

**VCAL**  
**Student & Parent/Guardian**  
**Handbook**  
**2021**

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## **INTRODUCTION**

This Handbook provides information about VCAL and VET programs available at Diamond Valley Learning Centre (DVLC). It is important that students keep this Handbook readily available and refer to it throughout the year. It is DVLC's expectation that students have read and understood the contents of this Handbook regarding their enrolment in the VCAL.

This handbook has been created in accordance with guidelines set by the Victorian Curriculum and Assessment Authority (VCAA). The complete set of VCAL rules and regulations can be found in the VCAA Administrative Handbook 2021 as per the VCAA website.

The VCAL programs offered at DVLC reflects our commitment to provide educational programs that teach and facilitate the development of knowledge, skills and values. Our guiding principle is to ensure each student achieves their best through engagement in a learning pathway that allows them to develop their own unique gifts and talents. It also ensures that every student is empowered to complete their education and move on to further education or meaningful employment. To that end we will guide students into programs that are appropriate for them and will be proactive in ensuring their capacity to undertake selected studies or combinations of units in their VCAL program.

## **COVID SAFE LEARNING**

Education and training, especially face-to-face learning, was disrupted in 2020 due to the COVID-19 pandemic. As the pandemic has not yet been declared over, some disruption is still possible in 2021. DVLC will continue to follow directions and guidelines issued by the state and commonwealth governments, the Department of Health and Human Services (DHHS) in Victoria, the Victorian Curriculum and Assessment Authority (VCAA), and the Victorian Registration and Qualifications Authority (VRQA). These directions can be found online on relevant websites and at <https://www.coronavirus.vic.gov.au>.

DVLC has a Coronavirus Policy and a COVIDSafe Plan, which is regularly updated as conditions change. If and when conditions change, students will be contacted directly and advised on changes to course details (for example, where courses have already commenced). Please refer to the Student Support Services in this Handbook for

information on available support. You can also contact the VCAL Coordinator to discuss your situation.

## **General guidance for onsite learning**

- Where education and training is being delivered face-to-face, staff and students should practice physical distancing by keeping at least 1.5 metres apart, where possible.
- In cases where physical distancing is not practical or appropriate, other strategies recommended to reduce the risk of transmission include wearing a face mask, good hand hygiene, regular cleaning of high-touch surfaces, and ensuring that staff and students stay home if they are unwell.
- To limit the number of people who may gather in a facility at the same time, businesses must only allow entry to one person for every four-square metres of available floor space in their venue.
- Mask wearing by staff and students is voluntary unless otherwise mandated by the Victorian government. If mandated, teachers are not required to wear face masks while teaching (but those who wish to do so, can). They should, however, wear face masks in other areas of the training organisation when not teaching (for example, in the staffroom).

## **DVLC PHILOSOPHY STATEMENT**

DVLC's vision is to empower students to achieve their personal best academically and socially and to become positive, confident and productive members of our globalised world.

DVLC's mission is to provide senior secondary education to disengaged and at risk young people. We understand that disengaged young people, although faced with a myriad of challenges including mental health, trauma, disadvantage and/or family/relationships breakdown, have extensive skills and capabilities that are fundamental to achieving their learning potential, provided that they are given the opportunity to learn in a supportive environment.

DVLC's key objectives are to:

- Provide an opportunity for disengaged students who have left mainstream education to re-engage in a senior secondary education program.
- Be an accessible and equitable senior secondary education provider in response to the educational needs of disadvantaged and at risk young people.
- Engage students and teachers to maximise their personal best in an atmosphere of mutual respect, collaboration and cooperation which actively involves parents, families, local communities, employers and support networks.
- Contribute directly to the well-being and alleviation of disadvantage in the community by the provision of educational opportunities and social connections to young people
- Provide educational programs within a supportive teaching and learning environment that teach and facilitate the development of knowledge, skills and values. Our intention is to empower students to complete their education and move on to further education or meaningful employment.
- Build successful partnerships that involve building a culture of collaboration and creating connections between schools, non-school providers and partner organisations that ensure life-long learning for the young people

DVLC is **committed to zero tolerance of child abuse** and as a part of the organisation's culture will ensure that everyone is on the 'same page' regarding child safety.

## DVLC VALUES

### OUR VALUES



### ADHERENCE TO AUSTRALIAN DEMOCRATIC PRINCIPLES

In accordance with the principles outlined in the *Education and Training Reform Act 2006* (Vic), the teaching programs at DVLC will support and promote the principles and practices of our Australian democracy including a commitment to:

- An elected government
- The rule of law
- Equal rights for all before the law
- Freedom of religion
- Freedom of speech and association
- The values of openness and tolerance.

Also, in accordance with the *Education and Training Reform Act 2006* (Vic), the DVLC will provide a secular education and will not promote any particular religious practice, denomination or sect and is open to adherents of any philosophy, religion or faith.

DVLC 's philosophy will underpin all its operations which include:

- Policies and practices
- Teaching and learning programs
- Staff recruitment, induction and development
- Organisational structures and practices
- Interactions with students, staff, parents, Board members and the wider community

DVLC's Philosophy Statement will be published on our website.

Regular evaluation processes will be in place to measure DVLC's performance with respect to the implementation of our vision, values and objectives.

### **CHILD SAFETY STATEMENT OF COMMITMENT**

DVLC has students under the age of 18 and/or may conduct activities with children and young people. As such, DVLC recognises its responsibility and is committed to being a child safe organisation and protecting children from harm.

DVLC is committed to:

- promoting and protecting the best interests of children;
- safeguarding children who are attending DVLC including e-learning
- the safety, participation and empowerment of all children;
- preventing child abuse and identifying risks early, and removing and reducing these risks, including risks presented by physical and online environments;
- regularly training and educating our staff and volunteers on child abuse risks;
- the cultural safety of Aboriginal children;
- the cultural safety of children from culturally and/or linguistically diverse backgrounds; and
- providing a safe environment for children with a disability.

DVLC supports and respects all children, as well as our staff and volunteers. All children, regardless of their gender, race, religious beliefs, age, disability, sexual orientation, or family or social background have equal rights to protection from abuse, harm or maltreatment.

DVLC has:

- zero tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently with our policies and procedures;
- legal and moral obligations to contact authorities when we have reasonable concern



about a child's safety, or reasonably believe that a child has been abused or harmed, which we follow rigorously;

- human resources and recruitment practices for all staff and volunteers; and
- policies, procedures and training in place that support our leadership team, staff and volunteers to achieve these commitments.

Everyone working or studying at DVLC is responsible for the care and protection of the children within our care and reporting information about suspected child abuse or harm of children and young people. The DVLC community is aware of the Victorian Government's mandatory reporting obligations and associated legislation. Child protection is a shared responsibility between DVLC, all employees, students, workers, Board members, contractors, associates and members of the DVLC community.

If you believe a child or young person is at immediate risk of abuse or harm call Emergency 000.

## **STUDENT RIGHTS AND RESPONSIBILITIES**

Students have a right to:

- Be valued as individuals and have their unique learning styles recognised and catered for so that they can learn and maximise their potential
- Expect a learning program that meets their individual needs
- Participate fully in the DVLC's educational program
- Have a safe, secure environment that is free from intimidation, bullying and harassment
- Be provided with information about your proposed program
- Be provided with exemplary role models by all staff of DVLC
- Be regularly informed of their progress
- Be involved in the decision making process of DVLC
- Feel safe at all times
- Be treated with respect by teachers, staff, volunteers and other students
- Be taught by qualified, competent teachers in a class room environment that enables you to participate and learn effectively
- Use the facilities of the DVLC
- Provide constructive feedback about the quality of the service you are receiving
- Have access to DVLC policies and procedures

- Have your personal records kept confidential unless permission is granted to pass on information

Students have a responsibility to:

