



PEER VET in Schools (VETiS)

Learner handbook

RTO Code: 45744

V1.1 31 01 22

Table of contents

Topic 1 Introduction	4
1.1 Welcome	4
1.2 Learner or Student	4
Topic 2 Your career. Your pathway. Your choice	5
2.1 Learner skills for employment pathway	5
2.2 Apprenticeships and traineeships	5
Topic 3 About PEER	7
3.1 History	7
3.2 Our training scope	7
3.3 Location and contact details	8
3.4 Facilities	9
3.5 PEER's values	10
3.6 Academy model	10
Topic 4 Unique Student Identifier – USI	11
4.1 What is a USI?	11
4.2 Who needs a USI and why?	11
Topic 5 Training information	12
5.1 The Australian Qualifications Framework	12
5.2 VET Quality Framework	13
5.3 Training packages	13
5.4 Qualification pathways	13
5.5 Training delivery method	13
5.6 Understanding terminology	14
5.7 PEER's responsibilities and learner's rights	15
5.8 Academic support	16
5.9 Work placement	16
Topic 6 Training at PEER – Classroom expectations	17
6.1 VETiS course introduction and site induction	17
6.2 Learner behaviour and duty of care	17
6.3 Learner details	18
6.4 Facilities and training rooms	18
6.5 Mobile phones	19
6.6 Personal items	19
6.7 Smoking/drugs/alcohol	20
6.8 Eating and drinking	20
6.9 Session times	20
6.10 Learner drivers and carparking	21
6.11 Attendance	21
6.12 Dress code	22
6.13 Work Health & Safety (WHS)	23
6.14 VETiS COVID-19 protocols	23
6.15 First aid	24
6.16 Acceptable use of ICT and laptops	24
6.17 Use of the internet	25
6.18 Use of social media	25
6.19 Minimum learner classroom requirements	26
6.20 Learner code of conduct – school site yard	26
6.21 Learner code of conduct – Learner behaviour – disciplinary action	26

Topic 7 Training support	28
7.1 Disability support.....	28
7.2 Learner counselling.....	28
7.3 Learning support for school learners	28
7.4 Delivery and assessment	28
7.5 Language, literacy and numeracy support	29
7.6 Learners falling behind the program schedule	29
Topic 8 Policies	30

Topic 1 Introduction

1.1 Welcome

Welcome to PEER and congratulations on choosing to undertake training that will help to develop your skills, knowledge and career options within the construction and mining industries.

Through the PEER enrolment process, you should have received, information about your program. This includes the qualification code, title, and currency of the qualification or program that you are enrolled in (also known as a Training Plan). If you haven't, please contact your trainer immediately.

This VET in Schools (VETiS) handbook provides you with information about PEER, what you can expect from us and what we expect from you. You will also find useful information about our policies and procedures and useful contacts. It also covers important information about the regulations governing training organisations.

PEER is looking forward to providing support and guidance to you through your learning journey to assist in your education development. Please contact your trainer, PEER Customer Service team or your home schools VETiS coordinator if you have any questions or queries.

1.2 Learner or Student

Students typically exist in traditional school settings where the teacher is managing the day-to-day activities of the class. PEER operates within the Vocational Education and Training (VET) sector where we have a slightly different focus and way of developing skills. This means you should expect to see some differences not only in some of the words that are used but also in how your trainer runs your class and what we expect from you.

Within PEER, we refer to **learners** as we want you to be deeply engaged with the content within your program and personally take ownership learning, investing in your own personal growth.

Our hope is that this program will help you develop the key skills that the industry is looking for, but to also start to understand and show the behaviours that are industry expects as a future trade professional.

The PEER Training Way is designed to promote this learner concept within our VETiS programs. Our learners develop skills, knowledge and experience in a variety of settings including:

- Trainer led discussions
- Topic reviews and learner lead discussions
- Online discussions and learnings
- Completion of various activities and projects, both individually and as part of a group
- Topic investigations and assessment activities
- Case studies followed by role plays
- Trainer sharing of work experiences and their hand skill sets
- Learners' observations and then performance of work activities
- Industry immersion via self-paced online materials and research of topics
- Collaborating with trainers, other learners and other trades people during work experience
- Exposure to industry products and tools
- Presentations from industry
- Learning and research within your own home environment
- Communication with your wider circle on the topics with family, friends, sports and work colleagues
- Sharing experiences from your wider circles to the class
- Mentoring that assists growth of life skills required to be work ready
- Activities to drawing out individual's strengths that can be used within their learning.

Topic 2 Your career. Your pathway. Your choice.

The South Australian Government is making it easier for school students to start their career sooner.

The government's VET for School Students policy aims to support school students with enhanced career education and increased opportunities to learn directly from industry and employers. PEER have also clearly mapped out vocational education and training (VET) pathways that lead to real jobs, right here in South Australia.

This website <https://studentpathways.sa.edu.au> supports you to browse jobs and study in growing industries, connect with employers and start building a portfolio of achievements through the World of Work Challenge. You can even build your own CV!

During your program with PEER, we will be working with this material to help you start your career journey today!

2.1 Learner skills for employment pathway

Our VETiS philosophy combines the support learners and PEER receive from our key partners to provide high quality training and career mentoring across your program.

We combine this with support from your home school to assure industry immersion is a key aspect of your learner journey. We want you to be prepared for the workplace with current construction industry WHS knowledge and specialist career readiness advice.

