

# RUNCORN STATE HIGH SCHOOL

REGISTERED TRAINING ORGANISATION PROVIDER NUMBER 30340



## VOCATIONAL EDUCATION AND TRAINING (VET)

### STUDENT HANDBOOK 2020

- SIT20316 Certificate II in Hospitality – year 11 and 12
- BSB20115 Certificate II Business - Years 11 and 12
- ICT10115 Certificate I Information, Digital Media and Technology – Year 10
- FSK20113 Certificate II Skills for Work and Vocational Pathways – Year 10, 11 and 12

## Table of Contents

Australian Qualifications Framework (AQF)	4
Runcorn State High School	5
Courses	6
Runcorn SHS Processes	6
Assessment	10
Awards	12
Service Guarantee	12
Disciplinary Procedures	12
Workplace Health and Safety	13
Legislative Requirements	13
Unique Student Identifiers (USIs)	13
Feedback	13
Marketing and advertising of course information	14
Additional VET opportunities	14

## INTRODUCTION

### **Congratulations on your decision to enrol in a nationally recognised vocational course.**

This handbook has been written to provide students/parents/carers with important information about the Vocational Education and Training (VET) qualifications and related matters during senior schooling at Runcorn State High School (RSHS). It outlines your rights and responsibilities as a VET student and should be read in conjunction with RSHS documents such as the Senior Subject Selection Handbook.

Students should take the time to study this handbook carefully and ask their VET teacher if they are unsure of any details. Students should keep this handbook for reference throughout their enrolment. The contents of this handbook in many instances represent the key points of various VET policies and procedures developed by this school. The VET Student Handbook is available on ONESCHOOL.

This handbook provides students with important information about the Vocational Education and Training (VET) programs at Runcorn State High School.

This handbook outlines:

- The rights and responsibilities of a VET student
- The qualifications offered in 2020
- Aspects of Competency-based training and assessment
- Policies and procedures (RPL, Complaints/Appeals)
- Awards (Certificate / Statement of Attainment)

All students will do an induction at the beginning of their VET course. Students will be required to sign a VET STUDENT AGREEMENT FORM to acknowledge that they have completed the induction.

### *What is Vocational Education and Training?*

The term Vocational Education and Training (VET) covers a range of work experiences and training activities within the secondary school curriculum. VET courses develop industry and workplace specific skills and knowledge. The objective of VET courses is to give students experience in the workplace, broaden post-school options and prepare them for the transition between school and work.

### *What are the benefits?*

There are many benefits to undertaking a VET course while at school. These benefits include:

- gaining a nationally recognised qualification.
- developing industry relevant knowledge and skills for employment.
- establishing links and contacts with employers through work placement.
- achieving credit towards the Queensland Certificate of Education (QCE).
- providing a possible pathway to employment.

# 1 Australian Qualifications Framework (AQF)

- AQF Qualifications certify the knowledge and skills that a person has achieved through study, training, work and life experience at a particular level.
- An AQF qualification is recognised all around Australia and by other countries.
- School, work-based qualifications and academic qualifications are part of a single system of qualifications, allowing maximum flexibility in career planning and continuous learning.
- AQF qualifications allow students to start at the level that suits them and then build up their qualifications as their needs and interests develop and change over time.

Level	Summary	Qualification Type
1	Graduates at this level will have knowledge and skills for initial work, community involvement and/or further learning.	• Certificate I
2	Graduates at this level will have knowledge and skills for work in a defined context and/or further learning.	• Certificate II
3	Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning.	• Certificate III
4	Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning.	• Certificate IV
5	Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning.	• Diploma
6	Graduates at this level will have broad knowledge and skills for paraprofessional/highly skilled work and/or further learning.	• Advanced Diploma • Associate Degree
7	Graduates at this level will have broad and coherent knowledge and skills for professional work and/or further learning.	• Bachelor Degree
8	Graduates at this level will have advanced knowledge and skills for professional highly skilled work and/or further learning.	• Bachelor Honors Degree • Graduate Certificate • Vocational Graduate Certificate • Graduate Diploma • Vocational Graduate Diploma
9	Graduates at this level will have specialised knowledge and skills for research, and/or professional practice and/or further learning.	• Masters Degree
10	Graduates at this level will have systematic and critical understanding of a complex field of learning and specialised research skills for the advancement of learning and/or for professional practice	• Doctoral Degree