- Obey all VCAA rules of assessment
- Respect the rights of fellow students, staff and members of DVLC
- Behave in a positive manner that contributes to the learning of fellow students, does not disrupt the learning of students and enables teachers to teach in an atmosphere of cooperation
- Take responsibility for their learning by arriving for class on time, completing the required course work and use the resources and teachers to facilitate and support their learning
- Respect and not interfere with the computer hardware, software, systems and networks provided by DVLC in any manner, including the introduction of viruses
- Observe copyright laws and licence agreements; the loading of computer games is not permitted
- Use the computer network to only transmit material which is not in violation of any state, federal or international law (including anything pornographic, obscene, threatening or harassing)
- Participate in class discussion and other class activities
- Telephone DVLC to advise of absences if unable to attend a class
- Treat teachers, students, staff and volunteers with respect
- Use the facilities in a cooperative, respectful way
- Observe DVLC's non-smoking policy
- Not come to class under the influence of drugs or alcohol
- Ensure safety for themselves and others
- Not use personal devices such as tablets and phone cameras during class time unless used as part of class work as directed by the teacher
- Students are prohibited from accessing gambling or sex websites on the DVLC's computers or tablets

## **PARENT/GUARDIAN RIGHTS AND RESPONSIBILITIES**

Parents/Guardians have a right to:

- Expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged

- Expect communication and participation in their child's education and learning
- Expect a positive and supportive approach to their child's learning

Parents / Guardians have a responsibility to:

- Promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours.
- Ensure their child's regular attendance
- Engage in regular and constructive communication with DVLC staff regarding their child's learning.
- Support DVLC in maintaining a safe and respectful learning environment for all students.
- Build positive relationships with members of the DVLC community
- Ensure students have the appropriate learning materials and uniform
- Promote respect

DVLC will not tolerate any unlawful discrimination or harassment based on any of the following grounds:

- Sexual orientation, gender identity or intersex status
- Race or ethno-religious background (which includes colour, nationality, descent, ethnicity or religious beliefs)
- Marital status
- Disability - psychiatric/physical/intellectual/disfigurement or disease or illness with no (external) symptoms such as hepatitis or HIV
- Pregnancy

## **PARENT/GUARDIANS CODE OF CONDUCT**

Parents, guardians or carers agree:

- to ensure that DVLC is a child safe environment which is free from child abuse
- to interact in a civil manner with staff, students and other parents
- to be courteous and respectful in both written and spoken communication with anyone in the DVLC community
- to advise DVLC of areas of potential conflict, such as parenting, family court orders
- to behave lawfully on DVLC grounds and observe any orders, obligations or undertakings they may be subject to

- to respect the privacy of other students, parents / carers, staff, contractors and volunteers
- to provide DVLC with relevant medical information about their child or young person i.e. anaphylaxis, asthma and/or diabetes action plans
- to not take photos or video footage, or post photos or video footage on social media of staff, students or parents / carers without prior consent
- to not raise their voice or get involved in verbal or online altercations with other parents / carers or children
- when using social media, to not discuss or mention DVLC, its staff or members of the DVLC community in a negative or defamatory way.

### **Breaches of the Code of Conduct**

With these guidelines in place it is hoped that parents / guardians can appropriately direct their concerns and contribute to a harmonious community environment that reflects the DVLC's values.

- The consequences for breaches of this Code of Conduct will be determined by the CEO and may include the following:
- Banning a Parent/Guardian from entry to DVLC grounds or from attending other related activities or events.
- Direct that a parent may only communicate with members of staff through a nominated DVLC representative.
- in cases of extreme or prolonged breach of this Code of Conduct by a parent / guardian, DVLC may terminate the enrolment of the child of that Parent / guardian, as determined by the CEO.
- DVLC, where appropriate, may involve other authorities.
- DVLC may take such other steps as it deems appropriate according to the nature of the breach.

### **IMPORTANT DATES**

#### **Student Enrolments**

18 January – 3 February 2021

**Term 1 Start Date:** 8 February 2021

**Term 1 End Date:** 01 April 2021

<b>Term 2 Start Date:</b> 19 April 2021	<b>Term 2 End Date:</b> 25 June 2021
<b>Term 3 Start Date:</b> 12 July 2021	<b>Term 3 End Date:</b> 17 September 2021
<b>Term 4 Start Date:</b> 04 October 2021	<b>Term 4 End Date:</b> 5 November 2021
<b>Student Activities Weeks</b> 8 November – 19 November	

## SENIOR SECONDARY PATHWAYS



Source: [vcaa.vic.edu.au](http://vcaa.vic.edu.au) 'Where to Now'

## VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)

The Victorian Certificate of Applied Learning (VCAL) is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). The VCAL Program is designed to develop and extend pathways for young people from school to work, training, VCE or further education.

The VCAL can include components of accredited Vocational Education and Training (VET) and Further Education (FE) qualifications from within the AQF. VET training is a compulsory requirement for completion of VCAL certificates at Intermediate and Senior level. The VCAL is accredited and issued at three award levels:

- Foundation

- Intermediate
- Senior

VCAL aims to provide the skills, knowledge and attributes to enable students to make informed choices about pathways to work and further education. Personal development, students' interests and pathways for senior secondary students, in the context of applied learning, underpin the design of VCAL. The VCAL acknowledges this by developing knowledge and:

- employability skills that help prepare the student for employment and for participation in the broader context of family, community and lifelong learning
- skills that assist the student to make informed vocational choices within specific industry sectors and/or facilitate pathways to further learning.

#### Possible Pathway at Foundation level:

- VCAL Intermediate or Senior level
- apprenticeships and traineeships (school-based or full-time)
- Certificate I (or above) VET courses
- Certificate I (or above) FE courses
- employment.

#### Possible Pathway at Intermediate level:

- VCAL Senior
- apprenticeships and traineeships (school-based or full-time)
- Certificate II (or above) VET courses
- Certificate II (or above) FE courses
- Employment

#### Possible Pathway at Senior level:

- apprenticeships and traineeships (school-based or full-time)
- Certificate II (or above) VET courses
- Certificate III (or above) FE courses
- Industry Pathways / employment.

Students enrol in a VCAL learning program at the level that matches their skills and abilities.

### **VCAL Qualification Nominal Duration**

Each of the three award levels has a nominal duration of 1000 hours, which typically is a mix of class time and independent learning. However, the nominal hours (including both scheduled and unscheduled contact hours) may vary when considering the specific needs of each student. The three qualification levels provide flexible entry and exit points for a range of student abilities and interests and offer a clear progression for knowledge, skills and attributes.

### **VCAL Qualification Structure**

The VCAL has four curriculum areas, called strands. These strands are:

- Literacy and numeracy skills
- Industry specific skills
- Work related skills
- Personal development skills.

VCAL units are designed to meet the purpose of the strand to which they contribute credit to. Each VCAL unit contains accredited learning outcomes that must be satisfactorily completed in order to meet the requirements of that unit. Each VCAL unit is 100 nominal hours in length. The satisfactory completion of each unit contributes one credit towards the VCAL at the appropriate award level.

An additional VCAL unit available as a General Credit into the VCAL Certificate at DVLC is:

- Skills for Further Study

The assessment of each of the VCAL unit learning outcomes may be in the context of programs that include community, school, workplace learning projects/activities.

### **Outline of the VCAL units**

#### ***Literacy Skills Purpose Statement***

The purpose of the literacy curriculum selected for this strand is to enable the development of skills, knowledge and attitudes in literacy that allow progression in the main social

contexts of family, employment, further learning and citizenship. Literacy skills corresponding with these social contexts include literacy for self-expression, practical purposes, knowledge and public debate. Literacy includes reading, writing and oral communication skills.

### ***Numeracy Skills Purpose Statement***

Numeracy is the ability to use mathematical skills in order to carry out purposes and functions within society related to designing, measuring, constructing, using graphical information, money, time and travel, and the underpinning skills and knowledge for further study in mathematics or related fields.

Curriculum selected for numeracy in this strand should develop skills to facilitate the practical application of mathematics at home, work and in the community.

### ***Industry Specific Skills Purpose Statement***

The purpose of the VCAL Industry Specific Skills Strand is to develop student skills, knowledge and attributes related to one or more vocational contexts in preparation for progression to further learning or employment. The learning program used to meet this strand should focus on vocational contexts, in order for learners to explore available pathway options through the Victorian Certificate of Education (VCE), Vocational Education and Training (VET), Further Education (FE) and employment.

### ***Work Related Skills Purpose Statement***

The purpose of the VCAL Work Related Skills Strand is to develop student skills, knowledge and attributes valued within community and work environments as a preparation for employment. The development of employability skills within this strand provides students with a capacity to explore, consider and choose from a range of pathways. Knowledge and understanding of occupational health and safety (OHS) is integral to student preparation for a variety of community and work environments.

