



VET HANDBOOK

A GUIDE FOR STUDENTS / PARENTS / CARERS

2024

Sydney Catholic Schools Ltd
RTO Code: 90478



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Welcome

Vocational Education and Training (VET) can provide students with real skills for real careers, knowledge and experiences that will improve their job prospects, prepare students for entry to the world of work and employment due to their ability to transfer these skills from the classroom to the workplace.

This Student and Parent/Carer Guide will provide you with the information you need prior to commencing a VET course, procedures you will need to be familiar with during the course and sample documentation that will be referred to and required to be completed during the course. Please take the opportunity to read and discuss the information in this booklet to ensure you develop an understanding of all of the requirements of VET courses.

Our RTO has met rigorous quality standards to become a Registered Training Organisation (RTO) with the national regulator, Australian Skills Quality Authority (ASQA). Details of our RTO are as follows:

RTO Name: Sydney Catholic Schools Ltd as the Trustee for Sydney Catholic Schools Trust

RTO Code: 90478

Congratulations on selecting a VET course. We wish you well on your VET journey.



real skills for
real careers

What are VET courses?

VET courses are accredited by the NSW Educational Standards Authority (NESA) and count towards the Higher School Certificate (HSC). They are also very different from other NESA HSC courses that students will study at school:

- They are based on national training packages that are designed to meet industry training needs.
- They lead to the achievement of nationally recognised qualifications within the Australian Qualifications Framework (AQF), that is Certificate I, II or III (if all required units of Competency have been achieved) or Statement of Attainment towards the Certificate if all competencies are not achieved. For information go to: <http://training.gov.au/>
- They provide students with opportunities for practical, work-based learning that will assist students in developing the knowledge and skills required for work and further study.
- They are assessed through competency based assessment.
- Stage 6 VET Framework courses may also count towards the Higher School Certificate requirements.
- VET courses may be studied within your school, through the Training Centres, at TAFE or through a private training provider.
- For NSW school students in Years 9–12 VET is ‘dual accredited’. Students receive recognition towards their school qualification (Record of School Achievement or HSC if a course is undertaken via early commencement Stage 6, or as a Stage 6 course), as well as a nationally recognised VET qualification ([Certificate or Statement of Attainment](#)).

To view the syllabus, associated documents, examination materials and support materials for VET Framework Courses offered by NESA please view the links below:

- [Automotive](#)
- [Business Services](#)
- [Construction](#)
- [Electrotechnology](#)
- [Entertainment Industry](#)
- [Financial Services](#)
- [Hospitality](#)
- [Human Services](#)
- [Information and Digital Technology](#)
- [Metal and Engineering](#)
- [Primary Industries](#)
- [Retail Services](#)
- [Tourism, Travel and Events](#)

For Board Endorsed Courses, please see the [Board Descriptors on NESA](#)

What credentials will I get at the end of my VET course?

For courses delivered at school, you can receive an AQF Certificate I, II or III, depending on the course of study and the units of competency you have achieved. If you have not achieved all of the course competencies at the end of the course, or your course does not cover all competencies for a particular qualification, you will receive a Statement of Attainment. Some courses deliver part of the qualification, for these courses, a Statement of Attainment is issued to students.

Students completing VET courses could receive:

- An AQF Certificate or Statement of Attainment. The AQF Certificate is awarded if all required Core and Elective Units of Competency have been achieved;
- Transcript listing the Units of Competency achieved;
- For Stage 6 courses, a HSC testamur and Record of School Achievement (RoSA) listing the VET courses(s) studied along with your other subjects.

Qualifications - At School and Beyond

Australian tertiary qualifications are connected with the Australian Qualifications Framework (AQF), which allows easy movement between VET providers and universities and between other institutions and training providers. The chart below gives a simple overview of the qualification levels and the possible progression.



Career pathways are not always in a straight line and it is possible to change and take different directions. Many lower level certificates have common units that feed into a number of job and career pathways. They allow for various entry options, including direct entry to all qualification levels, and allows some credit transfer between qualifications.

Quality Training

Our RTO has to adhere to rigorous quality training standards to become a Registered Training Organisation, registered with the Australian Quality Skills Authority (ASQA).

What does this mean for you?

- The training and assessment you will receive meets national standards
- The qualifications you receive will be recognised by other Registered Training Organisations
- Your teachers are well qualified and have undertaken additional industry training and experience and are required to keep current in their industry
- You will be asked to provide feedback on your VET course through completion of surveys and discussions which ensure the organisation maintains a commitment to quality course delivery.

VET Courses at SCS RTO

VET COURSES		
Stage 6		Stage 5
VETis Industry Curriculum Framework Course	BEC Board Endorsed Course	
<ul style="list-style-type: none"> • Automotive • Business Services • Construction • Electrotechnology • Entertainment Industry • Financial Services • Hospitality • Human Services • Human Services • Information and Digital Technology • Primary Industries • Retail Services • Tourism, Travel & Events 	<ul style="list-style-type: none"> • Active Volunteering • Beauty Services (Make up) • Creative Industries • Early Education Childhood and Care • Fitness • Furniture Making • Hairdressing • Music • Plumbing • Salon Assistant • School-Based Education Support • Skills for work and vocational pathways • Sport Coaching • Plumbing • Skills for work and vocational pathways 	<ul style="list-style-type: none"> • Automotive • Retail

NB: A student must be assessed in ALL the planned units to achieve the Certificate Level. Otherwise, a Statement of Attainment is issued for the units achieved. NB: Work Placement is not a requirement for Stage 5.

Frequently Asked Questions About Studying VET Courses

What if I change my mind about my career path and leave school or don't complete my qualification?

You will receive a Statement of Attainment for completed modules/units, many of which are relevant to a range of courses you may choose to study.

How do I decide if I should do a VET course at school for my HSC?

Speak with your VET Coordinator and Careers teacher at school. Talk to your family or friends who work in the field you are considering. Participate in taster programs if they are offered at your school. Go to information sessions online and at school.

Will my part-time job count for work placement hours?

It can, but it needs to relate specifically to the required competencies of your VET subject. Talk to your VET Teacher for advice.

How will I manage to keep up with my class work whilst undertaking work placement?

Be organised and notify your teachers in plenty of time so that you can get the work before you go on work placement. Ensure that you keep up to date with all of your work and find a buddy in your classes to help take notes that you may miss whilst on placement. These skills will help you later on when you leave school and are transferable to the workplace.

Does a VET course help me if I want to go on to further study post school?

Yes, the units you will cover in your VET courses may also give you credits. Speak to your Careers Adviser or VET teacher at school about your areas of interest and any questions relating to opportunities of further study in the future.

Can my VET Course contribute to my Australian Tertiary Admission Rank (ATAR)?

Yes, Industry Curriculum Framework courses are Board Developed courses which may contribute to your ATAR if you sit the respective HSC examination. Board Endorsed Courses do not count in the calculation of the ATAR.

Students should confirm with their school's Curriculum Leader to ensure that their subject choices meet entry requirements for the HSC and possible award of an ATAR.

Do I have to do exams in VET courses?

You do not have to do the optional external HSC examination, however, if you want the course to count towards the calculation of your **ATAR**, you **must** undertake the written exam. Only **ONE**

Board Developed VET Course can contribute towards the ATAR calculation. Board Endorsed Courses do not count in the calculation of the ATAR.

If a student is ill or injured and is unable to sit the formal HSC examination, NESA will refer to the HSC Exam Mark Estimate that has been submitted by the school. This is usually based on the internal examinations and/or the trial examination.

