

# Student Handbook 2024

## NORTH TRAINING RTO



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## Welcome

Welcome to your Vocational Education and Training (VET) studies through North Training RTO.

This handbook aims to provide you with the information you will need to support you in your VET studies at Dickson College or Gungahlin College.

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

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

The RTO is governed by a Chief Executive Officer (Principal of Gungahlin College), the RTO Manager from Gungahlin College, VET Coordinator from Dickson College and the VET Administration team, who jointly manage the policies, procedures and operation of the RTO.

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# Policies

## North Training RTO policies:

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- **Mapping Procedure**
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- **Use of NRT Logo policy**

**Please view our policies here:**

**North  
Training  
RTO Policies**

# Scope of Delivery

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

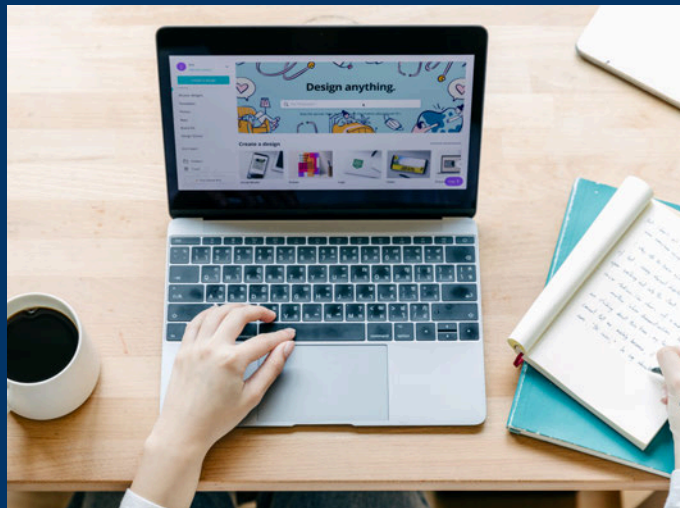
Code	Course	Extent	Delivery location
BSB20120	Certificate II in Workplace Skills	Deliver & Assess	GNGC - Delivered by CIT
BSB30120	Certificate III in Business	Deliver & Assess	GNGC - Delivered by CIT
CUA30220	Certificate III in Community Dance, Theatre and events	Deliver & Assess	GNGC
ICT20120	Certificate II in Information, Digital Media and Technology	Deliver & Assess	GNGC
MSF10122	Certificate I in Furnishing	Deliver & Assess	GNGC
SIT20122	Certificate II in Tourism	Deliver & Assess	GNGC
SIT20322	Certificate II in Hospitality	Deliver & Assess	GNGC

# VET Information

## VET ENROLMENT

Students enrol into courses during their enrolment into College. During Term 1 students will be asked to enrol into the VET component of their courses through a Jot form given to them by their teacher on the Google Classroom. By this time students are aware of the expectations of a VET course. This is an online process and enrolment data for vocational education is collected in this process. Students who choose to not enrol in the VET course can continue in their studies but will not be issued VET qualifications at graduation.

Students will need to provide their USI as a part of the enrolment process. More information on USI's can be found on the USI page of this handbook : [USI INFORMATION](#)



# VET Information

## UNIQUE STUDENT IDENTIFIERS

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

Information about USIs, how to apply for a USI or forgotten USI's can be found via the [USI website](#).

### How to create a USI

**1** Visit [portal.usi.gov.au/student](https://portal.usi.gov.au/student) or scan the QR code below

Agree to the terms and conditions then click 'Next' then select 'Create a USI'.

**2** Confirm who the USI is for

If you are creating a USI for yourself, or helping someone with you to create their USI, select 'No'. If you are applying for a USI on behalf of another person who is not currently with you, select 'Yes'.

**3** Select verifiable identity document

You will need to provide evidence of your identity by using a verifiable document such as a driver's licence, passport or birth certificate. When you create your USI, the name you enter must match what is on the identity document or you will not be able to create your USI.

**4** Contact Details

Provide at least two contact methods, preferably email and mobile, to access your USI online. If you forget your USI in the future, you will be able to use your email or mobile to find it.

**5** Confirm your identity

The USI Registry System confirms your identity using the 'Documentation Verification Service' (DVS) and checks that you don't already have a USI. If there is a USI which matches your identity, follow the steps for *Forgotten USI*.

**6** Secure your account

Set up a password and security questions.

Scan here to  
Create a USI



Still need help?

Call us at 1300 857 536 (inside Australia)  
or +61 2 6218 0994 (outside Australia).



