THE HAMILTON AND ALEXANDRA COLLEGE

CONFIDENT FUTURES

VET STUDENT HANDBOOK 2019

WELCOME TO

**THE HAMILTON AND ALEXANDRA COLLEGE
VET**

Welcome to VET!

The purpose of this Student Handbook is to provide students who are studying Vocational Education and Training in Schools (VET) programs at The Hamilton and Alexandra College information to assist with their study.

This booklet has been written to give members of the school community a view of how VET is implemented at The Hamilton and Alexandra College. It describes how VET works, suggests how students can plan and organise their VET study effectively and provides details of the rules and procedures necessary for the smooth running of the VET offerings. It is recommended that VET students carry this booklet with them at school for ready reference or it may be downloaded from the College SIMON intranet.

The Hamilton and Alexandra College aims to provide a high quality of delivery in the areas of Equine Studies and Hospitality. Facilities are purpose built and the well-designed learning spaces are ideally suited to the interests and needs of young people in the chosen area of study.

Vocational Education and Training in schools is 'education and training for work'. It is recognised nationally; in Universities and TAFEs, industries, other schools and as part of traineeships and apprenticeships. Students who complete part of or all of a qualification receive recognition for their achievements. This may be a full certificate, credit toward VCE or a Statement of Attainment.

One of the major purposes of secondary education at The Hamilton and Alexandra College is to help students to develop independence as learners and as people. The assessment and discipline procedures described here are designed to help students achieve these goals. Self-directed learning will be a crucial factor in VET performance.

Any queries about aspects of the VET can be directed to the VET Coordinator, Ms Fran Agar; the Deputy Principal - Teaching and Learning, Mr Ralph Carolan; or the Associate Principal, Operations, Mr Neil MacLean.

Fran Agar   Ralph Carolan

VET Coordinator   Deputy Principal - Teaching and Learning

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THAC VET STAFF

- ☐ Director of Horsemanship – Ms Amanda te Boekhorst
- ☐ Head of Hospitality – Ms Matilda McGoon
- ☐ Head of Careers – Mrs Louise Manifold
- ☐ Learning Support – Ms Fran Agar
- ☐ VET Coordinator – Ms Fran Agar
- ☐ Deputy Principal - Teaching and Learning – Mr Ralph Carolan
- ☐ Head of VCE Studies – Mrs Rebekah Bonnett
- ☐ Information Services – Mrs Marg Simkin
- ☐ Business Manager – Mr Jason Bourke
- ☐ VET Administration Support – Mrs Ory Wilson, Mrs Susie Holcombe & Mrs Linda Archer

2019 DATES

Term Dates:

Term	Dates
Term 1:	30 January – 5 April
Term 2:	29 April – 21 June
Term 3:	16 July – 20 September
Term 4:	8 October – 11 December

THAC REGISTERED TRAINING ORGANISATION

THAC's organisation/entity name is The Hamilton and Alexandra College, RTO number 6660. The following qualifications and courses are included in the Scope of Registration with the Victorian Registration & Qualifications Authority (VRQA) and notified on TGA training.gov.au, the database for Vocational Education and Training in Australia. TGA is the official National Register of information on Training Packages, Qualifications, Courses, Units of Competency and Registered Training Organisations (RTOs).

In 2019, the College will offer the following courses:

EQUINE

Certificate II in Equine Studies (VCE VET Units 1 & 2 at Year

11) Certificate II in Equine Industry (VCE VET Units 3 & 4 at

Year 12)

HOSPITALITY

Certificate II in Hospitality (VCE VET Units 1 - 2), including 5 additional units of competency (VCE VET Units 3-4)

THAC COURSE ENROLMENT

VET enrolment procedures at THAC take place alongside the student subject selection process. Prior to the year of commencement in a VET subject, students:

- ☐ Attend a **Parent/Student Subject Information Evening** (Year 10 – August, Year 11& 12 – June) where they have the opportunity to speak to VET staff and to read Subject Description Brochures (also available on the College SIMON intranet)
- ☐ Attend a **Subject Selection Interview** with the Director of Teaching and Learning and the Head of Careers
- ☐ Complete a **Subject Selection Enrolment Form** which requires parent consent.
- ☐ From 1 Jan 2015 **all Australians who undertake VET training must hold a USI**. It is the responsibility of the student to provide the College with this information. VET staff are available to assist in this process.