If you decide not to sit for an ATAR examination in your VET Subject what should you do?

You will need to complete a VET HSC Exam Withdrawal form if you do not wish to sit for the HSC examination in your VET subject. Please speak with your VET Coordinator or Careers Advisor in your school if you are unsure about which pathway to undertake. All Year 12 VET Framework students are entered into the HSC examination and therefore you are required to notify us if you are undertaking a Non ATAR pathway and do not wish to sit the HSC examination.

Competency Based Assessment

Demonstrating competence means that a student can perform the task or show an understanding to the level / standard required by industry on more than one occasion in either a classroom setting, during work placement or in a simulated training environment. This means the student's performance will be judged against a prescribed standard contained in each unit of competency. In competency-based assessment students are either deemed as **competent** or **not yet competent**.

Teachers will gather information and make judgments about a student's achievement on a continuous basis during the delivery of the training course. When students undertake an assessment task or practical assessment, they will be assessed as either **competent** or **not yet competent**. Assessment Tasks in VET have three forms of evidence. These may be:

- Questions
- Observation which occurs during practical and simulated work activities; and
- Structured activities

Competency-based assessment focuses on the requirements of the industry workplace. 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 of competence involves the assessment of skills and industry knowledge being combined. As such, an integrated and holistic approach to assessment has been adopted. This means that Sydney Catholic Schools Ltd assessment tasks often have several units of competency assessed together.

To achieve an (AQF) Australian Qualification Framework VET Certificate or Statement of Attainment, a student must be assessed as competent according to the requirements set out in the national Training Package. **Any student that is deemed not yet competent in a task needs to re-submit the task.**

Students are given the opportunity to re-submit to demonstrate their competence, however, in some instances, it is not possible to repeat practical activities, hence the student will not achieve that unit of

competency. A student studying a full qualification, will receive a Statement of Attainment if all units of competency are not achieved.

COMPETENCE



Student competence can only be measured (assessed) by a qualified teacher and/or another industry-qualified assessor. To ensure quality assessment occurs and no student is disadvantaged by the process the following occurs:

- The RTO Registered Training Organisation (SCS) Sydney Catholic Schools Ltd through liaison with industry develops all VET assessment tasks / tools to assess the competence of a student.
- The school provides an Assessment handbook and Schedule so students are aware when a task will be due
- The teacher distributes the task, outlines specific assessment requirements and provides adequate time to complete the mandated task throughout the course.
- If components of the task are incomplete or a student doesn't meet the industry standard, the student will be able to re-submit the task

It is anticipated that students will undertake the necessary effort required in a vocational course to meet the task requirements on the first attempt, however, if this is not achieved the student will be provided with feedback, assigned a resubmission due date and will be provided with **a maximum of 3 attempts / re-marks to complete all the components of the task to the level required.**

NB: If a student believes that they have not been fairly assessed the student has a right of appeal. The school's assessment policy provides full details of the appeals processes. See appeals Process in the schools Assessment Book.

When a student successfully demonstrates competence against a particular standard they're judged as '**Competent**'. There is no pass/fail or grading for VET competency tasks. A student is either '**competent**' or '**not yet competent**'. The '**Not yet competent**' really means that the student is working towards competency and is still yet to meet the industry standard for that assigned task. **A student will be provided with ongoing feedback and access to competency progress in both assessment tasks and school semester reports.** At the end of the Preliminary and HSC years the teacher will notify NESA of a student's competency outcome.

Frequently Asked Questions about Assessment tasks

What if I'm away the day the assessment task is given out?

It is your responsibility to contact your teacher and your teacher's responsibility to get the task to you. Students should be aware according to the Assessment schedule provided when tasks will be due and therefore should be expecting that the task will be available for them at least two weeks prior to the due date.

What if I am away for an in-class (Practical) Assessment Task?

Any student who is absent from an in-class Assessment Task must produce medical certificate on the first day back after the absence. The VET Teacher will then re-organise for a make up assessment date to sit the task if possible. Please note, sometimes it is not possible to do this for some practical assessment, for example, brick and block assessment for Construction.

What if there is a computer/electronic malfunction on home or school equipment?

It is the student's responsibility to save all assessment work progressively in at least 2 places (external hard drive and/or USB). Students must take responsibility for the security of their electronic data well in advance of the due date for completion of an assessment task. Printer malfunction or 'running out of ink' aren't considered to be acceptable reasons for illness/misadventure application.

What if I left my assessment task in another house because I live in two places or haven't been home for a number of days?

This excuse cannot be used as grounds for appeal. Unless someone can get the assessment to school, you will be deemed not competent with a non-serious attempt. You will need to foresee this and be organised.

What if I gave my assessment task to someone else to hand in but it has been lost?

This is not grounds for appeal.

What if we are on holidays when a task is given out?

It is your responsibility to find out before you leave and make arrangements with your teacher. You must formally write to the Principal of the College requesting holiday leave.

What if I am on holidays when a task is due?

It is your responsibility to submit the task on or before the due date. If you are absent for a practical assessment, you will need to negotiate with your teacher.

What if I give my assessment to another student to help them out and they copy it word for word and hand it in?

Firstly, you should never do this. In this case, you will receive an 'N-warning letter and your task will not be marked. The student who copies your work will receive an 'N-warning letter as well. Teachers do not miss seeing that assessments are identical.

What if I don't understand the task and realise this the night before the task is due?

This does not constitute grounds for appeal. You are strongly advised to read the task and begin planning after receiving the task. You are also recommended to approach your VET teacher and discuss any concerns you may have early on, in relation to the assessment task to receive additional help and preparation to undertake the task within the timeframe.

Schedule of Assessment Tasks

Students are provided with a schedule of assessment tasks in the school VET handbook issued each year. It contains information about the tasks, outcomes and the timing of these. These schedules may be modified according to student needs and course requirements. The majority of assessment occurs towards the final weeks of the module being delivered, with the exception of some practical coursework which accumulates ongoing evidence throughout the module (please see sample below). As a result, the school assessment schedule should only be used as a guide. Please also note that the competency assessment schedule may also change subject to changes to the training package.

Hospitality

Competency Assessment Schedule 2024-2025
Qualification: SIT20322 Certificate II in Hospitality
 (Food and Beverage)

Task	Module	Unit of Competency		Task Type	Task Due
1	Safety	SITXWHS005	Participate in safe work practices	<ul style="list-style-type: none"> • Questions • Observation • Structured activities 	Components of the task will be due throughout Term 1 2024. All components of this task must be completed by the end of Term 1 2024.
2	Hygiene & Food Safety	SITXFSA005	Use hygienic practices for food safety	<ul style="list-style-type: none"> • Questions • Observation • Structured activities 	Components of the task will be due part of Terms 1 & 2 2024. All components of this task must be completed by Term 2 Week 6 2024.
		SITXFSA006	Participate in safe food handling practices		

Supporting Student Learning

All schools delivering vocational education and training qualifications support student learning by providing:

- Links with industry to ensure training meets industry standards and students have the opportunity to learn in a supported and simulated training environment;
- A safe and healthy learning environment - both within the school and in work placement; students undergo work readiness training prior to undertaking work placement and will only be placed in a work placement when they are vocationally ready.
- Counselling and careers advisory services within the school setting;
- Learning resources and facilities to enable students to develop course competencies;
- Support with literacy, language and numeracy skills to ensure students are able to fully engage in their respective subjects;
- Support for Aboriginal and Torres Strait Island students and students from non-English speaking backgrounds.