PEER's strategy gives you access to PEER trade training from year 9 right through to the completion of your SACE in year 12. Any school learner interested in trades can access PEER Training:

- Year 9/10 (short) Try-A-Trade programs
- Year 10 (full year) Entry level introduction to various construction trades, WHS and hand tools
- Year 11 (full year) Choose a specialty trade area. Cert 2, some units linked to Cert 3.
- Year 12 (semester 1) Continue building the specialty trade knowledge linked to Cert 3.
- Year 12 (semester 2) after SACE is achieved, access to full time or school-based apprenticeships

Learners who join the PEER Academy and learn the PEER way have the opportunity to become high achievers and industry leaders in the future.

2.2 Apprenticeships and traineeships

Many of PEER's training programs are designed to feed into an apprenticeship or traineeship. An apprentice or trainee is able to earn money while they learn their trade, getting a head start into their career, even while still at school through a school-based apprenticeship or traineeship.

To be eligible for a subsidised school-based apprenticeship or traineeship, you must be in year 10, 11 or 12 at the time of commencement. Benefits of an apprenticeships or traineeship include:

- starting your chosen career at school
- earning a wage while you learn
- gaining hands-on industry experience in the trade or vocation of your choice
- having your VET contribute towards your SACE
- a ready-made pathway when you finish school with your training converting to full-time or part-time.

Some examples of where a trade apprenticeship or traineeship can take you include:

- Business owners
- Engineers
- Project managers
- Estimators
- Administrators
- Trainers and assessors

Reference - For more information and to see if you are eligible, visit <https://www.skills.sa.gov.au/studying-vet-in-school>

Topic 3 About PEER

3.1 History

PEER was established in 1986 with a total of 12 apprentices. Our commitment to industry has facilitated our growth and we now employ and train more than 500 apprentices and trainees, and train in excess of 1,400 learners, making us the largest employer in the building and construction industry in South Australia.

3.1.1 VETiS – Vocational Education Training in Schools

PEER has established a very strong presence in South Australian schools, training over 500 learners in our entry level and Cert II trade certificates. These VETiS programs have been developed to align with Department for Education (DfE) & Catholic Education South Australia (CESA) Stackable Work Ready Pathways.

<https://peer.com.au/vet-in-schools>

PEER have developed constructive relationships with many Department for Education (DFE) schools and independent private schools which has evolved into partnerships where we support each other to get the best results for our learners.

Our vision

To be Australia's leading learning organisation.

Our mission

To address Australia's skills development through the attraction, training and employment of quality people, in partnership with the DFE, Catholic Education South Australia (CESA), other independent secondary schools and industry.

Our board

The board of PEER consist of industry representatives, who are the pulse of the building and construction industries in South Australia. Their role is to provide direction and guidance to PEER to be the best training and employment provider ensuring industry have a skilled and diverse workforce.

3.2 Our training scope

PEER delivers a range of Nationally Accredited and Non-Accredited Qualifications and short courses through the approval of the Australian Skills Quality Authority (ASQA). This requires PEER to adhere to strict national standards. This gives our learners and stakeholder's confidence that the training we deliver is the highest standard available.

Our RTO code is 45744. For the list of qualifications and units of competency PEER are scoped to deliver, please follow this link: <https://training.gov.au/Organisation/Details/45744>

PEER is responsible for the compliance of training and/or assessment for all qualifications and units of competency listed on our scope. PEER is also responsible for issuance under the Australian Quality Framework (AQF) of certification documentation, including qualifications and Statements of Attainment.

3.3 Location and contact details

3.3.1 School-based VETiS training locations

When you enrol into a PEER VETiS course you will be actively supported by our customer service team from enrolment right through until you successfully complete and receive your certification parchments.

You will be contacted via email, SMS or via phone call to assure you are ready for the first day in the course.

All school information and details will be provided along with access to our state-of-the-art online learning and administration centre as well as our online learning platform, PEER Campus.

Most of our VETiS training is delivered in a secondary education setting around the metropolitan and country areas within the learner's home school or at a HUB School who hosts learners within a particular trade or geographical zone. However, some programs are also delivered at PEER's Albert Park campus. In the case there is a lock down situation, we adapt and are able to work with schools to provide a flex class using MS Teams.

School's VET Coordinators and Career Pathway Advisors partner with PEER VETiS to assure you are supported from their your registration of interest, through candidate testing and access to the course.

Albert Park Campus details	Postal address:
1042 Port Road, ALBERT PARK SA 5014	PEER
Phone: (08) 8348 1200	PO Box 2160
Fax: (08) 8348 1201	Port Adelaide Business Centre, PORT ADELAIDE SA 5015
Payroll Fax: (08) 8348 1202	VET in Schools Email: vetis@peer.com.au
Office hours:	Web: www.peer.com.au
7.30 am to 5.00 pm Monday to Friday	

How to get to PEER Albert Park

By bus: PEER is located on a major bus route. If travelling from the city take bus 150 and disembark at stop 27.

By train: Catch the Outer Harbor train and disembark at Cheltenham station. It is about a 10 minute walk from there.



3.4 Facilities

PEER's Albert Park campus training facilities consist of:

- Refrigeration and air conditioning practical learning resource centre
- Plumbing practical workshop
- Electrical practical workshop
- Data and communication practical learning facility
- Classrooms and computer labs for theory.

PEER has invested in the development of these facilities with a focus on being a leader in vocational training in South Australia.

To view our training facilities at Albert Park, go to PEER's website - <https://peer.com.au/tour-our-facilities>

School facilities

PEER works in partnership with key partner schools across South Australia who provide access to:

- Specialist trade training facilities and workshops
- School technical studies areas
- Classrooms
- Computer labs
- Outdoor areas.

3.5 PEER's values

PEER's vision to be Australia's leading learning Organisation is supported by our values. All PEER's employees, apprentices, and **VET Learners** are required to display these qualities and lead by example.

