

Isis District State High School



VQF Policy and Procedures for Implementing Vocational Education

Student Handbook

RTO 30313

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Introduction

In order to offer national vocational qualifications, Isis District State High School is recognised as a Registered Training Organisation and is able to deliver, assess and issue qualifications (certificates and statements) for those certificate courses within its ***Scope of Registration***. The scope of registration indicates the vocational area, level of qualification and period of registration. All registrations are completed through the Queensland Curriculum and Assessment Authority (QCAA).

For the school to be able to offer certificate courses in vocational education (VET), the guidelines described by the policies contained in the **VET Guidelines for Trainers and Administration** need to be followed. These guidelines are derived from the Standards for Registered Training Organisations 2015. If you wish to view a copy of the Standards or the associated Isis District State High School VET Guidelines, please refer to our School RTO Manager or the Deputy Principal – Senior School.

This booklet provides you with the information you will need during your Vocational Education and Training course of study. Please make sure that you have ongoing access to this booklet as you may need to refer to it during your course.

This booklet is divided into two main sections: general VET information and course information. The general VET information provides you with details on procedures that apply to all VET subjects you study. The course information section provides you with essential information on particular subjects, such as course outlines and assessment information.

National Training Framework (NTF)

The Australian Qualifications Framework (AQF) and Training Packages make up the National Training Framework.

The AQF is a single, coherent framework for qualifications from Senior Secondary Certificates through to Doctoral Degrees. The Framework links together all these qualifications and is a highly visible, quality-assured national system of educational recognition. It covers qualifications issued by secondary schools, vocational education and training (VET) providers and higher education institutions. All qualifications are nationally-recognised. Within the framework, there are six VET qualifications available: Certificates I, II, III and IV; Diploma and Advanced Diploma. Under the AQF, VET qualifications in each industry area are standard across Australia.

Training Packages specify the combination of competency standards required to achieve a particular qualification. Learners who complete some, but not all, standards for a qualification are awarded a Statement of Attainment. When they are assessed as competent in the remaining standards, they attain the qualification. Competency standards have been developed by industry to reflect the real requirements for employment and effective work performance in the relevant industry and are expressed in national industry training packages.

The Vocational Quality Framework (VQF) provides the standards under which Registered Training Organisations (RTO's) must operate to deliver VET qualifications.

The objectives of the Standards are to ensure nationally consistent, high-quality training and assessment services for the clients of Australia's vocational education and training (VET) system.

Vocational Education and Training (VET) in Schools

VET stands for vocational education and training. The key words are vocational and training – this means the job related practical skills with the underpinning knowledge for those skills. In essence it is the practical work related skills students need to get a job. These work related skills provide a wide range of options for students while they are still attending school and much more post school. VET provides students with start to their careers. The pathways that students can start in school at Certificate I/II can progress them as far as a degree with recognition of achievement throughout. Alternatively, students can enrol in VET courses after leaving high school.

VET in schools

The successful completion of Year 12 in conjunction with quality recognised programs increases the skills levels of students and enhances the opportunities for them to competitively enter the workforce or an enhanced transition from school to further education and life long learning. Students can combine regular Authority subjects with a range of vocational programs, these VET options will vary from school to school. The options available at Isis District State High School are listed under the Scope of Registration. This allows student to achieve competencies towards nationally recognised qualifications while they are still attending school.

As a registered training organisation (RTO) Isis District State High School provides VET through a combination of QCAA registered stand-alone VET qualifications and VET delivered through a partnership with other organisations. For the list of VET programs delivered at Isis District State High School see the Scope of Registration. VET programs have been taken from National Training Packages and provide students with the opportunity to attain either a full qualification at Certificate I/II levels or some units of competency from these qualifications.

Benefits for students

VET programs help Year 11 and Year 12 students in their transition from school to work. It contributes to young people's chances of obtaining employment upon leaving school and offers other benefits. Recognised vocational education and training allow school students to reinforce and consolidate general learning in more applied contexts. In this way, recognised VET programs also cater for a broader range of students' learning styles.