Course Expectations

- As with any other areas of study, students are expected to work hard to develop, achieve and demonstrate the knowledge and skills of the VET course.
- The focus of VET courses is on working in industry, therefore behaviour must be reliable and responsible both at school and in the workplace. Students are expected to meet work placement requirements as required by NESAs.
- A student must observe all Work Health and Safety requirements of the course.
- Responsible use of resources and equipment for the course.
- As key VET training components and competencies are developed and assessed overtime, regular attendance and participation is vital for success to be achieved in the subject. Due to the practical nature of some courses, classes may need to be scheduled before and after school hours. Any changes will be notified by the teacher to the student and home school contact if it is a class through one of the Training Centres.
- Students must meet the mandatory work placement hours. A doctor's certificate is required if a student is absent from work placement. This certificate must be given to the VET teacher on return to school.

'N' Warning Letters

'N-Warning letters' may be issued if assessment tasks are not handed in by the due date. Other reasons a 'N-Warning letter' may be issued:

- Plagiarism of a task
- not carrying out due diligence in class
- unexplained absences during work placement
- Unexplained absences from school
- Submission of an assessment task that is clearly a non-serious attempt.

Refer to the school assessment policy for the procedure for issuing 'N-Warning letters'.

Appeals/Complaints in VET

If you disagree with the outcome of an assessment because you believe that you have met the standards for performance (benchmarks), you have the right to appeal. You must ask for a review as soon as possible after receiving your result. You should take the following steps:

1. Speak to the teacher who assessed your work
2. If you are not satisfied with your discussion with the teacher then make an appointment to speak to the VET Coordinator.
3. The VET Coordinator will discuss your concerns with you.
4. A joint meeting will be arranged between you, the teacher and the VET Coordinator so that your concerns and those of the teacher can be addressed.
5. If you are still dissatisfied, you will need to speak to the Curriculum Leader, and/or you may contact the RTO.

Student Rights

To be accurately informed by being provided with;

- An outline of the course of study;
- Information on possible employment outcomes;
- Information on how and when assessment will occur;
- Information on progress;
- Information on the mandatory requirements for the course.



To be treated fairly by being;

- Allowed equal access to a relevant and appropriate course of study;
- Appropriately supported in the learning and assessment;
- Able to work, and be assessed, without discrimination;
- Able to access modified tasks that suit individual needs, whilst maintaining the intent of the qualification;
- Aware of my rights and seeking advice and assistance where required;
- Assertive without treating others unfairly nor disrespectfully.

To have competencies recognised by being;

1. Able to claim recognition for units of competence achieved with other training providers;
2. Able to claim recognition for competencies achieved in work or life experiences;
3. Given opportunities to have competence assessed or reassessed.

To have the opportunity to evaluate learning experience by being;

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

Student Responsibilities

To be properly prepared by;

- coming to all classes, assessment events and work placement properly equipped and dressed in the appropriate uniform and wearing PPE if required;
- meeting industry standards, for example, no acrylic nails and nail polish for cookery students;
- informing the appropriate people if unable to attend work placement or if there are issues with the course;

To respect the rights and property of others by;

- not hindering the work of fellow students, teachers or fellow workers through disruptive behaviour or inappropriate conduct;
- treating fellow students, teachers and other staff, fellow workers and employers with dignity and respect;
- treating the property of fellow students, teachers, employers and the school with care;
- working cooperatively with fellow students, and teachers to ensure the health and safety of all;
- being mindful of the information and confidential matters that you may be exposed to. A student will be expected to maintain privacy by not repeating any of this information. In some cases, employers may want a student to sign a **confidentiality contract**.

If a student's rights have not been met

- Firstly discuss it with the classroom teacher
- If still not satisfied, submit a complaint in writing and discuss it with your VET Coordinator
- A student can expect a copy of the decision in writing.
- If still not satisfied, see other stakeholders at school.

Recognition of Prior Learning (RPL)

The Registered Training Organisation, under which student AQF qualifications are recognised, has a mutual obligation to recognise qualifications issued by other Registered Training Organisations. If a student has already achieved a qualification or a Statement of Attainment towards the course they may be eligible for Recognition of Prior Learning (RPL), using AQF certificate and other supporting evidence.

A student may also be given some recognition for competencies achieved elsewhere. In some instances, work skills already achieved through paid part-time work may be able to be given recognition. The student must discuss this with the teacher, who will need to see evidence of competence to be able to award Recognition of Current Competency for any units of competency included in the course.

If students are studying in more than one VET HSC course there may be units of competency that overlap and therefore students will receive a credit transfer in other courses with the same unit code, once they have successfully achieved competency in an assessment task.

An RPL application for mandatory work placement may be possible if a student is currently employed in a work related field associated with the VET HSC course they are studying. The teacher or the school's VET Coordinator can provide more details of the recognition process.

Recognition of prior learning (RPL) is an assessment of the skills and knowledge you have gained outside the formal education and training system.

- You may have gained these skills and knowledge through:
Previous work experience
- Voluntary work
- School experience
- Life experience
- Sporting achievements.

What is the RPL Process for Work Placement?

1. Talk to your VET teacher about your wish to apply for RPL, your grounds for exemption, the evidence you require and the implications of a successful application
2. Take your RPL application form to the workplace and get your employer to complete it providing details of:
 - a. How many hours your work each week
 - b. What duties you undertake at work
 - c. Your current position and the date you commenced your employment
3. Submit your completed RPL application to your VET teacher
4. Your VET teacher will assess your application and call your employer to verify the information
5. Your VET teacher will assess the application with the VET Coordinator
6. Your VET teacher will report back on the success of your application.
7. Your VET teacher will upload your application to the applicable College compliance folder and you will have 35 mandatory hours recognised as completed against your course requirements.

What is the RPL Process for Units of Competency?

1. Talk to your VET teacher about your wish to apply for RPL, your grounds for exemption, the evidence you require and the implications of a successful application.
2. Take your RPL application form to complete and provide documentary evidence of the completion of units of competency:

Examples of Documentary Evidence for RPL:

- AQF VET Certificate and Transcripts or Statement of Attainment
 - TAFE Results Notice
 - Statement from employer regarding formal work training e.g. MacDonald's Crew Training
 - Outline of skills and knowledge mapped to the unit of competency
3. Submit your completed RPL application to your VET teacher.
 4. Your VET teacher will assess the application with your VET Coordinator and VET Education Officer
 5. Your VET Teacher will report back on the success of your application.

Credit transfer

Credit transfer is when credit is given towards a qualification, for a unit of competency from a nationally accredited course that you have completed through formal vocational education and training.

What is the Credit Transfer Process for Units of Competency?

1. Talk to your VET teacher about your wish to apply for Credit Transfer, your grounds for exemption, the evidence you require and the implications of a successful application.
2. Take your RPL/Credit Transfer application form to complete and provide documentary evidence of the completion of units of competency:
Examples of Documentary Evidence for Credit Transfer:
 - A QF VET Certificate and Transcript of competencies achieved
 - A QF VET Statement of Attainment showing competencies achieved
3. Submit your completed Credit Transfer application to your VET teacher.
4. Your VET teacher will assess the application with your VET Coordinator and VET Education Officer
5. Your VET Teacher will report back on the success of your application.

