Contents

1.0 Vocational Education and Training (VET) at Canberra College
   1.1 What is vocational education and training?
   1.2 Competency and competency based assessment
   1.3 Results of competency based assessment
   1.4 Unique Student Identifier
   1.5 Credit Transfer

2.0 Assessment, Access, Equity and Appeals
   2.1 Assessment and Appeals
   2.2 Access and Equity

3.0 Recognition of Prior Learning (RPL)
   3.1 What is RPL?
   3.2 Applying for RPL
   3.3 RPL decision

4.0 Structured Workplace Learning (SWL)
   4.1 What is SWL?
   4.2 Student Responsibilities on SWL
   4.3 SWL completion requirements

5.0 Australian School Based Apprenticeships (ASBA’s)
   5.1 What is an ASBA?
   5.2 Setting up an ASBA
   5.3 Responsibilities of participating in an ASBA

6.0 Glossary of Vocational Acronyms and Terms

Appendices
Appendix 1: Student Quiz on Vocational Education
Appendix 2: The RPL process at Canberra College

Authors: Kaeren Sutherland and Graham Monger
1.0 Vocational Education and Training (VET) at Canberra College

1.1 What is Vocational Education and Training (VET)?

Vocational Education and Training (VET) enables students to gain nationally recognised qualifications for various types of training and develop specific skills to help them in the workplace. VET is competency-based learning that provides students with the opportunity to learn and demonstrate achievement of outcomes against competency standards set down by industry skills councils and educational bodies. Typically the duration of a training package is twelve months to two years and decisions about the duration of the delivery of a qualification takes into account the students’ likelihood of successfully achieving the learning outcomes and ensures that the integrity of the qualification outcomes are maintained.

VET is usually work-oriented education that provides students with the opportunity to learn and apply occupational skills. To achieve a VET qualification, students must demonstrate their knowledge in theory and in practice within the framework of a nationally recognised Training Package. A Training Package leads to a specific qualification in a field of study/work and can reduce the time it takes to complete an apprenticeship when you enter the workforce.

Canberra College is a Registered Training Organisation (RTO) and has an inclusive curriculum that values vocational courses along with tertiary and accredited programs. The College is scoped to deliver a range of vocational courses leading to industry qualifications at Certificate I and II levels. These can be viewed on: training.gov.au

Students can combine workplace learning with traditional programs of study, including working toward a Tertiary package with a VET component, as well as undertaking study in an Accredited package with a VET component or participating in a C course (competency only). These pathways are encouraged to provide students with a wider range of post-college options.

Students can pursue VET study across a range of courses at the College, including:

- Business Administration
- Hospitality
- Tourism
- Music Industry
- I.T

Students may also pursue VET studies through an external RTO and have credit awarded to their ACT Senior Secondary Certificate for those studies. This may take the form of undertaking Certificate II or III studies or completing an ASBA (Australian School-Based Apprenticeship).

Students are given the opportunity throughout the year to provide feedback on the VET course they are undertaking study in. These surveys are anonymous, but VET teachers, the
VET Coordinator and the College’s Senior Executive use this feedback to improve courses, resources and assessment for students in the College.

1.2 Competency and Competency based assessment

A competency is an agreed-upon standard of demonstrated performance within a certain industry. Industry and education bodies have devised a standard of performance, including elements and employability skills that are taught to students. Students demonstrate competence by consistently applying their learning in workplace or simulated situations. A student is deemed competent by a trainer when he/she demonstrates the competence both in theoretical situations and in practical application.

All Training Packages are subject to the guidelines of the Australian Qualifications Framework (AQF). The AQF provides these overarching guidelines for achievement at different levels, ranging from Certificate I to PhD level and including the Senior Secondary Certificate level. The AQF can be viewed at: [http://www.aqf.edu.au/](http://www.aqf.edu.au/). Specific training package requirements can be found on the BSSS website and will be present on Unit Outlines. Additionally, students can achieve recognition of competencies in a work environment, without a formal training component, as a part of the Recognition of Prior Learning (RPL) processes.

1.3 Results of Competency based Assessment

The assessment of competence must focus on the competency standards and the associated elements as identified in the Training Package. Assessors develop assessment strategies that enable them to obtain sufficient evidence to deem students competent. This evidence must be gathered over a number of assessment items. Competence to industry standard requires a student to be able to demonstrate the relevant skills and knowledge in a variety of industry contexts on repeated occasions. Assessment must be designed to collect evidence against the four dimensions of competency.

- **Task skills** – undertaking specific work place task(s)
- **Task management skills** – managing a number of different tasks to complete a whole work activity
- **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
- **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.

Students will work towards a full qualification or statement of attainment by successfully completing the competency and qualification requirements. The time taken to complete the requirements will vary from 12 months to 2 years depending on the qualification level and competency requirements. Students also receive regular reports on the competency.
completion and progress through a qualification. The VET teacher or VET Co-ordinator can provide this information.