FEEDBACK FOR LEARNING AND CONTINUOUS IMPROVEMENT

THAC has a commitment to quality service and training. We welcome constructive feedback and seek continuous improvement in our systems, facilities and service. We provide formal and informal opportunities for feedback.

Throughout the school year, teachers will continuously provide feedback to students regarding their learning and they will also seek feedback from students regarding the teaching and resources. Parent/ Teacher/ Student 3-way interviews are conducted three times within the school year. These interviews provide the opportunity for parent involvement in the feedback and feed-forward cycle. THAC conducts formal annual student surveys. These are important sources of information guiding our improvement process.

As part of this ongoing commitment to quality, students and other recipients of the facility's services have the opportunity to register any feedback they may have regarding the quality of the service received. All comments, suggestions and complaints will be carefully reviewed and monitored and, where appropriate, quality improvement measures introduced.

STUDENT EXPECTATIONS AND CODE OF BEHAVIOUR AT THAC

At THAC emphasis is placed on the following Behaviour Principles:

1. Common Sense, Good Manners and Courtesy
2. Respect for the rights of other people
3. Respect for the property of the school and community
4. The avoidance of actions that are likely to bring the good name of the school into disrepute
5. Sensible relations with your own and the opposite sex
6. Honesty and Trust
7. Respect for religious commitment.

Out-of-class Time:

1. No student is permitted to leave the school premises without permission from the appropriate staff member.
2. Clear guidelines are given throughout the year as to which inside areas are available for use out of class time.

Serious Offences:

The College will regard the following offences as serious, and they will be dealt with accordingly.

1. Consumption or possession of alcohol, or drugs, while at school, engaged in a school activity, or when the good name of the school is likely to be brought into disrepute. Attention is drawn to the law of the land in these matters.
2. Stealing (including shop-lifting).
3. Possession of firearms, knives, fireworks, etc., while at school, or engaged in school activities.
4. Smoking and/or the possession of tobacco at school, or when engaged in a school activity, or when the good name of the school is likely to be brought into disrepute.
5. Unauthorised absence from school or school engagements.
6. Vandalism.
7. Bullying in any form.
8. Extreme Insolence.

Responsibilities and Rights:

All students and staff have the responsibility to respect the rights of other students and staff. When all rights are respected and responsibilities carried out, our school will run smoothly and create an atmosphere of self-discipline and self-respect where members are encouraged to fully develop.

Specifically, student responsibilities and rights include:

Responsibilities	Rights
It is my responsibility to respect the rights of others. It is my responsibility to treat others with understanding, not to laugh at others, tease others, nor try to hurt their feelings.	I have the right to be happy at school and be treated with understanding.
It is my responsibility to treat others politely and with respect. It is my responsibility to respect the authority of the College staff. It is my responsibility to be truthful and treat others fairly.	I have the right to be treated respectfully and fairly.
It is my responsibility not to do anything which may threaten or cause danger to myself or others. It is my responsibility to tell teachers if there is any danger around the classroom or in the playing area.	I have the right to be safe.
It is my responsibility not to steal, damage or destroy the property of others. It is my responsibility to ask permission before using the property of someone else. It is my responsibility to take proper care of school property.	I have the right to expect my property to be safe.
It is my responsibility to be well behaved in class and not disturb others. It is my responsibility to keep up to date with work in class and also with homework. It is my responsibility to attend school regularly and to be punctual.	I have the right to get a good education at my school.
It is my responsibility as a member of College not to smoke, take alcoholic drinks or drugs, or influence other students to do so.	I have the right to be protected against threats to my health.
It is my responsibility to care for the school environment – to keep it neat and clean, and to be prepared to remove litter.	I have a right to have a pleasant, clean and well maintained school and grounds.
It is my responsibility to behave so that the community will respect my school. It is my responsibility to wear the school uniform neatly and correctly.	I have the right to benefit from the good name of the College.
It is my responsibility to make sensible decisions to face the consequences of my decisions.	I have the right to make decisions for myself.
It is my responsibility to know the difference between appropriate and inappropriate language.	I have the right to use and hear appropriate language both inside and outside the classroom.

Bullying and Harassment:

The College is committed to ensuring that the working and learning environment is fostering positive relationships free from unlawful discrimination, harassment and bullying. Bullying is unacceptable in all its forms. Bullying occurs when a person is subjected to unwelcome and uninvited behaviour, which is offensive, humiliating, embarrassing or intimidating and occurs more than once. We therefore request that any person with a concern or complaint contact the College to resolve the matter.