Uniform Requirements

Some VET courses such as hospitality will require you to wear a uniform for part or all of the classes. You will be advised about the uniform requirements prior to starting the course. You will not be able to participate in the practical training if you do not bring your uniform to class if required. Because VET courses are designed to train students for employment in industry, students are expected to conform to industry standards with regards to uniform and other safety equipment whilst in training environments. The teacher will provide more information about uniform and safety equipment requirements for the particular VET course.

If you are undertaking a construction VET course you will be required to wear appropriate PPE such as safety boots. You will be excluded from practical activities and an 'N-warning letter may be issued', if you do not come to class ready to work and adhering to the subject requirements.



Fees

For some courses, fees are charged to cover additional course costs such as consumable materials used in training, Whitecard training administration fee, first aid training, PPE such as disposable gloves, etc. This is identified in the subject selection process. Additionally, students will have to cover the costs of work placement travel.

If cost is a barrier to a student undertaking a VET course, talk to your school.

Legislation

There are some Commonwealth and State Legislative requirements that affect students, particularly whilst on work placement. Students must demonstrate an understanding of this legislation to be deemed work ready by their teacher. For more information on any of the following, visit the NSW Consolidated Acts website.

www.austlii.edu.au/au/legis/nsw/consol_act/

Anti-discrimination Legislation

The following Acts make it illegal to discriminate against people;

- [Anti-Discrimination Act 1977 \(NSW\)](#)
- [Anti-Discrimination Amendment \(Religious Vilification\) Act 2023](#)
- [Racial Discrimination Act 1975 \(Commonwealth\)](#)
- [Sex Discrimination Act 1984 \(Commonwealth\)](#)
- [Human Rights and Equal Opportunity Commission Act 1986 \(Commonwealth\)](#)
- [Disability Discrimination Act 1992 \(Commonwealth\)](#) and [Disability Standards for Education \(2005\)](#)
- [Disability Discrimination and Other Human Rights Legislation Amendment Act 2009 Commonwealth](#)

Privacy Legislation

- [Privacy Act 1988 \(as amended\)](#)

Work Health and Safety

Work Health and Safety is an important part of any workplace. Prior to work placement students should have completed [go2workplacement modules specific to their course](#) which will provide each student with a good understanding of the legislation, hazard identification, safe work practices, emergency and reporting procedures that they will need to know about. Students must complete a mandatory/module comprising Work Health and Safety, Personal Attributes, and Employment Related Skills and the Industry Competency to qualify for a Work Placement Ready Certificate before they will be able to go out onto work placement. The Certificate informs a host employer that the student has prepared for work placement. Where appropriate, students must also complete their Ongoing Safety Modules. Applicable legislation includes:

- [Work Health and Safety Act 2011 \(NSW\)](#)
- [Work Health and Safety Regulation 2017 \(NSW\)](#)

In accordance with the **Work Health and Safety Act and Regulation**, all **employers** are required to manage potential risk and provide a safe and healthy workplace for students as part of their duty of care, including a site-specific work, health and safety orientation at the commencement of, or prior to, the workplace learning program. The **school** is responsible for deciding if placements are suitable, preparing students for workplace learning, monitoring the student's progress and welfare during the placement and following up with them immediately afterwards. **Parents and carers** are required to be or to nominate an alternative emergency contact for any emergencies that occur outside normal business hours. Where the workplace is considered to be of **high-risk (eg; construction)**, **students must have their Whitecard with them at all times.**

Child Protection Legislation

Under the [Child Protection \(Working with Children\) Act 2012](#), students must not be asked by a child related employer to have any unsupervised contact with children or young people 18 years old or younger. This means that whilst undertaking a Workplace Learning Program a student must **never** carry out a task that requires the student to have **unsupervised contact with children**. If an employer does ask a student to do such a task, the student needs to politely decline and contact the school immediately.

This is particularly relevant for students that attend work placements in; pre-schools, kindergartens and child care centres, schools or other educational institutions, in wards of public or private hospitals in which children are patients, in clubs, associations or movements (including of a cultural, recreational or sporting nature) having a significant child membership.

In these and all other workplaces, the legislation is also designed to protect a student from any form of physical, psychological or sexual abuse. Students need to be aware that if they feel uncomfortable about anything they are asked to do in the workplace, they should contact the school immediately.

The work placement employer has been asked to sign a statement declaring that he/she understands the need to comply with WHS, Child Protection and any other legislation that affects workplaces, before a student commences a workplace-learning program.

All host employers receive **The Workplace Learning Guide for Employers** from the *Work Placement Service Provider* to help them provide safe and effective learning opportunities for students attending their workplace. The employer is required to ensure that all staff are aware of child protection issues and of their special responsibilities when working with school students.

Apprenticeship and Traineeship Act 2001

The [Apprenticeship and Traineeship Act 2001](#) provides for the recognition of trade vocations and sets out roles and responsibilities of employers, apprentices and trainees.

Privacy Notice

Sydney Catholic Schools Ltd is a Registered Training Organisation (RTO No.: 90478), which delivers Vocational Education and Training. The **Sydney Catholic Schools VET Data Privacy Notice** below provides specific information about how SCS handles a VET student's personal information. As part of your course, we collect your personal information. This Privacy Notice outlines:

- why we collect your personal information
- how we use your personal information
- how we disclose your personal information
- how the NCVET and other bodies handle your personal information
- surveys
- how to contact SCS RTO

Why we collect your personal information

As a registered training organisation (RTO), we collect your personal information so we can process and manage your enrolment in a vocational education and training (VET) course with us.

How we use your personal information

We use your personal information to enable us to deliver VET courses to you, and otherwise, as needed, to comply with our obligations as an RTO.

How we disclose your personal information

We are required by law (under the *National Vocational Education and Training Regulator Act 2011* (Cth) (NVETRA Act)) to disclose the personal information we collect about you to the National VET Data Collection kept by the National Centre for Vocational Education Research Ltd (NCVER). The NCVER is responsible for collecting, managing, analysing and communicating research and statistics about the Australian VET sector.

We are also authorised by law (under the NVETRA Act) to disclose your personal information to the relevant state or territory training authority.

How the NCVER and other bodies handle your personal information

The NCVER will collect, hold, use and disclose your personal information in accordance with the law, including the *Privacy Act 1988* (Cth) (Privacy Act) and the NVETRA Act. Your personal information may be used and disclosed by NCVER for purposes that include populating authenticated VET transcripts; administration of VET; facilitation of statistics and research relating to education, including surveys and data linkage; and understanding the VET market.

The NCVER is authorised to disclose information to the Australian Government Department of Education, Skills and Employment (DESE), Commonwealth authorities, State and Territory authorities (other than registered training organisations) that deal with matters relating to VET and VET regulators for the purposes of those bodies, including to enable:

- administration of VET, including program administration, regulation, monitoring and evaluation
- facilitation of statistics and research relating to education, including surveys and data linkage
- understanding how the VET market operates, for policy, workforce planning and consumer information.

The NCVER may also disclose personal information to persons engaged by NCVER to conduct research on NCVER's behalf.

The NCVER does not intend to disclose your personal information to any overseas recipients.

For more information about how the NCVER will handle your personal information please refer to the NCVER's Privacy Policy at www.ncver.edu.au/privacy.

If you would like to seek access to or correct your information, in the first instance, please contact SCS using the contact details listed below.

DESE is authorised by law, including the Privacy Act and the NVETR Act, to collect, use and disclose your personal information to fulfil specified functions and activities. For more information about how the DESE will handle your personal information, please refer to the DESE VET Privacy Notice at <https://www.dese.gov.au/national-vet-data/vet-privacy-notice>.