1.4 Unique Student Identifier

As of January 2015 all VET students are required to have a Unique Student Identifier (USI) before they can receive any formal documentation relating to a VET qualification. To generate a USI see your VET teacher or visit the website www.usi.gov.au. Your VET co-ordinator will need to verify the USI, please ensure that you bring identification such as a driver’s licence, Medicare card or passport.

1.5 Credit Transfer

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

2.0 Assessment, Access, Equity and Appeals

2.1 Assessment and Appeals

The College has clear Assessment and Appeals procedures outlined in the Student Handbook, on Unit Outlines and available from the BSSS (Board of Senior Secondary Studies). These procedures can be viewed on the BSSS website: www.bsss.act.edu.au/

Please note that in VET studies where a student has been assessed as Not Yet Competent, they have the opportunity to ‘resit’ or ‘reassess’ a particular competency to show achievement. VET teachers across the College ensure students have multiple opportunities to demonstrate competence, as per the requirements of the course that they are teaching.

2.2 Access and Equity

Canberra College has clear Access and Equity policies that are applied across the College. These are outlined in the BSSS guidelines and guidelines provided by the Education and Training Directorate, ACT. Further information about these can be found at http://www.det.act.gov.au/publications_and_policies. These guidelines include policies to promote WH&S and to redress concerns around racism, sexual harassment and bullying.

The Student Services team at Canberra College (including the Counsellor, Year Advisors and Executive Teacher, as well as the Assessment and Reporting Coordinator) is primarily responsible for access and equity issues. Other people to consult include the Anti-Sexual Harassment Officers, the Indigenous Contact Officer, any Executive Staff member or
teaching staff. All staff are responsible for facilitating access and equity issues for students through a process of referral to the appropriate contact officers.

VET teachers ensure principles of access and equity are met for all students, including those with an identified learning need or disability. Teachers will recognise the need to offer reasonable adjustment for assessment for students, where required, to meet learning needs. Students must still meet the requirements of the Training Package, including the conditions of reasonable adjustment of assessment for a competency. VET teachers are familiar with the specific circumstances of WH&S and work placement requirements that are required by the relevant Training Package and take this into consideration when providing reasonable adjustment of learning.

If a student is unclear about this process, they are welcome to speak further with the teacher, discuss their concerns with the Executive Teacher of that faculty, see the VET Coordinator or speak with a Year Advisor in Student Services. Students are encouraged to seek support and help as they need it.

3.0 Recognition of Prior Learning (RPL)

3.1 What is RPL?

Students who have achieved competencies within a training package or believe they can demonstrate said competencies are encouraged to apply for RPL, which will require them to provide evidence of this achievement. By undertaking an RPL process students can:

- reduce the number of units of competency you have to study to achieve your VET qualification,
- reduce the number of assessment tasks they may need to complete to demonstrate competence.
- Demonstrate that on the job learning is also valuable in skills and knowledge development.

3.2 Applying for RPL

If a student can demonstrate competence in the workplace, he/she must also give the teacher (trainer and assessor) the opportunity to recognise this competence and sign-off against it. Employers can provide additional evidence via a third party report. Conversations with the employer about the person’s ability and skills in the workplace can be documented via this report. Please see Appendix 2 for a flow chart of the RPL Process at Canberra College.

3.3 RPL Decision

Upon completion of the RPL process students can see the VET Co-ordinator or their VET teacher about the decision of process.
4.0 Structured Workplace Learning (SWL)

4.1 What is SWL?

Structured Workplace Learning (SWL) is the workplace component of a nationally recognised industry specific VET delivered in Secondary Schools program. It provides supervised learning activities contributing to an assessment of competence and achievement of outcomes and requirements of a particular Training Package. SWL is not a mandatory component of all VET courses; see the VET teacher or VET co-ordinator for confirmation.

Students must be able to demonstrate identified competencies in SWL units with direct reference to elements of competence and required skills and knowledge from the relevant Training Package. Assessment of SWL units is competency based and reliant on the gathering of sufficient evidence from a student’s work placement. Students will be awarded a grade Pass or Participated in the SWL unit (refer section 4.3.6.3 Unit Grades – BSSS Policies and Procedures Manual).

SWL contributes toward the successful completion of a qualification giving students valuable workplace understandings; work readiness and can lead to employment. SWL is generally broken into blocks of hours that students spend in a workplace to demonstrate achievement of learned competencies in an industry context. A good example is Certificates I and II in Hospitality. Students who wish to complete a full qualification before the end of Year 12 are given opportunities to undertake and complete SWL.

4.2 Student Responsibilities

Students who undertake SWL must be aware of the following responsibilities:
- Students who undertake SWL during the teaching period do so with an awareness of the balancing act of completing assessment and negotiating assessment deadlines with classroom teachers in other subjects to support their vocational studies.
- Must attend the required days and times to complete their SWL
- Be in contact with the employer (1 week prior) to ensure they understand workplace requirements.
- When undertaking a SWL placement, the student is required to notify classroom teachers of an expected absence prior to the completion of an SWL.
- Complete the 4 way agreement and returned to the SWL Co-ordinator.
- Complete their SWL booklet with their employer while on placement.

