Narrabundah College
Vocational Education and Training (VET)
Student Handbook
2016
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<table>
<thead>
<tr>
<th>POSITION</th>
<th>NAME</th>
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<td>CEO/Principal</td>
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<td>(A-F) Year Advisor</td>
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<td>Jodie Dehelean</td>
<td>(G-L) Year Advisor</td>
<td>Andrea Trappes</td>
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<td>Birgit Matijiw</td>
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### Narrabundah College RTO – Trainers and Training Packages in Session 1 2016.

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1.0 Vocational Education and Training at the Narrabundah College:

Narrabundah College has an inclusive curriculum that values vocational courses. The College is scoped to deliver a range of vocational courses leading to industry qualifications at Certificate I and II levels, with capability to facilitate the acquisition of Certificate III levels through cross-RTO partnerships with external providers.

Students can combine Work Integrated Learning with traditional programs of study, including working toward a Tertiary package with a VET component, as well as undertaking study in an Accredited package with a VET component. These pathways are encouraged to provide students with a wider range of options, post-college.

Narrabundah College is scoped to offer the following VET courses:

1. **Business Administration** -
   - Certificate I in Business (BSB10115)
   - Certificate II in Business (BSB20115)

2. **Information Technology** -
   - Certificate I in Information, Digital Media and Technology (ICT10115)
   - Certificate II in Information, Digital Media and Technology (ICT20115)
   - Certificate III in Information, Digital Media and Technology (ICT30115)

3. **Fashion and Textiles** -
   - Certificate II in Applied Fashion Design and Technology (LMT21707)

4. **Media Studies** -
   - Certificate II in Creative Industries (Media) (CUF20107)

5. **Furniture Construction** –
   - Certificate I in Furnishings (MSF10113)

6. **Music** –
   - Certificate II in Music (CUS20109)

Students may also pursue VET studies through an external RTO and have points awarded to their Year 12 Certificate for those studies. This may take the form of undertaking Certificate II or III studies or completing an ASBA (Australian School-Based Apprenticeship) with another RTO.

VET (Vocational Education and Training) is competency-based learning that provides students with the opportunity to learn and demonstrate achievement of outcomes against competency standards set down by industry skills councils and educational bodies. VET is usually work-oriented education which provides students with the opportunity to learn and apply occupational skills. To achieve a VET qualification, students must demonstrate their knowledge in **theory and practice** within the framework of a nationally recognised Training Package. A Training Package leads to a specific qualification in a field of study/work.
Students will find at the back of this handbook, a set of Appendixes that relate to such things as Applying for RPL, Appealing an Assessment Result and Providing Feedback on SWL Placements.

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

1.1 What is a competency?

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

All Training Packages are subject to the guidelines of the Australian Qualifications Framework (AQF). The AQF provides these overarching guidelines for achievement at different levels, ranging from Certificate I to PhD level and including the Senior Secondary Certificate level. [http://aqf.edu.au/](http://aqf.edu.au/) TGA is the official National Register of information on Training Packages, Qualifications, Courses, Units of Competency and Registered Training Organisations (RTOs) and has been developed for experienced training sector users. Please see: Training.gov.au for more details.

It is worth noting that an ASBA involves paid work and students are still awarded points toward their Year 12 Certificate for this component. All VET programs involve real work experiences and both external and internal assessment. Additionally, students can achieve recognition of competencies in a work environment, without a formal training component, as a part of RPL processes (see appendix 1).

1.2 What is an ASBA – Australian School-Based Apprenticeships?

An ASBA involves paid work and students are still awarded points toward their Year 12 Certificate for this component. All VET programs involve real work experiences and both external and internal assessment. Additionally, students can achieve recognition of competencies in a work environment, without a formal training component, as a part of RPL process (see Appendix 1).

Any student in the College can access ASBA opportunities, **but there are long-term commitments to ASBAs that require students to be organised, punctual and dedicated** so that they complete their ASBA within the specified time limit (in this case, two years of college study) and so that they fulfill their work obligations to the employer with whom they have their apprenticeship. ASBA studies require **extra time and commitment** from students; not less. It is important to keep this in mind if you are thinking of completing an ASBA at Narrabundah College.

For further information about study in particular fields, whether VET, Tertiary or Apprenticeship-based, students can access the following sites:

- [www.myfuture.edu.au](http://www.myfuture.edu.au)

**Importantly** students are encouraged to speak to Year Advisors and the Careers Advisor regarding any questions that they have about ASBAs, VET and further education post-Year 12.