Surveys

You may receive a student survey which may be run by a government department or an NCVER employee, agent, third-party contractor or another authorised agency. Please note you may opt out of the survey at the time of being contacted.

Contact information

At any time, you may contact *Sydney Catholic Schools* to:

- request access to your personal information
- correct your personal information
- make a complaint about how your personal information has been handled
- ask a question about this Privacy Notice

Contact may be made by emailing:

vet@syd.catholic.edu.au

Sydney Catholic Schools Privacy Policy may be accessed on SCS's website via:

<https://sydcatholicschools.nsw.edu.au/policies/privacy-policy>

Unique Student Identifier

All students undertaking vocational training must have a Unique Student Identifier (USI) and provide this identifier to the Registered Training Organisation (SCS) to their VET teacher at the commencement of their VET course. Students who do not provide a USI cannot do a VET course.

This 10 digit number and letter identifier will allow you to access your VET training records and results from the online USI account. The USI will make it easier for you to find and collate your VET achievements into a single authenticated transcript. It will ensure that your VET records are not lost.

Your school will help you to obtain a USI if you have not previously applied for one.

How to Create a USI

Go to www.usi.gov.au

Select 'Student' Login

Agree to the terms and conditions

Select 'Create USI'

Follow the steps to create a USI - you will need a form of ID to create your USI such as:

- Driver's Licence
- Medicare Card
- Passport (Australian)
- Non-Australian Passport (with Australian Visa)
- Birth Certificate (Australian)
- Certificate of Registration by Descent
- Citizenship Certificate
- ImmiCard



Note:

Please ensure once you create a USI account that you record this information and your password in a safe location to be easily accessible in the future. Use your school email to create your USI. Prior to leaving school, change your USI.

Workplace Learning

Workplace learning refers to programs that provide students with valuable opportunities to develop vocational skills, knowledge and attitudes in the context of real work environments. Workplace learning extends the school curriculum by enabling students to gain practical experience that may assist them in their transition from school to work and further study.

There are two main types of workplace learning programs; work experience and work placement:

1. Work Experience

Work experience programs give students aged 14 years or over the opportunity to develop more informed opinions about their possible career options by enabling them to spend some time in a workplace they have chosen.

Work experience allows students:

- to **observe** a variety of work being done
- to undertake supervised work appropriate to their skill levels
- to ask questions about the workplace
- to gain skills related to being at work
- to find out about careers, training and employment opportunities
- fine-tune their career aspirations and career and transition planning

2. Work Placement

Work placement is different from Work Experience. Work placement forms an integral part of Vocational Education and Training (VET) courses that can be completed by students as part of their Higher School Certificate (HSC). Instead of just observing what goes on, students should be instructed in tasks related to their course and be given opportunities to practice and reinforce their skills. These courses lead to nationally recognised VET qualifications, so it is important for students to have opportunities to apply their classroom learning in real work contexts. For this reason, work placement is a mandatory component of these courses.

Work placement must be relevant to the vocational course being undertaken by the student. It should have a clear purpose and achievable outcomes in the particular employer's workplace, and should complement off-the-job learning programs.

Vocational HSC Courses are accredited by:

- industry;
- Australian Skills Quality Authority (ASQA); and
- NESAS Teaching and Educational Standards NSW.

They provide Stage 6 Year 10 (Early commencement), 11 and Year 12 students with the opportunity to develop employment-related skills while they are still at school. **Structured work placements** are a mandatory component of the course which:

- Enable students to develop and practice the industry specific skills related to their school course
- Help students to gain a better understanding of the expectations and requirements of the workplace
- Are a critical part of the student's course and enable teachers to assess students' transferable learning from the classroom to a workplace setting .
- Require a minimum of 70 hours of work placement for a 240 hour/ 2 year course. Students will be advised of the timing of work placement at the beginning of the school year. Some courses require more work placement hours to be undertaken, such as Children's Services and Human Services.
- If the student is currently working, or has worked while doing a VET course, in a related casual job, paid work can contribute to meeting the work placement requirement. The VET teacher will provide the RPL application form for the student and employer to complete.
- If a student decides to withdraw from a VET course at the end of the preliminary year they will still be required to have completed 35 Hours of Structured Work placement. If this is not completed a student could jeopardise the completion of the Preliminary course requirements.

Students and Parents/Carers, must read the guide to workplace learning which provides detailed information about work placement and work experience.

Benefits for students

Students have the opportunity to:

- experience real work situations
- develop competencies that will assist them in their transition from school to work
- evaluate abilities and interests in relation to career choices
- access industry standard facilities, equipment and experienced staff
- participate actively in an adult work environment
- apply classroom learning in the workplace, develop self-confidence, skills and understanding; and
- gain credit towards further education and training.

Work placement is a **mandatory HSC requirement** for the course. If a student doesn't complete the work placement they will not meet the NESA requirements and will be at risk of not achieving 2 units towards their HSC, hence not being eligible for the HSC.

Who is responsible for organising work placement?

The VET teacher/VET Coordinator liaises with the **Work Placement Service Provider (WPSP)** to arrange work placements opportunities. Employers are chosen carefully to ensure they are able to provide relevant learning experiences in a safe environment. Students will be required to register with the WPSP prior to placement, generally at the time that the work readiness program is delivered.

There may be an opportunity for a student to **self-source their work placement** if they have a contact that meets the parameters of work placement, including relevance to the industry area that the student is studying. Students will need to adhere to the timelines in sourcing their own placement and use the information packs developed by the school. This information will be made available during the **Work Readiness** briefing session.

When a student undertakes work placement it is their responsibility to catch up on work missed in other subjects. Systems have been put in place to help students manage their time and responsibilities in this regard.

Preparation for Workplace Learning

All students are provided with a **Work Readiness** program prior to placement, which will be administered by the VET Coordinator or VET teacher. Alternatively, components of the work readiness program may be embedded in the course delivery. The program involves a briefing session, registration with the Workplace provider and the completion of the 'on-line' work readiness modules.

Students need to be aware of the workplace learning program requirements, including;

- They must carefully read the **Student Placement Record (SPR)** and the specific details provided by the host employer about what students are expected to wear, what their hours of employment are and what duties they are expected to perform.
- They are expected to make contact with the employer **NO LATER THAN** one week prior (or as otherwise indicated by the employer on the SPR), to confirm the details of the placement.
- There is a checklist that has been provided with this documentation to support you in this process.
- A student undertaking the Construction course must successfully complete the requirements of the SafeWork NSW Construction Induction Whitecard prior to undertaking work placement. Students who do not attend the delivery and training of this assessment in class are required to complete the Whitecard Induction Course at their own expense externally.

Responsibilities for Work Placement

Whilst in the workplace, students 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:

Students will need to:

- Show enthusiasm and initiative;
- Accept and complete duties planned by the workplace supervisor;
- Be willing to learn;
- Listen to instructions and ask questions when unsure because it is better to ask a silly question than to make a silly mistake;
- Try to communicate effectively;
- Respect confidential information;
- Assist in the planning of the work placement program;
- Accept and act on advice given by workplace supervisors;
- Ask for jobs when required;
- Be polite, courteous and well-mannered throughout the placement with all staff members;
- Avoid distracting other employees unnecessarily from their work;
- Dress appropriately to industry standards and the workplace.

