communication
- Problem solving
- Planning and organising
- Learning

- Teamwork
- Initiative and enterprise
- Self-management
- Technology

Following are some examples of how foundation skills apply in a workplace context:
- Communicating workplace information and ideas with colleagues (verbal & non-verbal) using technical language and terms.
- Completing records, reports and job cards.

- Identifying, reading and interpreting relevant sources of information.
- Interpreting enquiries and responding to customer needs.
- Being proactive in identifying potential problems and prioritising required actions.
- Planning own work requirements and managing time to ensure tasks are completed on time.
- Using business technology to collect, analyse and provide information.

Assessment/Competency Records
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Vocational Education and Training courses are competency based.

- In a competency based course, your performance is judged against a prescribed standard determined by industry – not against the performance of other students.

- The purpose of assessment is to judge competence on the basis of your performance against the criteria set out in each unit of competency.

- Competence incorporates all aspects of work performance, including problem solving and the capacity to apply knowledge and skills in both familiar and new situations. Assessment involves the integration of skills and knowledge and attitudes.

- To ensure that your assessment will be fair, valid, consistent and to industry standard assessment tasks are validated by a panel prior to assessment.

- You will be judged either competent or not yet competent. There is no pass/fail. This judgement is made on the basis of evidence that may be in a variety of forms e.g. written tasks, practical demonstration, portfolio or assignment.

- Your competence can only be assessed by a qualified trainer and assessor. Wherever practicable, your trainer will gather evidence of your competency on a number of occasions and in a variety of ways.

- If you require any reasonable/allowable adjustment to be made so that assessment of a task is possible, you should discuss this provision with your trainer.

- If you are judged as not yet competent then your trainer will tell you how you can improve and will negotiate another opportunity for you to demonstrate your competence. However schools cannot provide unlimited opportunity for reassessment.

- You have access to an appeals process if you feel in any way dissatisfied with the assessment process.

- When you are deemed competent you will receive an Australian Qualifications Framework (AQF) Certificate and/or a Transcript listing these units at the completion of your course.

Competency Records

A competency record will be kept by your trainer and this record forms a permanent record of all units of competency demonstrated. Students have access to this record at any time to determine their progress and seek advice about options for further training and assessment if deemed not yet competent for any unit of competency.

Fees Refunds and Payment Options
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Prior to course selection your school will inform you of the required fees and payment options to comply with the fee requirement. You are also responsible for the cost of travel and accommodation during your work placement.

Because VET courses are designed to train you for employment in industry, you will be expected to conform to industry standards with regard to uniform and other safety equipment. Your trainer will give you more information about uniforms and safety equipment and requirements for your particular VET course.

1. Trainers will give students notice of the need to cover material costs.
2. Materials for practical lessons may also be purchased as the course progresses.

Students in hardship situations will be encouraged to access the Student Assistance Scheme by application to the School Principal.

Policy:

Please refer to the Department of Education (DoE) Subject Contributions Policy
https://www.det.nsw.edu.au/policies/administrative/financial/fin_pol3/PD20050233.shtml?level

Refunds:

Students will be able to apply for the refund of any charge that has been paid to cover materials which are not expended.

Rights and Responsibilities
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You have the right to be accurately informed by being provided with:

- a course outline
- information on possible employment outcomes
- information on how, when and where assessment will take place
- information on your progress within the course.

To be treated fairly by being:

- allowed equal access to a relevant and appropriate course of study
- appropriately supported in your learning and assessment (refer to Reasonable/allowable adjustment section)
- able to work, and be assessed, without discrimination

To have competencies recognised by being:

- able to claim recognition for units of competence achieved with other training providers. (refer to section on RPL and Credit Transfer)
- able to claim recognition for competencies developed through training, work or life experiences. (refer to section on RPL and Credit Transfer)
- given the opportunity to demonstrate competence in a variety of ways and be reassessed if deemed not yet competent

To have the opportunity to evaluate the learning experience by being:

- encouraged to provide information and opinion on the effectiveness of the training and assessment provided.

If you believe your rights have not been met you should firstly discuss it with your trainer. If you are not satisfied discuss it with the VET Coordinator or Head Trainer. If still not satisfied discuss it with the school Principal. If your issue is still not resolved your Principal will provide you with the *Appeal an Assessment or Recognition Process form* or for general complaints refer you to the DEC Complaints Handling Policy.

https://www.det.nsw.edu.au/policies/general_man/complaints/resp_sugg/PD20020051.shtml?level

Learning Support
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To develop skills and knowledge to industry standard, students with particular education needs may require extended time to develop competency and additional support in the classroom/workshop or in the workplace. Access to AQF VET qualifications is the same for all students and reasonable adjustments to delivery and assessment are appropriate provided the competency standard is maintained.