Caring



Collaborative



Respectful



Courageous



Innovative

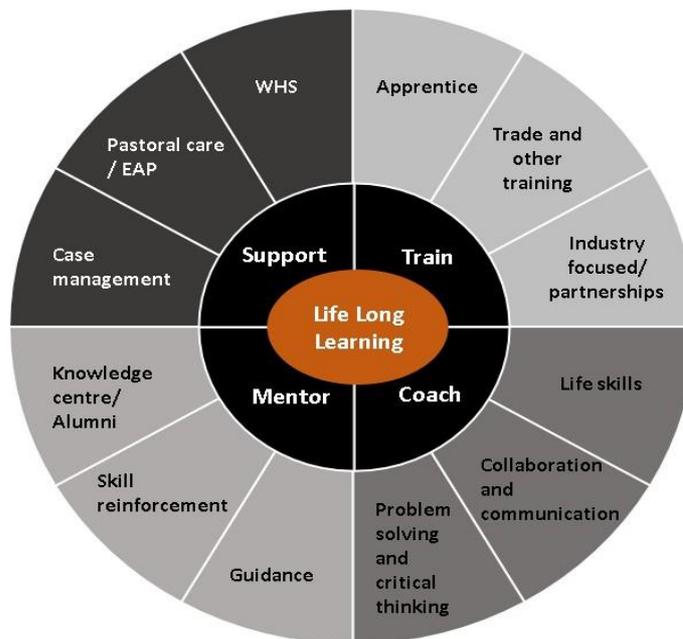


3.6 Academy model

PEER's learning model is based on lifelong learning for all PEER apprentices and learners, including within our school-based programs.

PEER supports our learners in many ways throughout this journey including direct support, training, coaching and mentoring support to help develop the best graduates that will support and grow the industry.

If you need help during your program, make sure you talk to your trainer or your school's VET coordinator



Topic 4 Unique Student Identifier – USI

Every year almost four million Australians undertake nationally recognised training. All learners doing nationally recognised training need to have a Unique Student Learner Identifier (USI). This includes learners doing Vocational Education Training (VET) when they are still at school (VET for secondary learners).

To create a USI, please follow the link: <https://www.usi.gov.au/students/get-a-usi>

To check if you have a USI or the to find your USI, please follow the link: <https://www.usi.gov.au/faqs/i-have-forgotten-my-usi>

4.1 What is a USI?

The USI is a reference number made up of 10 numbers and letters that:

- creates a secure online record of your recognised training and qualifications gained in Australia from all training providers you undertake recognised training with
- will give you access to your training records and transcripts
- can be accessed online, anytime and anywhere
- is free and easy to create
- stays with you for life.

4.2 Who needs a USI and why?

If you are a new or continuing learner undertaking nationally recognised training, you need a USI to receive your qualification or statement of attainment. If you don't have a USI you will not receive your qualification or Statement of Attainment.

Your USI will give you access to an online record of the training you have done since 1 January 2015. You will also be able to produce a comprehensive transcript of your training. This can be used when applying for a job, seeking a credit transfer, or demonstrating pre-requisites when undertaking further training.

Topic 5 Training information

5.1 The Australian Qualifications Framework

The Australian Qualifications Framework (AQF) is the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework. The AQF consists of the following qualifications:

- Certificate I
- Certificate II
- Certificate III
- Certificate IV
- Diploma
- Advanced Diploma and Associate Degree
- Bachelor's Degree
- Bachelor Honours Degree
- Graduate Certificate

For learners:

- AQF encourages lifelong learning and assists learners to plan their careers and learning at whatever stage they are in their lives and wherever they live.
- AQF qualifications allow learners to start at the level that suits them and then build up their qualifications as their needs and interests develop and change over time.
- AQF supports national standards in education and training.
- AQF qualifications are recognised across Australia.
- AQF ensures an understanding of what each qualification name and level means.

For employers:

- AQF supports national standards in education and training.
- AQF qualifications are recognised across Australia.
- AQF ensures an understanding of what each qualification name and level means.

For education and training providers:

- AQF includes policies and guidelines for credit transfer, articulation and recognition of prior learning.
- Policies for issuing qualifications ensures consistency and protections of qualification titles.

For accrediting authorities:

- AQF provides the standard for each qualification ensuring consistency for qualification accreditation.
- AQF applies to all states and territories.

A Registered Training Organisation (RTO) delivers accredited training under the VET sector and complies with the guidelines of the National Skills Framework.

5.2 VET Quality Framework

The VET Quality Framework is a set of standards and conditions that ASQA uses to assess whether an RTO (such as PEER) meets the requirements for registration.

The VET Quality Framework consists of:

- Standards for Registered Training Organisations, 2015
- The Australian Qualifications Framework
- Fit and proper person requirements
- Financial viability risk assessment requirements
- Data provision requirements.

5.3 Training packages

A training package is a set of nationally endorsed standards, qualifications and guidelines used to recognise and assess the skills and knowledge people need to perform effectively in the workplace. Training packages are developed by industry to meet the training needs of an industry or group of industries.

5.4 Qualification pathways

The AQF is based on achieving competencies, which lead to qualifications issued by RTOs such as PEER.

- **Certificate II** – graduates at this level will have knowledge and skills for work in a defined context and/or further learning.
- **Certificate III** – graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning.
- **Certificate IV** – graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning.
- **Diploma** – graduates at this level will have specialised knowledge and skills for skilled/professional work and/or further learning.

5.5 Training delivery method

Training for the above qualifications is available through various pathways, including the following:

- **Classroom delivery** – your training is conducted in a classroom environment at PEER or a partnered school. You are required to attend all classes.
- **Flex classes** – This is the main way we deliver training at PEER, it is also called the PEER Training Way. It combines online learning and assessment done through PEER Campus (online) with work you will do physically in the classroom (face to face). A key part of this is the use of MS Teams where you will be required to log into every class and interact with your trainer and other learners.

