



STUDENT INDUCTION HANDBOOK 2022

Chisholm Catholic College
RTO 30511
RTO Manager Mala Nair

CHISHOLM CATHOLIC COLLEGE

College Mission:

to Live Christ's Challenge

College Vision:

Promote Peace, Provoke Learning, Pursue Possibility

VET Vision Statement

Our vision is to deliver students with a positive vocational education and training experience by providing tailored opportunities and pathways support. Students can expect to leave Chisholm College with a strong foundation of vocational education and training skills and experience to prepare them for post-school opportunities. Our program emphasises equity and opportunity for all.

All students are empowered to learn and achieve, to experience high quality teaching practice and the best conditions for learning which equip them with the knowledge, skills and dispositions for lifelong learning and to shape the world around them.

Core Values

- **Communication:** Understanding the importance of good communication for the proper functioning of the team and advancing our common goals.
- **Integrity:** We will always demonstrate, and expect of our colleagues, the highest standards of personal integrity.
- **Accountability:** We will be accountable for our own actions, work, and words.
- **Teamwork:** Understanding that a team is stronger than the sum of its parts, and that we perform better as a team.



Vocational Education and Training (VET)

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Vocational Education and Training (VET)

Introduction

Congratulations on your decision to enrol in a nationally recognised vocational course.

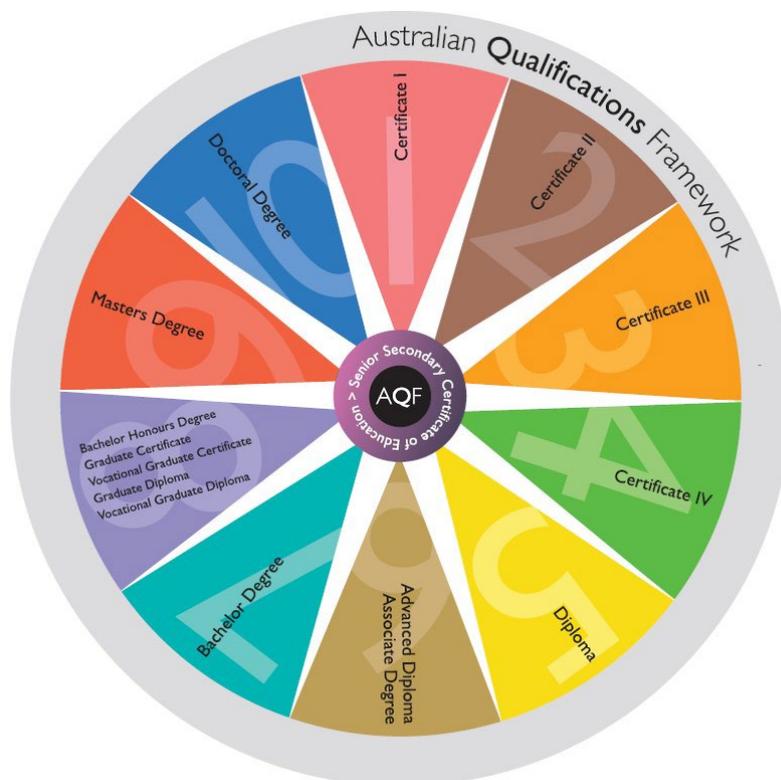
Purpose of this Student Handbook

This handbook aims to provide students with all important information about vocational learning and your rights and responsibilities as a VET student.

Students should take the time to study this handbook carefully and ask their Trainer and Assessor if they are unsure of any details. Students should refer to this document located on the College's website and your one-note folder for reference throughout their enrolment. The contents of this handbook in many instances represents the key points of various VET policies and procedures developed by this RTO. A copy of the RTO's VET policies and procedures can be obtained via the Program Leader VET.

The Australian Qualifications Framework (AQF)

All the VET courses offered by this RTO lead to nationally recognised qualifications – a certificate (if all the requirements of the qualification are completed) or a statement of attainment (for those parts that are successfully completed where the full qualification is not completed). This certificate/statement of attainment will be recognised in all eight states/territories in Australia. This is because Australia has a national qualifications framework called the Australian Qualifications Framework (AQF). There are 14 different types of qualifications that can be obtained. These are shown in the following diagram.