The full text of the School's Bullying Policy and also of the Sexual Harassment Policy can be found on the College's SIMON intranet. The College is using the Shared Responsibility Model, where the emphasis is on the welfare of all students and the aim is to ensure students' safety to bring about positive changes in behaviour, to deal with these matters.
Bullying and/or harassment can be made in various forms: electronic, verbal, physical, visual, relational, etc.

How can students and parents get advice and assistance?

Students are encouraged to take one of the following approaches.

☐ Speak directly to the person(s) causing the offence and inform them that it is unwelcome and that it should cease.
☐ Inform a staff member or parent so that the unacceptable behaviour can be addressed.
☐ Talk to their House Mentor, Head of House, Head of Senior Years or Head of Middle Years so they can assist.

Parents are encouraged to contact one of the following: House Mentor, Head of House, Head of Year 12 or Head of Middle Years.

In relation to Cyber Bullying:
☐ Record and print a log of bullying conversations, msn chats etc.
☐ Turn off your mobile; block & delete the bully.
☐ Don't share your passwords and use long passwords (with letters and number combinations).

The College Shared Responsibility Procedures:

1. The initial discussions are designed to work out if the bullying is genuine. Once we determine it is genuine, we focus on helping the victim. We start with the victim and listen to their story and ask for an Impact Statement.
2. Conduct a **Shared Responsibility Meeting** with the bully (bullies).
3. Follow up weekly for <u>three weeks</u>.   The aim is to ensure students' safety and bring about positive change in bullying behaviour; it is not about punishment or revenge.
4. Dealing with repeat offenders - **Second Meeting**. Consequences for actions.
5. Dealing with repeat offenders - **Third Meeting**. Parents involved and further sanctions requested.
6. NB: The final consequence will be decided on in consultation with the Associate Principal, Operations or Principal, in the event of suspension or other sanction being deemed appropriate. Suspension or further action can be taken by the Associate Principal, Operations or Principal at any time.

Students should be aware that some forms of bullying or harassment may be subject to police or legal action.

Workspace Safety:

☐ Wear protective clothing Personal Protective Equipment – (PPE) and keep it in good condition.
   Runners, thongs, etc. not allowed. The College has a SunSmart policy that includes long sleeve shirts for all outdoor activities and broad brimmed hats. Students will not be permitted to participate in practical classes without the correct PPE.

☐ Report any damaged or inoperative items and unsafe conditions to the trainer.

☐ Use bins provided for waste and refuse.

☐ Long hair to be tied back or in a hair net.

☐ Operation of equipment – do not operate equipment without appropriate training from the instructor. Safe operating procedures must be adhered to.

☐ Know where to find the fire extinguishers.

☐ Clean up any mess associated with your work.

☐ Return equipment to the correct place.

☐ Not permitted in the workspaces – running, practical jokes, unruly behavior or interference with the learning opportunities of others.

☐ Follow all instructions from the trainer.

EQUINE DISCLAIMER - LIABILITY

The Hamilton and Alexandra College, its employees and representatives do not accept any liability for any accidents, damage, injury to horses, owners, riders, grooms, officials, spectators, grounds or any other person or property, whatsoever.

A GUIDE TO SUCCESSFUL LEARNING AT THAC

Planning and Organisation:

The years of the VCE are busy and place many demands on students. Careful planning is an essential part of maintaining a healthy balance between study and the other important areas in the life of a Year 10, 11 or 12 student.

Personal organisation

Each student is provided with a school Record Book to help them with organizing their studies. This is a useful tool to assist in meeting deadlines and completing the work required in each study area. Semester planners are useful, too, in providing an overview of the year.

To help with personal organisation, assessment dates will be determined well in advance in each class. Further information which can be added to planners and the Record Book will be provided by teachers.

Meeting deadlines
Students need to be well organised if they are to succeed in VET courses which require the completion of a wide range of tasks. Students who fall behind place themselves at a significant disadvantage for the rest of the unit. Therefore, students are strongly encouraged to hand work in on time.

Attendance

For a student to reach maximum potential, regular attendance in class is essential. Students are required to attend **all** classes in the VET units for which they are enrolled. There are times, however, when a student is unable to attend a class due to illness or a medical appointment, for example. Parents should provide a full explanation, either by note or telephone, in such instances. Excessive or unexplained absences will be pursued and contact made with parents if necessary.