VET in schools potentially opens up a range of post-school further education, training and employment possibilities. Students are able to undertake a traineeship or apprenticeship whilst completing Years 11 and 12. In some cases, students finish the traineeships or apprenticeships after completing Year 12. Most VET in schools contain units of competency from National Training Packages. Qualifications and Statements of Attainment for National Training Packages are recognised in the Australian Qualifications Framework (AQF) and are recognised Australia-wide.

Student work placements

Student Work Placements assist students in their transition from school to work. They provide a formal arrangement whereby students participate in the activities of a place of paid or voluntary work. There are two types of work placements for students in Queensland schools. Students at Isis District State High School primarily undertake work experience in Year 10. Students are also able to undertake structured work placement in conjunction with a vocational subject.

Work placements provide students with appropriate knowledge, skills and attitudes concerning both paid and unpaid work. It is an opportunity to extend the theoretical learning in the classroom into the practical applications in the workplace.

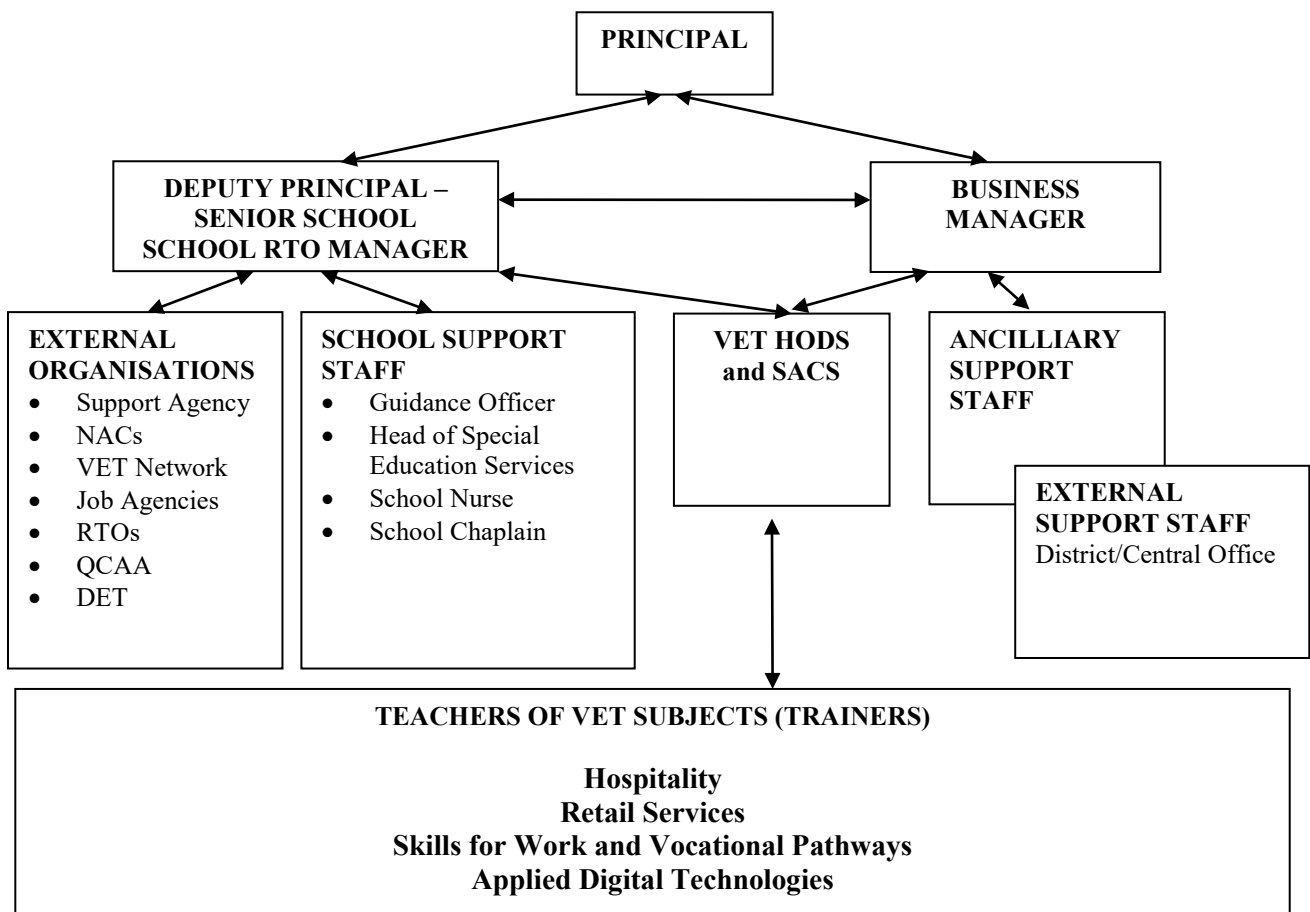
School-based Apprenticeships and Traineeships (SATs)