More details are available at [www.aqf.edu.au](http://www.aqf.edu.au)

## **2. Runcorn State High School**

### **2.1 Code of Practice**

Runcorn State High School is recognised as a Registered Training Organisation (RTO). As an RTO, Runcorn State High School operates within the principles and standards of the National VET Regulator (NVR) – The Australian Skills Quality Authority (ASQA). Runcorn SHS is registered to deliver, assess and issue qualifications for certificate courses that fall within its scope of registration. All qualifications offered by Runcorn State High School are recognised as Accredited or National Training Packages, and all training and assessment must comply with the standards of the NVR.

Runcorn State High School:

- Recognises the importance of students receiving a broad-based education, comprising both general and vocational education.
- Is registered with Queensland Curriculum and Assessment Authority to provide vocational education and training.
- Has access to the facilities and resources (human & physical) required to deliver VET courses that are offered.
- Maintains human resource standards through support of industry placement for VET teachers.
- Supports student access to Vocational Placement (where mandated) and Work Experience as part of all vocational education programs.
- Has in place an assessment policy that applies for all subjects offered at Runcorn SHS.
- Has a process in place to enable students to apply for Recognition of Prior Learning. This is managed by the Head of Department – Senior School.
- Has a program to inform students about the various subjects and pathways available in the senior school. This includes subjects with a VET qualification.
- Supports student interested in school-based apprenticeships and traineeships / VET in Schools programs
- Has available to students a range of people who can provide advice and guidance about vocational education programs at Runcorn SHS.

### **2.2 Access and Equity**

The access and equity guidelines are designed to remove any barrier so that all students have the opportunity to gain skills, knowledge and experience in any subject that they choose to study.

Runcorn State High School is inclusive of all students regardless of sex, race, impairment or any other factor. Runcorn State High School strives to meet the needs of each student through incorporating access and equity principles and practices which acknowledge the right of all students to equality of opportunity without discrimination.

Students at Runcorn are provided with the opportunities to experience a wide range of activities in a varied, safe and effective learning environment. The general principles and practices outlined below underpin all program design, learning experiences, and assessment practices.

General strategies and approaches to address equity issues include:

- Making differentiation a school key priority.
- Treating students as individuals, worthy of attention.
- Access to all programs regardless of gender.
- Providing culturally inclusive resources to highlight contributions and perspectives of all groups, thus incorporating cross-cultural perspectives.
- Modelling non-sexist and non-racist language and behaviour, and discouraging attitudes and practices that may create or maintain disadvantage.
- Providing inclusive units of work or planning for balance and diversity in areas of study.
- Encouraging and valuing varying viewpoints so that diversity can be accepted.
- Integrating students' prior experiences in the teaching of new concepts.
  - Using and advocating the use of culturally inclusive language to avoid marginalizing groups and individuals.
  - Evaluating and selecting resources to ensure these are culturally inclusive and do not reinforce stereotypes.
  - Taking factors such as gender, ethnicity, socio-economic background and associated issues into account at planning stages, in terms of implementation and assessment.

- Evaluating and reflecting upon units of work and approaches used in terms of maximising student participation, learning outcomes and life-long learning.
- Catering for all ability levels and strongly discouraging any negative criticism.
- Providing all students with the motivation to attempt the acquisition of new skills and knowledge in a safe and supportive environment.

All students at Runcorn are issued with a Student Identification card and are provided with a network Log-on code. This allows all students access to a wide range of resources including oneschool, e-learn, learning centre, Internet, E-mail and textbooks.