An integral part of the process for determining whether a student's work is in fact their own depends on regular contact with the teacher to discuss progress. It is the student's responsibility to demonstrate that the work handed in is their own work. This cannot happen effectively if a student is missing from class.

Similarly, too frequent absence may create difficulties in assessing whether the student has met the requirements of the unit. It may not always be possible for teachers to arrange suitable methods of assessment if there are unexplained or excessive absences from class and, consequently, such absences may threaten the student's chances of successfully completing the unit.

Cheating and Plagiarism

The Hamilton and Alexandra College is committed to ensuring that all students understand their individual responsibility when submitting work for assessment for VET programs. Cheating and Plagiarism are considered serious offences and are not tolerated in any

form.

Cheating is an attempt to benefit from another person's work/activity in order to achieve an outcome which is not generated from your own efforts.

Plagiarism is taking another person's work or ideas and representing them as your own. This definition applies to words or ideas taken without proper acknowledgement from any published source, such as a collection of literary essays, from any site on the internet; from any essays written by other students and any other electronic or print source not mentioned. It may result from deliberate copying, insufficient knowledge, inadequate referencing or collusion.

A student who is suspected of cheating or plagiarising work will face penalties as outlined below.

When a teacher has reason to believe that plagiarism or cheating has occurred, the following steps will be taken:
☐ The teacher will investigate the matter with the student(s) involved
☐ The teacher may consult with other staff members to confirm an act of cheating or plagiarism
☐ If the student denies the charge of cheating or plagiarism, a meeting between teacher/student/Head of House may be convened to investigate the charge
☐ Depending on level of cheating or plagiarism (if confirmed), the teacher will assign appropriate consequences. This may involve completing an alternative task, having grades reduced, receiving zero for the task, detention or some other requirement
☐ At VCE levels the Associate Principal, Operations will be consulted regarding VCAA processes.

A student who wishes to appeal against the decision must do so to the Director of Teaching and Learning within five (5) days of being informed that a penalty will be applied.

Employability Skills

THAC is committed to helping students to develop employability skills. These skills include:
☐ Communication
☐ Planning and organising
☐ Team-work
☐ Problem-solving
☐ Technology
☐ Self-management
☐ Applying Learning in a new context by making connections
☐ Initiative and enterprise

STUDENT SUPPORT SERVICES

THAC supports all students in a variety of ways.

We track students with special needs and tailor training to meet the needs of the student. This includes physical or learning difficulties, low literacy or EAL background.

As well as their VET teacher, THAC students have access to the following additional staff who provide further support services in specific areas at THAC:

- ☐ Learning Support Teacher
- ☐ Student's Mentor Teacher
- ☐ Student's Head of House Teacher
- ☐ Head of Year 12
- ☐ Head of Careers
- ☐ EAL Teacher
- ☐ VET Coordinator
- ☐ VCE Coordinator (Associate Principal, Operations)
- ☐ Director of Teaching and Learning

First Aid

In the need of First Aid assistance, staff will contact THAC nurse on Mob: 0407 957 633. Further assessment and referral will take place where necessary.

TRAINING DELIVERY

THAC is committed to quality standards in the provision of education, training and assessment.

THAC staff have appropriate qualifications and experience to deliver training and conduct the assessment relevant to the training products offered. Assessment will meet AQTF and VRQA Guidelines. Appropriate training materials and physical resources will be utilised to ensure the learning outcomes of the training product can be achieved.

Mode of study - All study at THAC is full-time. Formal classes are as timetabled by the College.

Training delivery and assessment includes a range of forms:
- ☐ Workspace, practical and applied learning
- ☐ Online learning, including simulation based e-learning
- ☐ On the job
- ☐ Classroom based
- ☐ Project based
- ☐ Blended approach using all of the above

TRAINING AND ASSESSMENT

Competency Based Training and Assessment:

VET program at THAC are delivered according to Competency Based Training and Assessment principles. These programs help students gain skills, knowledge and competencies that are required for work in industry. Competency standards set out the skills, knowledge and attitudes required to operate effectively in industry/employment. This includes the ability to perform individual tasks, to manage and respond to contingencies or breakdowns and deal with the responsibilities of the workplace.