Year 11 and 12 students can undertake school-based apprenticeships and traineeships (SATs). Students can commence/complete, an apprenticeship or traineeship as part of their senior school studies and at the same time engage in recognised training and paid work.

School-based apprentices and trainees can exit Year 12 with a Senior Statement outlining their achievement in a vocational qualification as well as in their general studies. SATs contribute credit to the Queensland Certificate of Education.

School-based apprenticeships and traineeships are essentially no different from mainstream apprenticeships and traineeships. A training contract must be completed and registered through DET. The key difference is in the integration of school studies, training and paid work and detailed in the Education Training and Employment Schedule (ETES) completed for each SAT.

Vocational Education – Organisational Chart



Code of Practice

Our School:

1. Recognises the importance of students receiving a broad-based education, comprising both general and vocational education;
2. Is registered with the Queensland Curriculum & Assessment Authority to provide the vocational education training programs as listed on the School Scope of Registration;
3. Has access to the facilities and resources required for the vocational education training programs as listed on the School Scope of Registration;
4. Has in place an assignment/assessment policy and learning support (literacy, numeracy) that applies to all subjects offered that satisfy training programs as listed on the School Scope of Registration;
5. Has a process in place that enables students to apply for Recognition of Prior Learning (RPL) for the vocational education training programs as listed on the school's Scope of Registration;
6. Has a process for addressing any concerns students may have and offers them access to a range of people who can provide advice and guidance about vocational education training programs as listed on the school's Scope of Registration, for example teachers, Heads of Departments, counsellors and administrators.

Complaints and Appeals Policy

Purpose

Every RTO must have complaints and appeals policies and procedures that meet the requirements of the Standards for Registered Training Organisations (RTOs) 2015 (www.comlaw.gov.au/Details/F2014L01377).

Policy statement

The school, as an RTO, has a complaints and appeals policy specific to its RTO operations. The Principal (as the chief executive officer) of the school RTO is ultimately responsible for ensuring that the school RTO complies with the VET Quality Framework (VQF). This includes the complaints and appeals policy and procedures.

A complaint can be made to the school RTO regarding the conduct of:

- the school RTO, its trainers, assessors or other school RTO staff
- students of the RTO
- any third parties providing services on behalf of the school RTO (if relevant).

Complaints may be made to any member of staff.

An **appeal** can be made to the school RTO to request a review of a decision, including assessment decisions.

Appeals should be made to the trainer/assessor in the first instance, but can also be made to the RTO Manager.

The school RTO (Isis District State High School (RTO 30313)) will ensure that the principles of natural justice and procedural fairness are adopted at every stage of the complaints and appeals process.

1. Any staff member can receive a complaint or appeal. Where possible, complaints are resolved immediately.
2. All complaints and appeals are heard and resolved within 60 calendar days of receipt.

If the school RTO considers that more than 60 calendar days are required to process and finalise the complaint or appeal, the complainant or appellant will be informed of the reasons for the extended timeframe in writing and will be regularly updated on the progress of the matter.

3. The school RTO will maintain a secure Complaints and Appeals Register, documenting all complaints and appeals received, as well as actions taken and decisions made.
4. The school RTO will review both the details in the Complaints and Appeals Register, and the complaints and appeals policy and procedures, and take appropriate corrective action to eliminate or mitigate the likelihood of the same problems occurring again.