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Source: Australian Qualifications Framework Second Edition January 2013

By participating in a VET program, every student has the opportunity to:

- Develop and apply knowledge and skills relevant to the workplace through simulated work environment and, in some instance, on-the-job training (work placement). Your trainer will let you know if your course requires work placement.
- Gain skills and knowledge that are recognised by industry and gives you a head-start
- Achieve skills that will assist you in seeking employment and assist with recognition of prior learning/credit transfer to further education and training
- Gain nationally recognised qualifications

How does VET differ from other School Subjects?

Vocational education and training is all about providing learners with skills for work! VET qualifications are studied in a simulated work environment, and you get a taste of what to expect when you enter a workplace relevant to your qualification, for example, a Certificate III in Business will give you a taste of working in an office. VET qualifications are industry based. VET Assessments is competency based.

Unit of Competency

Competency standards define the requirements for effective workplace performance in a discrete area of work, work function, activity or process. They are used as the basis for defining learning outcomes and assessment benchmarks within the Vocational Education and Training (VET) sector.

Competency standards are expressed in outcome terms. They specify knowledge and skill, and the application of that knowledge and skill, to the standards of performance required in the workplace.

What is competency?

Competency is 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. It also includes the following concepts:

- It comprises the application of specified skills and knowledge relevant to that occupation
- It makes appropriate reference to required generic and employability skills
- It covers all aspects of workplace performance
- It can be demonstrated consistently over time and covers a sufficient range of experiences (including those in simulated or institutional environments).

Competency includes the capacity to:

- Perform individual tasks
- Manage a range of different tasks
- Respond to contingencies or breakdowns
- Deal with responsibilities of the workplace, including working with others.

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Course Outline

Each qualification will have course outline specific to their industry – an *example* of Certificate III Business outline will look like this (Trainers please use your own training package to illustrate this).

The training delivered to you for your certificate is from the training package (training.gov.au). The course will include core units and elective units of competencies (for Business you will need to complete 13 units to get your full qualification). Your course will be delivered over 2 years.

Units of Competencies	Unit Type	Competent	Not Yet Competent
BSBCRT311 Apply critical thinking skills in a team environment	Core Unit	<input type="checkbox"/>	<input type="checkbox"/>
BSBPEF201 Support personal wellbeing in the workplace	Core Unit	<input type="checkbox"/>	<input type="checkbox"/>
BSBSUS211 Participate in sustainable work practices	Core Unit	<input type="checkbox"/>	<input type="checkbox"/>
BSBTWK301 Use inclusive work practices	Core Unit	<input type="checkbox"/>	<input type="checkbox"/>
BSBWHS311 Assist with maintaining workplace safety	Core Unit	<input type="checkbox"/>	<input type="checkbox"/>
BSBXCM301 Engage in workplace communication	Core Unit	<input type="checkbox"/>	<input type="checkbox"/>
BSBTEC201 Use business software applications	Group A	<input type="checkbox"/>	<input type="checkbox"/>
BSBTEC301 Design and produce business documents	Group A	<input type="checkbox"/>	<input type="checkbox"/>
BSBTEC303 Create electronic presentations	Group A	<input type="checkbox"/>	<input type="checkbox"/>
BSBWRT311 Write simple documents	Group A	<input type="checkbox"/>	<input type="checkbox"/>
BSBPEF301 Organise personal work priorities	Group B	<input type="checkbox"/>	<input type="checkbox"/>
BSBOPS304 Deliver and monitor a service to customers	Group D	<input type="checkbox"/>	<input type="checkbox"/>
BSBOPS305 Process customer complaints	Group D	<input type="checkbox"/>	<input type="checkbox"/>

Qualification or accredited course information

Information pertaining to your qualification or accredited course can be sourced from course documentation provided by your Trainer and Assessor, subject specific information included in the Senior subject selection handbook and through the VET student handbook. Information available to students regarding course information will include:

- Qualification or VET accredited course code and title
- Packaging rule information as per the specified Training Package or VET Accredited course
- Units of competency (code and title) to be delivered
- Entry requirements • Fees and charges
- Course outcomes and pathways
- Work experience requirements (where applicable)
- Licensing requirements (where applicable)
- Third party or off-campus arrangements (where applicable)

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Marketing and Advertising of Course Information

The RTO will ensure that its marketing and advertising of AQF qualifications to prospective students is ethical, accurate and consistent with its scope of registration. In the provision of information, no false or misleading comparisons are drawn with any other training organisation or training product. The RTO will not advertise or market in any way VET accredited courses, qualifications or units of competency that are not on the scope of registration.