Underlying Principles of Assessment

For an effective assessment system in a competency based environment, the following principles apply:

VALIDITY: Validity of assessment is achieved when:
- ☐ Assessors are fully aware of what is to be assessed, as indicated by standards of competence, including clearly defined performance criteria.
- ☐ Appropriate evidence is collected from activities that can be clearly related to the units of competency.

AUTHENTICITY: The evidence collected is authentic and is directly attributable to the student.

RELIABILITY: Reliable assessment uses methods and procedures that ensure that the competency standards are interpreted and applied to produce consistent outcomes.

CURRENCY: Under an effective system, assessment evaluates whether or not the individual's skills and knowledge are current (within the past three years) and can be applied in today's workplace.

SUFFICIENCY: Evidence of competency should be sufficient to cover all the elements, performance criteria and required range of variables in the standards against which assessment is to be carried out.

FLEXIBILITY: The evidence should be based on the student's workplace experience as appropriate and contain diverse types and forms of relevant and appropriate evidence.

FAIRNESS AND EQUITY: An assessment system and its processes must not disadvantage any person or organisation. All eligible students must be guaranteed access to assessment which does not discriminate on any basis. Assessment guidelines must include an approach to working with students who have special needs.

Where potential disadvantages are identified, the system is amended to avoid or counter them, or appropriate steps taken to overcome them.

ACCESS OF PERSONAL INFORMATION: Students have the right to access their personal information, subject to some exceptions allowed by law. All requests must be made in writing. A student has access to reassessment on appeal.

Teachers as Assessors:

The role of the teacher as an assessor is to objectively assess a student's evidence against a set of standards. All assessors have a sound knowledge and are skilled in the relevant industry area and hold an appropriate workplace assessor qualification, or equivalent.

In general, basic forms of skills evidence include:

Direct performance evidence, current or from an acceptable past period, from:
- ☐ Extracted examples from training and the workplace
- ☐ Observation in training and the workplace
- ☐ Simulations including competency/skills tests, projects and assignments.

Supplementary evidence from:
- ☐ Oral and written questioning
- ☐ Personal reports
- ☐ Witness testimony.

Assessment and Support for Language, Literacy and Numeracy (LLN)

When a student enters a VET program, teachers draw on previous learning data collected by the College, including internal reporting, MYAT and external NAPLAN and ICAS results when available, to identify the entry LLN level of each student.

For new students to the College, pre-training assessment of students LLN needs may be assessed in a variety of ways:

- An initial interview process where prospective students are provided with information regarding the training and learning environment. Staff can gain an understanding of individual student interests, learning styles and indicative language, literacy and numeracy skills. Information gathered will inform decisions about any additional support required by the learner.
- Formal Assessment. Pre-training Literacy and Numeracy tests may be undertaken at course commencement, although THAC acknowledges, however, that there is no one single measure of LLN that denotes student competency.

Additional LLN support may be undertaken within the College, and learning materials and delivery techniques may be customised where necessary. Learning Support in these areas can be accessed from Ms Fran Agar (Extra Studies) or Mr Julien Guez (EAL Teacher).

Training delivery is designed to develop LLN skills as part of THAC's core business. Training provided is designed to redress deficiencies in student key LLN skills and to build generic skills such as teamwork, communication and problem-solving skills that are highly valued by industry and employers.

LLN skills are integrated into units of competency in all Training Packages and courses as the students need to demonstrate these fundamental skills in order to achieve the required competencies.

Learning and assessment strategies consider the LLN skills of the learner, as well as the skills required to participate effectively in the training offered and the LLN skills required by workplaces. Any 'reasonable adjustments' such as learners providing verbal responses rather than written responses, will not compromise the assessment of competencies. THAC professional learning programs will include awareness of LLN issues and strategies to meet LLN challenges.

Courses with a VCE Study Score

THAC programs in Equine and Hospitality have a Study Score that contributes directly towards the ATAR calculation as one of the student's primary four scaled studies or as the fifth or sixth study. It is important to note that the Unit 3–4 sequences of VCE VET programs are not designed as stand-alone studies. In order to receive the VET qualification, students must undertake the entire Unit 1–4 structure of a VCE VET program (which normally takes 2 years).

COURSE RECOGNITION

National Recognition

THAC recognises qualifications and Statements of Attainment issued by other Registered Training Organisations. Students who believe that they are eligible for recognition need to contact the RTO Manager or Administrative Officer.