Procedures

- If a complaint relates to a report about harm or personal safety of a student, refer to school's appropriate Student Protection procedures.
- On receipt of a verbal complaint:
 - Resolve the complaint if possible, documenting the complaint, its cause, actions taken and decisions made in the secure Complaints and Appeals Register.
 - If the complaint cannot be promptly and simply resolved, advise that an appropriate staff member will deal with the complaint, but a written record of the complaint is required.
- To put a complaint/appeal in writing, advise the complainant/appellant that:
 - they may use the support of a third party in progressing the complaint/appeal;
 - they can either put the complaint/appeal in writing themselves using the form available at <http://www.isidistrictshs.eq.edu.au/>; or
 - the staff member can make a written record for them to sign. In this case, the staff member will:
 - note whether the complainant/appellant wants the support of a third party
 - ensure the complainant signs and dates the form
 - identify themselves on the form, including their role within the school RTO
 - sign and date the form themselves.
- On receipt of a written complaint/appeal:
 - if the complaint/appeal is not in relation to the RTO Manager
 - forward it to the RTO Manager
 - enter it into the secure Complaints and Appeals Register.
 - if the complaint is in relation to the RTO Manager
 - forward it to the Principal
 - enter it into a separate secure Complaints and Appeals Register, which is kept separate from the main Register.
 - send a prompt written acknowledgement to the complainant from either the RTO Manager or Principal, as appropriate.

To resolve the complaint/appeal, the RTO Manager and/or Principal:

- discuss the issue/s with the staff member to whom the complaint/appeal was made
- give the complainant/appellant an opportunity to present their case (they may be accompanied by other people as support or as representation)
- give the relevant staff member, third party or student (as applicable) an opportunity to present their case. They also may be accompanied by other people as support or as representation.
- if necessary, convene an independent panel, the Complaints and Appeals Committee, to hear the complaint/appeal.

The committee must not have had previous involvement with the complaint/appeal, and must include:

- a representative of the Principal
- one or more representative/s of the teaching staff
- an independent person.

deal with the issue/s

communicate the outcome/decision to all parties in writing within 60 days of receipt of the complaint/appeal

document the complaint/appeal — including the cause, actions taken and decisions made — in the appropriate secure Complaints and Appeals Register.

If the complaint/appeal is not finalised within 60 calendar days of its receipt, inform the complainant/appellant of the reasons in writing and regularly update them on the progress of the matter.

If the procedures fail to resolve the issue/s, the complainant/appellant may have the outcome reviewed (on request) by an appropriate party independent of the RTO.

If the complainant is still not satisfied, the Principal will refer them to the QCAA website for further information about making complaints (<https://www.qcaa.qld.edu.au/senior/vet/rto-registrationaudits/appeals-complaints-enforcement>).

The school RTO will undertake a continuous improvement process that includes:

- reviewing the details in the Complaints and Appeals Register
- reviewing the complaints and appeals policy and procedures
- taking appropriate corrective action to eliminate or mitigate the likelihood of the same problems occurring again.

If the processes fail to resolve the complaint or appeal, a review by an independent party will be provided if requested.

Expectations

As a post-compulsory schooling student, by your enrolment you have a responsibility to comply with school procedures and participate in classes. For example, your regular attendance in classes, genuine work efforts and submission of required assessment items are extremely important. Failure to meet these requirements may invoke the school Cancellation of Enrolment process, reprinted below from the Student Code of Conduct.

Procedures for Cancellation of Enrolment – Student Code of Conduct

This option may be considered for a post-compulsory aged student who has failed to participate in a program of work or whose behaviour is disrupting the learning of others.