### 2.3 Student Handbook

This handbook is designed to provide students with important information related to VET (Vocational Education and Training) studies. Students are to see their trainer/assessor or the HOD Senior School if further explanation is required. Latest electronic version can be found on Yr 10, 11 and 12 student ONESCHOOL accounts

## 3 Courses

To deliver nationally recognised qualifications under the AQF, Runcorn SHS became a registered training organisation (RTO) operating under the authority of the Queensland Curriculum and Assessment Authority (QCAA) under delegation from the Australian Skills Quality Authority (ASQA).

As an RTO, Runcorn SHS is registered to deliver, assess and issue qualification for Certificate qualifications that fall within its Scope of Registration. The Scope of Registration indicates the vocational area, level of qualifications and period of registration.

The following is a list of **Certificate Qualifications** offered by Runcorn SHS in 2020. All of these will provide students with a vocational qualification upon successful completion.

CODE	QUALIFICATION	QCE POINTS
SIT20316	Certificate II in Hospitality	4
BSB20115	Certificate II in Business	4
ICT10115	Certificate I in Information, Digital Media and Technology	2
FSK20113	Certificate II Skills for Work and Vocational Pathways	4

## 4 Runcorn SHS Processes

### 4.1 Enrolment

Access to VET courses is open to all students in Year 10, 11 and 12 depending on the school timetable, enrolment numbers and the availability of the required human and physical resources. Students who wish to enrol in VET courses participate in the same enrolment and selection processes as all other students at the school.

### 4.2 Fees

As an RTO, Runcorn SHS does not charge students fees for VET courses that are delivered. Fees are only collected for consumable costs or other additional services such as the issuing of a replacement qualification document. Any fees and charges that do occur for additional services will be made known to students prior to enrolment. The school will refund on a pro-rata basis any fees collected for consumable costs to the students who leave before completion of the VET course. Matters regarding payment of fees or refund of fees will be managed by the school's Business Service Manager. Information is outlined in the Student Resource Scheme documentation.

### **4.3 Units of Competency**

A VET qualification is made up of a specified number of units of competency. These are simply units of work which are structured to train a student in a particular set of skills and knowledge required by industry. Competency is achieved when a student can appropriately perform and apply a combination of skills and knowledge to the standard required in a range of work-related situations.

Competency standards have set outcomes, conditions of performance and benchmarks for measuring performance. The successful completion of each unit of competency contributes towards the overall qualification.

If a student does not achieve competency in their first attempt at an assessment task, they will be given the opportunity to revisit units of competency to obtain competency.

### **4.4 Competency Based Assessment**

Competency based assessment is a system for assessing a person's knowledge and skills. Assessment is based on the actual skills and knowledge a person can demonstrate in the workplace or in other relevant contexts. An individual must demonstrate competency in *all* of the required tasks in order to be recognised as competent overall.

### **4.5 Induction**

Students will be provided with the following as an induction to the VET course and will occur before course work commences:

- VET Student Handbook
- VET Induction - Powerpoint
- Course outline indicating units of work, units of competency and assessment requirements
- Employability Skills / Articulation list
- Log-on details for elearning (if applicable)

The subject trainer will also discuss the following as outlined in this handbook:

- Recognition of Prior Learning process
- Complaints and Appeals processes
- Credit transfers
- Issuance of Qualification / Statement of Attainment
- USI

Vocational outcomes and opportunities for the relevant qualification will also be discussed by the subject trainer.

On receiving this information, students are required to sign the VET AGREEMENT FORM supplied by the trainer.

A student file / folio for the course of study will be established and regularly updated and maintained by the student and the trainer/assessor.