Reasonable *(also referred to as allowable)* adjustments are changes that are made to your assessment and training conditions so that reasonable steps are taken to ensure that your disability, illness or learning need does not affect your performance. To achieve an AQF qualification you must be able to safely demonstrate knowledge and skills at the level required for each unit of competency as defined in the relevant training package.

Reasonable adjustment strategies could involve:

- Adjusting the delivery materials and mode - course materials in other formats such as electronic, Braille, large print, audio/CD. A learner with a hearing impairment may want paper based materials in advance of face to face sessions, plus an interpreter where necessary.
- Modifying or providing equipment – ergonomic furniture to allow for adjustment to a bench or seat height / use of assistive technology / specialised tools and equipment
- Changing assessment procedures – oral instead of written questioning, additional writing or reading time, note takers and other enabling assistance such as Auslan interpreters, someone to write and/or read for you, unless speed is an essential element of competence, additional time to perform a task.
- Modifying the work environment – adjustments to a desk height and creating more space for wheelchair access, additional lighting, arrangement of equipment in the workspace

If you need additional support to successfully complete the course, please talk to your trainer or school Principal about support needs and reasonable/allowable adjustments.

Students with special education needs may access:

all VET courses under regular course arrangements

OR

Units of competency selected through the collaborative curriculum planning process to work towards the achievement of an AQF VET Certificate and an occupational outcome. It is recommended that the plan should prioritise units of competency that provide essential foundation skills for employment in the industry.

Learning may be supported by:

- specialist support staff, facilities and learning materials for students with disabilities.
- providing the opportunity to develop skills in real industry settings.
- providing a safe and healthy learning environment - both within the school and during work placement.
- counselling and careers advisory services.
- staff to assist with language, literacy and numeracy skills.
- specialist support staff for students from non-English speaking backgrounds.

Successful participation in VET Courses for students with special education needs will require:

- collaborative curriculum planning to meet individual needs
- appropriate learning and assessment strategies

- appropriate consultation on strategies to support the mandatory work placement
- ongoing partnerships between schools, students, parents, trainers, employers and others in the community.

Students with special education needs **must** undertake the minimum work placement requirements for Industry Curriculum Framework courses to gain HSC recognition.

Appeals, Complaints and Grievances
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Assessment Appeals

Students have access to an appeals process if they feel in any way dissatisfied with the assessment process. There are four grounds a student may lodge an appeal. The four grounds are:
- The assessment process did not provide you with a fair and reasonable opportunity to demonstrate competency.
- You were not informed in advance of the conditions and method/s of assessment.
- The process used was discriminatory in some way.
- You were ill or suffered misadventure at the time of the assessment (must be supported by a medical certificate)

Difficulties over assessment should be approached informally at first with a view to resolving them through discussion between student and trainer/ assessor(s). Both views can be shared and any misunderstandings clarified. If not resolved by discussion, between trainer and student, the trainer's direct supervisor/Head Teacher will mediate a further informal meeting.

However, if the informal approach fails to resolve the concerns, a formal appeals process should be initiated. Formal appeals need to be based on identified problems with the assessment process rather than an unsuccessful assessment result. The student lodges a formal appeal in writing (Form 4, Appendices) to the Principal clearly stating their grounds for appeal. **Appeals must be lodged within 5 days from the date of assessment result.**

All appeal submissions must be recorded by the school. At the request of the school an appeals panel is convened to review the assessment process and to decide whether or not there are justifiable grounds for appeal. The panel may call for the student and the assessor to present their views in person before reaching a decision.

If the student's appeal is upheld, a re-assessment process is arranged. The student has the right to request a different assessor(s), or be involved in the alternative assessment to avoid any fears of recrimination.

If the appeal is rejected, the student has the right to lodge a further appeal with the RTO Chief Executive. When this next course of action is taken all assessment records and details of the appeal process need to be made available to assist deliberations.