### ***Personal Development Skills Purpose Statement***

The purpose of the VCAL Personal Development Skills Strand is to develop student knowledge, skills and attributes that lead to self-development and community engagement through:

- family, social, community and environmental responsibilities



- resilience, self-esteem and efficacy
- health and wellbeing
- valuing participation in a democratic society.

Curriculum selected for the Personal Development Skills Strand must be consistent with the strand purpose statement. Through aligning curriculum with the strand purpose statement, the learning program will provide opportunities for skill progression and experiences that are important for VCAL personal development outcomes.

Personal development includes self-esteem and other qualities developed through valuing personal achievement and contributing to the community. This may involve demonstrating leadership and teamwork skills, accepting responsibility for goal achievement, and reflecting on knowledge and skills for decision making and problem solving.

The development of knowledge, skills and attributes in the Personal Development Skills Strand underpins the development of skills in the other three VCAL curriculum strands (Literacy and Numeracy Skills, Industry Specific Skills and Work Related Skills).

### ***Skills for Further Study Purpose Statement***

The purpose of the Skills for Further Study – Senior unit is to enable students to develop knowledge, skills and attributes for further learning that will prepare and assist them to actively pursue diverse further education and training pathways.

The unit focuses on developing:

- time management skills
- strategies for learning
- research skills
- a pathway plan
- portfolios and applications.

### **VCAL COURSE REQUIREMENTS**

To be awarded any VCAL qualification, students must successfully complete a learning program that contains a minimum of 10 credits and includes:

- curriculum components that can be justified against the purpose statement for the Literacy and Numeracy Skills Strand:
  - ❖ one credit is required for Literacy Skills and one credit is required for Numeracy Skills
- curriculum components to the value of at least one credit that can be justified against the purpose statement for each of the:
  - ❖ Work Related Skills Strand,
  - ❖ Personal Development Skills Strand and
  - ❖ Industry Specific Skills Strand
- a minimum of two VCAL units, one must be a VCAL Personal Development Skills unit at level.
- curriculum components to the value of six credits at the level of the VCAL award or above: one of which must be for Literacy Skills.

\*Note:

- 1) If using VCAL units to meet the eligibility requirements of the literacy component of the VCAL Literacy Skills Strand, the Reading and Writing unit must be completed at the award level or above.
- 2) If using VCAL units to meet the eligibility requirements of the numeracy component of the VCAL Numeracy Skills Strand, a Unit 1 numeracy unit must be completed. At Foundation level, Numeracy Skills Foundation meets the eligibility requirements.
- 3) At the VCAL Intermediate and Senior levels, the learning program must include accredited Vocational Education and Training (VET) curriculum components to the value of a minimum of one credit in the Industry Specific Skills Strand. VET accredited curriculum or Further Education accredited curriculum (one credit is awarded on successful completion of 90 nominal hours of accredited curriculum).

### **DVLC VCAL Program**

At DVLC, the VCAL Program would normally be completed over one year for each certificate level. Students may commence the course at different times during the year.

Over the course of the VCAL Program, each student must complete 1000 hours of VCAL curriculum including a VET program. The Program at DVLC allows for the diverse range of personal and external circumstances and issues of the student cohort to achieve VCAL

learning outcomes. The timeframe allows for the student cohort to work within their literacy and language abilities and work at a pace that they can realistically achieve.

Students will complete a number of selected VET/FE units to meet the Industry Specific Skills of their VCAL program.

#### **At DVLC:**

- We offer a small and supportive educational environment
- We look at the way a student learns and we deliver the course according to what suits the student best
- We negotiate the program with the student so that the VCAL projects are interesting, achievable and relevant
- We give instructions clearly and in a variety of ways so that the students know what is expected of them; what learning outcomes will be met; and what needs to be done to successfully complete the task or project
- We always give students reasonable time to complete work
- We allow students the opportunity to achieve at their own pace
- We often cover a number of outcomes with one task
- We offer many opportunities to cover the outcomes necessary to complete the course

#### **Tutorial Support**

Students can obtain help with understanding course notes or manuals, study skills or preparation of assessment tasks by asking their teacher for additional assistance. This can be done by making prior arrangements for additional assistance with your teacher but during business hours.

#### **Feedback to Students**

Teachers will provide written feedback to students about their progress on a regular basis throughout their VCAL program. Feedback from teachers to students would include:

- Advising the student on any problem areas in which they need to improve
- Advising on where and how improvements can be made for further learning

Parents will receive written feedback on their students learning outcomes twice per year,

at the end of each semester.

### **VCAL Assessment of Learning Outcomes**

The purpose of VCAL assessment is to measure a student's achievement of a learning outcome by collecting evidence about their performance and making a judgment about whether they have met the requirements of that learning outcome. These requirements are clearly outlined in the elements of each learning outcome.

Teachers will use a variety of assessment tasks that provide a range of opportunities for students to demonstrate. Examples of assessment methods and task types could include:

- teacher observation and/or checklists
- self-assessment inventories
- physical demonstration of understanding of written or oral text
- a portfolio of accumulated evidence
- evidence accumulated through project or program participation
- awards from recognised programs
- oral or written reports and presentations
- oral explanation of text
- written text
- discussion
- debates
- role-plays
- folios of tasks or investigations
- performing practical tasks
- evidence of information and communications technology, including Internet usage
- reflective work journals
- student logbooks.

Students must be observed to demonstrate achievement of a learning outcome on more than one occasion and in different contexts to make sure the assessment is valid and reliable, fair, flexible and efficient.

An assessment task used to demonstrate achievement of one or multiple learning outcomes in one VCAL unit **cannot** be used to demonstrate achievement in any other VCAL unit, VET unit of competency.

The award of satisfactory achievement for a unit is based on a decision that the student has achieved the learning outcomes specified in the unit in accordance with the VCAA VCAL Strand Curriculum Planning Guides.

### **VCAL Folio of Evidence (Portfolio)**

At DVLC, a portfolio must be submitted for each VCAL unit. This portfolio allows each VCAL student to showcase their best work and records their learning progress. A portfolio may include:

- Copies of completed assessment tasks
- All classroom learning activities
- Photo journal of activities
- Power point presentations or posters
- Completed Journals

### **Student Observance of VCAA Rules for VCAL Assessment**

Students must sign a declaration at the beginning of each year that they agree to abide by and observe the rules and instruction relating to the VCAL assessment program and accept its disciplinary procedures.

The VCAA sets down a number of rules which a student must observe when preparing work for assessment:

1. A student must ensure that all unacknowledged work submitted for assessment is genuinely his/her own.
2. A student must acknowledge all sources used, including:
  - Text, websites and source material
  - The names and status of any person who provided assistance and the type of assistance provided.
3. A student must not receive undue assistance from any other person in the preparation and submission of work.

### **Acceptable levels of assistance include:**

- The incorporation of ideas or material derived from other sources (e.g. reading, viewing or note taking), but which has been transformed by the student and used in a new context
- Prompting and general advice from another person or source, which leads to refinements and /or self-correction.

**Unacceptable forms of assistance include:**

- Use of, or copying of another person's work or other resources without acknowledgement
- Corrections or improvements made or dictated by another person.

A student must not knowingly assist other students in a breach of rules.

**Assessment of students with disability**

The VCAL structure provides a number of strategies to support students with disabilities. However, all VCAL students are required to meet the course requirements as outlined in the *VCE and VCAL Administrative Handbook 2021* and in the *VCAL Strand Curriculum Planning* guides. Please see more information in Special Provision section below.

**Special Provision in VCAL**

The VCAA Special Provision policy aims to provide students in defined circumstances with the opportunity to participate in and complete their secondary level studies. The underlying principle of the VCAA Special Provision Policy is to ensure that the most appropriate, fair and reasonable options are available for students to demonstrate their capabilities if their learning and assessment programs are affected by disability, illness, impairment or other circumstances. Special Provision should provide equivalent, alternative arrangements for students, but not confer an advantage to any student over other students.

Individual students may need special provision in their learning program to achieve the learning outcomes and in assessment to demonstrate their learning and achievement.

The programs and assessment tasks designed for VCAL students should allow each student to successfully complete the learning program without compromising the expectations of each of the components of the program in accordance with course requirements.