### 2.0 Assessment, Appeals and RPL

#### 2.1 Assessment and Appeals

The College has clear Assessment and Appeals procedures outlined in the Student Handbook, on Unit Outlines and available from the BSSS. These procedures are set by the Board of Senior Secondary Studies and the Narrabundah College is compliant with these. Students are encouraged to review their Student Handbook for a clear understanding of these procedures.

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

#### 2.2 Recognition of Prior Learning (RPL)

Students who have achieved competencies within a training package at another institute are encouraged to apply for RPL, which will require them to provide evidence of this achievement. By undertaking an RPL process students can reduce the length of time of study, as well as the number of assessment tasks they may need to complete to demonstrate competence. If a student can demonstrate competence in the workplace, he/she must also give the teacher (trainer and assessor) the opportunity to **recognise** this competence and sign-off against it.

Please see Appendix 1 for a fuller understanding of the RPL Process at Narrabundah College.

#### 2.3 Access and Equity across the College

Narrabundah College has clear Access and Equity policies which are applied across the College. These are outlined in the BSSS guidelines and guidelines provided by the Education and Training Directorate, ACT. Further information about these can be found at [http://www.det.act.gov.au/publications_and_policies](http://www.det.act.gov.au/publications_and_policies). These guidelines include policies to promote OH&S and to redress concerns around racism, sexual harassment and bullying.
The Student Services team at Narrabundah College (including the Counsellor, Year Advisors and Executive Teacher, as well as the Assessment and Reporting Coordinator) is primarily responsible for access and equity issues. Other people to consult include the Anti-Sexual Harassment Officers, the Indigenous Contact Officer, any Executive Staff member or teaching staff. All staff are responsible for facilitating access and equity issues for students through a process of referral to the appropriate contact officers.

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

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

3.0 Structured Workplace Learning (SWL)

Many VET courses within the College require SWL as a core component that contributes toward the successful completion of a qualification. SWL is generally broken into blocks of hours that students must spend in a workplace to demonstrate achievement of learned competencies in an industry context. A good example are the Certificates I and II in Information Technology. Students who wish to complete a full qualification before the end of Year 12 are given opportunities to undertake and complete SWL.

3.1 Student Responsibilities

Students undertake SWL:
- in addition to their academic workload
- By making use of their own time for all or part of their work placement – SWLs are completed throughout the year and can be undertaken during holiday periods, WEX weeks or at other times in the school year.
- Students who undertake SWL during the teaching period do so with an awareness of the balancing act of completing assessment and negotiating assessment deadlines with classroom teachers in other subjects to support their vocational studies.
- Can rely on the support and encouragement of College teaching staff in order to succeed in their VET studies. SWL placements are recognised as legitimate aspects of the learning process at the College and teachers are responsive to VET students as they undertake SWL placements.

When undertaking a SWL placement, the student is required to notify classroom teachers of an expected absence prior to the completion of an SWL. This gives students and teachers the opportunity to discuss assessment commitments and negotiate these. This is a requirement for students engaged in any specialist program or excursion that will take them from the classroom for an extended period of time.
Within the SWL process, students are required to make contact with the host employer, prior to placement. This provides students with the opportunity to discuss the course they have been studying at the College and also to negotiate the timing for the placement so that both the student and the employer are well-represented. VET teachers support students in this process, but the leg work and contact with employers is the responsibility of the student.

Please note that the Employer Contact is necessary to ensure that legal requirements have been met by the employer and the ACT ETD around insurance. It is during this initial contact that VET students provide a 4-Way Agreement to the employer for them to sign and which is then returned to your VET teacher or the Transitions Office (Glenda Nimmo) at Narrabundah College. In addition, students should ensure that they have a list of competencies that they should be able to demonstrate during the SWL placement to show the employer. This helps make the SWL placement more meaningful for the student and more interesting, also.

3.2 Penalties for Non-Attendance

Students who do not attend their SWL will be deemed as ‘Not Competent’ and future SWL placement opportunities will have to be negotiated with the VET Coordinator. This is due to the limited number of employers within the ACT who can provide SWL opportunities and the amount of time that it takes for the employer, the VET teacher and the SWL section of ETD to organise a placement.

Due to the fact that many Work Experience (WEX) placements are often a precursor to participation in a VET course or to undertaking an ASBA, it should be noted that similar conditions apply to non-attendance to a WEX placement for all students.