- ◆ Teacher, Year Level Coordinator, Subject Area Coordinator, Head of Department, Behaviour Management Support Teacher, Administration member or parents/guardians report student to the designated Administration member.
- ◆ A welfare sheet is circulated by the designated Year Level Coordinator or Administration member and supporting documentation is attached to the welfare sheet.
- ◆ The Year Level Coordinator, Administration member and Guidance Officer review documentation.
- ◆ If cancellation of enrolment procedure is considered appropriate:
 - The Administration member sends a letter to the student and the student's parents/guardians advising of risk of cancellation requesting an interview.
 - A face-to-face or telephone interview involving student, parents/guardians and Administration member is held and may also include the Year Level Coordinator, Behaviour Management Support Teacher and Guidance Officer.
 - The student's participation is then monitored for up to, but not exceeding four (4) weeks by Year Level Coordinator and a general notice is placed on the next day's staff notices.
 - The Year Level Coordinator gives weekly progress reports to Administration member.
 - At the end of the period of monitoring, Administration member and Year Level Coordinator will obtain feedback from subject teachers to review overall participation. However, should one or more serious and/or persistent behaviour breaches occur at any time during this four week period, a decision may be taken to cancel the student's enrolment immediately.
 - If satisfactory, a letter advising the student and the student's parents/guardians of the improved participation is sent.
 - If unsatisfactory, a letter is sent to the student and the student's parents/guardians asking the student to show cause why enrolment should not be cancelled.
 - On the basis of any submission provided, a decision will be made by the School Principal and a letter will be forwarded to the student and the student's parents/guardians to indicate cancellation of enrolment or non-cancellation.
- ◆ If cancellation of enrolment is not considered appropriate:
 - An alternative consequence is applied in accordance with the school behaviour management plan.
 - A general notice is placed on the next day's staff notices.

Enrolment

Access to VET subjects is open to all students and subjects will be offered if enrolment numbers are viable and human and physical resources are available. Courses, in most cases, will generally be offered over two years to provide sufficient time to complete the relevant competencies.

Subject Selection

The process of subject selection includes Year 10 students being issued with appropriate documentation in Term 3 (including a subject selection guide and subject selection form) and a parent information evening (where parents can access HODs and SACs). Students receive information talks on Year 11 subjects from the Deputy Principal (Yr 10/11), HODs and SACs. Students can also access career information and guidance from their Year Level Coordinator and the school's Guidance Officer.

Students will also participate in the collaborative development of their individual Senior Education and Training (SET) Plan that maps out their learning program for the senior phase of learning.

Information in the subject selection guide on VET subjects includes course outline and assessment information.

Subject Induction

During the early weeks of Term 1, students studying VET subjects are taken through the following induction process:

Issuing of the VQF Policy and Procedures Student Handbook

Students should be familiarised with all aspects of the booklet, including general VET procedures such as RPL process – see appendices for forms:

1. Course Outline and Assessment Plan: Class teachers will pay particular attention to course outlines and assessment;
2. Students should sign their names on the Sign-Off Sheet (see appendices for sample sheet), acknowledging that they have sighted and understand VET policies and procedures.

Student Profiles/Results

Student profile sheets and results should be updated by the classroom teacher and will be available for students to view if requested. Student profiles should be shown to the student for review every semester prior to reporting.

Student USI

Each student enrolled in a VET course must apply for and provide a Unique Student Identifier number to the school. This is accessed via the website www.usi.gov.au. Isis District State High School as the RTO is unable to issue certificates if not in receipt of a verified Student Identifier.

Certification

Isis District State High School issues Statements of Attainment and Certificates to students in accordance with AQF standards and as described in the school *VET Guidelines for Trainers and Administration*. The school utilises the Department of Education *Vocational Certificate Software (VCS)* for this purpose. This information is stored in hard copy and electronic format for the required period of thirty years in a secure location in the school Administration building. The school Business Services Manager is responsible for the production of Statements of Attainment and Certificates. Reprints of certificates are available on request.

Statements of Attainment and Certificates are issued to Year 12 students within 30 calendar days of completion of Year 12 studies.

For students leaving the school, Statements of Attainment and Certificates will be produced and mailed to the student's last registered address within 30 calendar days of the student leaving Isis District State High School. These qualifications are recognised by other Training providers. Isis High School also recognises AQF credentials issued by other providers.

The school RTO 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 (including delivery by a 3rd party on the school RTO's behalf). 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 or 3rd party school will not be able to continue delivery, the school RTO 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.

See Appendices for examples of Statements of Attainment and Certificates.

Confidentiality

Records will be treated as confidential, and will only be accessible to the person responsible for the storing of the records and the student/teacher who provided the record.

Financial Management

Any fees paid for courses will be refundable if the student opts out of the course. Information on the Isis District State High School Refund policy is available from the school's Business Manager. Payment of course fees form part of the school's textbook scheme and payment plans can be negotiated.