Attendance and Punctuality

Students will be expected to:

- Be prepared to start the placement on time each day;
- Take only the allocated time for morning, afternoon tea, lunch breaks and return promptly to work;
- Contact the workplace supervisor and the VET teacher/VET Co-ordinator/school immediately if unable to attend the placement; **Remember a doctors certificate is required for any absence;**
- Account for any absences to the workplace supervisor and VET teacher. Hours will need to be completed;
- Attend the placement for the normal hours of work for that job, unless the school has negotiated prior arrangements.

Travel Arrangements

Prior to the placement, check travel arrangements to ensure punctuality.

All travel is at the student's expense. Parents will be expected to help their child with their travel arrangements and support their travel costs for the duration of the placement. Most placements will be within commuting distance from home. A Parent/Carer, must be satisfied that the travelling arrangements can be safely managed by their son/daughter. Any concerns should be discussed with the VET Teacher or VET Coordinator.

For timetables and other information relevant to public transport check the website for [Transport NSW](#).

Students Rights for Work Placement

A student has the right to;

- Feel safe and secure within the workplace
- Refuse to undertake tasks that involve one-on-one contact with employees or clients, particularly if this is to be done in confined spaces.
- NEVER carry out a task that may be dangerous to equipment, self, other workers or members of the public. If asked to work in an unsafe environment contact the school immediately.
- Report any concerns or issues to the school.

Student Placement Record (SPR)

All contacts, arrangements and approvals relating to the students placement will be recorded on the Student Placement Record. This enables important information to be shared, signed and approved by all parties involved.

Please make sure to locate the Student Placement Record in the student's information package and provide the information required by the school, TAFE or private provider. You should receive three (3) copies of the Student Placement Record form complete and sign two of the forms in the parent and student section to ensure your details are correct on the paperwork and notify us of any changes that need to be made prior to the placement. One form you return to the school for their records and the other form is taken to the workplace on the first day of the work placement. A copy for the parent and student is also provided for you, to ensure you know timings, who to contact and where the work placement will be located.

STUDENT PLACEMENT RECORD

A Student Placement Record (SPR) provides the following information:

- School contact name and number
- Parent/carer details
- Emergency contact
- Medicare number
- Additional support arrangements for students with special needs
- Work arrangements
- Date of placement, Start / finish time and breaks
- Workplace specific requirements; clothing and equipment requirements

Insurance Requirements

Please refer to the Student and Parent/Carer Work Placement Guide.

Frequently Asked Questions About Work Placement

Does a student get paid work placement?

Students in Structured Workplace Learning do not receive payment. Payment to a student will jeopardise the insurance cover. The one exception is where a student uses their part-time employment as part of their mandatory HSC VET work placement requirement. This arrangement must be negotiated with the employer and approved by the school, TAFE or private provider and in this instance the employer's insurance will apply.

Students in NSW undertaking Structured Workplace Learning are not paid employees and therefore host employers are not required to make any payment to them. All host employers are aware of this

requirement and the impact of any payment on the education sectors' insurance and indemnity provisions for host employers. Students must understand this fully before engaging in work placement.

Can I share information about my workplace with others?

In some workplaces a student may see, hear and process information of a sensitive or confidential nature. As a general rule all information should be treated as confidential and should not be discussed with anyone outside the immediate work area. Students should assume that the host organisation would expect this, although it may not have been directly said. Some organisations may ask a student to sign a "Protection of Privileged and Confidential Information" agreement that requires them to treat all information as strictly confidential.

Do I need a police clearance?

Some employers may require a student over the age of 18 to obtain police clearance, particularly if tasks include handling cash or valuables, working with children or the elderly.

What if I have a medical condition, do I need to tell the workplace?

An existing medical condition or disability that may affect a student's work performance must be included in the SPR, as well as the student's Medicare number.

Please advise the school of any disability, medical condition, allergy or restriction that may affect the safety and supervision of a student in the workplace. This important information should also be included or attached to the SPR. Any adjustments in the workplace to accommodate additional support needs or disability must be discussed with the teacher and VET Coordinator.

Is the student covered by insurance whilst on placement?

Please refer to the Student and Parent/Carer Work Placement Guide.

What if there is a misunderstanding?

If there is a misunderstanding during a student's work placement the student should discuss it with the host employer or workplace supervisor first and then inform the VET Coordinator if required. If students find it difficult to discuss the misunderstanding with the host employer or workplace supervisor, speak to the VET Coordinator or supervising teacher who will then address this with the host employer or workplace supervisor. Misunderstanding may include the following:

- Unsafe work health and safety practices;
- Inadequate supervision or learning opportunities provided in the workplace;
- Unreasonable work requests by the host employer or workplace supervisor.

What do I do if I need to cancel / vary my placement?

A large amount of time and effort is spent in recruiting host employers to provide placements for students.

Host employers spend time and effort preparing for students who will be attending a work placement. Cancelling or withdrawing from a placement can potentially jeopardise future opportunities for other

students and may require a student to self-source a new placement opportunity during a holiday period.

If a student work placement is cancelled due to illness or reason supported and approved by the school leadership, a new placement will be organised for the student.

If a student is absent for a day or arrives late they will be required to make up the NESA mandatory hours for work placement.

What happens if a student injures himself or herself in the workplace?

- Report it to the host employer or workplace supervisor and seek medical assistance.
- Contact the VET Coordinator as soon as possible. Spinal injuries must be reported immediately.
- Complete an Accident Report Form at school.
- Refer to the Student and Parent/Carer Work Placement Guide for other additional information.

Do I receive any feedback?

It is important that students receive feedback on their progress from their workplace supervisor throughout the placement and not just at the end. Comments made should not be taken as personal criticism but viewed as a way to help gain the skills required for the course.

You will also be given a Work Placement Report, which is completed by the supervisor. The report has a timesheet and feedback on foundation skills, course knowledge and skills, as well as the desired work attributes.

The Work Placement Report **MUST** be given to the supervisor on the first day, with the SPR and then collected on the last day. The Work Placement Report **MUST** be returned to the VET teacher within **FIVE** school days. The Work Placement Report may be used as part of a students Curriculum Vitae / Portfolios of evidence for future employment.

Will Work placement help me to achieve competencies in my VET course I am studying?

The 'real' tasks you will undertake in the workplace complement the tasks and learning being undertaken by students in their VET courses at school. Work placement may also provide students with the opportunity of having learning outcomes/units of competency assessed in the workplace by accredited trainers and assessors.

What do I do when my workplace-learning program has finished?

The supervising teacher may conduct a debriefing session with the student and other students. This session will give students the opportunity to discuss:

- the benefits and problems of the placement
- ideas on how to negotiate learning and assessment procedures
- any difficulties and the successes of the placement
- thanking the employer/supervisor for providing the opportunity to learn

Is there any training that I will need to undertake prior to work placement?

Before students are considered work ready they are required to enrol in **Go2workplacement** which is an online training program. It aims at assisting students in HSC VET courses to get the most out of their work placement. The online course identifies the skills and competencies that their work placement employer will want them to focus on during their time in the workplace.

Students must complete a mandatory module comprising Work Health and Safety, Personal Attributes, and Employment Related Skills and the Industry Competency to qualify for a Work Placement Ready Certificate. The Work placement Ready Certificate will inform their host employer that they have prepared for work placement. The Go2workplacement has been designed for students enrolled in HSC VET courses in NSW. Students will undertake this online program when they first start their VET course so they will be ready to undertake work placement when it becomes available.