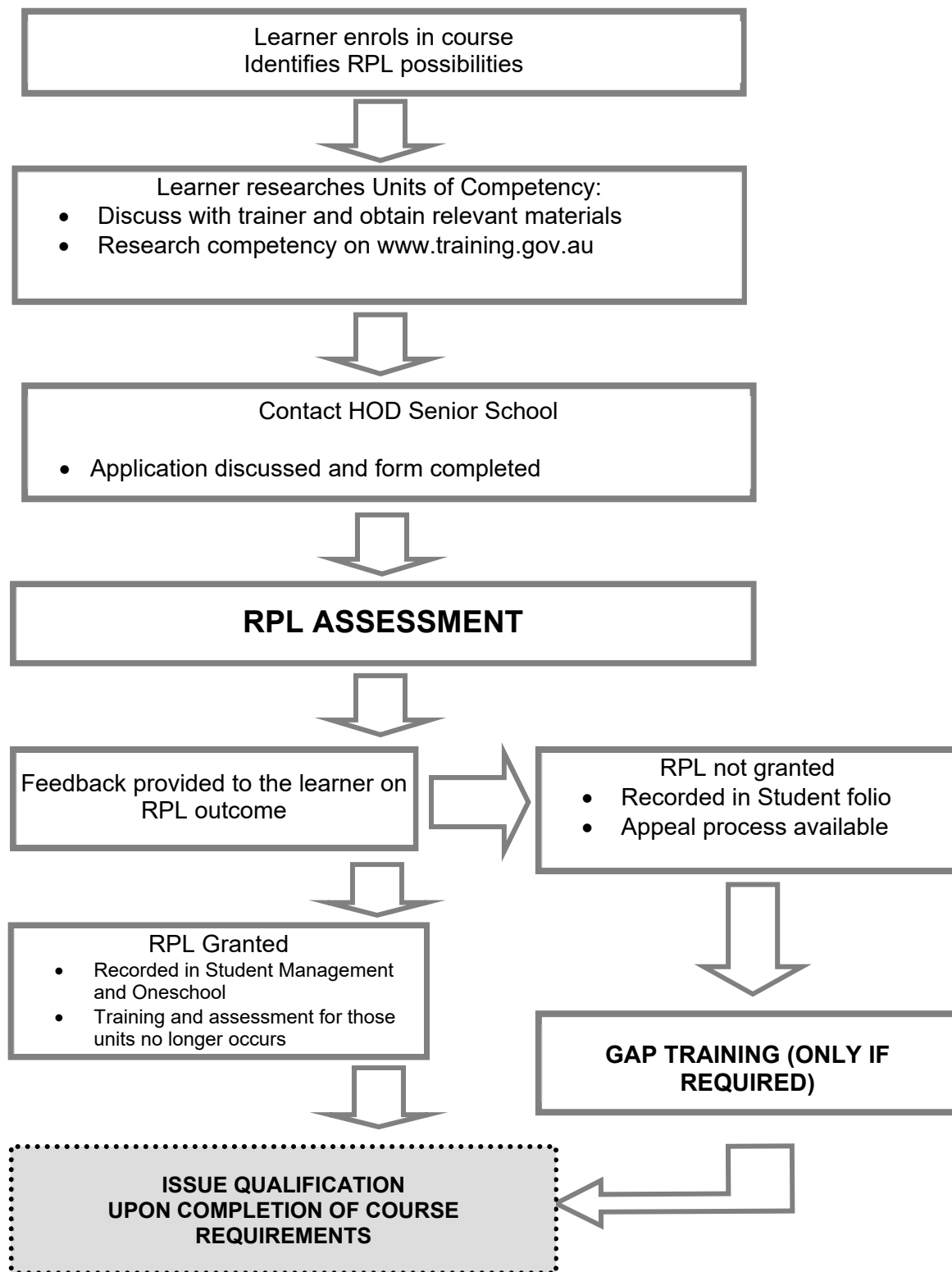
### **4.6 Recognition for Prior Learning (RPL)**

Recognition of Prior Learning (RPL) allows students to gain exemption from part or all of a course of study due to having previously learned skills and knowledge. The objective of the RPL process is to ensure that a student's prior learning achieved through formal and informal training, work experience or other life experiences is appropriately recognised.

RPL is granted if a student is able to verify that they have achieved some or all of the elements of the competency being assessed. For example, if a student can provide evidence that they have completed all the elements of a competency through another course, work, work experience, sporting involvement, community involvement etc. and this can be verified, they will not have to do that part of the course.

