

What's the difference

School

V

Vocational Education and Training (VET)

V

University

A RESOURCE OF



National Disability Coordination Officer Program

*Enhancing post secondary education,
training and employment opportunities
for people with disabilities*

HOW IS POST-SECONDARY EDUCATION AND TRAINING DIFFERENT FROM HIGH SCHOOL?

ENROLMENT INTO HIGH SCHOOL	ENROLMENT INTO VET*	ENROLMENT INTO UNIVERSITY
Once you enrol at your high school you remain enrolled until you leave or graduate	You need to fill in a form to apply for entry into a course. The fact that a course is available is no guarantee that it will be offered. You will need to re-enroll every semester if you are doing a course for twelve months or longer.	You are required to enroll at least every year if not every term.
An enrolment form is completed and submitted by your parent/ guardian prior to your entry into high school	Once the College accepts you into a course you must fill out an enrolment form. You must fill out the correct enrolment form depending on whether you are a <i>new or continuing</i> student.	Once the university makes you an offer of a place in a program you are responsible for accepting that offer.
Enrolment and subject selection are unrelated	To enrol you <i>must</i> complete the form and <i>pay</i> for your course. There may be penalties for late enrolment.	Enrolment is not complete until you select your courses for the term into which you are enrolling.
Your teachers and guidance officer can assist you in selecting your subjects and will complete any required paper work for you.	You are responsible for keeping your personal details in the College records up to date. Modules within each course are mostly pre-set by the College.	You are responsible for selecting, adding and dropping your courses before each term and completing the required process. A program advisor is available for advice only.
It is the responsibility of the school from which the student is coming to advise of any learning support needs to the high school. Decisions regarding any provision of support are based on an ascertainment process carried out by the teachers, Education Department, the parents/ guardians and the student.	Students with Disabilities or Chronic Medical Conditions are encouraged to advise the College upon enrolment into their course. Decisions regarding provision of support are based on professional documentation and personal negotiations between the student, the DSO and the teachers.	Students with Disabilities or Chronic Medical Conditions are encouraged to advise the university as early as possible of their intention to apply to study. Decisions regarding provision of support will be based on <ul style="list-style-type: none"> ▪ professional documentation & ▪ case-by-case negotiations between the student and the staff of the University.

PERSONAL FREEDOM IN HIGH SCHOOL	PERSONAL FREEDOM IN VET	PERSONAL FREEDOM IN UNIVERSITY
High school up to grade 10 is <i>mandatory</i> and up till grade 12 is <i>free</i> (unless you choose other options).	College courses are <i>voluntary</i> and most of them have fees.	Study at a university is <i>voluntary</i> and often <i>expensive</i> .
While you may have some personal study time built in, the majority of your weekly timetable is structured by others	Some courses have set timetables while others are fully self-paced and flexible. You are expected to manage your own time as much as possible.	The lecturer often sets the times for lectures. A choice of times for tutorials is usually offered. You are expected to manage your own personal study time.
You need permission to participate in extracurricular activities	You must decide whether to participate in extracurricular activities. (<i>Hint: Choose wisely in the first semester and then add later.</i>)	You must decide whether to participate in extracurricular activities. (<i>Hint: Choose wisely in the first semester and then add later.</i>)
You need money for special purchases or events.	You may need money to meet basic necessities if you live away from home.	You may need money to meet basic necessities if you live away from home.
You can count on parents and teachers to remind you of your responsibilities and to guide you in setting priorities.	Some teachers will help you take responsibility for your studies. While counselors are available you are responsible for your own moral and ethical decisions.	You will be faced with a large number of moral and ethical decisions you have not had to face on your own previously. <i>You</i> must balance your responsibilities and set priorities.
Guiding principle: You will usually be told what your responsibilities are and corrected if your behavior is out of line.	Guiding principle: As an adult learner you are expected to take responsibility for what you do and don't do, as well as for the consequences of your decisions.	Guiding principle: As an adult learner you are expected to take responsibility for what you do and don't do, as well as for the consequences of your decisions.

* Vocational Education and Training – includes courses at Institutes of TAFE, Agricultural Colleges, Apprenticeships and Traineeships as well as courses by private training providers.