3.3 Unsatisfactory SWL or ASBA Placements

SWL and ASBA placements are meant to be informative and positive experiences for both student and employer. Should a work placement experience prove unsatisfactory the supervising teacher (whether for a SWL or ASBA student) is available for immediate contact by the student and/or employer to discuss concerns or issues that have arisen in the work place. Often a quiet conversation with both student and employer is all that is needed to resolve minor issues.

However, if the situation is more serious, for example an OH&S concern, harassment or abusive situation, the supervising teacher will immediately inform either the VET Coordinator or the SLC of Student Services and they will apply the College’s anti-harassment policies and access and equity guidelines to resolve the issue.

Please note that in the event that a student’s conduct is unsatisfactory during a SWL placement, the College’s VET Coordinator will make a decision about terminating the SWL. Unsatisfactory conduct can be harassment, abuse, bullying or failure to consistently follow OH&S requirements, as outlined by the employer and within the context of the industry in which the SWL placement is.

Students are encouraged to provide feedback to the classroom teacher or VET Coordinator regarding a work placement, whether it has been satisfactory or unsatisfactory.
APPENDIX 1

Student Quiz

1. What is VET an acronym for? _____________________________________________

2. What is SWL?

________________________________________________________________________

3. What is a competency?

________________________________________________________________________

________________________________________________________________________

4. What is a Training Package?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

5. What is an ASBA? Who can undertake an ASBA?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

6a. How long will it take you to complete your Training Package?

________________________________________________________________________

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

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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

Recognition of Prior Learning

What is RPL (or Recognition of Prior Learning)?

The ASQA (Australian Skill Quality Framework) which guides all VET practices in Australia defines RPL as:

“An assessment process that assesses an individual's non-formal and informal learning to determine the extent to which an individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of, a qualification.”

What does this mean?

RPL is a way to have your previous skills and experiences recognised, without having to do every component/unit of the qualification you are seeking.

What does this do for you?

- It helps reduce the number of units you have to study to achieve your VET qualification.
- It also acknowledges that you have shown interest in your particular field of study long before you began a formal course.
- It shows that informal and non-formal learning are valuable to employers.

Where do I go for help in seeking RPL?

If you wish to seek RPL, you should talk to your VET teacher or see the VET/RTO Coordinator or the ASBA/WEX/Careers team in the ASBA/WEX Office.

Contact Names:

VET/RTO Coordinator: Jodie Dehelean
ASBA/WEX Contact Officers: Glenda Nimmo
Careers: Glenda Nimmo
The Overall Process of Recognition of Prior Learning (RPL)

5 Steps:

1. Get the RPL Information Kit (What is RPL? Application form)

2. Complete the RPL Application for each unit of competency you want

3. Collect evidence that supports your application

4. Your evidence is assessed

5. Recognition is granted, or denied
RECOGNITION OF PRIOR LEARNING – APPLICATION - 2013

The AQSA (Australian Quality Skills Framework) which guides all VET practices in Australia defines RPL as:

“An assessment process that assesses an individual's non-formal and informal learning to determine the extent to which an individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of, a qualification.”

What does this mean?

RPL is a way to have your previous skills and experiences recognised, without having to do every component/unit of the qualification you are seeking.

What does this do for you?  It helps reduce the number of units you have to study to achieve your VET qualification.  It also acknowledges that you have shown interest in your particular field of study long before you began a formal course.  It shows that formal and non-formal learning are valuable to employers.

If this sounds like you, then please complete the form below:

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Date:</th>
<th>Teacher:</th>
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<tr>
<td>Training Package:</td>
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<td>RPL Competency:</td>
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<tr>
<td>Unit Enrolled in</td>
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Evidence: You must provide a supporting statement/evidence against your request. It could come in the form of:

1. A Previous Certificate
2. Third Party Statement – ie., from a previous employer
3. Work Diary (eg., completed during ASBA work)
4. Photos/video of you achieving the competence
5. Community Service/Volunteering Work (where you’ve been given an opportunity to achieve the competence)
6. Part-time Work – where you achieve the competence in your daily activities and which is documented in some of the above ways.

