



prahran community learning centre inc.

# 2017 STUDENT HANDBOOK

**Prahran Community Learning Centre Inc.**

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## Staff for 2017

<b>Angela Stathopolous</b>	<b>Principal Executive Officer</b>
<b>Effie Senese</b>	<b>Education Manager</b>
<b>Isaac Frenkel</b>	<b>Compliance Manager</b>
<b>Jackie Mulliss</b>	<b>Administration / Programs Officer</b>
Lance Twentyman	Further Education Trainer/Assessor – Cert I in General Education for Adults (CGEA)
Tony Senese	VET Trainer/Assessor – Cert I, II, III Visual Arts
Amelie Scalerchio	VCAL Trainer/Assessor – VCAL Intermediate/Senior
Christy Buehlmann	VCAL/Further Education Trainer/Assessor – Cert II in General Education for Adults (CGEA) and VCAL Intermediate/Senior
Effie Senese	VET Trainer/Assessor – Cert II in Business and Cert III in Business Administration
Heather Donchi	Teacher Aide

The programs & teachings of the Prahran Community Learning Centre Inc. (*hereafter known as PCLC or the RTO*) support and promote the principles and practice of Australian democracy, including a commitment to:

- The 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 & tolerance

### **MISSION STATEMENT**

PCLC provides quality, affordable, educational opportunities to enable people to fully participate in Australian society and to create pathways to further education and employment.

### **AIMS**

In order to achieve its Mission, PCLC Inc. aims to:

- ♦ Deliver high quality educational programs to youth & adults that meet the need of its community, with a focus on critical life-skills including:
  1. English language and literacy
  2. Numeracy
  3. Work Related Skills
  4. Information technology and information communication technology
  5. Community involvement and active citizenship

- ♦ Deliver quality accredited educational programs that are recognised in educational and industry sectors.
- ♦ Promote learning in a supportive, friendly, social and equal opportunity environment.
- ♦ Empower people through participation and skills acquired.
- ♦ Be attuned to the ever changing needs of its students and the broader community and to respond appropriately.
- ♦ Maintain an effective and efficient management system.
- ♦ Foster a working relationship with business, industry, government and relevant community service / educational agencies.
- ♦ Establish and build on links with other providers to share skills, knowledge and resources.

PCLC strives for excellence and is committed to quality across all of its operations. This is facilitated by compliance with all relevant Commonwealth and State legislation and regulatory requirements, and by ensuring that these are integrated into its policies and procedures.

Further information on any of the policies mentioned may be obtained from PCLC Management.

### **QUALITY TRAINING**

PCLC is a Registered Training Organisation (RTO), and a Non-School Senior Secondary provider that has the following courses on its Scope of Registration.

#### **Accredited Courses**

- 21352 Foundation VCAL (Victorian Certificate of Applied Learning)
- 21353 Intermediate VCAL
- 21354 Senior VCAL
  
- 21497VIC Certificate I in ESL (Access) (English as a Second Language)
- 21498VIC Certificate II in ESL (Access)
- 21499VIC Certificate III in ESL (Access)
- 21500VIC Certificate IV in ESL (Access)
  
- 22234VIC Course in Initial CGEA (General Education for Adults)
- 22235VIC Certificate 1 in CGEA (Introductory)
- 22236VIC Certificate 1 in CGEA
- 22237VIC Certificate II in CGEA
- 22238VIC Certificate III in CGEA

#### **Qualifications**

- BSB20115 Certificate II in Business
- BSB30415 Certificate III in Business Administration
  
- CUA10315 Certificate I in Visual Arts
- CUA20715 Certificate II in Visual Arts
- CUA31115 Certificate III in Visual Arts

These courses are taught and assessed in terms of standards of competency. Competency based training standards are an industry-determined specification of performance of skills, knowledge and attributes needed to perform in the workplace.