HIGH SCHOOL CLASSES	VET CLASSES	UNIVERSITY CLASSES
Each day you proceed from one class directly to another according to the timetable provided. Some days you may have free periods that allow you to study.	Some courses run classes continually throughout the day while others have a more flexible approach.	You often have hours between lectures & tutorials at variable times throughout the day and week.
You spend 20-25hrs in class between the hours of 8.30am –3pm Mon – Fri	Classes and practical sessions can be held from as early as 7.30am or run as late as 9.30pm, any weekday depending on the level, delivery mode and nature of the course.	If you are an internal student study full-time you can expect to spend 12 to 16 hours each week in lectures or tutorials between 8am – 9pm Mon – Fri.
The school year is 36 weeks long; some classes extend over both semesters and some do not.	Courses can be as short as one day in length or as long as two years.	The academic year is divided into separate 12-week terms, usually with a week at the end of term for exams. Universities vary in how many terms they may offer in a year.
Your classes are scheduled for you.	In some courses the timetable is pre-set while other courses are entirely self-paced by you.	You select your schedule from the timetable provided.
Teachers carefully monitor class attendance and your end of semester report will reflect this.	Teachers may not formally take roll, but they are still likely to know whether or not you attended. Failure to attend a practical session can lead to a grading of not competent.	Lecturers and teachers may not formally take roll, but they are still likely to know whether or not you attended. Regular in-attendance at lectures and tutorials can lead to a failure
Classes generally have no more than 25 students.	Classes usually number no more than 20 students.	Lectures may number from 100 students or more.
You are provided with textbooks at little or no expense.	You need to buy your own textbooks, tools, safety equipment/clothing, materials and stationery. In some practical courses this can cost more than \$200.	You need to budget substantial funds for textbooks, which at university will usually cost more than \$200 each term.
Graduation requirements are straightforward; you are guided in the provisions needed to graduate.	Graduation ceremonies are usually simple if at all.	Graduation requirements are complex. You are expected to know those that apply to you.

HIGH SCHOOL TEACHERS	VET TEACHERS	UNIVERSITY LECTURERS
Teachers check your completed homework.	Teachers often don't check required reading, but will often base their assessment on the competent completion of set tasks.	Lecturers and teachers don't check required reading and responses to the literature, but they will assume the set tasks have been completed successfully.
Teachers remind you of your incomplete work.	Teachers may not remind you of incomplete work but often you will not pass the module until it is completed.	Lecturers may not remind you of incomplete work.
Teachers approach you if they believe you need assistance.	Teachers may not be aware you are having difficulty until it comes time to assess your competence. It is advisable to approach them if you do not understand.	Lecturers are usually open and helpful, but most expect you to initiate contact if you need assistance.
Teachers are often available for conversation before, during, or after class.	Teachers are usually available to answer questions and demonstrate good practice during classes only.	Lecturers expect and want you to attend their scheduled office hours.
Teachers have been trained in teaching methods to assist in imparting knowledge to students.	Teachers are experienced in their field and also have qualification in how to conduct training to at least Cert IV - Workplace Training and Assessment	Lecturers have been trained as experts in their particular areas of research.
Teachers provide you with information you missed when you were absent.	Teachers may tell you what was covered in a particular class but will expect you to catch up. They may or may not repeat any practical demonstrations you may have missed.	Lecturers expect you to obtain for yourself any notes from classes you missed.
Teachers present material to help you understand the material in the textbook.	Teachers will usually follow the textbook although they will add extra information. They may give illustrations, demonstrations or provide background information about the topic you are learning. You will be expected to relate the practical component to the textbook	Lecturers may not follow the textbook. Instead, to amplify the text, they may give illustrations, provide background information, or discuss research about the topic you are studying. Or, they may expect <i>you</i> to relate the classes to the textbook readings.

	and vice-s-versa.	
Teachers often write information on the board to be copied in your notes or provide handouts of relevant information.	Teachers will intersperse discussion with practical activities or demonstrations. They will usually point out any vital information or skill that you are expected to remember or demonstrate.	Lecturers may lecture nonstop, expecting you to identify the important points in your notes. When lecturers write on the board, it may be to amplify the lecture, not to summarize it. Good notes are a must.
Teachers impart knowledge and facts, sometimes drawing direct connections and leading you through the thinking process.	Teachers impart knowledge and facts but also demonstrate the level competence you will be expected to have in your assessment.	Lecturers expect you to think about and synthesize seemingly unrelated topics.
Teachers often take time to remind you of assignments and due dates.	Teachers will usually remind you of assignments and due dates but will expect you to be up to date with work and your progress towards competence.	Lecturers expect you to read, save, and consult the course profile/ outline; the profile/ outline spells out exactly what is expected of you, when it is due, and how you will be graded.