# Assessment Information

## COMPETENCY ASSESSMENT

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

Key features of competency based assessment are:

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

Competency based assessment is designed to ensure industry standards will be met and to encourage people to develop more skills. Competence must be demonstrated over time and in the full range of industry contexts.

### The Four Dimensions of Competency Assessment

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





# Assessment Information

## Competency progress

Students should be aware of their progress towards the completion of competencies. Please regularly check with your teacher about how you are progressing and if you are missing any tasks. At the end of each semester teachers are required to update your competency progress and this will be able to be seen through Profiles online on the ACT BSSS Website. Please check with your VET teacher if you are unsure about your progress at any time.

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

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



# Assessment Information

## Simulated Workplaces

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

Workplaces or simulations provide opportunities to:

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



# Assessment Information

## Unit Outlines

The Unit Outline which you will be given before the end of Week 2 in each assessment period describes the assessment instruments which yield the unit grade. It also states which competencies the unit will focus upon. Unit outlines can be found in Google Classroom for the individual VET subject.

All VET Unit Outlines must include the following information:

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



# Assessment Information

## VET Assessment Task Sheets

Vocational competencies can be assessed through a variety of methods including formal assessment, observation, class exercises, practical activities, work placements. All vocational assessment tasks need to clearly have the competency being assessed on the task. Students are deemed competent when they have demonstrated the knowledge and skills to meet the performance criteria for each competency in the workplace.

For each assessment task specified in the Unit Outline, students are to receive clear statements about what is required and under what conditions it will be undertaken, and the assessment criteria/marking scheme as per ACT BSSS Policy and Procedures page 35 .

This includes:

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

Where work is completed out of class, reference to the requirement for the student to include a statement that the work presented is their own. These details will normally be specified on a task sheet for out of class assessment instruments or on the test/exam.

VET assessment will include additional tasks to the major assessment tasks specified on the unit outline. This is to ensure all aspects of knowledge and performance criteria as specified by the individual vocational training packages are covered.

# RTO Information

## Employability Skills

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

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

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

## Foundation Skills

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

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

## Workplace Health and Safety

Vocational courses incorporate units on Workplace Health and Safety (WHS). North Training complies with relevant ACT and Commonwealth legislation relating to Workplace Health and Safety. Teachers will embed safe work practices within their VET classrooms. The Dickson College WHS representative is Lindy Hathaway and at Gungahlin College it is Raed Elrahman.



# RTO Information

## Credit Transfer

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

Students who wish to receive recognition of AQF qualifications and Statements of Attainment issued by any other RTO are to see the VET RTO Manager/VET Coordinator.

A Credit Transfer Application form that must be completed, QR code below. Copies of certificates will be made and filed and once assessed the data will be added to ACS by the VET RTO Manager/VET Coordinator. The student will then be notified at the completion of the process.

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

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

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

Credit Transfer Application form can be accessed here:



# RTO Information

## Structured Workplace Learning (SWL)

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

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

SWL placements can be organised at Dickson College through the Careers office and Gungahlin College by visiting the North Training RTO Office (HO.42)



# RTO Information

## Reasonable Adjustment for Students with Disabilities and Additional Needs

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

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

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

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

In addition to internal policies and procedures, North Training Colleges are also governed by all ED policies relating to racism, sexual harassment, WH&S and the provision of learning opportunities.





## Complaints Procedures

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

Complaints arise when a student is dissatisfied with an aspect of the school RTO services, and requires action to be taken to resolve the matter. The initial stage of any complaint (or feedback) shall be for the student to communicate directly with the VET teacher regarding their concerns/complaint.

If the student is dissatisfied with the response to the concerns/complaint they can make a formal complaint to the VET RTO Manager/VET Coordinator. They will manage the complaints process, review the matter and consult with the CEO as appropriate and inform the student of the review outcome.

Complaints and the outcome will be recorded in writing in the North Training Complaints and Appeals manager.

## Pathways for Students after VET at North Training

These include:

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

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

# E Course Information

E courses are vocational programs registered with the BSSS which lead to a nationally recognised vocational qualification (Certificate or Statement of Attainment) and are delivered by an external Registered Training Organisation.

An E classification is also given to Australian School Based Apprenticeships (ASBAs) for:

- Both structured training and on-the-job training for an external RTO
- On-the-job training only for an ASBA undertaking the structured training with the school as the RTO.

E courses have industry areas as course titles. These courses will be in course areas with other relevant BSSS courses. The and the maximum contribution of any one course area to the minimum requirements of the ACT Senior Secondary Certificate is 8 standard units as per BSSS policy.

In E courses, students may be awarded standard units in multiples of 0.5, undertaken as a structured educational program.