The PEER training way enables PEER to offer learning within your school (or at a partnered school) on-site or from a different location, such as your home through PEER Campus. This hybrid delivery gives you more flexibility, but you will always need to get approval from your school and trainer if you are not going to physically come to class.

- **Recognition of Prior Learning (RPL)** – RPL is the recognition of skills developed through previous training, work, or life experience, which matches a unit(s) of competency in a training course. If you have sufficient evidence and experience, you may be granted recognition of this learning and will not have to complete the unit.

5.6 Understanding terminology

Academic Pass – means you have been deemed competent in the classroom but are awaiting a competent outcome for the workplace assessment (eProfiling).

Australian Apprenticeship Support Network (AASN) – The Australian Apprenticeship Support Network (Apprenticeship Network) are non-government organisations contracted by the Australian Government to help employers and trainees and apprentices to enter a Training Contract. PEER utilise MEGT and MAS National.

Assessment – means the process of collecting evidence and making judgements on whether competency has been demonstrated achieved. This confirms you can perform to the standard expected in the workplace, as expressed in the relevant training package. PEER use Competent (C) or Not Competent (NC) to record assessment results.

Competent (C) or Competency Achieved (CA) – you will be assessed as competent when your trainer/assessor has collected sufficient evidence that meets all the knowledge and performance requirements of the unit.

Continuing – means that you have begun study and will not complete the study by the end of the study period but intend to complete later.

Employability skills – are non-technical skills which play a significant part in contributing to an individual's participation in the workplace. They may be defined as the skills required to gain employment.

Evidence – your trainer/assessor is required to collect various forms of evidence to assess your competence. This may be in the form of work samples, completed workbooks, questioning and discussions, observation, case studies, projects, or other forms of evidence for both practical and theory training.

Not Competent (NC) – if you are assessed as not competent in a unit of competency, this means you may require further training or to provide further evidence to support your competence.

Parchment – once you have successfully completed your qualification, you will be issued with a parchment which details that you have successfully attained a qualification.

Remedial – refers to classes you are required to attend if you have not been deemed competent and need to complete extra learning activities to be deemed competent outside the structured learning program.

Resources – this refers to the learning materials, workbooks, textbooks, online materials or other equipment you need to complete your training in your units.

Statement of Attainment – is issued when you partially complete a qualification or complete a short course. It only lists the unit(s) of competency you have achieved.

Learner results – assessment at PEER is conducted by assessing individual tasks that make up a unit of competency, then reviewing that evidence to ensure it covers the unit being assessed. On successful completion of all tasks the evidence is reviewed and each learner is either graded as Competent (C) or Not Competent (NC). Where you have been assessed for a unit of competency that requires eProfiling, you may be graded as Academic Pass (AP) which indicates you have achieved competency within the classroom but have not completed the associated eProfiling component. Once you have achieved 100% on the eProfiling you will be deemed competent.

Trainer and assessor – is a person who has relevant industry experience and qualifications to deliver training and conduct assessment.

Training and Apprenticeship Services (TAS) – TAS is a directorate within the Department of Industry and Skills and is responsible for regulating South Australia's traineeship and apprenticeship system. TAS operates the Traineeship and Apprenticeship Information Service. For information, advice or assistance ring 1800 673 097 or email: dsd.tas@sa.gov.au

Training Contract – while attending PEER, you may be under a Contract of Training (Apprenticeship or Traineeship) with either PEER as your employer, or a private employer. All parties to the contract, the learner, the employer and the RTO are required to work together to successfully complete the contract requirements.

Training Plan – each learner has a training plan which details the qualification and units of competencies that you will undertake.

Unit of competency – is a statement that refers to the skills and knowledge you need to be able to perform a job. A unit of competency is made up of various elements and performance criteria which explicitly details the tasks that you need to demonstrate to be deemed competent.

5.7 PEER's responsibilities and learner's rights

If there are any changes to the agreed services, PEER will advise all learners affected as soon as practicable.

This may include the following changes:

- any new third-party arrangements
- changes to existing third-party arrangements
- change in PEER ownership
- PEER ceasing operations as an RTO.

PEER will contact you initially face-to-face if you are on campus, then phone, email and/or letter communication will follow to ensure you have been informed of the changes in a timely manner.

If PEER ceases to operate, PEER will endeavour to:

- ensure that, before PEER is no longer registered, you will have either completed your course or transferred to a new training provider
- source an alternative provider for you to consider transferring to
- issue you with your qualification and/or Statement of Attainment if you have completed the requirements
- return all unmarked assessments.

If you believe you are owed a refund you should contact PEER immediately and request a refund. You may be directed to Consumer and Business Services to assist you in your enquiry at, <https://www.cbs.sa.gov.au/>.

5.8 Academic support

If you are experiencing difficulties with any aspect of your course, you are encouraged to contact your home school VET Coordinator, trainer or a member of our VETiS team at PEER.

You can email: vetis@peer.com.au.

PEER can provide academic support to facilitate the successful completion of your course.

In certain circumstances PEER may refer you to external agencies such as MADEC Australia for support.

Learner Support Services (LSS) is an equity, participation and retention initiative funded by the Department for Innovations and Skills (DIS) with the aim of improving equity and accessibility of accredited vocational education and training to Learners with complex needs.

The purpose of LSS is to support learners who have barriers to learning, support retention in training and assist learners with complex support needs to complete their qualifications and transition to employment or further study through the provision of Learner Support Case Management.