General Appeals, Complaints and Grievances

Where you are not satisfied with the service provided by the RTO please discuss in the first instance with your trainer or VET Coordinator. If still not satisfied discuss it with the school Principal. If your issue is still not resolved your Principal will provide you with the DoE Complaints Handling Policy
https://www.det.nsw.edu.au/policies/general_man/complaints/resp_sugg/PD20020051.shtml?level

Recognition of Prior Learning (RPL) and Credit Transfer
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Recognition of Prior Learning (RPL) and Credit Transfer refers to the acknowledgement of evidence of a student's achievement of competencies or learning outcomes. They are processes that allow students to have their previous learning (both formal and informal) count towards their HSC VET courses and AQF VET qualifications.

Credit Transfer is a process that provides credit for a unit of competency previously achieved. Structured training or assessment for these units is not required. To apply for Credit Transfer you must provide a transcript from a Registered Training Organisation indicating your achievement of the unit/s of competency to your trainer. Units must have the exact code and name or be listed as equivalent in the relevant Training Package for Credit Transfer to be granted.

RPL is an assessment process that assesses the individual student's formal and informal learning to determine the extent to which that individual has achieved the competency standard. Where the outcome of this process indicates that the student is competent, structured training is not required. If you have current knowledge, skills and experience relevant to the unit/s of competency within the VET course you can apply for recognition of prior learning for:

1. Units of competency within AQF VET qualifications – Use the Application for Recognition of Prior Learning of a Unit of Competency form (Form 1, Appendices) and attach supporting documentation to provide sufficient evidence that you have the required knowledge and skill level to industry standard for that unit of competency.
   Your evidence may include but is not limited to:

   - Relevant documents such as transcripts of relevant training, records or reports
   - Records of employment / letters verifying tasks undertaken from employers
   - Finished products or work samples or presentations of the process to completion
   - Life experiences mapped against the unit/s of competency

2. HSC unit credit for a VET qualification completed independently and outside school requirements.
   Application forms are available at: www.boardofstudies.nsw.edu.au/voc_ed/rpl.html

3. Mandatory work placement requirements. Under some circumstances, students' part-time work in an appropriate workplace may be used to fulfill work placement requirements. Applications must be considered prior to the organisation of the scheduled work placement. Application forms are available at: https://www.det.nsw.edu.au/vetinschools/documents/work_learn/studentplacement-current-employment.pdf

Please note:

- It is your responsibility to initiate applications for Credit Transfer and RPL to your trainer or VET Coordinator
- Your trainer will provide support, including guided access to the details of units of competency in your course. Units of competency are found at: www.training.gov.au
- Your trainer will decide if there is sufficient evidence to support your claim for Recognition of Prior Learning or Credit Transfer.
- The outcomes of that assessment will be recorded in your Competency Record.
- The requirements of the AQF Qualification and the NSW Board of Studies HSC must be met.

Please refer to the APPENDICES for the relevant forms, links and process flow charts.
Further information about the arrangements for RPL and Credit Transfer within VET courses, including possible scenarios, is available on the Board's website at www.boardofstudies.nsw.edu.au/voc_ed/rpl.html

Appendices – Forms and Process Flow Charts
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1. Application for Recognition of Prior Learning for a Unit of Competency

2. HSC Unit Credit via RPL for a VET Qualification completed independent of school requirements
   Application forms are available at: www.boardofstudies.nsw.edu.au/voc_ed/rpl.html

3. RPL for Mandatory Work Placement. Application forms are available at:
   https://www.det.nsw.edu.au/vetinschools/documents/work_learn/studentplacement-current-employment.pdf

4. Appeal an Assessment or Recognition Process – *Completed as required*

Refer to Appeals, Complaints and Grievances section of this document for further information

Flow Charts

1. RPL or Credit Transfer for Unit(s) of Competency

2. HSC Unit Credit via RPL for a VET Qualification completed independent of school requirements

3. RPL for Mandatory Work Placement

Application for Recognition of Prior Learning for a Unit of Competency (Form 1)

Instructions to Candidates

Recognition of prior learning (RPL) is the formal acknowledgement of your competency regardless of how, when or where the learning occurred. It may be: Formal or informal training and education, Work, employment or voluntary experiences. General life experience or combination of the above. In order to grant RPL, the assessor must be satisfied that you have provided sufficient, current and relevant evidence to meet the requirements of the unit of competency. To apply for RPL you will need to complete the following steps:

1. Talk to your trainer about the process and the evidence that you can provide. They will help you access the details of the unit of competency from www.training.gov.au Then your trainer will discuss evidence you have to present.
2. Fill out your details on this form, attach your evidence and submit the package to your trainer for assessment.
3. Using the unit details printed from *training.gov* your trainer will map your evidence against the unit of competency

Your trainer will either grant RPL or identify any gaps which will require further evidence.