Chisholm Catholic College will ensure it will have the appropriate human and physical resources to deliver and assess any course currently on the RTO's scope of registration. If the RTO loses access to these resources, the RTO will provide students with alternative opportunities to complete the course and the related qualification

Legislative requirements

The RTO will observe all Australian, state and territory laws governing Vocational Education and Training. The RTO will also meet all legislative requirements of the:

- Education (General Provisions) Act 2006
- National Vocational Education and Training Regulator Act 2011
- Copyright Act 1968 (2006)
- Education (Work Experience) Act 1996
- Child Protection Act 1999
- Work Health and Safety Act 2011
- Anti-discrimination Act 1991
- Privacy Act 1988 (2014)
- Information Privacy Act 2009

If students require any further information, please see the Program Leader VET.

Entry Requirements

General entry requirements for this program include student's agreement and ability to demonstrate evidence of language, literacy and numeracy. You must also attend and participate actively in all your training and assessment and comply with the behaviour code of conduct requirements set out by the college.

Students enrolled in the VET courses at this RTO participate in the same enrolment and selection processes as other students at the RTO. Where numbers are limited for VET subjects, selection will be based on interview and/or on the order in which enrolments were received. Chisholm Catholic College will provide each student with information about the training, assessment and support services they will receive, and about their rights and obligations (through the VET student induction session) before enrolment on the Student Data Capture System (SDCS). The RTO Program Leader and associated Trainers and Assessors will induct all VET students with this handbook.

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Fees and charges, including refund policy

The RTO does not charge students fees for VET services. Levies are only collected for consumable costs or other additional services such as the issuing of a replacement qualification testamur. Any fees and charges that do occur for additional services (ie First Aid Training) will be made known to students prior to enrolment.

Students who enrol past the commencement of the calendar year will be charged student levies at a pro-rata basis for the duration of the year. Students who leave a VET course before completion may be able to claim a refund for part of the course consumables (levy). Fees for VET Courses provided by external training providers will be charged as per the third-party arrangements with that provider.

Matters regarding payment of fees or refund of fees will be managed by the Business Manager in accordance with the principles contained in the general fee policy of the school (not specific to VET) All other courses will attract a fee for service as per the student handbook.

You are entitled to withdraw from the qualification if you have decided that this is not for you.

You **MUST** have a conversation with your trainer and/or the Program Leader about your desire to withdraw and give genuine reasons, for example if you have decided that you would like to take another pathway. Your trainer also has the **RIGHT** to request a conversation with you and your parent/guardian in relation to withdrawing from the course if you display a non-industry standard behaviour, work ethics and poor attitude to the learning process. All withdrawals from any VET qualification **MUST** be done in writing.

Unique Student Identifier (USI)

Before the commencement of the course – **each student is required to have a USI by law**. USI is a **Unique Student Identifier** and is a reference number made up of numbers and letters that give you access to your USI account. Your USI allows your USI account to be linked to the National VET Data Collection which will allow you to see all of your training results from all providers including all completed training units and qualifications.

The USI makes it easier for you to find and collate your VET achievements into a single authenticated transcript. It will also ensure that your VET records are not lost.

USI is available online and at no cost. Your USI will stay with you for your life and be recorded with any nationally recognised VET course that is completed from 1 January 2015. Remember to keep your USI in a safe place.

Create a USI using this link: www.usi.gov.au/providers/create-usi-student

USI latest news can be found here: www.usi.gov.au/about-us/news

All information provided by the student may be collated, held, used, or disclosed, together with training activity information as per the privacy notice:

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[The Privacy Notice and the policies can be found here: www.dese.gov.au/national-vet-data/vet-privacy-notice](http://www.dese.gov.au/national-vet-data/vet-privacy-notice)

Flexible learning and assessment procedures

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

- All VET students at this RTO will be fully informed of the VET assessment procedures and requirements and will have the right to appeal.
- Students will be given clear and timely information on assessment.
- Information given to students, on the assessment cover sheet, will include:
 - advice about the assessment methods
 - assessment procedures
 - the criteria against which they will be assessed
 - when and how they will receive feedback.
- Students will sight their profile sheet of results in each VET subject on at least two occasions throughout a two-year course.
- 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 conduction of the assessment.
- Reasonable adjustment will be made to the assessment strategy to ensure equity for all students, while maintaining the integrity of the assessment outcomes.
- Opportunities for feedback and review of all aspects of assessment will be provided to students.
- A clearly documented mechanism for appeal against assessment processes and decisions is available to students and is publicly available in this handbook which is stored on the intranet.