5.9 Work placement

Work placement hours may be required to be completed some of your qualifications with PEER. If this is required, your schools VETiS coordinator or PEER trainer will explain what is involved

It is the responsibility of your home school to:

- organise and monitor your work placement arrangements
- ensure all work placements are conducted in accordance with the advice contained in the Workplace Learning Guidelines document, which is endorsed by the Government, Catholic and Independent schooling sectors and the new student pathways program.

Work Placement is explained on the WorkReady website at <https://studentpathways.sa.edu.au>

Topic 6 Training at PEER – Classroom expectations

6.1 VETiS course introduction and site induction

Day 1 of any PEER course starts with an introduction to the course and site tour/induction. In this introduction, you can expect to get a full overview of:

- Introduction to your trainers
- Site tour
- WHS induction
- Qualification or course overview and unit topics
- Class expectations
- Behaviours that promote success
- ICT access
- Introduction to the IT systems that you will use in your training

During this day you will learn how you can get the best out of your program and how we will prepare you for a career within the construction and mining industries.

6.2 Learner behaviour and duty of care

PEER and our trainers have a duty to take or exercise 'reasonable care' to protect you from risks of harm that are 'reasonably foreseeable' whilst you are involved in VETiS activities, or are present for the purposes of a VETiS activity. This includes all time spent within the VETiS environment from the start to the end of the training day.

PEER is focused on preparing school-based learners for a career within the construction industry. A key element of this is an expectation that all you will show and demonstrate the behaviours that are expected within industry.

These key behaviours will be explained during your program introduction but include being:

- Caring
- Respectful
- Innovative
- Collaborative
- Courageous
- Integrity
- Maturity
- Proactive
- Responsible

PEER will not tolerate any behaviour that breaches these values or places a person (including yourself) or property at risk.

All learners are expected to comply with the requirements of PEER's and the partnered school's policy and follow all reasonable directions from all trainers or school staff.

6.3 Learner details

You may need to provide PEER copies of your school ID cards, drivers licence, car registrations and head/shoulders photographs.

This information could be shared with the school host administration to assure students from other schools can be easily identified when required.

Photographs will be required if you are completing a WHS White Card for your license card.

6.4 Facilities and training rooms

You will be allocated a work area to complete activities in your training. You are responsible for the tools and equipment, cleanliness and general housekeeping for this area and are required to clean this area at the end of each day. All classrooms must be left clean and tidy and you are required to take all your rubbish with you when leaving the room.

If you are training in the workshop area, you may be asked to remove rubbish and sweep the floor after training to help maintain an environment that complies with work health and safety regulations.

Any learner found stealing or deliberately damaging PEER or the partnered school's equipment will face disciplinary action and removal from the course.

If you are entering a workshop area at PEER or the partnered school, you must always follow the safety requirements, including wearing the appropriate Personal Protective Equipment (PPE).

6.5 Mobile phones

You will adopt the mobile phone policies of the school where you are attending the program.

In line with the school's mobile phone policy, PEER may require you to place your mobile phone into a secured location during class sessions.

Do	Don't
You must	Disciplinary action may be imposed for inappropriate use or if you do not comply with PEER's or partnered school's policy where you:
<input checked="" type="checkbox"/> Ensure your mobile phone is switched off or on silent when in class	<input checked="" type="checkbox"/> Use your phone to send and/or accept calls or messages, engage in social media or games during lessons.
<input checked="" type="checkbox"/> Leave your mobile out of sight in class	
<input checked="" type="checkbox"/> Use respectful language when talking on a mobile	<input checked="" type="checkbox"/> Use inappropriate language while using a mobile.
<input checked="" type="checkbox"/> Use your mobile for approved learning purposes and as directed by the trainer.	<input checked="" type="checkbox"/> Use a mobile phone to gain advantage in exams or assessments.
<input checked="" type="checkbox"/> Use your phone and apps in a respectful way	<input checked="" type="checkbox"/> Use mobile phone applications to engage in personal attacks, harass another person, or post private information about another person – this is a criminal offence and will result in immediate suspension or exclusion from the course.
<input checked="" type="checkbox"/> Ask permission before taking a photo or posting information about someone to social media	<input checked="" type="checkbox"/> Use your phone to photograph or record another person without permission. Posting/sending of such photos or recordings, and objectionable images is a criminal offence and will result in immediate suspension or exclusion from the course.

6.6 Personal items

Do not leave valuable items such as money, jewellery, laptops or mobile phones in work areas or training rooms. PEER will not be held responsible for any items lost.

Classrooms will be locked during breaks unless a specific agreement has been reached with the school otherwise.

6.7 Smoking/drugs/alcohol

Smoking is prohibited in all areas at PEER and our partnered schools.

PEER is committed to ensuring the health, safety and welfare of all employees, visitors and learners by providing a safe working environment.

Do not come to class under the influence of drugs or alcohol. Anyone suspected of been adversely affected by drugs and alcohol are deemed not fit for work as they pose a hazard to themselves, other learners, our trainers, school staff and employees.

If you do not follow the PEER's or the partnered school's policy you may receive long term suspensions and in serious cases, such as supplying drugs to other learners within the school, will be recommended for removal from the program. The same policy applies to the possession, supply and/or use of alcohol or volatile substances.

Any learner who is adversely affected by either alcohol or drugs, in the opinion of the trainer, will be removed from the class/program. This will be considered a disciplinary matter and their home school VET coordinator informed.

If you are in possession of a suspected illegal substance the police will be notified immediately.

6.8 Eating and drinking

Eating and drinking is not permitted in any classroom or workshop, unless otherwise stated by the trainer. There is a designated canteen available at PEER and each partnered school.

You must not leave the school grounds to purchase food or any other reason without written permission from the trainer.

The trainer will need to check with your home school VET coordinator before allowing you to leave school for any reason.