It is a requirement that all staff teaching and/or assessing these courses have completed the Certificate IV in Training and Assessment, or higher as well as having specialist qualifications, current industry knowledge and workplace experience in the field they are teaching.

### **ABOUT VCAL**

The Victorian Certificate of Applied Learning (VCAL) is a 'hands on' option for students in Years 11 and 12. Like the VCE, the VCAL is a recognised senior qualification. Unlike the VCE, which is widely used by students as a pathway to university, the VCAL focuses on 'hands on learning'. Students who complete VCAL are more likely to be interested in going on to training at TAFE, completing an apprenticeship, or getting a job after completing Year 12.

The VCAL's flexibility enables students to design a study program that suits their interests and learning needs. Students select accredited VCE and Vocational Education and Training (VET) modules and units from the following four compulsory strands:

- Literacy and Numeracy Skills
- Work Related Skills
- Industry Specific Skills
- Personal Development Skills

Students, who start their VCAL and then decide they would like to complete their VCE, are able to transfer between certificates. Any VCE studies successfully completed as part of the VCAL program will count towards the VCE.

A certificate and statement of results will be issued to students who successfully complete their VCAL.

### **VCAA REQUIREMENTS**

PCLC, as a VCAL provider is obligated to indicate to the VCAA each year, through student enrolments, the detailed program/s the centre will offer. In so doing, the Education Manager undertakes to ensure that students are provided with access to adequate facilities and resources to complete the VCAL study offered by the centre. PCLC, as a VCAL provider must ensure that the following is adhered to;

- Communication from the VCAA to centre staff via email, fax, bulletins, memorandums and the VCAA website
- Integrity of VCAL teachers, supervisors and assessors
- Maintenance of VASS
- Data security
- Submission of data via VASS
- Timelines and summary of data requirements
- Accuracy of student personal and enrolment data
- Accuracy of result data

### **VCAL STUDENT COURSE AND ASSESSMENT REQUIREMENTS**

PCLC is committed to delivering a quality VCAL program. To ensure that all staff is able to meet course and assessment requirements, including administrative requirements, the following

guidelines (as adapted from the VCAA VCAL curriculum planning guides) have been developed for all VCAL teaching staff.

The relevant Curriculum Planning Guides include:

- Literacy and Numeracy Skills Strand – Literacy Skills Unit
- Literacy and Numeracy Skills Strand – Numeracy Skills Unit
- Personal Development Skills Strand
- Industry Specific Skills Strand and Work Related Skills Strand

### **Course requirements**

To be awarded the VCAL, students must successfully complete a learning program which contains a minimum of ten credits. The VCAL program must include:

- curriculum components to the value of at least one credit, each of which can be justified against the purpose statement for each of the four VCAL curriculum strands
- a minimum of two VCAL units
- one credit for numeracy
- curriculum components to the value of six credits at the level of the VCAL award (or above), of which one must be for literacy and one credit must be for a VCAL Personal Development Skills unit.

At the VCAL Intermediate and Senior levels, the learning program must also include accredited Vocational Education and Training (VET) curriculum components to the value of a minimum of one credit in the Industry Specific Skills Strand. The VCAL program may also contain curriculum components drawn from Victorian Certificate of Education (VCE) units and Further Education (FE) accredited curriculum. One credit is awarded on successful completion of 100 nominal hours of accredited FE curriculum.

### **VCAL curriculum strands**

Each VCAL award level contains four curriculum strands:

- Literacy and Numeracy Skills
- Industry Specific Skills
- Work Related Skills
- Personal Development Skills.

To ensure consistency in designing a VCAL learning program, selected curriculum components must closely align to the purpose statements of the appropriate curriculum strand. Information about VCAL curriculum strands is available in the VCAL section of the current VCE and VCAL Administrative Handbook and additional VCAL publications available at the VCAA website: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au). Alternatively, please see the Education Manager for further information / clarification.