Your Trainer and Assessor will provide you with a thorough overview of the assessment requirements for your individual VET course. The following information, however, represents some general information about the VET assessment process at Chisholm Catholic College

Assessment Policy & Procedures

Your trainer will provide you with an overview of the assessment requirements for your VET programme/s. Students will have a platform to voice their opinions/suggestions regarding assessment and training via our VET feedback forms (What Went Well & Even Better If, Quality Indicator Reports). However, you are most welcome to discuss your concerns with your trainer or the Program Leader, VET & Careers any time during your qualification.

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You will be informed of your right to appeal assessment decisions in accordance with our VET Complaints and Appeals policy and procedure. (See complaints policy section for more information).

Competency-based assessment

Assessment for the VET components of your course will be competency-based. **What does it mean to be competent?**

People are considered to be competent when they are able to apply their knowledge and skills to successfully complete work activities in a range of situations and environments, in accordance with the standard of performance expected in the workplace. Your trainer will work with you to collect evidence of progress towards competency and will provide feedback as you progress through. They will identify any gaps and request that you re-do or re-submit your work.

There are four parts to being competent. They are:

- a. Undertaking a specific workplace task(s) (called 'task skills')
- b. Management Skills – managing a number of different tasks to complete a whole work activity (called 'task management skills')
- c. Responding to problems and irregularities when undertaking a work activity (called 'contingency management skills'). Examples of problems/irregularities could be:
breakdowns, changes in routines, unexpected results, or outcomes, difficult or dissatisfied clients
- d. Dealing with the responsibilities and expectations of the work environment when undertaking a work activity (called 'job/role environment skills'), such as:
 - working with others, and
 - interacting with clients and suppliers, complying with standard operating procedures, observing enterprise policy and procedures.

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

Evidence Folios

A portfolio is a compilation of student work in a folder. Students MUST keep a Folio of all work completed for their qualification – this will include completed activity sheets, observations reports, questionnaires, written assessments, journal entries, and other material evidence of their learning progress. This will be used to evaluate your accomplishment. Your portfolio is a very important part of your learning process... you must keep them neat, tidy and ready for your trainer's viewing at all times. These need to be saved in one-note. All your assessment task sheets, resources are readily available in here as well.

Assessments could include a variety of techniques such as verbal questions, written questions, role play, trainer observation, folio of work, short answer questions, activity sheet and supplementary evidence such as third-party reports.

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Assessment guidelines

The following represent basic VET assessment principles of this college. They are designed to promote fairness and equity in our decision-making rules and judgements made on the outcome. There are two types of judgements: interim and final. Interim judgement allows students to re-submit if required. This could be deemed as “working towards competency”.

With all assessments,

- a. 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 criteria against which they will be assessed
 - when and how they will receive feedback
- b. Where possible, students will be included in discussions on the choice of assessment methods and timing.
- c. Students will be made aware of their responsibilities regarding assessment.
- d. The assessment approach chosen will cater for the language, literacy and numeracy needs of students.
- e. Any special geographic, financial, or social needs of students will be considered in the development and conduct of the assessment.
- f. Reasonable adjustment will be made to the assessment strategy to ensure equity for all students, while maintaining the integrity of the assessment outcomes.
- g. Opportunities for feedback and review of all aspects of assessment will be provided to students.
- h. Students can appeal the decision if needed, see the program leader, VET & Careers (and refer to the complaints and appeals policy)

Recognition (Including Recognition of Prior Learning [RPL])

When you commence a VET programme, you may think there are some units of competency or modules you can already do and would be competent at. RPL is the formal recognition of knowledge, skills, competencies, and expertise you have already learned from previous training, work experience and/or life experience. RPL considers a person’s skills and experiences, no matter where these were learnt, to enable people to get credit in a program of study.

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



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The RECOGNITION process is a very supportive one. Your teacher will guide you through the process. Discuss the RECOGNITION process with your teacher if you feel you are already competent in some parts or the whole VET programme you are about to do. Ensure that you understand the full RECOGNITION application process, including the appeals process.

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

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

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

Credit Transfer

Students can apply for credit transfer on the production of a Certificate or Statement of Attainment issued by another RTO verifying the achievement of relevant and equivalent unit/s of competence. Please see the VET Program Leader to discuss this.