**Eligibility for Special Provision**

Students may be eligible for Special Provision if at any time they are adversely affected in a significant way by:

- an acute or chronic illness (physical or psychological)
- factors relating to personal circumstance
- an impairment or disability, including a learning disorder.

Students granted Special Provision must still complete all work related to satisfactory completion of the outcomes of a VCAL unit. Students absent from DVLC for prolonged periods must still comply with DVLC's authentication procedures to demonstrate that they have completed the work and that the work is their own.

### **Intellectual disability**

The Chief Executive Officer (CEO) has the discretion to approve the enrolment of students with an intellectual disability in the VCAL. The VCAA does not place restrictions on this discretion. The VCAL Coordinator is responsible for advising students of the likelihood of successfully achieving the published unit outcomes and for deciding appropriate arrangements at DVLC.

### **Students with credit from the VCE**

Any VCE unit that has **not** already contributed to the satisfactory completion of any senior secondary certificate may contribute to satisfactory completion of a current VCAL certificate.

### **Recognition of Prior Learning (RPL) – VCAL and VET**

Recognition of prior learning (RPL) is the acknowledgment of skills and knowledge obtained through any combination of formal or informal training, work experience or general life experience. RPL is a process to assess successful completion of VCAL learning outcomes through skills, knowledge and experience gained in other settings besides traditional school programs, for example through part-time work or voluntary involvement in a community organisation.

RPL can only be applied to the VCAL Work Related Skills, VCAL Personal Development Skills and VCAL Skills for Further Study units. Decisions regarding RPL for VCAL Work Related

Skills, VCAL Personal Development Skills and VCAL Skills for Further Study units are the responsibility of DVLC.

In relation to a VET program as part of their VCAL, RPL can apply to one or more units of competency or even a whole course in a VET certificate. Students need to ask their teacher about RPL if they feel they already have knowledge and experience in a subject area, and they will be provided with an RPL application. The student's teacher or the VCAL Coordinator will guide you through what you will need to provide for evidence of RPL.

### **Credit Transfer (CT)**

DVLC is required to recognise the AQF qualifications and statements of attainment issued to students by other registered training organisations. This means that if you have successfully completed a unit of competency, DVLC will accept this as valid and reliable.

To apply for a Credit Transfer, students must be able to present their original qualification or statement of attainment with national codes and titles that match units of competency in the course in which they are enrolled.

### **Satisfactory completion of VCAL units**

Students will receive an S (satisfactory achievement) for a VCAL unit when they have demonstrated achievement in all the learning outcomes for the VCAL unit. If a student has not completed all the learning outcomes to a satisfactory standard they will receive a N (not yet completed) for the VCAL unit.

### **VOCATIONAL EDUCATION AND TRAINING (VET)**

Vocational Education and Training (VET) programs comprise nationally recognised vocational certificates, which may be integrated within the VCAL at DVLC.

At DVLC, VET contributes to the VCAL through satisfying the requirements of the Industry Specific Skills or Work Related Skills Strands. One credit is awarded on successful completion of 90 hours of accredited curriculum (e.g. VET is undertaken as part of an accredited VET or Further Education (FE) curriculum or through a School Based Apprenticeship/Traineeship).

In calculating VCAL credit derived from VET or FE qualifications, the overall certificate



level of the qualification in which the nominal hours have been accumulated is used to determine VCAL credit as follows:

- 90 nominal hours-worth of completed units of competency/modules from a Certificate I qualification will provide one credit towards a Foundation VCAL program
- 90 nominal hours-worth of completed units of competency/modules from a Certificate II qualification or higher will provide one credit towards a Foundation, Intermediate or Senior VCAL program.

### **School Based Apprenticeships and Traineeships (SBATs)**

SBATs offer students the opportunity to combine their VCAL studies with part-time employment and a vocational training program. For further information about SBAT opportunities, please make contact with the Career and Pathways Advisor at DVLC.

### **VET Units of Competency**

A unit of competency specifies the knowledge and skills, and the application of that knowledge and skills, to the standard of performance expected in the workplace. Students must demonstrate these standards through a variety of assessment tasks in order to be assessed as having demonstrated competency.

The following Employability Skills are imbedded in all VET programs. These are non-technical skills that can be applied across different jobs and industries. Skills include:

- communication
- teamwork
- problem solving
- initiative and enterprise
- planning and organising
- self-management
- learning
- technology

### **Satisfactory Completion of VET units of competency**

Students will receive a Statement of Attainment for all units of competency they have successfully completed.

C: Competent

NYC: Not Yet Competent

Where a student has undertaken an assessment and it has been marked as Not Yet Competent (NYC), they may be allowed to re-do the assessment. If they are deemed to be NYC for a second and third time, they will be required to re-enroll in that unit.

### **Final Results: VCAA Reporting to students**

At the end of the academic year, the Victorian Curriculum and Assessment Authority (VCAA) issues a Statement of Results to all students who have obtained results in the Victorian Certificate of Applied Learning (VCAL) units, VET (Vocational Education and Training) units and VCE VET/FE units of competency.

### **VCAL Statement of Results contains:**

- a cumulative record of achievement for all VCAL, VCE and VCE VET units undertaken, and the academic year in which the result was obtained.
- a declaration stating whether the student has or has not been awarded the VCAL
- the number of credits and a list of strands the student has satisfied towards the VCAL.

### **VET/FE PROGRAMS OFFERED AT DVLC**

The following VET Programs are offered at DVLC in 2021:

- CHC22015 Certificate II in Community Services
- 22472VIC Certificate I in General Education for Adults
- 22473VIC Certificate II in General Education for Adults
- 22474VIC Certificate III in General Education for Adults

### **Language, Literacy and Numeracy (LLN)**

Language, Literacy and Numeracy (LLN) DVLC recognises that reading, writing, listening, speaking and understanding mathematical concepts and processes are integral skills required for work and are therefore an important component of training. We treat all students as individuals with different life experiences in which literacy and numeracy skills will vary.

As part of the enrolment process, students applying for enrolment in an accredited course (VET program) as part of their VCAL qualification, will need to complete a language, literacy and numeracy (LLN) assessment, which will be used to assess the LLN ability of the student. Where a student has been identified as requiring assistance in language, literacy and numeracy, DVLC will make every effort to assist and support the student. Where a high level of assistance is required, DVLC may refer the student to a third party for specialised assistance.

### **Unique Student Identifier (USI)**

It is a requirement that all students enrolling in VET program must provide a Unique Student Identifier (USI) before a qualification or statement of attainment can be issued.

A USI is a free national reference number that provides students with password protected access to their USI Account which:

- is a secure online record of all the nationally recognised training they have completed since 1 January 2015
- is accessible at any time
- provides an authenticated transcript as proof of training.

DVLC collects your USI information on the Enrolment Form, and we encourage all students to apply for their own USI if they do not already have one. If you need help in getting your USI, please speak to reception or your teacher.

- DVLC can apply for a USI on your behalf, but you will need to give us written consent by completing a USI Permission Form.
- You can apply for your USI at [www.usi.gov.au](http://www.usi.gov.au).
- You may already have a USI if you have done any nationally recognised training, which could include training at work, completing a first aid course or RSA (Responsible Service of Alcohol) course, getting a white card, or studying at a TAFE or training organisation. It is important that you try to find out whether you already have a USI before attempting to create a new one. You should not have more than one USI.
- To check if you already have a USI, use the 'Find your USI' link on the USI website at <https://www.usi.gov.au/faqs/find-your-usi>

## **USI Exemption**

A person with a genuine personal objection to being assigned a USI can apply for an exemption to the Student Identifiers Registrar. To apply for an exemption, the student must complete the Commonwealth Statutory Declaration Form found at: <https://www.usi.gov.au/documents/usistatutory-declaration> and send it to the Registrar at the following address:

### **Student Identifiers Registrar**

**C/- Department of Employment, Skills, Small & Family Business**

**GPO Box 9880 Adelaide SA 5001**

If a USI exemption is granted, you may not be able to access the results of your training on an authenticated VET transcript prepared by the Registrar.

## **Structured Workplace Learning (SWL)**

Students can undertake Structured Workplace Learning (SWL) as part of their VET or VCAL program offered at DVLC. SWL provides students with the opportunity to integrate on-the-job experience with their VCE or VCAL program.