### **Integrating curriculum**

The teaching and learning program for the units of competency and modules that make up the learning program can be integrated (combined). Providers of VCAL are encouraged to integrate the learning outcomes from a number of VCAL units where possible and practicable. The knowledge and skills development that lead to the learning outcomes in one unit, such as a VCAL unit, can be extended by including content drawn from a VET module/unit of competency.. Programs can be designed to include a thematic or project based approach.

## **ASSESSMENT AND REPORTING**

The award of satisfactory achievement for a unit is based on a decision that the student has demonstrated achievement of the learning outcomes specified for the unit.

**Students should be observed to demonstrate competence on more than one occasion and wherever possible in different contexts to make sure that the assessment is as consistent, fair and equitable as possible.**

A range of assessment methods and task types may be used. These 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.

For VCAL units, students will receive an S (Satisfactory) or N (Not yet complete) result for each unit. Information about assessment processes and procedures for VCAL units can be found in the *VCAL Unit Assessment Planning Guide* which is available from the VCAA website at: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au), or please contact the Education Manager for clarification.

### **Integrated assessment**

Where possible, assessment in the VCAL should focus on integrated curriculum projects/activities. In developing an integrated or holistic approach to assessment, a number of outcomes (VCAL learning outcomes and/or VET or FE learning outcomes) from curriculum components in one or more strands can be grouped into logical, assessable activities that take into account project-based or thematic activities. It is preferable for assessment tasks/activities to integrate more than one learning outcome. This enables assessment to be more easily integrated into learning activities and reflects the integrated nature of literacy and numeracy. For example, a teacher observation of a class discussion about a text read by students could be used to assess both a Reading learning outcome and a learning outcome in the Oral Communication unit. Students could also write a response to the text and cover one of the Writing learning outcomes.

Please see the Education Manager for further information / clarification.

### **Assessing students with disabilities**

While flexibility in relation to assessment methods, assessment tools and context is encouraged to meet the specific needs of students, the validity and reliability of the assessment must not be

compromised in any way. Flexibility in assessment methods is important, particularly for students with disabilities. For example, if a person is unable to communicate by speaking, then an alternative means of communicating may be used to demonstrate unit outcomes normally demonstrated through the spoken word. Similarly, students who are hearing impaired may sign their response, those with a physical disability may use a voice synthesiser or communication board. In some instances the time taken to respond in alternative modes may be considerably longer than through speech and it may be unrealistic to expect such students to achieve the outcomes in the stated nominal hours. Students may therefore need an extended time to complete the learning outcomes in these cases.

### **Quality assurance of assessment**

The quality assurance (QA) of all curriculum components delivered in VCAL learning programs is enhanced through existing assessment requirements. The QA of VCAL units will ensure consistency in interpretation of learning outcomes and the relevant levels. A shared understanding of learning outcomes, elements and assessment processes and practices will be fostered through the QA process. Satisfactory completion of the VCAL units must be based on evidence that demonstrates that the student has successfully completed the learning outcomes. The curriculum for the VCAL unit will include learning activities that develop the student's knowledge and skills, as well as instance/s of assessment. The assessment instance/s for the unit are separate from the learning activities. When developing an assessment task it must enable students to complete the learning outcome/s. The elements further describe the learning outcome/s and are a guide to the requirements for the appropriate VCAL level. 'S' or 'N' results for VCE units must be consistent with the requirements of the study designs. Validation of assessments for VET and FE modules/units of competency will be the responsibility of Prahran Community Learning Centre and will be in accordance with the requirements of the Australian Quality Training Framework. These requirements will be set out in the accredited course document.

### **CREDIT TRANSFER (CF) and RECOGNITION OF PRIOR LEARNING (RPL)**

PCLC acknowledges the knowledge, skills and experiences that participants bring with them. These achievements and skills will be recognised by granting exemptions from relevant areas of study, by means of credit transfer or recognition of prior learning.