Watch the [Work placement Ready Information for Students](#) video.

The Whitecard Course

Some require students to undertake the Whitecard course prior to undertaking practical work or going on work placements. You will be advised if this applies for your course. You will need to take your Whitecard with you onsite..

Work Placements in CONSTRUCTION

PRIOR TO COMMENCING YOUR WORK PLACEMENT YOU MUST:

- ✓ HOLD A CURRENT WHS WHITE CARD
- ✓ COMPLETE A WORK PLACEMENT READY ACTIVITY AT SCHOOL WITH YOUR TEACHER
- ✓ PARTICIPATE IN A WORK SITE INDUCTION ON THE FIRST DAY
- ✓ WEAR PERSONAL PROTECTIVE EQUIPMENT INCLUDING HIGH VIS VESTS, CLOSED IN FOOTWEAR ETC.

DURING YOUR PLACEMENT YOU **MUST NOT WORK IN THE FOLLOWING SITUATIONS:**

- ✗ WHERE ASBESTOS IS PRESENT
- ✗ WHERE DEMOLITION WORK REQUIRES MORE THAN JUST SIMPLE STRIPPING OF WALLS
- ✗ IN TUNNELS AND OTHER CONFINED SPACES
- ✗ AROUND GAS OR ELECTRICAL INSTALLATIONS
- ✗ WHERE EXCAVATION WORK IS MORE THAN 1 METRE DEEP
- ✗ WHERE EXPLOSIVES ARE BEING USED
- ✗ ON STRUCTURES IN MARINE ENVIRONMENTS
- ✗ ROOFING WORK INCLUDING ROOF CAVITIES
- ✗ NEAR MOBILE PLANT OR TRAFFIC

ARE YOU WORK PLACEMENT READY?
Find out at Go2workplacement.com

NSW Education & Communities | TAFE | als | WSP

Work Placement Flow Chart

PRIOR TO WORK PLACEMENT

ACTIVITY	Yes / No
1. Host employers receive workplace learning guidelines from Workplace providers	
2. Students register online for work placement with 'Work Placement Provider'.	
3. Workplace opportunities are arranged and approved based on student needs.	
4. Students participate in a Work Readiness Program.	
5. Students complete Work Readiness Scenarios on http://go2workplacement.com and electronically provide a copy to their VET teacher.	
6. Student checks the placement details and completes and signs all required sections on all copies.	
7. Parents read SPR, signs and dates the required sections on all copies.	
8. The student returns the ORIGINAL SPR to the VET teacher – (Mandatory) .	
9. Check exams and other school commitments that may conflict with the work placement date and organise alternative arrangements.	
10. If required, the student phones the employer (usually one week or Wednesday before) to confirm their placement and other work details.	
11. The student plans their travel arrangements to and from the workplace. For timetables and other information relevant to public transport check the website for Transport NSW .	
12. Student checks their equipment and uniform. (See SPR for details).	
13. Student checks with their other subject teachers for work they may miss while on work placement.	

Getting ready for work placement

This is a summary of how to get ready for your work placement:

<h3>Student Placement Record (SPR)</h3>	<ul style="list-style-type: none"> • 3 copies provided - Original Employer and Parent/Student. Complete any missing detail then signed by both student and parent/guardian. Return the original to the School/ College before Work Placement session.
<h3>Checklist</h3>	<ul style="list-style-type: none"> • Readiness program and complete online modules http://go2workplacement.com • Considered the occupations & nature of work for the industry you are visiting. • Check and organise clothing and equipment requirements • Organise travel arrangements. www.131500.com.au • Check starting and finishing times.
<h3>Work Placement Learning Report</h3>	<ul style="list-style-type: none"> • Give your WP Learning Report to the employer on your first day. • You MUST ensure that you collect this on your last day and that your employer has completed and signed it. • Return the report within 5 school days of the placement.

Phoning your Host employer ` A WEEK' before work placement

Prior to going on your placement, you will need to call your host employer (your supervisor on your SPR), to confirm you will be attending your placement, and to confirm the details of your placement. The information below provides a structure for this phone call.

<h3>Introduction</h3>	<ul style="list-style-type: none"> • Good Morning/ Good Afternoon Mrs/Mr/Ms (Employers/Supervisors Name)this is (your name) fromSchool/ College.
<h3>Purpose</h3>	<ul style="list-style-type: none"> • I am phoning/calling you to confirm my Work placement in (VET Course) with you starting on (Date).
<h3>Time & Place</h3>	<ul style="list-style-type: none"> • Can I confirm my starting time of (Time) and the work location of (Location/ Address)
<h3>Requirements</h3>	<ul style="list-style-type: none"> • Will I need any special equipment?
<h3>Thank you & Finish</h3>	<ul style="list-style-type: none"> • Thank you for your time. I am looking forward to the experience.

Students are often a little nervous or anxious about calling their supervisor. This is perfectly normal and it's okay to feel this way. It is recommended that you practise first with some family members or your friends. This will build your confidence.

WHILE AT WORK PLACEMENT

1.	Student provides a copy of SPR to their supervisor upon arrival.	
2.	Student meets with employer / supervisor and co-workers.	
3.	Student should undertake an induction or orientation. (Breaks, emergency procedures, signing in and out)	
4.	Seek out opportunities to learn and become actively involved in the work. Explore career opportunities, training requirements, and working conditions.	
5.	Student completes the timesheet on the Work placement Report, ensuring that the workplace supervisor completes the evaluation and signs the document	
6.	Supervisor signs/initials timesheet / work placement report at the end of each day/or end of the week.	
7.	Teacher will either visit or call the work placement of every student during the block placement.	
8.	Last day, collect the Work Placement Report from the workplace supervisor; return keys or property (PPE) belonging to the company.	
9.	Student thanks the employer / supervisor.	

Remember:

- To report any concerns or injuries sustained whilst on work placement.
- To report absences from work placement to the host employer, the school, VET Teacher /VET Coordinator.

In the case of sickness a Doctors Certificate must be produced on returning to school.

AFTER WORK PLACEMENT

1.	Host employers report on the student's performance in the workplace.	
2.	Student returns their Work Placement Report to their VET teacher on their first day back at school. Copy maintained on student file.	
3.	Teachers follow up and debrief with student(s).	
4.	Student files their documentation into their VET folio / CV.	
5.	Student completes the VET Work Placement Evaluation Form (Google Docs).	

How can Parents/Carers best help their Son or Daughter?

The role of parents and carers is vital to the success of any workplace-learning program. By taking steps to understand what's involved and by providing the necessary support at home, parents / carers can help their child get the most out of their placement and make important decisions about their future.

A CHECKLIST FOR PARENTS AND CARERS

- Become familiar with workplace learning by reading the information provided to you and your student about the host employer.
- Encourage your son/daughter to discuss their developing career interests and work preferences
- Suggest that your child should go to www.myfuture.edu.au to find out more about preferred industries and related careers
- Discuss what your child hopes to learn from the placement and any questions they might want to ask their host employer or supervisor
- Encourage them to complete all pre-placement activities arranged by their school, or where involved, by the TAFE or private provider
- Advise the school of any suitable placement opportunity that could expand offerings.
- Inform those arranging the child's placement (their school, TAFE or private provider) of any disabilities or special needs that may require adjustments in the workplace
- Locate your child's **Student Placement Record** in their information package. When completed, this form will include vital information relating to the child's placement arrangements
- Contact the school if the student needs any more information about the program

WHEN A POSITION IS CONFIRMED

- Make sure the child reschedules other activities to give priority to their workplace learning
- Help them prepare their clothing (e.g. enclosed footwear, business attire) and other requirements for the placement
- Help them find out more about Work, Health and Safety legislation and make sure they know and understand what it means for them while they are at work
- Assist them with their travel arrangements to and from work
- Check that they have the information they will need on the first day (starting time, address and contact person) including their completed Student Contact Card
- Confirm their meal arrangements. They may need to bring food with them
- Review the organisation's website to learn more about them.