RPL is a formal process available to all students. If a student believes that they have the evidence required for RPL after discussion with their trainer they are to discuss this further with the HOD Senior School who will then provide an application form.

### SUMMARY OF STUDENT STEPS TO RPL





#### **4.7 Complaints and Appeals**

Any person wishing to make a complaint against the school concerning its conduct as an RTO or to appeal assessment decisions shall have access to the complaints and appeals procedure.

##### **Grounds for an appeal in relation to summative assessment may include**

- Insufficient evidence being considered when making an assessment decision
- A belief that another assessor could reach a different decision

All formal complaints will be heard and decided within 10 working days of the receipt of the written complaint by the school. The HOD Senior School will keep a 'Register of Complaints and Appeals' that documents all formal complaints and their resolution. Any substantiated complaints will be reviewed as part of the continuous improvement procedure.

##### **Complaints / Appeals procedure**

Informal complaint / appeal:

- The initial stage of any complaint shall be for the complainant to communicate directly with the subject trainer. The trainer will discuss the concern and record the outcome on ONESCHOOL
- Person(s) dissatisfied with the outcome will be referred to the relevant subject HOD, who will make a decision and record the outcome of the complaint on ONESCHOOL
- If the person(s) is still dissatisfied with the outcome they may initiate a 'formal complaint'.

Formal complaint / appeal:

- Formal complaints may only proceed after the informal complaint procedure has been finalised
- An APPEAL FORM will need to be completed. A copy is available from the RTO Manager.
- On receipt of a formal complaint, the CEO (Principal) will convene a meeting to hear the complaint. The complainant shall be given an opportunity to present his/her case and a decision will be made within 10 working days.
- The complaint and its outcome shall be recorded on ONESCHOOL.

#### **4.8 Credit Transfer**

Runcorn SHS recognises any Qualification or Unit of Competency issued by any other Registered Training Organisation (RTO). If students have a certified Statement of Attainment from another RTO for any units of competency that are identical to those that the student is enrolling into, a credit transfer will be granted.

Runcorn SHS will also seek verification of the certificates from the relevant RTO and the HOD Senior School will confirm using Student Management (where appropriate)

To obtain credit transfer for Units of Competency a student will need

- a copy of the qualification and transcript OR statement of attainment. These documents must be certified (signed and stamped by a Justice of the Peace).

#### **4.9 Student Records and Information**

The subject trainer/assessor will keep profiles/folios for all students. This will contain the evidence used to determine competency. Results will be uploaded at the end of each term and recorded on the Student Data Capture System (SDCS) database.

VET Teachers will provide access to a student's own records at any time on request of the student. VET Teachers will, as a matter of routine, keep students informed on their progress throughout the course.

## 4.10 Student Support Services

Runcorn SHS will establish the needs of their students and deliver services to meet their individual needs where applicable. All students at this school will have involvement with some or all of the following processes, designed to establish their educational needs:

- SET plans
- Subject selection processes
- Career guidance services
- Career focussed - Special Program

The provision of education services will be monitored to ensure the school continues to cater for student needs through review of student senior education and training (SET) plans. The school will also ensure that all students receive the services details in their agreement with the RTO.

Runcorn SHS has many staff that are available to assist with study and welfare orientated issues which may be hampering progress in assessment/training. Students are encouraged to seek support as the need arises. Students have access to a Guidance Officer, HOD Senior School, Officers of Welfare and Learning, School Nurse, ESL Teacher, Chaplain and Industry Pathways Coordinator.

Runcorn SHS also has a SEU (Special Education Unit) where students with special needs are case managed and student progress carefully monitored.

## 5 Assessment

### 5.1 Assessment process

Prior to undertaking assessment, students will be provided with assessment criteria and details.

Once completed, students are to submit their assessment to their trainer/assessor for marking. Feedback on the assessment will be provided to the student and the result entered on the student's profile. The assessment will be retained by the trainer and placed in the student's folio. Student folios will be stored in a safe area at school as determined by the trainer.