6.9 Session times

Your training plan will outline start and finish hours (e.g.: 8:00 am – 4:00 pm) because they vary between schools/programs. In most cases they are set by PEER in consultation with the VET coordinator at the partnered school. This may include sessions that have been scheduled during school holiday breaks or after normal school hours.

PEER require all learners to be on site and ready to start at the specified time for training, preferably 10 minutes prior to the scheduled time. Return promptly and on time from your designated breaks.

PEER classes run three sessions in a day and attendance is taken at the start of each session. You need to be prompt in attending each session and returning from your breaks.

You are expected to attend all programmed PEER training sessions regardless of home school special events or student/pupil free days.

6.10 Learner drivers and carparking

You may not use your vehicles for any purpose other than drive to and from school.

You are not permitted to ride as passengers in another learner's motor vehicle unless the appropriate form outlining parental consent has been received by PEER and the partnered/home school VET coordinator. The consent will be valid for the period nominated, and/or only the driver nominated.

You **must** park in the designated space in the grounds or alternatively park outside the grounds.

You are not permitted to go to your car during the school day.

You are not to use your car at lunchtime and breaks.

If you are driving to and from school will be asked to notify your Year Level Coordinators and provide car and registration details.

If these requirements are disregarded, parents will be notified, and appropriate sanctions will apply as per the disciplinary policy.

PEER has a zero tolerance for unsafe driving practices. If PEER becomes aware that a learner driver has broken the P1 or P2 road rules or driven in an unsafe or irresponsible manner, police will be notified.

6.11 Attendance

PEER requires you to attend all sessions unless you are ill or there are extenuating circumstances. If you are absent due to illness, you may be required to provide a medical certificate to PEER.

You must notify your PEER trainer and VET coordinator at your home school as soon as possible of your absence from any scheduled classes. If you miss too many classes, you may be required to repeat the training or attend additional make up classes.

It is the parent/caregiver's responsibility to communicate the reasons for your absence directly to PEER and the home school VET coordinator.

If you have been unwell and unable to attend class, PEER will endeavour to support you. However frequent or extended periods of absence may affect our ability to result you prior to any critical deadlines, such as the SACE resulting deadline, or in extreme cases at all.

It is PEER's expectation that if you have been unwell or unable to attend class, it is your responsibility to catch-up on your missed learning by completing the required work. You will receive support from PEER and your home school. PEER will coordinate with your VET coordinator on your progress and help monitor this situation.

PEER records all lateness and non-attendances on our online learning platform (PEER Campus) and reports this to your home school.

If you need to leave class for an appointment, you must have a signed and dated note and/or email to the trainer and home school VET coordinator from your parent or guardian prior to leaving the school grounds.

If you have permission and need to leave early, you must get permission from the trainer and sign out of the school at the front office.

If you leave school without consent and/or knowledge of the trainer this will result in disciplinary action initiated with the home school, parents/guardians.

You are not be permitted to leave the school grounds at any time during training hours without authorisation.

You are not to leave the school grounds during your breaks.

You are expected to attend all programmed training sessions regardless of home school special events or pupil free days.

The PEER trainer will update the class attendance roll at the start of the day, straight after the morning break and lunch break. Host schools and home schools will have access to the class rolls and any unexpected absenteeism will be followed up with the learner and their home school.

6.12 Dress code

You must always wear a non-synthetic (100% cotton or wool) long sleeve hi-viz shirt with the PEER logo (as provided by PEER) in the workshops/classroom. You must not wear singlets or hoodies at any time.

You must supply and wear your own appropriate long trousers and safety boots for workshop situations.

During training, you must not wear any jewellery, accessories or item of clothing that may be deemed a work health and safety risk. Clothing and hair (including facial hair) is to be always kept neat and tidy.

If you attend in class wearing inappropriate clothing, you will be removed from the class and asked to get changed before you will be admitted back. You will be marked as absent during this time.

6.13 Work Health & Safety (WHS)

For your own safety and the safety of others, you must follow all safe work practices as instructed by your trainer. You must always wear all Personal Protective Equipment (PPE) provided. If you notice any hazards at PEER or the partnered school, you must report these to your trainer immediately.

Trainers and their class will perform a tool box meeting at the start of each class day, similar to what is done on a construction site, during which you will discuss any WHS applicable issues that will occur during the day.

This may include each learner writing up and signing WHS Risk Analysis document (JSA) that form a legally binding set of instructions the trainers and learners must follow. Depending on the nature of the work, this may also include signing a Safe Work Method Statement (SWMS).

Anyone who creates or contributes to an unsafe workshop will face disciplinary action and may be removed from class.

At the beginning of training, you will participate in a safety induction. Any accident or injury sustained while on campus must be reported immediately

Below are the minimum standards of protective dress and personal protective equipment (PPE) expected for all learners at all times in our courses:

- Long sleeved hi-viz shirt with PEER logo (supplied by PEER)
- Long cotton drill work pants (supplied by learner)
- Safety work boots (supplied by learner).
- Use a hair net or tie back long hair.
- Remove long jewellery

Within all trade and practical areas or as directed/supplied by the PEER Trainer or school:

- Clear safety glasses
- Class 5 rated earmuffs or ear plugs. (Audio devices must not be used and ear buds/headphones **must** not be worn)

6.14 VETiS COVID-19 protocols

PEER is continuing to work with the Department of Health, Department for Education and Catholic Education South Australia in responding to the current COVID-19 pandemic. PEER pandemic policy is designed to minimise the risk to learners and trainers while at the same time providing you with an opportunity to complete the program.

Your trainer will provide you with further information on the specific COVID-19 requirements when your class commences but it is important you continue to access your MS Teams group and monitor your emails for updates.