Access and Equity

Isis District State High School is inclusive of students and staff. The Principal is responsible for ensuring policies and procedures are implemented to ensure students with special needs or from particular target groups have access to vocational education. These policies and procedures include, but are not exclusive to:

Education Policies and Procedures Register:	Policy No:
Gender Equity	CRP-PR-009
Provision for Students with Disabilities	CRP-PR-009
Education provisions for students with learning difficulties and learning disabilities	CRP-PR-009
Education provisions for students who are deaf-blind	CRP-PR-009
Principles of Inclusive Curriculum	CRP-PR-009
Cultural and language diversity	CRP-PR-009
Anti-racism	CRP-PR-009

Further information is available from the Principal, if required. Students have access to student support, welfare and guidance services within the school.

Recognition of Prior Learning (RPL)

What is RPL?

RPL recognises your current skills and knowledge obtained through:

- other subjects
- previous training
- things you have learned outside school, e.g. community or sporting involvement
- work experiences or industry placement
- your part-time job

and measures them against the vocational competencies of the subject you are doing or want to do.

If what you have learned at work or elsewhere is relevant to the vocational components of the subject, you may not have to do those.

What's in it for me?

It is important to apply for RPL if you think you already have some knowledge or skills that might be relevant to the vocational component of your course.

Advantages:

- You will not have to do those vocational education components of the course for which you have been granted RPL.
- You could finish your course earlier, or not have such a heavy workload during your course
- RPL recognises that you are entering a course with many skills—that you are not a total beginner.

What happens?

Application: To apply for RPL you will need to fill out an application form (see Appendices) giving details of any skills or knowledge that you already have. It is your responsibility to provide enough information in the application to support your case.

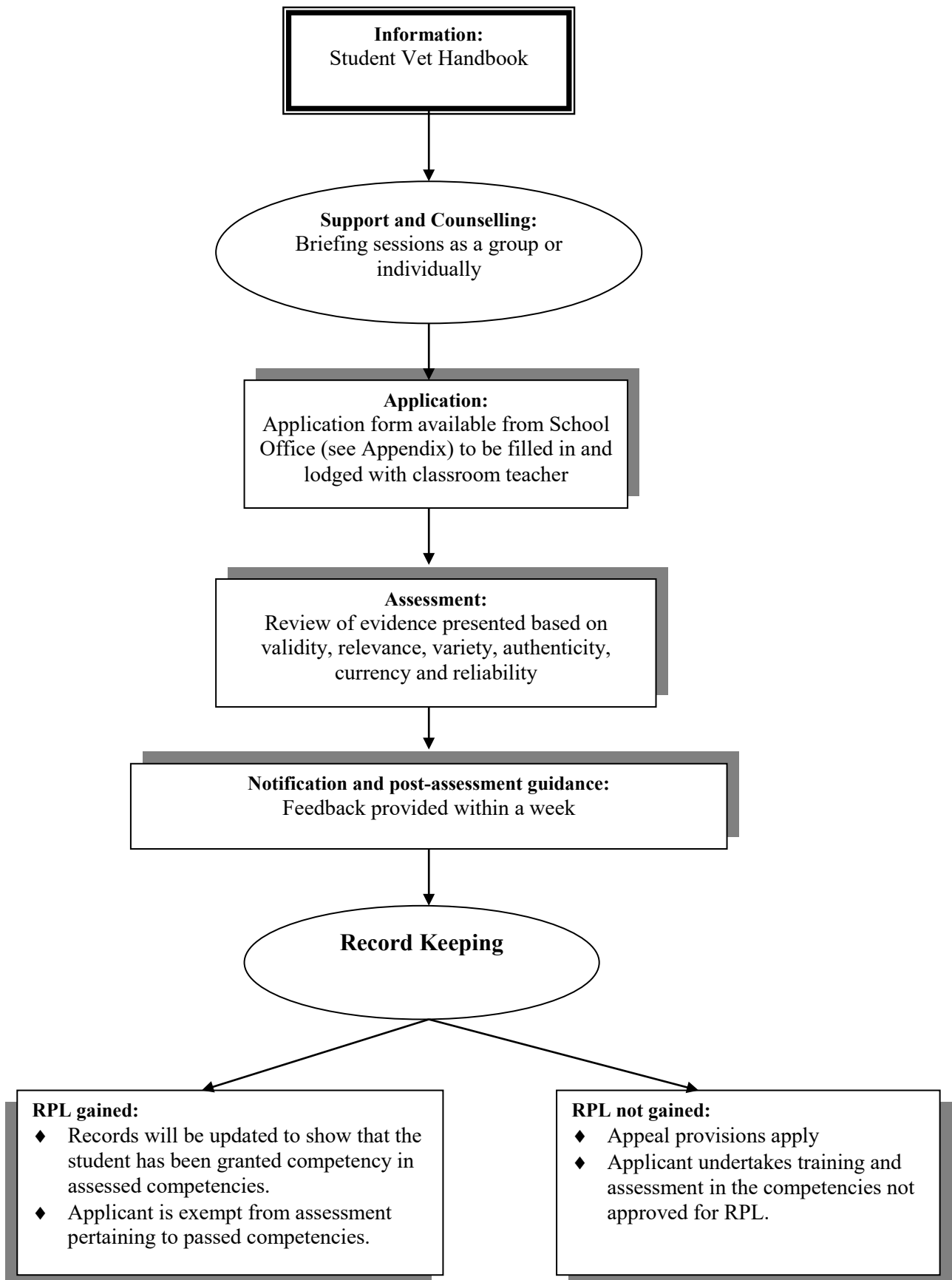
Assessment: You may be asked to attend a meeting to discuss the details of your application. This meeting is held to find out whether your current skills and/or knowledge match what would be learned and assessed in the vocational education components of the course.