It provides:

- enhanced skill development
- practical application of industry knowledge
- assessment of units of competency
- achievement of some learning outcomes for VCE studies or VCAL units
- enhanced employment opportunities.

Students access a variety of workplace learning activities while they are still at school to assist in their development of a realistic understanding of the world of work. These include addressing employer expectations, developing employability skills, exploring possible career options, and activities aimed to increase their self-understanding, maturity, independence and self-confidence.

Students must meet the necessary occupational health and safety preparation requirements before undertaking SWL.

## **ATTENDANCE REQUIREMENTS FOR VCAL AND VET**

Schooling is compulsory for children and young people aged from 6 to 17 years (unless an

exemption from attendance or enrolment has been granted).

Daily attendance at DVLC is important for young people to succeed in education and to ensure they do not fall behind both socially and developmentally. This participation maximizes life opportunities for young people by providing them with education and support networks. It helps people to develop important skills, knowledge and values that set them up for further learning and participation in their community.

Students are expected to attend DVLC during normal school hours, 9.00am – 3.30pm every day of each term unless:

- there is an approved attendance exemption for the student
- the student has a dual enrolment with another school and has only a partial enrolment in DVLC, or
- the student is registered for home schooling and has only a partial enrolment in DVLC for particular activities

Both DVLC and parents have an important role to play in supporting students to attend DVLC every day.

**Students are expected to maintain an attendance rate of 80% for each unit of VCAL and VET at DVLC.**

Reasons for absences fall into two groups – **approved** or **unapproved** reasons.

**No more than 20% of classes can be missed for unapproved reasons.**

Students may be awarded an N for a unit if attendance falls below the 80% level.

Approved reasons for absence	Unapproved reasons for absence
Illness – <i>medical certificate</i>	Driving lessons
Bereavement or attendance at a funeral– <i>notice from paper and note from home</i>	Personal issues (without further explanation)
Job interview – <i>letter from employer</i>	Family commitments
Medical/dental appointments (which cannot be arranged out of class time) – <i>medical certificate</i>	Assessment Task preparation for other VCAL or VET units
Attendance at training and/or work placement for School Based Apprenticeship or VET program outside of DVLC	Part time work commitments with the exception of School Based Apprenticeship work placement and training
Court appointments and counselling – <i>letter from the court or certificate of attendance from counsellor</i>	Sleeping in or missing the bus Car or bike breakdown

License testing (one attempt only) - <i>receipt</i>	Supporting upset friends or timetable mix-ups
School refusal, if a plan is in place with the <i>parent/guardian/guardian</i> to address causes and support student's return to DVLC - plan	Centrelink appointments
Cultural observance if the parent/guardian notified DVLC in advance – <i>note from home</i>	
Family holidays, where the parent/guardian notified DVLC in advance – note from home	

DVLC will identify individual students or cohorts who are vulnerable and whose attendance is at risk and/or declining and will work with these students and their parent/guardian to improve their attendance through a range of interventions and supports.

Students are encouraged to approach a teacher and seek assistance if there are any issues that are affecting their attendance.

### **Supporting and promoting attendance**

DVLC's *Student Wellbeing and Duty of Care Policy* supports student attendance.

We also promote student attendance by offering breakfast and light lunches to students.

### **Recording attendance**

Teachers at DVLC must record attendance twice a day in every class. This is necessary to:

- meet legislative requirements
- discharge DVLC's duty of care for all students
- meet Victorian Curriculum and Assessment Authority requirements for VCAL students

Attendance will be recorded by the classroom teacher at the morning and afternoon sessions. If a student is attending an approved activity off-site, the teacher in charge of the activity will record them as being present.

### **Recording absences**

For absences where there is no exemption in place, a parent/guardian must provide an explanation on each occasion to DVLC.

Parent/guardian should notify DVLC of absences by contacting the teacher or the reception for both planned and unplanned absences.

If a student is absent on a particular day and DVLC has not been previously notified by a parent/guardian, or the absence is otherwise unexplained, DVLC will notify the parent/guardian by a telephone or text message. DVLC will attempt to contact parent/guardian as soon as practicable on the same day of the unexplained absence, allowing time for the parent/guardian to respond.

If contact cannot be made with the parent/guardian (due to incorrect contact details), DVLC will attempt to make contact with any emergency contact/s nominated on the student's file, where possible, on the day of the unexplained absence.

DVLC will keep a record of the reason given for each absence. The CEO will determine if the explanation provided is **approved** for the purposes of meeting the parent/guardian responsibilities under the *Education Training Reform Act 2006*.

If DVLC considers that the parent/guardian has provided a **reasonable excuse** for their child's absence the absence will be marked as **approved**.

If DVLC determines that no reasonable excuse has been provided, the absence will be marked as **unapproved**.

If no explanation is provided by the parent/guardian within 10 school days of an absence, it will be recorded as an **unapproved** and recorded on the student's file.

Parent/guardian will be notified if an absence has not been excused.

### **Managing non-attendance and supporting student engagement**

Where absences are of concern due to their nature or frequency, or where a student has been absent for more than five days, DVLC will work collaboratively with parent/guardian, the student, and other professionals, where appropriate, to develop strategies to improve attendance, including:

- establishing an Attendance Student Support Group
- implementing a Return to DVLC Plan
- implementing an Individual Education Plan
- implementing a Student Absence Learning Plan for students who will be absent for an extended period
- arranging for assistance from relevant staff at DVLC

We understand from time to time that some students will need additional supports and assistance, and in collaboration with the student and their family, will endeavour to provide this support when

it is required.

If, from multiple attempts to contact with a parent/guardian, it becomes apparent that a student will not be returning to the DVLC, the CEO may make a referral to DET Regional Office if:

- the student has been absent from DVLC on at least five full days in the previous 12 months where:
  - the parent/guardian has not provided a reasonable excuse for these absences; and
  - measures to improve the student's attendance have been undertaken and have been unsuccessful
- the student's whereabouts are unknown and:
  - the student has been absent for 10 consecutive days; or
  - no alternative education destination can be found for the student

## **PLAGIARISM, CHEATING and COLLUSION**

### **Plagiarism**

Plagiarism is the act of presenting another person's work as your own, and failing to acknowledge that the thought, ideas or writings are of another person. Specifically, it occurs when:

- other people's work and/or ideas are paraphrased and presented without a reference;
- other students' work is copied or partly copied;
- phrases and passages are used verbatim without quotation marks and/or without a reference to the author or a web page.

### **Cheating**

Cheating is to act dishonestly or unfairly in connection to an assessment conducted by DVLC. To avoid plagiarism and/or cheating and its penalties, students are advised to note the following:

- You may quote from someone else's work (for example from textbooks, journals or other published materials including online sources) but you must always indicate the author and source of the material. In the case of online sources, you should include a date as this material is more liable to change.
- You should name sources for any graphs, tables or specific data, which you include in your assignment.



- You must not copy someone else's work and present it as your own. Teachers will check students' work for any plagiarised content or cheating that has occurred.

## **Collusion**

Collusion involves submitting work where there has been unauthorised collaboration with other students, and where this work is passed off as the student's own work. This is separate from:

- group, team or project work, authorised by a teacher, that produces common assessable work and / or an individual component of work; and
- informal cooperative learning groups where students meet outside the classroom to discuss work and collaborate to enhance their learning progress.

Examples of collusion include:

- allowing another student to copy your work;
- sharing your answers with others;
- asking someone else to write or substantially edit (not proofread) your work; and
- offering to complete work for another student.

## **Student Responsibilities**

DVLC students are expected to:

1. be aware of the requirement of academic integrity and the penalties for academic misconduct;
  2. ask for assistance or clarification where needed in understanding what work must be submitted for assessment;
  3. adequately reference the ideas and work of others;
  4. sign the declaration that they have submitted their own work; and
- take reasonable precautions to avoid other students copying their work

All students need to be aware that it is their responsibility to ensure that the teacher has no difficulty in authenticating their work.

## **BREACH OF RULES**

If a teacher believes that a breach of rules has occurred, then the student will be informed by their teacher. The teacher will then report the suspected breach of rules to the VCAL Coordinator.

Prior to a decision being made that a breach of rules has occurred, the student will be requested to attend an interview with the VCAL Coordinator and their subject teacher. The student will be given 24 hours' notice of this meeting and advised that a parent or friend may accompany them to the interview in a support role, but not as an advocate.