PEER acknowledges that restrictions caused by COVID-19 may result in you missing periods of in class time. The PEER Training Way enables learners to continue their studies while away from the school setting and it is an expectation of PEER that, where possible, you will continue with your learning while away from school.

While PEER will endeavour to provide you an opportunity to catch this time back up, an extended period of absence may result in PEER being unable to finalise your results before the SACE deadline or at all.

More information can be found in the Department for Education – South Australian COVID-19 Forward Plan for Education 2021: SCHOOLS AND PRESCHOOLS.

6.15 First aid

If you injure yourself in the course of training at PEER or the partnered school, please report immediately to your trainer for assistance.

PEER or the partnered school has designated staff members trained in first aid and will assist you with injuries or illness or refer to a medical specialist.

All injuries will be reported to PEER WHS & Home School WHS officers via PEER

6.16 Acceptable use of ICT and laptops.

Laptops and ICT are required in all PEER VETiS courses. Each partnered school will have their own ICT policy, provision and use of ICT at their school.

In the classroom laptops are to be used for educational purposes only. PEER takes a zero-tolerance approach to the non-educational use of laptops in the classroom.

The following applies to Information and Communications Technology (ICT) resources (including but not limited to computers, laptops, networks, online resources, systems, software):

- Laptops are to be used for school-related work (including VET) to make the learning process efficient and contemporary.
- Equipment must not be used in any way that may reflect poorly on PEER, our learners, the school, its students or staff. You may not use the resources to publish offensive material or to harass or bully others.
- Resources are only accessible once the learner has authenticated access by entering their unique system identifier (user id) and a password known only to them.
- Equipment is monitored and usage recorded so usage patterns can be understood, and investigations carried out where inappropriate use is suspected.

6.16.1 Laptops

Where a school site will not allow you to use your personal laptops on the school network, PEER or the partnered school will supply laptops with the necessary software and learner log-ins.

Where laptops are supplied, you will be responsible for:

- using it appropriately appropriate use
- ensuring there is no damage
- ensuring the laptop is fully charged and shut down after each use.

In the event a trainer witnesses wilful damage to school laptops, the learner and/or parents will be liable for the replacement/repair costs and will be removed from the course.

6.17 Use of the internet

PEER and its partnered school network and internet access is a shared resource and you are expected to use it responsibly and in line with the school's internet policies.

PEER's or the partnered school's network and internet connection **must not** be used for:

- downloading or transferring illegal file types or subscribing to inappropriate email lists
- downloading or transferring games
- excessive internet downloads
- spamming or sending bulk emails, including electronic chain mail
- any other illegal activities or activities in breach of PEER's or the partnered school's behaviour rules and policies.

6.18 Use of social media

You must not use social networking sites in class.

Social networking sites are by nature public domain and anyone can read comments, including PEER representatives, the school, a prospective employer, or a person seeking information about someone's personality, political or religious views.

You should ensure you adopt privacy settings that restrict the information available to others on social networks.

You must not seek friendships with trainers via social networking pages and must not join a trainer's page.

You are not to turn your mobile phone into a Wi-Fi hotspot while in class.

Please refer to:

- 2.1.0037 Study from a different location policy
- 2.4.0075 Study from a different location procedure (remote learning)
- 2.1.0033 SOCIAL MEDIA POLICY
- 2.4.0081 Study from a different location - Guidelines for LEARNERS

These and other policies are available via <https://peer.com.au/>

6.19 Minimum learner classroom requirements

You must bring basic stationery such as pens, pencil, ruler, scientific calculator etc. to every class and lesson.

You must bring your laptop and charger to school on each VETiS day, fully charged. You will not be able to access spare laptops or batteries if you do not bring your own with you.

6.20 Learner code of conduct – school site yard

In the school yard you must:

- Consider, apply and follow your home school policies and behavioural expectations and requirements as a minimum baseline for class behaviour. If you are attending at a partnered school, you will also be expected to follow their school policies
- Treat others with consideration and respect and cooperate with teacher or trainer's requests
- Report all bullying
- Use approved areas of the yard and keep sporting activities in the appropriate places
- Keep the school clean and tidy – put rubbish in the bin
- Remain in school grounds
- Return to class promptly at the end of recess and lunch.

In addition, PEER expects you to behave in a way that aligns with PEER's code of conduct which includes being:

- Caring
- Respectful
- Innovative
- Collaborative
- Courageous
- Integrity
- Maturity
- Proactive
- Responsible

Any breaches of these expectations or school policies may result in a disciplinary action.

6.21 Learner code of conduct – Learner behaviour – disciplinary action

PEER has a zero tolerance for offensive, abusive, discriminatory or socially unacceptable behaviour. It will not be tolerated at any time.

Failure to comply will result in the learner being removed from the class at their own expense. If you believe you have experienced or witnessed behaviour that makes you uncomfortable, you are encouraged to raise this with your trainer or through the PEER complaints policy.

If someone's behaviour significantly interferes with the rights of other learners within the class to learn, the capacity of a trainer to teach a class or where there is possibility of harm to others, they may be removed from classroom/workshop activities.

In more serious cases they may be required to leave the course for a specified period or their enrolment in the course cancelled.

If your behaviour does not meet PEER's Code of Conduct expectations, you will be approached by the trainer and offered an opportunity to change this behaviour. If after this you continue to display behaviour that does not meet PEER's expectation, you will enter a behaviour management contract.

You are reminded that PEER will not tolerate behaviour that will negatively impact on fellow learners or our partnered schools. If you display behaviour that does not meet these behavioural expectations, you will be removed from the program and returned to your home school.