Notification: You will be told whether or not your application has been successful. If you have been granted RPL for some vocational aspects of the course, you will not have to do those.

*If you think you might be eligible for RPL,
you should talk to your teacher.*

*Remember,
you can apply for RPL at any time
during your course or training program.*

RPL Process



COURSE INFORMATION

VET is delivered at Isis District State High School through registration with the Queensland Curriculum and Assessment Authority.

Qualifications offered

School Subject and Code	Qualification
Hospitality (VHT)	Certificate II in Hospitality
Retail (XRE)	Certificate II in Retail Services
Foundation Skills (VFS)	Certificate II in Skills for Work and Vocational Pathways
Applied Digital Technologies (ADT)	Certificate II in Applied Digital Technologies

Where VET certificates are started, the RTO guarantees that the student will be provided with every opportunity to complete the certificate as per rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully completing all qualification requirements will be provided with a Qualification and record of results. Where students do not complete all necessary competencies for the full qualification, they will be issued with a Statement of Attainment for the competencies they are assessed as being competent in.

Course information for each of the subjects follows.

SENIOR SUBJECT SELECTION



SUBJECT NAME:

CERTIFICATE II in HOSPITALITY

SUBJECT TYPE:

VOCATIONAL CERTIFICATE SUBJECT

UNITS OF STUDY:

Students will complete a program of work that will enable them to obtain credits towards their QCE. In addition, students will complete competencies of work that will afford them the opportunity to obtain the nationally-recognised Certificate II in Hospitality (SIT20316). Competencies that may be studied include:

- BSBWOR203 Work effectively with others
- SITHIND003 Use hospitality skills effectively
- SITXCOM002 Show social and cultural sensitivity
- SITXCCS003 Interact with customers
- SITXWHS001 Participate in safe work practices
- SITHIND002 Source and use information on the hospitality industry
- SITXFSA001 Use hygienic practices for food safety
- SITHCCC002 Prepare and present simple dishes
- SITHKOP001 Clean kitchen premises and equipment
- SITHFAB005 Prepare and serve espresso coffee
- SITHFAB007 Serve food and beverage
- SITHFAB002 Provide Responsible Service of Alcohol

DURATION AND LOCATION

This is a two-year course delivered in Years 11 and 12 on site at Isis District State High School.

Students will be required to undertake work placement completing twelve shifts in school-based functions and/or local hospitality business.

ENTRY REQUIREMENTS:

- Nil, however, Sound Achievement in English would be helpful.
- A commitment of *work* in both **theoretical** and **practical** situations.
- Ability to work as a *team member*.
- Commitment to providing ingredients and materials for practical tasks on a weekly basis.