### 5.2 Assessment Modes

For most courses there will be a variety of assessment modes used to document skills and knowledge. Assessment methods may include, but not limited to:

Short Answers or Workbooks	Questions which need answers of a single word, a few words, a sentence or paragraph
Projects	A task related to developing documents for delivery and assessment of a vocational qualification.
Folio	Collection of documents linked to learning outcomes
Oral Response	Questions which need oral answers of a single word, a few words, a sentence or paragraph
Third Party Report	A means of gathering information on the demonstration of a student's performance by someone other than the assessor.
Case Study	Allows opportunity for students to display process and problem-solving skills in a set of integrated tasks in a simulated context.
Practical Exercise	A task which involves an application of knowledge.
Observation	Involves observing the demonstration of a student's performance.

All assessment instruments must be supported by documentary evidence. For example **observation** instruments must be supported by a checklist.

It is through this folio of documentary evidence that the student shows competence against the required competencies and performance criteria. When this occurs for all Units of Competency then the qualification is awarded.

### **5.3 Employability Skills**

The Employability Skills will be provided to the student at the beginning of their course. This will normally be distributed with the Course Outline. Students are required to develop and display these skills throughout the course.

### **5.4 Marking**

The following grading scales are used for assessment tasks and final grades:

#### **Units of Competency:**

**C** = Student has been graded as Competent

**NYC** = Student is Not Yet Competent

**WTC** = Student is working towards Competent

#### **Individual Assessment Items:**

**S** = Satisfactory

**U** = Unsatisfactory

### **5.5 Resubmissions**

Students who do not achieve competency on their first attempt at an assessment task, will be given the opportunity to resubmit. The assessor will provide the student with feedback whenever an assessment is unsatisfactory and provide advice as to what is required to achieve competency.

### **5.6 Plagiarism**

Plagiarism is a form of dishonesty that occurs when a person submits someone else's work as their own. This can range from:

- copying another student's work
- providing your own work to another student for the purposes of submitting it as their own
- cutting and pasting paragraphs from different website
- copying information from books, pamphlets, legislation and websites without acknowledging or citing the author in your own assessments.

Students who **share** their work with another student and it is plagiarised is **also** considered to be guilty of plagiarism as they have enabled the plagiarism to take place.

In some instances, assessment tasks may require students to work collaboratively with a partner or group. Unless the task is **explicit** in permitting students to work together, students should always ensure that the work that they are submitting is their own.

Students who are suspected of plagiarism will be dealt with as outlined in the schools Assessment Policy.

### **5.7 Language, Literacy and Numeracy Assistance**

Students enrolled in VET courses will develop literacy and numeracy skills in the context of the industry area. Students who require assistance with literacy and numeracy are to discuss this with their trainer. Students may be referred to additional support services if required (ESL teacher, SEU).

## **6 Awards**

### **6.1 Certificate**

Once a student has successfully completed a VET course, they will be issued with a Certificate and a statement of results.

### **6.2 Statement of Attainment**

In instances where a student does not complete the qualification, they may still be eligible for a Statement of Attainment for the units of competency they have completed.

Certificates and Statements of Attainment will be issued within 21 days from the marking of the students final assessment. Qualifications will be printed and issued to the students via the office.

### **6.3 Replacement Awards**

Students who lose or misplace their Certificate or Statement of Attainment can contact Runcorn SHS for a replacement. A replacement fee may be charged. All requests for replacement Certificates or Statements of Attainment need to be made to HOD Senior School.

### **6.4 Cancellation of Awards**

If a Certificate or Statement of Attainment is issued in error, or if it is found that the award was based on false or misleading representation, Runcorn SHS may cancel the award.

If Runcorn SHS does have cause to cancel an award, the student will be notified in writing and required to return the award within 21 days of receiving the notification. In the event that the student wishes to appeal or dispute the finding, please refer to the schools Complains and Appeals process.