PEER will continue to actively work under the home and partnered school's student behaviour management policy. In addition to this policy the following escalation process will be used:

Following an initial incident, a behaviour management meeting will be held with representatives from the home school and PEER. If PEER delivery is occurring in a partnered school, then a school representative from that partnered school may also be included:

Depending on the nature of the incident, possible actions from this meeting may be:

- Issuance of first warning
- Movement of the learner to a different group, day or training location
- Removal from class for a period
- Removal from the program.

During this period the learner will be excluded from class until the behaviour management meeting can be held.

If a further behavioural issue occurs a second behaviour management meeting will be held with school and PEER. If delivery is occurring in a hub school, then school representative from that hub school may also be included:

Depending on the nature of the incident, possible actions from this meeting would be:

- Issuance of final warning
- Learner will be removed from this group, day and offered a place in alternate PEER class or site (where possible)
- Removal from the program.

During this period the learner will be excluded from class until the behaviour management meeting can be held.

If a further behavioural issue occurs a third behaviour management meeting will be held with the home school, parents and PEER. If delivery is occurring in a partnered school, then school representative from that school will also be included.

Depending on the nature of the incident, possible actions from this meeting may be removal from the program

Topic 7 Training support

If you require assistance in any training, PEER is happy to support you on your learning journey.

PEER's trainers can provide academic advice, support your learning experience and should be your first contact for advice about study and the assessment process.

7.1 Disability support

PEER is committed to providing opportunity to learners with disabilities to maximise their learning experience. Commonwealth legislation requires education providers to provide reasonable adjustments that support the inclusion of people with disabilities. Reasonable adjustments can include modification to assessments and provision of additional services. However, these adjustments cannot undermine the assessment process.

If you have a disability or medical condition, we encourage you to talk to your trainer to enable PEER to offer the appropriate support.

7.2 Learner counselling

Many learners juggle work, study, friends and family commitments and sometimes this can take a toll. If you feel this is starting to impact your study, PEER is happy to assist in providing you with information about counselling services.

7.3 Learning support for school learners

From 1 July 2021, school learners that are undertaking the VETRO process for enrolment in subsidised training from Semester 1 2022 will be eligible for learner support services to support them through their VET studies to completion or transition to further study or later employment.

See: <https://providers.skills.sa.gov.au/Deliver/student-support-services>

7.4 Delivery and assessment

All assessments conducted by PEER conform to the Principles of Assessment for Standards for Registered Training Organisations, 2015. This means we will consider assessment that reflects the learner's needs as well as assessing competencies held by the learner and drawing from a range of assessment methods appropriate to the context, the unit of competency and assessment requirements and the individual.

Assessment usually takes place by way of written and practical assessments. However, it is at PEER's discretion as to what assessment process is used. At the beginning of the unit, you will be made aware of the assessments to be completed and the assessment methods.

PEER will make different assessment methods available to accommodate the learner, this forms part of PEER's flexible approach to learning.

If you are not happy with an assessment decision, you have the right of appeal. This is outlined in our complaints and appeals policy which is on our website: www.peer.com.au

7.5 Language, literacy and numeracy support

PEER believes that language, literacy and numeracy (LLN) are crucial underpinnings to learning. LLN issues can be a major disadvantage for learners in their training. PEER will make sure our enrolment process captures any LLN issues to maximise the potential to ensure successful completion of your course.

All learners are required to undertake LLN (SRNI - Snapshot Reading Numeracy Indicator) testing as part of the VETRO - VET in Schools Program. PEER will also confirm with your home school if there are any barriers to your learning that we need to be aware of.

If you are aware of any issues regarding LLN, please disclose this to PEER to ensure we can tailor our training to support your needs. PEER has access to a range of LLN support programs and we can refer you to these to enhance your skills and have a greater chance of completing your training successfully.

7.6 Learners falling behind the program schedule

PEER understand you can fall behind due to illness and other personal issues. PEER trainers can assist learners who fall behind by developing a personalised learning/remedial plan that would include setting the learner work to be completed at home via PEER Campus and/or during spare class sessions.

In the event you do not catch up your work in a timely manner, the trainer will involve the PEER VETiS Manager and/or the school VETiS hub coordinator and home school VET coordinator.

If you fall behind to the point where it may affect the completion of your program, a meeting will be held with the home school VET coordinator and potentially your parents/care givers to ascertain and create a remedial plan.

In the event a learner has been given all fair and reasonable access to extra training support possible and they cannot complete all work by the final submission deadline, PEER may not be able to provide the full certificate prior to the critical SACE resulting deadline.

It remains your responsibility to ensure you have submitted all the required work prior to the deadlines provided.

These deadlines will be confirmed with you and your home school at the commencement of the program.

- In the event you have not submitted all the required work before the PEER SACE resulting deadline, PEER will not be able to guarantee this result will be processed to the home school before the SACE deadline.
- In the event you do not complete all the required work by the final submission deadline, PEER will issue a Statement of Attainment for all units that have been completed successfully (deemed competent).
- If you are unable to successfully complete the outstanding work by the end of the school year, PEER will result the outstanding units as a not competent and issue a Certificate of Attainment. If at a later stage you wish to complete this unit, you will be required to re-enrol into the unit.

Topic 8 Policies

It is crucial you are aware of PEER's policies that may impact you as a learner at PEER. If you want to access any PEER policy, please contact your trainer and PEER will provide you with the required policy and information.

PEER has the following policies accessible on our website (<https://www.peer.com.au>). It is your responsibility to make sure you read and are familiar with these:

- Complaints and Appeals Policy and Procedure
- Complaints and Appeals Form
- Privacy Policy
- Fees and Refund Policy
- 1.1.0020 Social Media Policy
- 2.4.0081 Study from a different location - Guidelines for LEARNERS.