Access to competency tracking report

A record will be kept on your file, and you have access to your records at all times – this will enable you to check your progress for the duration of your course. You have the right to request your trainer for your updated competency tracking sheet at any time during the duration of your training. You will also be able to track your progress in QCAA student management system.

Reporting and Certification

All your course reporting will be progressive. You will receive interim reports through ChisPlus, your tracking sheets and the student data management platforms. You can continue to submit your evidence which is used to make decisions (satisfactory/or working towards). Final outcome will be recorded in the QCAA student management system.

You will receive your certificates when you have completed all required units of competencies successfully within 30 days of your completion.

The College will issue to students whom it has assessed as competent in accordance with the requirements of the Training package or VET accredited course, a VET qualification or VET statement of attainment (as appropriate) that meets the requirements of the Standards for RTOs 2015.

The College will ensure that through the implementation of the AQF Qualifications Issuance Policy:

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- Students will receive the certification documentation to which they are entitled
- AQF qualifications are correctly identified in certification documentation
- AQF qualifications are protected against fraudulent issuance
- A clear distinction can be made between AQF qualifications and non-AQF qualifications
- Certification documentation is used consistently across the RTO
- Students and parents/caregivers are confident that the qualifications they have been awarded are part of Australia's national qualifications framework – the AQF, and
- The RTO will establish anti-fraud mechanisms by including the RTO's own logo each document issued to ensure there is no fraudulent reproduction or use of credentials.

Replacement of certification documentation

The RTO maintains a Register of Certification Documents Issued for 30 years from the date of issue. This allows learners to request a reissue of their documentation at a later date. The RTO ensures that this is stored in an accessible format with both electronic and hard copy records kept securely. The process for a learner, or former learner, to request a reissue of their documentation is as follows:

- All requests for a replacement qualification or statement of attainment must be in writing (email is acceptable) from the learner to the Program Leader VET.
- The request will be forwarded to the RTO to coordinate who may request the VET Admin Assistant to print the certification documentation.
- The RTO will access the archived records/Register of Certification Documentation Issued to access the required information for the replacement document
- The replacement will identify that it is a re-issued version as well as follow all requirements for printing and issuing qualifications and statements of attainment as outlined in the checklist for certification documentation; and
- The replacement will be issued with 30 working days of receipt of the written request.

Qualification guarantee

The RTO gives a guarantee to the student that the RTO will complete the training once the student has started.

In the event of losing a specialist trainer, and the RTO being unable to obtain a suitable replacement, the RTO will arrange for agreed training and assessment to be completed through another RTO if this is possible. Prior to the transfer to another RTO, affected students will be formally notified of the arrangements, and agreement to those arrangements, including any refund of fees (if applicable). If an external transfer is not possible, the RTO will finalise the qualification with a statement of attainment.

The Senior Subject Selection Form (or similar document), as well as any Subject Transfer Form (or similar document) used by the RTO will include a disclaimer stating that by 'signing the form, they

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agree to all of the policies and procedures related to VET that are outlined in all RTO documentation pertaining to VET’.

Complaints and Appeals

The College VET Department has a Complaints and Appeals Policy which every student is eligible for if there is a concern about any aspect of your training.

Complaints and appeals are managed by the Chisholm Catholic College in a fair, efficient and effective manner. The College will create an environment where student’s views are valued. Complaints arise when a student is dissatisfied with an aspect of the RTO’s services and requires action to be taken to resolve the matter. Appeals arise when a student is not satisfied with a decision that the RTO has made. Appeals can relate to assessment decisions, but they can also relate to other decisions. Students with either a complaint or an appeal will have access to informal complaint process or a formal complaint or appeal process. All formal complaints or appeals will be heard and decided within 60 calendar days of the receipt of the written complaint by the RTO.

The RTO Manager will keep a Register of Complaints which documents all formal complaints and their resolution. Any substantiated complaints will be reviewed as part of the continuous improvement procedure.

Students with a complaint or appeal have access to both informal and formal procedures

Complaints and Appeals policy is available in our career’s page, link here:

[Chisholm Catholic College Careers - Vocational Education And Training](#)

Process to follow: Informal Complaint

The initial stage of any complaint shall be for the complainant to directly communicate with the Trainer and Assessor who will make a decision and record the outcome of the complaint.