## **7. Service Guarantee**

Runcorn SHS is committed to completing the outlined training and assessment once students have started study in their chosen qualification/s or course/s from the course start date, and meeting all of their student responsibilities. Students who enter the course after the start date will have a negotiated package of units that will lead to a statement of attainment.

In the event of losing the specialist trainer, and the RTO being unable to obtain a suitable replacement, Runcorn SHS will, if possible, arrange for agreed training and assessment to be completed through another RTO. (Fees may be incurred.) Prior to the transfer to another RTO, affected students will be formally notified of the arrangements, and an agreement to those arrangements, including any refund of fees, will be obtained. If transfer is not possible, the RTO will gain a written agreement for a subject/course transfer from the student and parent.

## **8 Disciplinary Procedures**

Runcorn SHS's Responsible Behaviour Plan For Schools outlines the school's expectations regarding behavior. Appropriate behavior is expected at all times.

A hard copy of this document is available from the school Administration and is provided to all students upon enrollment.

## 9. Workplace Health and Safety

The safety and wellbeing of the staff and students of Runcorn SHS is of greatest importance. All staff and students have responsibilities to ensure a safe environment. Students are required to:

- Use and take reasonable care of any personal protective equipment (PPE) that is provided.
- Follow the trainers instructions in relation to workplace health and safety.
- Report unsafe acts or equipment to the trainer.
- Maintain their environment in an organised and safe manner
- Report all injuries or near misses to the trainer
- Ensure that their conduct does not interfere with:
  - school property
  - school staff safety or welfare, or with their ability to perform their duties
  - student safety or welfare, or their ability to participate in and benefit from instruction.

Safety breaches will be dealt with using the school's Responsible Behaviour Plan (Consequences for unacceptable behaviour)

## 10. Legislative Requirements

As an RTO, Runcorn SHS will observe all Australian, state and territory laws governing Vocational Education and Training. The school will also meet all legislative requirements of the:

- Education (General Provisions) Act 2006
- National Vocational Education and Training Regulator Act 2011
- Copyright Act 1968 (2006)
- Education (work Experience) Act 1996
- Child Protection Act 1999
- Work Health and Safety Act 2011
- Anti-discrimination Act 1991
- Privacy Act 1988 (2014)
- Information Privacy Act 2009

### **Confidentiality**

Information about a student, except as required by law or as required under the VET Quality Framework is not disclosed without the student's written permission and that of their parent or guardian (if the student is under 18). If students require any further information, please see the RTO Manager

## 11. Unique Student Identifiers (USIs)

From 1 January 2015, legislation will require that all students issued with a VET qualification and/or Statement of Attainment must have a USI. Students are expected to apply for a USI number before commencing VET courses. Students will be provided with an instruction sheet to assist them in this process. The instruction sheet can also be found on ONESCHOOL

## 12. Feedback

Student feedback is valuable and encouraged. Student feedback is used to continuously improve the courses of study.

Students will be given the opportunity to provide feedback on the assessment tasks throughout the course. All students will also be provided with a LEARNER QUESTIONNAIRE to complete at the end of their course as part of the RTO's QUALITY INDICATORS reporting processes.

### **13. Marketing and advertising of course information**

Runcorn SHS will ensure that its marketing and advertising of AQF qualifications to prospective students is ethical, accurate and consistent with its scope of registration. In the provision of information, no false or misleading comparisons are drawn with any other training organisation or training product.

The NRT logo will only be employed in accordance with its conditions of use. The school will not advertise or market in any way VET accredited courses, qualifications or units of competency that are not on the scope of registration.

### **14. Additional VET opportunities**

Runcorn SHS students are able to access additional VET opportunities which are delivered, assessed and managed by external RTO's and organisation. All student interest and applications for these options are discussed with the Head of Department Senior School.

**VET through TAFE or other RTOs** – Students are able to access courses offered by TAFE or other Learning Providers while they are in Years 11 and 12 (and in some instances Year 10).

**School based Apprenticeships or Traineeships (SAT)** – Runcorn SHS also offers a range of school based SAT opportunities, which allow students to continue to study school-based subjects while completing structured 'on the job' paid training.