The student will be notified in writing of the decision/penalties and their rights of appeal. The decision/penalty imposed by DVLC could be in the form of:

- A reprimand to the student or
- If there is sufficient time before the due dates designated by DVLC or VCAA, the student could be asked to resubmit the work or
- Refuse to accept that part of the work which infringes the rules and base a decision whether to award the outcome an N or an S on the remainder of the work or
- Refuse to accept any part of the work and an N will be awarded for the outcome

The student will be notified in writing of the decision/penalties and their rights of appeal

### **MEDICATIONS AND FIRST AID**

Students are responsible for their own medication while at DVLC. DVLC staff are not able to hand out any medication unless by prior arrangement with the parents or guardians of students. A First Aid Kit is available for minor cuts and injuries. Injuries should be reported to either the First Aid Officer on site and/or your teacher. An incident report will need to be completed and signed before you leave DVLC.

### **NON-SMOKING POLICY**

DVLC adheres to a non-smoking policy under Victorian legislation (Tobacco Act 1997). Smoking is not permitted within DVLC's facility. Please consider the comfort and health of others by respecting these rules, adhering to signage about smoking and non-smoking areas and disposing of cigarette butts in a responsible manner.

### **PRIVACY AND CONFIDENTIALITY**

DVLC is committed to protecting the privacy and personal information of all of our students. All information provided by our prospective students and an enrolled student is kept strictly confidential. Except as required by law, information about a student will not be disclosed to a third party without the consent of the student and/or carer. A copy of the Privacy and Confidentiality Policy is available upon request.

## **SEXUAL HARASSMENT**

Sexual harassment is a general term covering unwelcome sexual behaviour. This could include a demand for sexual activity (subtle or explicitly) or offer of sexual favours, unwanted and deliberate physical contact, unwelcome sexual jokes, innuendos or comments of a sexual nature. It could also be the display of offensive pictures or publications, or the use of offensive language in the classroom or workplace. If at any time a student is subjected to sexual harassment, they should contact their Teacher or their Wellbeing Officer or the VCAL Coordinator.

## **BULLYING AND AGGRESSIVE BEHAVIOR**

DVLC will not tolerate bullying behaviour. There is no place for bullying at any of our campuses. Safe and respectful work/learning environments are a priority. Bullying is any behaviour that is repeated, systematic and directed towards a person or group of people with the intention to victimise, humiliate, undermine or threaten and which creates a risk to health and safety.

Bullying behaviour demeans and humiliates people, either as individuals or as a group. It may also include behaviour that intimidates, offends, criticises, or degrades a person, possibly in the presence of others. Some initiation practices could be considered as bullying, where they involve the misuse of relative/or assumed power, for example by students who have been here longer than others.

If a student is concerned about bullying, the important thing is to speak it out. It may be sufficient to make it clear to the individual/s that the behaviour is not welcome, that it offends and interferes with the student's ability to learn. If students are a witness to bullying behaviour, they might approach those perpetrating the bullying behaviour and tell them that they disapprove of the behaviour and request that it stops. However, if the behaviour persists (or if the student doesn't feel confident to approach the individual/s)

they should report the behaviour to their Teacher or their Wellbeing Officer or the VCAL Coordinator.

As with sexual harassment, all requests for assistance will be handled in the strictest confidence.

### **CHILD SAFE POLICY**

As DVLC strives to develop dynamic, responsive and innovative educational programs, teaching and learning experiences, it will intentionally promote and protect the interests and safety of children and young people, and a child-safe environment for all children and young people in its care. This will be achieved by:

- having a zero tolerance for child abuse
- working to actively listen to and empower children/young people
- having systems to protect children/young people from abuse, and will take all allegations and concerns very seriously and responding to them consistently in line with the organisation's policies and procedures
- being committed to promoting cultural safety for Aboriginal children/young people, cultural safety for children/young people from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children/young people with a disability
- engaging only the most suitable people to work with children/young people along with providing high quality supervision and professional development.

### **ACCESS TO STUDENT RECORDS**

Access by students to their personal records is available by completing a Student Results Request Form or by written request to the CEO via email [veronica.kioria@dvlc.org.au](mailto:veronica.kioria@dvlc.org.au)

Student Access to the file will be granted only when written notification is received and DVLC has validated the student's identification. Records will be viewed by the student under DVLC supervision.

### **OCCUPATIONAL HEALTH AND SAFETY**

DVLC complies with all relevant Occupational Health and Safety legislation. Entry of persons to DVLC property is conditional to them complying with all policies and the OH&S Legislation in Victoria.

Teachers will actively take steps to identify hazards that could cause harm to students in the learning environment. Where possible, the teacher will take action to remove or control these hazards, and will report the hazard to the appropriate onsite personnel.

**Students must:**

Where practicable, take responsibility for their own health and safety and that of their fellow students. This means students must:

- Follow all safety rules, procedures and the instructions of their teacher while attending a training session.
- Maintain personal cleanliness and observe standard safety practices including the wearing of approved clothing and footwear if called upon.
- Inform their teacher about any injuries or faults in equipment that occur while on DVLC premises or property.

**Note:** In the event a student is injured while undertaking studies and it is judged that an ambulance be called, the injured person is responsible for the cost of the ambulance.

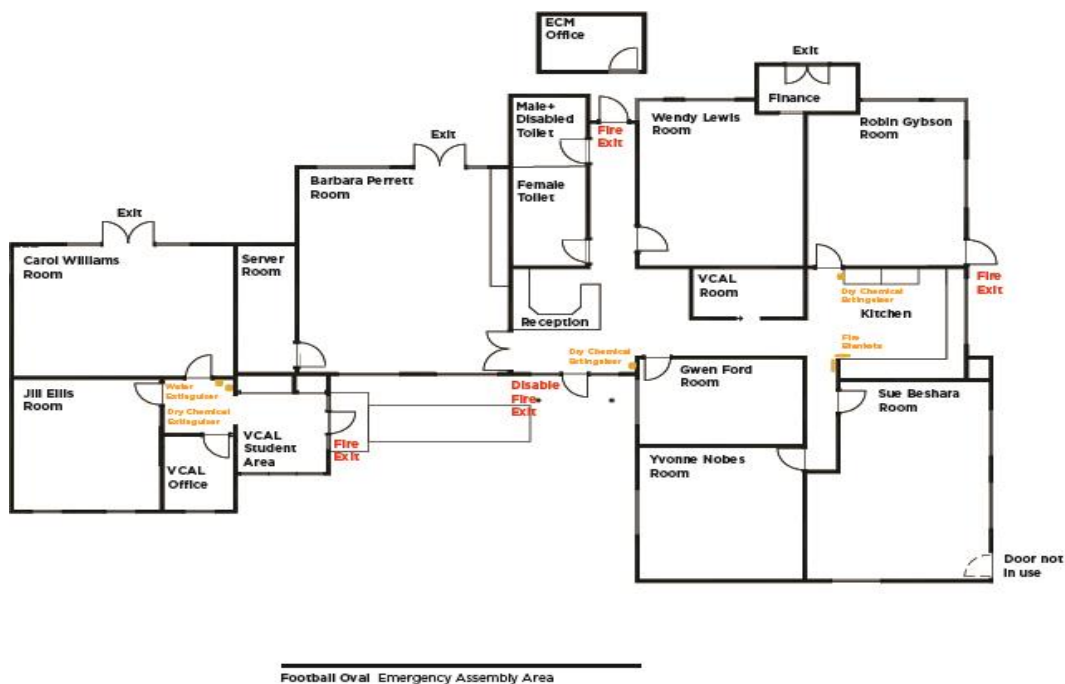
**EMERGENCY PROCEDURES**

DVLC has a Critical Incident and Emergency Management Policy and procedure in place to protect everyone who enter DVLC. Please familiarise yourself with the policy and check the emergency procedure map located near the door in your classroom. This will tell you the exit to use in case of fire. Fire drills are regularly held to demonstrate the evacuation procedure to staff and students.

**DVLC Lower Campus (1 Diamond Creek Road, Greensborough)**

DVLC has an emergency procedure in place to protect all members who enter the centre. Fire drills are regularly held to demonstrate the evacuation procedure to staff and students. Please familiarise yourself with the Centre Floor Plan and check the emergency procedure map located near the door in the room you are studying in. This will tell you the exit to use in case of fire.