Learners dissatisfied with the outcome of the complaint to the Trainer and Assessor may then communicate the complaint to the Program Leader VET, who will make a decision in regard to proceeding with a formal complaint or appeal process.

Learners dissatisfied with the outcome of the informal complaint may initiate a ‘formal complaint or appeal’ with the RTO Manager

Formal complaint or appeal

Formal complaints may only proceed after the informal complaint procedure has been finalised and will follow the below procedure:

- All formal complaints or appeals will be in writing addressed to the CEO and submitted to the Program Leader VET;
- On receipt of a formal complaint or appeal the RTO Manager shall reply in writing to acknowledge receipt of the complaint, then inform the CEO.
- The Program Leader and the CEO will meet to discuss the complaint or appeal and either make a decision or convene an independent panel to hear the complaint; this shall be the

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“Complaint and Appeal Committee” and will consist of members who have not been involved in the issue to this point. It will include the CEO, a member of staff and a representative of the School/College community.

- When a decision is reached this will be communicated in writing to the complainant/appellant within 60 calendar days of the complaint or appeal being received as well as being recorded on the Complaints and Appeals Register.
- If the decision will take longer than 60 calendar days, the complainant/appellant will be notified in writing of the reasons why a decision has not been reached and provide regular updates regarding the progress of the matter.
- The complainant/appellant shall be given an opportunity to present their case to the committee and may be accompanied by one other person as support or as representation.
- The relevant staff member, third party or other learner shall be given an opportunity to present their case to the committee and may be accompanied by one other person as support or as representation.
- The Complaint and Appeal Committee will make a decision on the complaint.
- The Complaint and Appeal Committee will communicate its decision on the complaint to all parties in writing and this will be recorded in the Complaints and Appeals Register.
- If the complainant/appellant is still not satisfied, the CEO will appoint an independent third party (outside the RTO) to mediate with costs being communicated to all parties prior to commencement.
- If the complainant/appellant is still not satisfied, the CEO will refer them to the QCAA website for further information about making complaints (www.qcaa.qld.edu.au/3141.html);
- After the complaint or appeal is finalised the Vet Leader will organise a meeting of relevant parties to review the decision and outcome and evaluate the policies, procedures and strategies of the RTO in order to take appropriate corrective action to eliminate or mitigate the likelihood of reoccurrence.

Confidentiality procedure

Information about a student, except as required by law or as required under the VET Quality Framework, is not disclosed without the student’s written permission and that of their parent or guardian if the student is less than 18 years of age. The RTO will ensure that have consent from each student.

Structured Workplace Learning

Structured Workplace Learning is also referred to as work placement. It complements the training undertaken at College/School as well as offering the opportunity for students to come into contact with potential employers and gain skills and knowledge at an industry standard. Your trainer will

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discuss this if this is part of your course requirements, and you will complete an induction on this prior to your placement. (*Mandatory work placement is required for Certificate II/III in Hospitality qualifications*).

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Employer contributing to learner's training and assessment

Wherever possible the RTO will place students in workplaces that provide experience in the competencies included in their VET qualifications. This RTO does not use assessment by work placement supervisors. Students on work placements may record their activities in a workplace experience logbook (or similar document). The work placement organiser/teacher will seek the cooperation of the workplace supervisor in the sign-off on the accuracy of the student's entries in the log. This logbook (or similar document) may be used by the assessor to support judgments of competency. Students at this RTO will be placed in workplaces where it forms a mandatory requirement of the Training Package or Accredited course

What are my responsibilities when on work placement?

While on your work placement you will be expected to behave like a new employee as much as possible by following the rules of the workplace and the directions of the workplace supervisor and other employees.

The right attitude

You will need to:

- show enthusiasm, initiative and be ready to learn.
- accept and complete duties planned by the workplace supervisor.
- listen to instructions and ask questions if you are unsure about what is required.
- assist in the planning of your program.
- accept and act on advice given by workplace supervisors.
- ask for jobs when you have nothing to do.
- be polite, courteous and well-mannered throughout the placement with all staff members and customers.
- avoid distracting other employees unnecessarily from their work; and
- dress appropriately to industry standards and the workplace.



Attendance and punctuality

You will be expected to:

- be prepared to start your placement on time each day.
- take only the allocated time for morning tea, afternoon tea and lunch breaks, and return promptly to your work.
- account for any absences to the workplace supervisor and your VET trainer as you may be required to make up the lost hours at another time to fulfil the requirements of your course.