4.3 SWL Completion Requirements

To gain credit for SWL, students must complete all workplace and SWL booklet requirements. Different qualification levels require a number of workplace hours to be
completed to meet the VET course or training package requirements. To understand the SWL requirements for your course please ask your VET teacher or the VET Co-ordinator.

5.0 Australian School Based Apprenticeships (ASBA’s)

5.1 What is an ASBA?

An ASBA is a part-time apprenticeship that involves paid work and training. Students are awarded credit towards their Year 12 Certificate for participating in an ASBA. All VET programs involve real work experiences and both external and internal assessment. Additionally, students can achieve recognition of competencies in a work environment, without a formal training component, as a part of RPL process.

Canberra College offers opportunities for ASBA’s in a range of career fields. Please contact our ASBA Coordinator Sonya Bell for more information and details of opportunities.

Any student in the College can access ASBA opportunities, but there are long-term commitments to ASBAs that require students to be organised, punctual and dedicated so that they complete their ASBA within the specified time limit (in this case, up to two years of college study) and so that they fulfil their work obligations to the employer who their ASBA is with. Students participating are provided with details on their responsibilities and requirements of participating as an ASBA before they sign in to a training contract.

ASBAs in ACT government schools are guided by ETD policy, which can be found at:


For further information about traineeships or Apprenticeship-based training, students can access the following sites:
https://jobsearch.gov.au
www.aapathways.com.au
www.careerone.com.au

5.2 Setting up an ASBA

The following website contains the management and setting up of an ASBA for students.


Importantly students are encouraged to speak to Transitions and Careers Advisors, the ASBA Co-ordinator or VET Co-ordinator regarding any questions that they have about ASBAs, VET and further education or training post-Year 12.

5.3 Responsibilities of participating in an ASBA

Once contractual paperwork, work days and classes have been organised, it is the responsibility of the student to turn up regularly for work and complete work activity in a
6.0 Glossary of Vocational Acronyms and Terms

ASBA

Australian School-Based Apprenticeship

ASQA

Australian Skills Quality Authority

Accredited VET course:

An accredited VET (Vocational Education and Training) course is:

- a structured sequence of training developed to meet training needs that are not addressed by existing training packages
- a course accredited by the national VET regulator or by a delegated body of the national VET regulator, and
- a course that has been assessed by ASQA as compliant with the Standards for VET Accredited Courses 2012 and the Australian Qualifications Framework (AQF).

Australian Qualifications Framework (AQF)

The national policy for regulated qualifications in the Australian education and training system. The AQF incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework. Further information can be found at: www.aqf.edu.au

BSSS

Board of Senior Secondary Studies

Competency

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.
Qualification

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 community needs.

Recognition of prior learning (RPL)

An assessment process that involves the assessment of an individual’s relevant prior learning (including formal, informal and non-formal learning) to determine the credit outcomes of an individual application for credit.

Registered training organisation (RTO)

An organisation, registered with ASQA in accordance with the requirements of the VET Quality Framework, to provide specific vocational education and training and/or assessment services.

Training package

Training package means the components of a training package endorsed by the Industry and Skills Council or its delegate in accordance with the Standards for Training Packages. The endorsed components of a training package are: units of competency; assessment requirements (associated with each unit of competency); qualifications; and credit arrangements. The endorsed components form part of the requirements that an RTO must meet under these Standards. A training package also consists of a non-endorsed, quality assured companion volume/s which contains industry advice to RTOs on different aspects of implementation.

Vocational education and training (VET)

Post-compulsory education and training (excluding degree and higher level programs delivered by further education institutions) which provides people with occupational or work-related knowledge and skills.
APPENDIX 1: Student Quiz
Understanding Vocational Education (VET)

1. What is VET an acronym for? ____________________________________________

2. What is SWL?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

3. What is a competency?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

4. What is a Training Package?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

5. What is an ASBA? And, who can undertake an ASBA?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

6. What Training Package are you enrolled in? Provide the full Certificate Level and title of the Training Package
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

7. How long will it take you to complete your qualification?
   ________________________________________________________________

7. List 3 other VET courses that are offered by the College
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

8. What is the AQF? ________________________________________________
APPENDIX 2 – The RPL PROCESS

5 Essential Steps

- **STEP ONE**
  
  See the VET coordinator or Careers Adviser for the RPL information kit: What is RPL?

- **STEP TWO**
  
  Complete an application for the competency/s you are wishing to seek RPL for

- **STEP THREE**
  
  Collect evidence that supports your application

- **STEP FOUR**
  
  Your evidence is assessed against the competency standards

- **STEP FIVE**
  
  Recognition is granted or denied