This section to be filled out by the student

Student Name:	
Qualification:	
Unit of Competency Code & Name:	
Date of Application:	

This section to be filled out by the student

Evidence	Evidence Provided ✓	Description of Evidence	Sufficient Evidence ✓
Finished products / Work samples		Eg photograph of completed product	
Presentation / Demonstration explaining the process and approach			
Video and/or audio showing you completing tasks			
Third party reports – written or verbal, related to the competency standard			
Documents such as: certificates, transcripts, plans, reports, minutes, correspondence, resources developed			
Other – Eg Life experiences mapped against units of competency			

This section to be filled out by the assessor

RPL Granted: YES   NO   Please attach the evidence of mapping against each component of the unit of competency and retain as evidence.
circle relevant response

Identified Gaps: Further evidence may be required, such as: Observation of your performance completing a practical task in the workplace or a simulated environment and/or written or verbal questioning.

Trainer Signature:	Date:

Appeal an Assessment or Recognition Process   (Form 4)

Instructions to students:
Only use this form if you are dissatisfied with the assessment process and the issue is not resolved through informal discussions with your trainer/ assessor(s) and their supervisor.
Formal appeals must be based on identified problems with the assessment process rather than an unsuccessful assessment result.
This form **must be lodged within 5 days from the date of the assessment result.**

Refer to Appeals, Complaints and Grievances section in the Student Guide for further information

This section to be filled out by the student

Student Name:	
School:	
Qualification:	
Unit of Competency Code & Name:	

State the reasons for your appeal in the space below

Attach any supporting evidence

Student Signature:	Date:

This section to be filled out by the Principal

Appeal outcome:

Principals Signature:	Date:

1. RPL or Credit Transfer for Unit(s) of Competency

Student discusses options for RPL or Credit Transfer for unit(s) of competency & HSC nominal hour credit with trainer

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Determine if application is for RPL or Credit Transfer

Recognition of Prior learning

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Student completes RPL Form, attaches evidence and submits to trainer

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Trainer reviews evidence and conducts assessment

- **Not yet Competent**

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  Student informed of outcome of application

  ↓

  Student continues with course delivery & assessment and/or appeals determination using Form 4 Appendices if not satisfied with the process

- **Competent**

  ↓

  Student informed of outcome of application

  ↓

  RPL recorded as outcome for unit of competency on eBOS

  ↓

  End of process

Credit Transfer

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Student provides copy of transcript from RTO to trainer

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RTO reviews and validates transcript.
Unit 0f Competency must have the same unit code or be equivalent otherwise RPL process should be followed

- **Valid**

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  Student informed of outcome of application

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  CT *(Credit Transfer)* recorded as outcome for unit of competency on eBOS

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  End of process

- **Not valid**

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  Student informed of outcome of application

  ↓

  Follow RPL process *or appeal determination using Form 4 Appendices if you are not satisfied with the process*

2. HSC Unit Credit via RPL for a VET Qualification completed independent of school requirements

Student to discuss qualification and possible recognition for HSC units with the trainer or VET Coordinator.

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Provide copy of qualification and transcript of competencies achieved to your trainer or VET Coordinator.

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Access relevant form from
www.boardofstudies.nsw.edu.au/voc_ed/rpl.html
and fill out required information

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Credit for HSC indicative hours calculated by trainer or VET Coordinator.

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Gaps for HSC indicative hour course requirements and advice determined by trainer or VET Coordinator.

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Program to address gaps developed and implemented by trainer or VET Coordinator.

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Student informed of outcome of application

↓   ↓

Recognition   Recognition
granted   unsuccessful

↓   ↓

End of process   Student continues
                               with course
                               delivery & assessment and/or
                               appeals determination using
                               Form 4 Appendices if not
                               satisfied with the process

3. RPL for Mandatory Work Placement

This process must be undertaken at least 8 weeks before the scheduled work placement

Student organises the completion of the Student Placement Record (Using Current Employment for HSC VET Work Placement) form, attaches verified evidence and submits to the trainer

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Trainer reviews evidence
Any gaps in work placement
hours are identified

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Recognition of work placement
hours determined

↙   ↘

RPL awarded

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Student informed of outcome of application

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Total work placement hours reported on eBOS

↓

End of process

RPL declined

↓

Student informed of outcome of application

↓

Student completes placement as scheduled
and/or appeals determination using Form 4 Appendices if not satisfied with the process

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Total work placement hours reported on eBOS

↓

End of Process