Student’s Signature: ______________________________ Date: ______________
Teacher’s Assessment:

Evidence Sighted and Attached:  
- Yes  
- No

Competence Sighted:  
- In-Class – Date:  _______
- In the workplace – Date:  ________

If In-Class:  
- Test Conditions  
- Structured Group Activity
- Assessment Opportunity

- Competent  
- Not Yet Competent

Teacher’s Signature:  ______________________________  Date:  ______________

RPL Granted:  YES  
- NO  

Detail Reason:

Date:  

VET Coordinator’s Signature:
APPENDIX 3 – Appealing an Assessment Result

RIGHT TO APPEAL

All students at the college are able to appeal against an assessment if the result obtained does not appear fair. The protocol that students must follow is:

1. First talk to your class teacher, and if you are not satisfied with the explanation
2. Discuss the situation with the Executive Teacher of the faculty concerned and if you are not satisfied with the explanation
3. Talk to the Executive Teacher in charge of Assessment and Reporting for further advice on the ‘appeal processes.

The outcome of an appeal may be a change of score or grade (either up or down) or there may be no change. You will be formally advised of the outcome. Please see the ACT BSSS brochure “Your rights to appeal” for more information. It is available online at www.bsss.act.edu.au.

Time Limits
Except in term 4 of Year 12, appeals against assessment items should be lodged within five working days of the results being published.
In Term 4, Year 12 appeals against assessment items should be lodged within two working days of results being published. Appeals against course scores should be lodged within one working day after publication.

APPENDIX 4 – Complaints

Narrabundah College RTO seeks to handle complaints in an efficient, fair and accessible manner and to resolve them in accordance with the principles of natural justice. We seek to ensure that the complaint handling process is transparent and comprehensive.

1. In the first instance persons wishing to make a complaint are encouraged to have their concerns handled in an informal way by talking to the trainer/staff member involved
2. If unsuccessful, lodge a formal written complaint to the Executive Teacher of the faculty.
3. If the complaint is deemed to be severe in its effect on the complainant, the formal written complaint may be lodged with the CEO/Principal or the Education and Training Directorate.

Should the complaint be related to an employer or SWL placement, please immediately inform the teacher/trainer of the course you are studying.
RECORD OF ATTAINMENT

CUF20107 CERTIFICATE II IN CREATIVE INDUSTRIES MEDIA

To receive the Certificate II in Creative Industries the following training package rules apply

Requiring 8 units for the qualification:

- 4 core units plus
- 2 specialist units and
- 2 elective units and
- 1 Media – Structured Workplace Learning unit (0.5) and
- Involvement in media industry projects

COMPULSORY (4 CORE)

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<td>BSBCRT101A</td>
<td>Apply critical thinking techniques</td>
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<tr>
<td>BSBOHS201A</td>
<td>Participate in OHS processes</td>
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<tr>
<td>BSBWOR203A</td>
<td>Work effectively with others</td>
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<tr>
<td>CUFIND201A</td>
<td>Develop and apply creative arts industry knowledge</td>
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SPECIALIST (2 needed)

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<td>CUESOU07B</td>
<td>Apply a general knowledge of audio to work activities</td>
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<td>CUFAIR201A</td>
<td>Develop techniques for presenting information on radio</td>
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<tr>
<td>CUFRES201A</td>
<td>Collect and organise content for broadcast or publication</td>
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<tr>
<td>CUFPOS201A</td>
<td>Perform basic vision and sound editing</td>
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<td>CUFSOU204A</td>
<td>Perform basic sound editing</td>
</tr>
<tr>
<td>CUSSOU04A</td>
<td>Record sound</td>
</tr>
<tr>
<td>CUSSOU09A</td>
<td>Mix sound sources</td>
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<tr>
<td>ICPMM296A</td>
<td>Create and test a CD-ROM/DVD</td>
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<td>BSBCUS201A</td>
<td>Deliver a service to customers</td>
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<td>BSBDDES201A</td>
<td>Follow a design process</td>
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<tr>
<td>BSBDDES202A</td>
<td>Evaluate the nature of design in a specific industry context</td>
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<td>BSBWOR202A</td>
<td>Organise and complete daily work activities</td>
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<td>ICAU2006B</td>
<td>Operate computing packages</td>
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APPENDIX 5 – Student Feedback on SWL Placement

Students undertaking Structured Workplace Learning receive feedback from their Employer and Teacher/Trainer in the form of Competency Checklists. These checklists are completed during the SWL placement by the student and employer and discussed with the Teacher/Trainer who makes an overall assessment of whether the student is competent in the assessable competencies.