DURING THE PLACEMENT

- Encourage the child to complete any assignments or journals
- Have a conversation about their day in the workplace. E.g.
 - Tell me about the things you do during the day at work
 - Have you learned anything unexpected and especially interesting?
 - What are the education and training requirements of the job(s)?
 - What are the working conditions like? Is there a union?
 - Have you been told about health and safety procedures in the workplace?
 - Do you think this might be the right industry for students?

DIRECTLY AFTER THE PLACEMENT

- Encourage the child to complete any assignments or journals
- Make sure they record their experience in their *Employment Related Skills Logbook Online*
- Review and discuss their career, work aspirations and their options for education and training

Encourage students to value the networks they are making and to maintain a record of workplace contacts for advice, assistance and opportunities that may present for them in the future.

Accessing VET Credentials

All NSW high school students with a NESA number in Years 10, 11 and 12 are automatically created a Students Online account. Use the NESA Student number which has been assigned by your school and is used to identify you. This student number will appear as you activate your account. If you have forgotten your NESA student number, contact your school.

Students will need to know how to access their [NESA's Student Online](#) number, as this is where they will be able to download their certificates in Year 12 after completing their HSC. Students log in with their Student Number and PIN to access their personal study details. Students who have undertaken a VET course as part of their Record of School Achievement (RoSA) or Higher School Certificate (HSC) will be issued with vocational documentation that recognises their achievement towards a nationally recognised Australian Qualifications Framework (AQF) VET qualification.

Personal Identification Number (PIN)

You will create a six-digit PIN as part of the process of activating your account. You need your PIN, along with your NESA Student Number, to log in to your Students Online account and access your personal details. You will also use your PIN to get your HSC results online in December.

<https://studentonline.nesa.nsw.edu.au/go/help/#studentnumber>

Students who successfully complete all requirements of an AQF VET qualification will receive a Certificate and an accompanying Transcript of Competencies Achieved.

Students who achieve partial completion of an AQF VET qualification will receive a Statement of Attainment which lists all units of competency achieved towards the qualification.

Your HSC results, Year 11 and Year 10 grades are available to view in your [Students Online Portal](#) personal account as soon as they are released by NESA. You can download your VET credentials as a free PDF via your Students Online account through Results services. Your HSC VET credential will include the transcript and certificate listing the competencies that have been successfully achieved. After downloading, remember to save or print your credentials as your Students Online account will only remain open until 30 June after you complete Year 12.

School-Based Apprenticeships and Traineeships (SBATs)

School based apprenticeship or traineeships combine school, training and paid work to give students:

- an industry recognised national qualification
- experience in the career they want and
- credit towards the HSC.

Students can begin an apprenticeship or complete a traineeship in Year 10, 11 and 12 and some can contribute towards their ATAR.

What are the main features of school based apprenticeships and traineeships?

School based apprenticeships and traineeships provide senior high school students with an opportunity to commence an apprenticeship or complete a traineeship while at school. School-based apprentices work part-time and undertake the first stage of their apprenticeship training before the end of the HSC year. School-based trainees work part-time and complete their traineeship by the end of their HSC year.

Both the on-the-job and off-the-job training undertaken by school-based apprentices/trainees can contribute to their HSC. School based apprentices will commence full-time employment as a 2nd year apprentice from January after their HSC, provided that they have successfully completed both their on-the-job and off-the-job training program during their senior high school years.

Glossary of VET Terms

ASQA

The Australian Skills Quality Authority (ASQA) is the national regulator for Australia's vocational education and training sector. ASQA regulates courses and training providers to ensure nationally approved quality standards are met.

NESA

NESA was created by the NSW government in 2014 to sustain and improve the already high standards of achievement in NSW schools. NESA brings together the curriculum, teaching, assessment, registration and policy functions previously provided by the Board of Studies NSW, and the NSW Institute of Teachers.

SCS

Sydney Catholic Schools

Child Protection Legislation

Acts of Parliament passed between May 1999 and December 2000 that require a range of protective strategies to be put in place by all who work (either in a paid or volunteer capacity) with children or young people (under the age of 18).

Host employer

The organisation, company or business (government and non-government) which opens its workplace to students to enable them to practise skills gained with their off-the-job training provider

Local Community Partnership (LCP)

Local Community Partnerships have been established to develop links between schools and employers to assist students in their transition from school to work. The LCP Manager will work with schools to ensure that quality work placements and other workplace learning programs are arranged for students.

Vocational Education and Training Coordinator

Supports school in delivering VET programs. They coordinate work placement and provide specialist knowledge and expertise.

Recognition of Prior Learning (RPL)

Refers to the skills and knowledge obtained through prior education and training, work experience and/or life experience being recognised and acknowledged. The student is given advanced standing in a particular course requiring the skills and knowledge.

RTO

Registered training organisations (RTOs) are those **training providers** registered by ASQA (or, in some cases, a state regulator) to deliver vocational education and training (VET) services. RTOs are recognised as providers of quality-assured and nationally recognised training and qualifications.

SBAT

School based apprenticeship or traineeship

Student

A person enrolled in a vocational education and training course.

Student Workplace Learning Journal

A record of the skills the student gains while in the workplace and reflections about this learning.

Training provider

The registered training provider with whom the student is enrolled to study. This can include the school, TAFE institutions, colleges or private training providers.

Supervising teacher

The training provider's employee who manages, coordinates and supervises students on work placement.

VET

Vocational education and training (VET) enables students to gain qualifications for all types of employment, and specific skills to help them in the workplace.

The providers of VET include technical and further education (TAFE) institutes, adult and community education providers and agricultural colleges, industry skill centres and schools.

Workplace supervisor

A staff member appointed by the host employer to induct, train and supervise the student during the work placement.

Helpful Resources

Transitioning from School to Workplace or further education

[Preparing Secondary students for Work](#)

[Year 13](#)

An excellent resource for post school options, Year13 specialising in apprenticeships, gap year programs, job opportunities, studying and internships.

[Foundation for Young Australians \(FYA\) Website](#)

The Foundation for Young Australians (FYA) works to ensure Australia is investing its young people, utilising their time, talent and ideas to create new and better ways of doing things.

Employment Opportunities & Job Guides

[Labour Market Insights](#)

An Australian government initiative, Labour Market Insights provides information about careers, labour market trends and employment projections.

[Your Career](#)

Wondering what training you need to get the job you want? Take a look at Your Career to get an understanding of the qualifications required, what the job involves, the industries you could work in, job prospects and pay. Over 100 job guides are now available!

Personal Stories and testimonials

[Skills One Website](#)

SkillsOne works with industry, educators, government and TAFE to promote career opportunities and pathways in traditional trades and emerging skills areas. Individuals share their work experiences, including elements of lifestyle, career opportunities and job satisfaction.

[Video series Australian Training Awards](#)

These are stories from previous winners, runners-up, finalists and Australian VET Alumni members who have real stories. They showcase the benefits of VET.