Credit transfer allows a student to be exempt from repeating parts of a course for which he/she has already been assessed and received a partial qualification, even though the study was undertaken through a different registered training provider.

Recognition of AQF qualifications and statements of attainment and credit transfer is only applicable where PCLC has the specific course on its scope of registration.

AQF qualification and statements of attainment are identified by the 'Nationally Recognised Training' logo.

Recognition of prior learning (RPL) is a way of measuring and formally recording the knowledge and skills acquired through life and work experience and/or through education and training. The benefits of RPL for students are that it formally acknowledges their achievements and reduces the amount of study they must undertake to complete a course.

If you believe you may be eligible for recognition of prior learning or credit transfer, request a *Recognition of Prior Learning* brochure that explains what to do.

### **ASSESSMENT**

All assessment strategies will be valid, reliable, fair and flexible to accommodate the diverse and changing needs of students.

### **ACCESS AND EQUITY**

The Centre believes that all people, regardless of race, religion, gender, age, marital status, ability or lifestyle choice, should be afforded the same rights, opportunities, access and equity.

Given the diverse cultural and linguistic backgrounds of the people who join PCLC, the Centre aims to ensure that each individual is respected and feels comfortable to express his/her beliefs and develop his/her skills.

Acceptance of people's differences and respect for differing points of view are important. Students are encouraged to express their views in a manner that is mindful of the cultural background, beliefs, abilities and lifestyle choices of others. Further information is available in the *Equal Opportunity Policy*.

### **PRIVACY**

**PCLC respects the right of the individuals and organisations to information Privacy. Information that is collected and held is kept in accordance with the Privacy Act 1988**

#### **Act No. 119 of 1988 as amended**

(This compilation was prepared on 1 November 2010 taking into account amendments up to Act No. 73 of 2010. Ref: [http://www. https://www.legislation.gov.au/Series/C2004A03712](http://www.https://www.legislation.gov.au/Series/C2004A03712)).

PCLC may request students for information about themselves for research, funding, statistical and planning purposes.

### **EMERGENCY CONTACT INFORMATION**

PCLC requests the provision of personal information about a person who can be contacted in the event of an emergency. It is important that you have the permission of this person to provide his/her personal information to PCLC. Every effort will be made to seek consent prior to administering emergency procedures (hospital, medicines, First Aid, ambulance), however, if the individual/s are unable to be contacted, or if it is an emergency which requires instant relief, than PCLC shall use its discretion to rectify the situation.

### **SECURITY AND MANDATORY USE OF INFORMATION**

The staff of PCLC who handle your information are required by law to respect your privacy and to ensure that your personal information is kept secure and confidential.

In most circumstances, PCLC will only release information about you to another organisation with your consent or where required by law to do so.

PCLC must disclose your personal information to the relevant funding bodies, Adult Community and Further Education (ACFE), Caulfield Park Community School etc. Information such as your name, age, country of birth, language you speak at home, health and special needs information, your previous educational qualifications and your current employment status may be required.



## **COLLECTING, HOLDING AND ACCESSING INFORMATION**

If you have concerns about providing any information that is requested or if you want to see the information PCLC holds about you, please ask PCLC Education Manager who will explain what to do.

It is important that you let PCLC know when information that you have provided needs to be corrected or updated.

## **FEES**

Your place in a class will not be confirmed until all of the fees have been paid, unless the Education Manager has agreed to provision for payment by installment in writing.

## **CODE OF CONDUCT**

PCLC appreciates that each of its students are unique and encourages all students to appreciate this quality in one another. PCLC acknowledges and is sensitive to cultural, age, ability, gender, religious and lifestyle differences.