The lodgement of an electronic E Course Notification at the time of enrolment in the training will enable the management and processing of an application.

Students who undertake an E course with an external RTO must submit, via their college VET Coordinator or authorised delegate, an electronic E Course Application Form on completion of training periods, usually at the end of each semester or by Week 14 in Semester Two of Year 12.

All evidence to support the application must be included in the submission.

**Note:** Students cannot receive credit towards an ACT Senior Secondary Certificate for any training that duplicates content in a BSSS course they have studied, are studying, or will study.

## What is an ASBA?

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

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

## Who can undertake an ASBA?

A student must be enrolled in a full-time program of study leading to an ACT Senior Secondary Certificate. Students usually commence mid-way through Year 11, after they have demonstrated their capabilities and commitment, but this may vary.

Some students commence their ASBA in High School and transition with it to North Training Colleges once they start Year 11 at either Dickson or Gungahlin College.

Students should only undertake an ASBA if they:

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

## What are the benefits of an ASBA?

Students receive valuable experience that provides pathways to future training and employment

Students can be employed part-time whilst at college

Students gain valuable experience in a specific industry

Students will be paid according to the National Training Wage Award

On successful completion students receive a nationally recognised vocational qualification in addition to their ACT Senior Secondary Certificate

Students gain standard units at college for their ASBA which contributes towards their ACT Senior Secondary Certificate, but not toward an ATAR.

## How to find and manage an ASBA

To commence an ASBA the student should:

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

Please see the Careers team at either Dickson or Gungahlin Colleges for more information.

# VET Glossary

Term	Meaning
AQF	Australian Qualifications Framework. The Australian Qualifications Framework provides information on the unified system of national qualifications in schools, vocational education and training (TAFEs and private providers) and the higher education sector (mainly universities). <a href="http://www.aqf.edu.au/">http://www.aqf.edu.au/</a>
ASBA	Australian School based Apprenticeship
ASQA	The Australian Skills Quality Authority. ASQA is the national regulator for Australia's vocational education and training sector. ASQA regulates courses and training providers to ensure nationally approved quality standards are met. <a href="http://www.asqa.gov.au/">http://www.asqa.gov.au/</a>
Assessment	Means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard expected in the workplace, as expressed by the relevant endorsed industry/enterprise competency standards of a Training Package or by the learning outcomes of a VET accredited course.
ATAR	Australian Tertiary Admission Rank
Authenticity	To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the candidate's own work.
BSSS	ACT Board of Senior Secondary Studies
CIT	Canberra Institute of Technology
Competency	Means the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.
Credit Transfer	Credit transfer allows students to count relevant, successfully completed studies, competencies or qualifications towards a current qualification or course. It is based on identified equivalence in content and learning outcomes between the two qualifications.
ED	Education and Directorate
Industry	Means the bodies that have a stake in the training, assessment and client services provided by RTOs. These can include but are not limited to industry skills councils, industry organisations, industry training advisory bodies, unions, specific enterprise/industry clients, occupational licensing bodies and group training organisations.

# VET Glossary

Term	Meaning
NYC	Not Yet Competent.
Qualification	Means a formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes or competencies relevant to identified individual, professional, industry or commercial needs.
Reasonable adjustment	Means adjustments that can be made to the way in which evidence of student performance can be collected. Whilst reasonable adjustments can be made in terms of the way in which evidence of performance is gathered, the evidence criteria for making competent/not yet competent decisions (and/or awarding grades) should not be altered in any way. That is, the standards expected should be the same irrespective of the group and/or individual student being assessed; otherwise comparability of standards will be compromised.
RPL	Recognition of Prior Learning. RPL means an assessment process that assesses an individual's formal, non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of, a VET qualification.
RTO	Registered Training Organisation.
SWL	Structured Workplace Learning. The workplace component of a nationally recognised, industry specific VET in Schools program. It provides supervised learning activities which contribute to an assessment of competence.
TAS	Training and Assessment Strategy. This is a framework that guides the learning requirements and the teaching, training and assessment arrangements of a VET qualification. It is the document that outlines the macro-level requirements of the learning and assessment process.
Training Package	Means a nationally endorsed, integrated set of competency standards, assessment requirements, Australian Qualifications Framework qualifications, and credit arrangements for a specific industry, industry sector or enterprise.
VET	Vocational Education and Training

# Quick Links

**Gungahlin  
College**

**Dickson  
College**

**ACT  
Education  
Directorate**

**Training.gov.au**

**USI.gov.au**

**BSSS**

**ASQA**

**My Future**

# Contact us

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