STUDYING IN HIGH SCHOOL	STUDYING IN VET	STUDYING IN UNIVERSITY
You may study outside of class as little as 0 to 5 hours a week.	Depending on the course you are doing you will need to spend approximately 5 hours a week practicing your skill development and the knowledge component of your course	You need to study at least 2 to 3 hours outside of class for each hour in class e.g. 16 hrs of class time may require 30 hours of private study / week
You often need to read or hear presentations only once to learn all you need to know about them.	You need to review class notes and text material regularly and practice skills regularly.	You need to review class notes and text material regularly.
You are expected to read short assignments e.g. a book chapter that are then discussed, and often re-taught, in class.	You may be required to read, understand and demonstrate complex procedures, formulae or recipes. In some courses there are substantial amounts of required readings.	You will be assigned substantial amounts of reading and writing, which may not be directly addressed in class.
Guiding principle: You will usually be told in class what you need to learn from assigned readings.	Guiding principle: It's up to you to read and understand the assigned material and practice the skills demonstrated to you; classes proceed from the assumption that you've already done so.	Guiding principle: It's up to you to read and understand the assigned material; lectures and assignments proceed from the assumption that you've already done so.

EXAMS IN HIGH SCHOOL	EXAMS IN VET	EXAMS IN UNIVERSITY
Exams are often frequent and covers small amounts of material.	You will have frequent opportunities to demonstrate your competence or knowledge in each module of work. The teacher will organize the materials required for you to complete these demonstrations.	Exams may be infrequent and may be cumulative, covering large amounts of material. You, not the lecturer, need to organize the material to prepare for the exam. A particular course may have as few as 1 exam in a term.
Makeup exams are often available.	You are often allowed multiple opportunities to demonstrate your competence if you fail at the first attempt.	Makeup exams are seldom an option; if they are, you need to request them.
Teachers frequently rearrange exam dates to avoid conflict with school events.	Exam schedules depend on availability of venues and materials, the teacher's timetable and course deadlines.	Lecturers in different courses usually schedule exams at the start of term without regard to the demands of other courses or outside activities. In fact most exams are scheduled to occur in a formal exam period (7 days) that falls at the end of term.
Teachers frequently conduct review sessions, pointing out the most important concepts.	Teachers may conduct review sessions, pointing out important concepts, skills or knowledge required to demonstrate competence.	Lecturers rarely offer review sessions, and when they do, they expect you to be an active participant, one who comes prepared with questions.
Mastery is usually seen as the ability to reproduce what you were taught in the form in which it was presented to you, or to solve the kinds of problems you were shown how to solve.	Mastery is usually seen as the ability to competently complete a task, demonstrate knowledge or solve a problem utilising all the skills and knowledge imparted during the course.	Mastery is often seen as the ability to creatively apply what you've learned to new situations or to solve new kinds of problems.

GRADES IN HIGH SCHOOL	GRADES IN VET	GRADES IN UNIVERSITY
Grades are given for most assigned work.	Grades are not assigned at all. Students must demonstrate their competence in each module.	Grades may not be provided for all assigned work
Consistently good homework grades may help raise your overall grade when exam grades are low.	Competency in class activities does not count for the final assessment unless the teacher states so.	Grades on exams, assignments and tutorial presentations provide the entire course grade.
Initial exam grades, especially when they are low, may not have an adverse effect on your final grade.	Competency in each module is often a prerequisite for subsequent modules.	Your <i>first</i> exams are usually "wake-up calls" to let you know what is expected- -but they also may account for a substantial part of your course grade. You may be shocked when you get your grades.
You may graduate as long as you have passed all required courses	You may graduate only if you have successfully demonstrated 85% of all competencies. It is compulsory to be able to demonstrate certain competencies.	You may graduate only if your average in classes meets the faculty / school standard