PCLC believes that learning occurs best in a supportive, friendly and social environment. Consequently, staff and students are to:

- **Consider other students and staff.** This means listening, being polite and courteous.
- **Respect different points of view.** We do not all have to agree. Students are encouraged to discuss differences with other students and their teacher. Many opportunities for learning arise **because** we have different views.
- **Respect property.** Appreciate the physical environment of the Center and the time and the effort that has gone into making this a comfortable place to learn.
- **Arrive on time** for classes.
- **Let your teacher know if you cannot attend** a class.
- **Turn off your mobile phone.**
- **Don't bring alcohol or other drugs onto the premises** without the consent of the Manager. Learning occurs best when people **do not consume alcohol or other drugs** that affect their ability to concentrate and think.
- **Refrain from verbal and physical aggressive behaviour.** No weapons must be brought onto the premises.
- **Refrain from smoking.** It is prohibited to smoke in or around the buildings

***BREACHES OF THIS CODE OF CONDUCT WILL RESULT IN DISCIPLINARY ACTION.***

## **DISCIPLINARY ACTION**

- Breaches of State or Federal Laws will be reported to the Police.
- The teacher/trainer/assessor, as appropriate, will advise the student on how their behaviour has breached a PCLC Policy or Code of Conduct.
- Training will be offered if the person does not understand their responsibilities as a staff member, PCLC member and/or student.
- A referral for counseling or other relevant services will be made where appropriate.
- If a student's behaviour is repeated or is extreme in nature then the teacher/trainer/assessor will consult with the Education Manager and together may agree that the person be omitted from the class/activity.
- The decision of the Education Manager is final and may only be overturned by invoking the Complaints Policy of the Centre.

- If warranted, further disciplinary action for Staff, Volunteers and Members will occur as prescribed by employee and volunteer contracts, privacy agreements and section 3.3.3 and 3.3.4 of the PCLC Constitution.

### ATTENDANCE

The best way to learn is to attend classes regularly. Non-attendance at classes for two weeks or more without notification will mean a student loses his/her place in that class. That place will be offered to a person on the waiting list. A **minimum of 80%** attendance is required within the duration of the course.

It is essential that the student attend school regularly in order to provide continuity in the learning program and to enhance the probability of success in school. Absences for reasons other than illness or emergency situations are to be avoided. The student is responsible for missed assignments. Doctor's appointments, dentist's appointments, and vacations should be scheduled for times when school is not in session. If a student must be absent from school, we request that you call our office by 10.00 A.M. to inform us about the reason for absences. Students who are absent for two or more consecutive school days with an extended illness are required to bring a doctor's excuse prior to being readmitted to class.

### COMPUTER USE

Prahran Community Learning Centre Inc. offers computers for supervised classroom use and access to the Internet for informational, educational and recreational purposes. Computer workstations provide access to a variety of electronic resources including the internet.

Use of workstations for illegal, actionable or criminal purposes or to seek access to unauthorised areas is prohibited. Infringement of copyright and other intellectual property rights is prohibited. PCLC is not responsible for such infringements.

Users are not permitted to alter, tamper with or damage PCLCs computer equipment or software configuration. This includes, but is not limited to: attempting unauthorised entry to PCLCs network or external networks; intentional propagation of computer viruses; violation of vendor software licence agreements.

Users must act with respect and consideration for each other and staff. All users are required to respect the privacy of others and not interfere with their computer use.

### GRAFFITI POLICY

Graffiti is not tolerated in the centre. Any student, who is found marking the building in any way, will incur an **instant dismissal** from the program. Graffiti is illegal and includes any form of writing, spraying, scratching or any other type of defacement to the building and/or its contents.

### COMPLAINTS

All complaints and any appeal against decisions made by PCLC will be resolved quickly and fairly. The Centre will act upon the subject of any complaint found to be substantiated. An action plan will be formulated and implemented to prevent a situation giving rise to a similar occurrence in the future.

An aggrieved member is encouraged to take up the matter with the other party, to try and resolve the situation. If the problem cannot be fixed, both people should speak to the Education Manager who will explain the *Complaints Policy*.

**CONTACT:**

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Education Manager**

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