Student Support, Welfare and Guidance Services

Chisholm Catholic College will establish the needs of their students and deliver services to meet their individual needs where applicable. All students at Chisholm will be involved with some or all of the following processes, designed to establish their educational and support needs:

- SET plans
- subject selection processes

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- career guidance services

The provision of educational services will be monitored to ensure the RTO continues to cater for student needs through review of student senior education and training (SET) plans, as needed. The RTO will also ensure that all students receive the services detailed in their agreement with the RTO.

The RTO will continually improve student services by collecting, analysing and acting on any relevant data collection through students providing valuable feedback to the RTO through informal and formal processes i.e. through individual student assessment feedback, course evaluation feedback, quality indicators - student engagement surveys and school-generated surveys (where applicable).

Students have access to a wide range of support, welfare, and guidance services at the College from the Student Services Centre:

- Guidance Counselling (J)
- Careers Information (Library and VET Office)
- Vocational Education and Pathways (VET Office)
- Learning Enrichment (J2)
- Before School and After School tutorial (library)
- Program Leader VET
- Pathways Officer
- Principal, Deputy Principal, Assistant Principal Curriculum



Access and Equity

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

Chisholm Catholic College strives to meet the needs of each student through incorporating access and equity principles and practices which acknowledge the right of all students to equality of opportunity **without discrimination**.

For example, the following principles apply:

1. VET curriculum areas will be adequately resourced, with trainers with the right qualifications, to ensure you have quality outcomes.
2. VET training and assessment will be in line with industry standards to ensure quality outcomes for students. As well, a variety of training/assessment methods will be used to cater for the different ways in which students learn. Students with special needs will participate with an initial and annual panel meeting with their parent/guardian and relevant college staff to ensure that the training and assessment provided meets their needs.
3. All students will be actively encouraged to participate in VET programmes, irrespective of background/cultural differences.
4. Prior to participating in structured work placement, you will be provided with an induction programme which will equip you with the knowledge to recognise harassment/discrimination

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should it occur and to ensure you have the strategies to deal with anything like this. Appropriate support will be provided to ensure you are successful in your work placement.

5. Literacy/numeracy is integrated throughout all VET programmes, as well as being delivered separately through your English/Literacy and Maths/Numeracy programme.
6. This college 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.

Provision for Language, Literacy and Numeracy Support

All VET courses are sourced from training packages which outlines the guidelines and rules of delivery for each respective qualification. You will find that basic literacy/numeracy elements have been incorporated. In addition, every student at Chisholm Catholic College undertakes English, Maths and Religion.

If you still feel you need additional language, literacy or numeracy support, please approach the Program Leader VET & Careers and/or Head of Senior Schooling for advice for this support.

As part of the interview process of the college every attempt is made to ensure that students with learning needs are identified and referred to the Inclusion Education Team.

Workplace Health and Safety

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

- Use and take reasonable care of any protective equipment that is provided
- Obey any reasonable instructions in relation to health and safety
- Not interfere with or remove any safety devices from machinery
- Ensure that you do not endanger your own or others' safety by the consumption of alcohol or drugs

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- Report unsafe acts or equipment to a teacher/trainer and observe good housekeeping practices
- Report all injuries or near misses to a teacher/trainer
- Ensure that your conduct does not interfere with:
 - college property
 - college staff safety or welfare, or with their ability to perform their duties
 - student safety or welfare, or their ability to participate in and benefit from instruction.



Useful Links:

USI:

www.usi.gov.au/providers/create-usi-student

USI Privacy Notice:

www.usi.gov.au/documents/privacy-notice

National VET Data Policy:

www.dese.gov.au/national-vet-data/resources/national-vet-data-policy

Complaints and Appeals Policy:

[Chisholm Catholic College Careers - Vocational Education And Training](#)

Chisholm Careers Website:

[Chisholm Catholic College Careers - Home](#)

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Agreement:

All learners **must** maintain an awareness of the contents of this booklet!!!!!!

I, _____ (trainee) hereby agree to abide by the Policy and Procedures of VET delivery at Chisholm Catholic College. I have read the contents of this booklet and understand my rights and responsibilities. I will always produce work to the best of my ability, and I declare that it will always be my own work which will meet the industry standards as recommended by my trainer.

Qualification (Code & Name): _____

Trainer Name: _____

Signature: _____

Date: _____

Trainee Name: _____

Signature: _____

USI Number: _____