Floor Plan of the Diamond Valley Learning Centre Building:



## Jill Ellis Room Emergency Evacuation Procedure

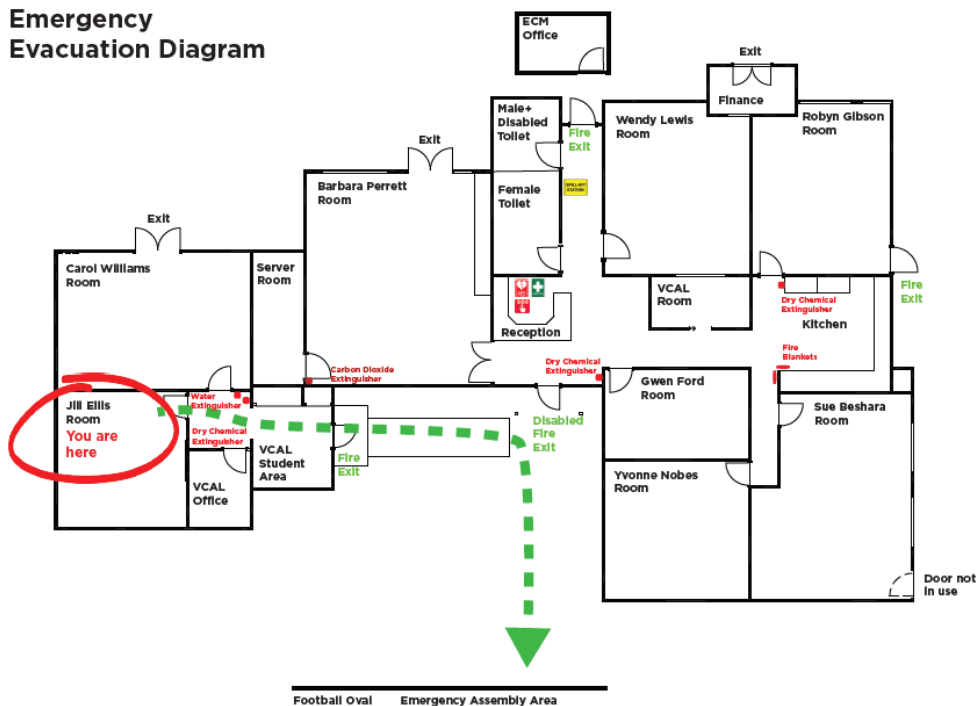
- On hearing the siren or when informed by a DVLC Fire Warden, remain calm, follow instructions and leave the building immediately by the designated fire exit.
- Proceed to the Assembly Area on the football oval.
- Assist persons in need of help to evacuate or remove from immediate danger, if safe to do so.
- Inform Fire Warden of any person/s remaining in the building and any injuries.
- Do not re-enter the building until the Chief Fire Warden gives the all clear.

### Tutors

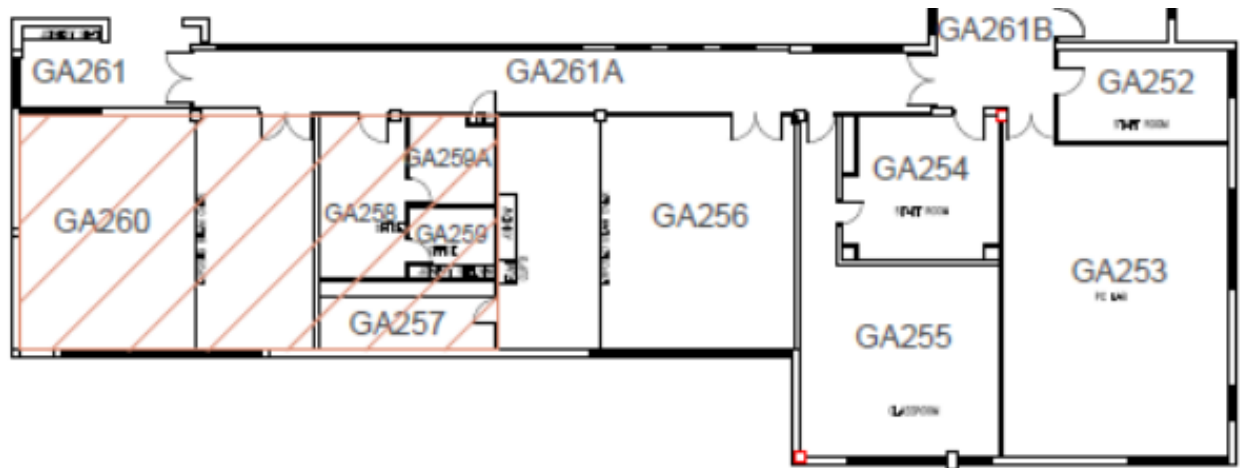
- Collect the Class Attendance Record.
- Escort students to Assembly Area on the football oval.
- Ensure classroom empty.
- Close windows and doors, if safe to do so.
- Check student names against the class list.
- Ensure all students present.
- Report to Deputy Fire Warden 1.
- Inform if anyone missing or injured.

- Automatic External Defibrillator
- First Aid Kit
- Emergency Button
- Spill Kit Station

## Emergency Evacuation Diagram



## DVLC Upper Campus (Melbourne Polytechnic, Greensborough Campus)



Please note: the DVLC Upper Campus rooms at Melbourne Polytechnic are shown in the shaded area above

## Melbourne Polytechnic (Greensborough) Evacuation



## STUDENT SUPPORT SERVICES

Being a student is exciting, but it can also be challenging. Teachers and Wellbeing Officers are available to offer professional and confidential support as appropriate. All staff are committed to ensuring that you have a positive learning experience.

Learners with disabilities or additional needs should feel that their individual needs are met in our programs and are given ongoing opportunities for additional assistance and appropriate course modifications.

We also offer peer support, wellbeing support, and referrals to community agencies such as Headspace (see list below). The Wellbeing Officers are available five days a week. The Wellbeing Officers can provide links to sources of support where the staff at DVLC are not qualified or is in the student's best interests to seek professional advice.

For general careers and pathways advice, please consult with DVLC's Career and Pathways Advisor who is available on a Tuesday and Wednesday each week.

### External Support

A number of organisations provide free online information and support, and offer counselling services for people in need. In many cases, information is available in other languages. Students experiencing difficulties are encouraged to access these services, or can request assistance from your teacher or Wellbeing Worker.

Ambulance	Call 000	
Victoria Police	000 or 8432 0200	
<b>Consumer rights</b>		
Consumer Affairs Victoria	www.consumer.vic.gov.au	
<b>Substance use problems</b>		
National Alcohol & Other Drug Hotline	www.alcohol.gov.au	1800 250 015
Direct Line	www.directline.org.au	1800 888 236
Family Drug Support	www.fds.org.au	1800 368 186
Quitline	www.quit.org.au	137 848
Turning Point	www.turningpoint.org.au	



**Family violence**

Safe Steps	<a href="http://www.safesteps.org.au">www.safesteps.org.au</a>	1800 015 188
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**Financial matters**

Consumer Action Law Centre	<a href="http://www.moneyhelp.org.au">www.moneyhelp.org.au</a>	1800 007 007
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ASIC	<a href="http://www.moneysmart.gov.au">www.moneysmart.gov.au</a>	
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Salvation Army Employment Plus	<a href="http://www.employmentplus.com.au">www.employmentplus.com.au</a>	
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**Gambling**

Gambling Help Online	<a href="http://www.gamblinghelponline.org.au">www.gamblinghelponline.org.au</a>	1800 858 858
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**Gender identity and health**

QLife	<a href="http://qlife.org.au">qlife.org.au</a>	1800 184 527
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Rainbow Health Victoria	<a href="http://rainbowhealthvic.org.au">rainbowhealthvic.org.au</a>	
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Touchbase	<a href="http://www.touchbase.org.au">www.touchbase.org.au</a>	
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Transgender Victoria	<a href="http://www.tgv.org.au">www.tgv.org.au</a>	
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**Grief and loss**

Grief Line	<a href="http://griefline.org.au">griefline.org.au</a>	1300 845 745
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Compassionate Friends Victoria	<a href="http://compassionatefriendsvictoria.org.au">compassionatefriendsvictoria.org.au</a>	1300 064 068
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**Health**