Credit Transfer

Credit transfer assesses the initial course or subject that an individual is using to claim access to, or the award of credit in, a destination course. The assessment determines the extent to which the client's initial course or subject is equivalent to the required learning outcomes, competency outcomes, or standards in a qualification.

This may include credit transfer based on formal learning that is outside the AQF.

Students who believe that they are eligible for credit need to contact the RTO Manager or Administrative Officer.

Note: credit transfer is not a common practice in VET in Schools programs, and processes will need to comply with VCAA requirements and conditions.

Recognition of Prior Learning (RPL)

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

Students wishing to seek recognition of prior learning need to contact the RTO Manager or Administrative Assistant.

Note: recognition of prior learning is not a common practice in VET in Schools programs, and processes will need to comply with VCAA requirements and conditions.

RECORDS MANAGEMENT

Certificates and Transcripts

All students who successfully complete a nationally endorsed or accredited VET qualification or course will receive a Certificate as recognition of their achievement. Students who do not complete the full qualification will receive a Statement of Attainment that details the modules or competencies that have been successfully completed.

Students have access to current and accurate records of participation and progress through the College's SIMON intranet and by request to the RTO Manager or Administrative Assistant.

Accuracy of records

Teachers maintain accurate and current records of each student's progress towards and achievement of competencies. These records will be forwarded for entry on the school's Student Data Management Systems (SASS and VASS) prior to the advertised collection dates for data.

When the student nears achievement of sufficient competencies for award of the full qualification, the teacher checks student achievements against the qualification packaging rules.

When the student has achieved the requirements for completion of the qualification, the data entry operator is notified. The data recorded on the system will be printed out and returned to the teacher for checking. Once approved as accurate, the College's data entry operator is notified to this effect.

Student access to records

Anyone about whom THAC holds RTO information may request access to the information we hold. This information may be amended if there are inaccuracies.

COMPLAINTS AND APPEALS

THAC RTO has in place a process specifically relating to the provision of VET in Schools programs. Students can request the VET Student Complaints and Appeals Policy from the RTO Manager.

1.1 Where a student has a complaint relating to the application and/or enrolment process he/she should, in the first instance, approach the RTO Manager.

1.2 Where a student has a complaint or appeal relating to assessment and/or reporting he/she should, in the first instance, approach the VET course teacher or the RTO Manager.

1.3 Where a student has a complaint relating to the quality of delivery, course content and/or teaching and learning practices he/she should, in the first instance, approach the VET course teacher or the RTO Manager

1.4 Where a student has a complaint relating to behaviour and/or discipline or matters relating to other students he/she should, in the first instance, approach the VET course teacher, the VET Coordinator or their Head of House.

1.5 Where a student has a complaint which does not fall in any of the above categories he/she should, in the first instance, approach the VET course teacher or the RTO Manager.

1.6 As a general statement of RTO policy, students should feel free to approach any member of staff with regards to airing any complaint. However, students must realise that certain policies and practices are followed by the RTO in order to ensure that complaints are dealt with efficiently, consistently, fairly and justly.

If the complaint is not resolved to the student's satisfaction, then the student will be advised to register a formal complaint using an official Complaints & Appeals form and submit this to the RTO Manager or their Head of House.

Actions are taken according to the VET Student Complaints and Appeals Policy.

POLICIES AND PROCEDURES MANUAL

THAC VET Policies and Procedures Manual includes all policies and procedures of our VET operation in accordance with the AQTF and VRQA guidelines. This manual can be viewed on request. It has been designed to ensure that THAC is fair in all its dealings with students and others in meeting and providing high quality training services.

ACKNOWLEDGEMENT OF RECEIPT OF VET STUDENT HANDBOOK

Please complete the form below, sign it and give to your teacher to be copied and added to your student records.

- o I acknowledge that I have received THAC VET Student Handbook and undertake to make myself aware of the contents.
- o I will comply with the rules and regulations set out in the VET Student Handbook while I am enrolled at The Hamilton and Alexandra College.
- o I will provide The Hamilton and Alexandra College with my USI by mid-June 2019

Student Name (print): _____

Student USI (print): __ __ __ __ __ __ __ __ __ __

Student Year Level: _____

Student Course: _____

Student Signature: _____

Date: _____

Staff Member Signature: _____

Date: _____