Better Health Channel	<a href="http://www.betterhealth.vic.gov.au">www.betterhealth.vic.gov.au</a>	
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Health Direct	<a href="http://www.healthdirect.gov.au">www.healthdirect.gov.au</a>	
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Head to Health	<a href="http://www.headtohealth.gov.au">www.headtohealth.gov.au</a>	
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**Homelessness**

Launch Housing	<a href="http://www.launchhousing.org.au">www.launchhousing.org.au</a>	1800 825 955
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**Legal advice**

Victorian Legal Aid	<a href="http://www.legalaid.vic.gov.au">www.legalaid.vic.gov.au</a>	1300 792 387
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The Law Handbook	<a href="http://www.lawhandbook.org.au">www.lawhandbook.org.au</a>	
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Victorian Aboriginal Legal Service	<a href="http://vals.org.au">vals.org.au</a>	1800 064 865
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Youth Law	<a href="http://youthlaw.asn.au">youthlaw.asn.au</a>	9113 9500
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Women's Legal Service	<a href="http://womenslegal.org.au">womenslegal.org.au</a>	
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**Mental health and wellbeing**

Beyond Blue	<a href="http://www.beyondblue.org.au">www.beyondblue.org.au</a>	1300 224 636
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Lifeline	<a href="http://www.lifeline.org.au">www.lifeline.org.au</a>	13 11 14
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Suicide Call Back Service	suicidecallbackservice.org.au	1300 659 467
Headspace	headspace.org.au	
MensLine	menslineaus.org.au	1300 78 99 78
Kids Help Line	kidshelpline.com.au	1800 55 1800
ReachOut	au.reachout.com	
Head to Health (H2H)	headtohealth.gov.au	
Mindspot	mindspot.org.au	1800 61 44 34
PANDA	panda.org.au	1300 726 306
Black Dog Institute	blackdoginstitute.org.au	
Butterfly Foundation	thebutterflyfoundation.org.au	1800 33 4673
SANE	www.sane.org	1800 18 7263
<b>Sexual assault</b>		
Sexual Assault Crisis Line	www.sacl.com.au	1800 806 292
1800Respect	www.1800respect.org.au	1800 737 732
Anonymous reporting	www.sara.org.au	

## COMPLAINTS AND APPEALS

All students have access to the Student Complaints and Appeals Policy and Procedure. This can be found on the DVLC website and copies can also be requested from reception at any time.

This policy ensures that fair and equitable processes are implemented for any complaints or appeals against DVLC. In brief, if you are dissatisfied or unhappy with the way something has happened at DVLC, please speak to your Teacher or Wellbeing Officer or staff at reception in the first instance. We will attempt to resolve the issue; if you are not satisfied, you may put it in writing and follow the policy process to reach a solution.

The definition for a Complaint and an Appeal are as follows:

**Complaint:** Initial notification of your dissatisfaction or an issue that has occurred

**Appeal:** Application to have the outcome of a complaint reviewed or to have an assessment decision reviewed.

Students are able to submit a formal complaint to DVLC relating to any concern they may have (should they feel a person has acted inappropriately, or treated someone unfairly,

etc.). This can be submitted directly to the CEO. All complaints are handled with confidence.

A student may also appeal a decision made by DVLC in regards to an assessment outcome. Where a student feels they have been unfairly judged and assessed on a specified task, project or assessment they may have the assessment reviewed by submitting an appeal form. Students must provide supporting evidence or explanations as to why they feel the assessment is unfair and why they should be given further opportunity to be assessed.

**Please note:** An individual with a complaint has the right to access advice and support from independent external agencies / persons at any point of the complaint and appeals process. Use of external services will be at the complainant's cost unless otherwise authorised.

#### **DVLC STAFF**

Our staff will work with you to achieve positive outcomes from your studies. They will also work with you to help you with any issues and barriers that may have hindered your education in the past.

<b>Staff Position</b>	<b>Staff Member's Name</b>
Chief Executive Officer	Veronica Kioria
Career & Pathways Advisor	Paul Adigun
Child Safety Officer	Michael Jakubowski
Compliance Officer	Heather Glover
HR, Accounts and Operations Manager	Carol Conibear
Reception – Administration Officer	Wendy Haynes
Records Officer	Angelina Pavlova
Training Administration/VET Student Support Officer	Loreto Fenton
Training Manager	Purnami Jithesh
VCAL Administration Support Officer	Perpetua Gitau
VCAL Coordinator	Julie Hodgkins
VCAL Teacher Aide	Ann McCallum
VCAL Teacher - Blue Group	Joshua Kayll
VCAL Teacher – Purple Group	Paul Adigun

VCAL VET Teacher	Teresa Granato
VCAL Wellbeing Officer/Teacher Aide	Damian Rigby
VCAL Wellbeing Officer/Teacher Aide	Katerina Digala

## GLOSSARY OF TERMS

### **Australian Qualifications Framework (AQF)**

The Australian Qualifications Framework specifies the standards for educational qualifications in Australia. It is administered nationally by the Australian Government's Department of Industry, with oversight from the States and Territories, through the Standing Council of Tertiary Education Skills and Employment.

**Competency** Vocational education and training is based on units of competence that are identified by industry as specific occupational skills or generic work competencies

### **Department of Education and Training (DET)**

The Victorian Government department that administers school education, apprenticeships and traineeships.

### **Further Education (FE)**

FE refers to qualifications that provide training in adult literacy and basic education, access and preparatory education and English as an Additional Language.

### **Outcomes**

What students are expected to know and be able to do by the time they have finished a VCAL unit.

### **Registered training organisation (RTO)**

Approved by the Victorian Registration and Qualifications Authority or Australian Skills Quality Authority to deliver and issue VET qualifications.

### **Satisfactory (S)**

A student has achieved the outcome for the unit. If a student does not satisfactorily complete the unit, they will receive an N (not yet complete).

**School-based apprenticeship or traineeship**

An apprenticeship or traineeship undertaken in the VCE or VCAL, with at least one day per week spent on the job or in training during the normal school week.

**Semester**

Half the academic year (around 20 weeks across two school terms). Most units last for one semester.

**Statement of Attainment**

A record of recognised learning that may contribute towards a VET qualification.

**Statement of Results**

A set of documents that states the student's VCAL results, and whether the relevant certificate has been awarded.

**Structured Workplace Learning (SWL)**

On-the-job training that allows VET students to develop their work skills and understand employer expectations.

**Technical and Further Education (TAFE) institute**

Offers a range of vocational tertiary courses up to the level of advanced diploma.

**Units (VCAL)** Accredited units in Literacy and Numeracy Skills, Industry Specific Skills, Personal Development Skills and Work Related Skills.

**Victorian Certificate of Applied Learning (VCAL)**

The Victorian Certificate of Applied Learning (VCAL) is a 'hands-on' option for students in Years 11 and 12 and is a credential awarded to secondary school students who successfully complete year 11 and 12 in the Australian State of Victoria.

**Victorian Certificate of Education (VCE)**

The Victorian Certificate of Education (VCE) is the certificate that the majority of students in Victoria receive on satisfactory completion of their secondary education. The VCE provides diverse pathways to further study or training at university or TAFE and to employment.

**Vocational Education & Training (VET)**

Vocational Education and Training (VET) qualifications have been developed with the specific goal of preparing students with skills for work. VET is designed to help people to join or re-join the workforce, move into a new career or gain additional skills in their existing career. VET qualifications have a very practical focus. As well as specific skills for your chosen occupation, a VET course will often include generic work-based topics such as workplace health and safety.

**Victorian Curriculum and Assessment Authority (VCAA)**

The Victorian Curriculum and Assessment Authority is a statutory authority of the Government of Victoria responsible for the provision of curriculum and assessment programs for students in Victoria, Australia. The VCAA is primarily accountable to the Victorian Minister for Education.

**Victorian Curriculum and Assessment Authority (VCAA)**

Responsible for managing the VCE and VCAL.

**Victorian Certificate of Applied Learning (VCAL)**

An accredited senior secondary school qualification

**Victorian Certificate of Applied Learning Program**

A program of accredited curriculum that leads to the award of a VCAL certificate

**Vocational Education and Training (VET)** – nationally recognised vocational courses (certificates) integrated within the VCE or VCAL