ASSESSMENT:

- objective and short response tests
- response to stimulus tasks
- practical work – individual and team based
- community/school based function catering activities

RESOURCES REQUIRED:

- Student Workplan Book
- Display book for folio work
- 128 page A4 exercise book
- Ingredients for practical work

COURSE DESCRIPTION:

In covering the units of competency from the Tourism, Travel and Hospitality Training Package (SIT), this subject enables investigation of the hospitality industry, as a pathway to various hospitality settings and/or leisure activities, life skills or as a further avenue of study. This program provides students with knowledge, skills and practical experiences for career/study choices in the hospitality, travel and tourism area, as well as knowledge and skills for personal development.

In order to achieve Certificate II in Hospitality (SIT20316) students need to complete the six core units and six elective units of study, as per the Training and Assessment Strategy document (TAS).

It is anticipated that for a full time student, Certificate II should be completed by the end of Year 12.

SUBJECT NAME:

CERTIFICATE II in RETAIL SERVICES

SUBJECT TYPE:

VOCATIONAL CERTIFICATE SUBJECT



UNITS OF STUDY:

Students will complete programs of work that will enable them to obtain credits towards their QCE. In addition, students will complete competencies if work that will afford them the opportunity to obtain the nationally-recognised Certificate II in Retail Services (SIR20216) Competencies that may be studied include:

- SIRXCEG001 – Engage the customer
- SIRXIND003 – Organise personal work requirements
- SIRXCOM001 – Communicate in the workplace to support team and customer outcomes
- SIRXIND001 – Work effectively in a customer service environment
- SIRXPDK001 – Advise on products and services
- SIRXRSK001 – Identify and respond to security risks
- SIRXWHS002 – Contribute to workplace health and safety
- SIRXSLS002 – Follow point-of-sale procedures
- SIRRINV001 – Receive and handle retail stock
- SIRXIND002 – Organise and maintain the store environment
- BSBTEC201 – Use business software applications
- BSBTEC303 – Create electronic presentation

PRE-REQUISITE:

Nil

DURATION AND LOCATION

This is a two-year course delivered in Years 11 and 12 on site at Isis District State High School.

ASSESSMENT:

Students will be assessed through a selection of instruments, including:

- Observations
- Written assessments
- Case studies
- Projects

RESOURCES REQUIRED:

- Access to writable CD or USB to copy student work at year end – if desired

COURSE DESCRIPTION:

Certificate II qualification reflects the role of frontline retail team members who use a defined and limited range of operational skills to undertake workplace activities. They are involved in mainly routine and repetitive tasks and work under direct supervision of others. This qualification provides a pathway to work in a diverse range of retail settings including specialty retailers, supermarkets, department stores and quick service restaurants.

EMPLOYABILITY SKILLS

- Communication
- Teamwork
- Problem solving
- Initiative and enterprise
- Planning and organising
- Self-management
- Learning Technology

SUBJECT NAME:

CERTIFICATE II in SKILLS FOR WORK AND VOCATIONAL PATHWAYS

SUBJECT TYPE:

VOCATIONAL CERTIFICATE SUBJECT



UNITS OF STUDY:

Students will complete programs of work that will enable them to obtain credits towards their QCE. In addition, students will complete competencies if work that will afford them the opportunity to obtain the nationally-recognised Certificate II in Skills for Work and Vocational Pathways (FSK20119) Competencies that may be studied include:

- FSKLRG011 Use routine strategies for work-related learning
- FSKNUM014 Calculate with whole numbers and familiar fractions, decimals and percentages for work
- FSKNUM015 Estimate, measure and calculate routine metric measurements for work
- FSKDIG003 Use digital technology for routine workplace tasks
- FSKLRG009 Use strategies to respond to routine workplace problems
- FSKLRG010 Use routine strategies for career planning
- FSKOCM007 Interact effectively with others at work
- FSKRDG010 Read and respond to routine workplace information
- FSKWTG009 Write routine workplace texts
- FSKLRG003 Use short and simple strategies for career planning
- FSKNUM007 Use simple data for work
- TLIE0009 Carry out basic workplace calculations
- SITXCOM001 Source and present information
- BSBCMM211 Apply communication skills

PRE-REQUISITE:

Nil

DURATION AND LOCATION

This is intended to be a one-year course delivered in Year 11 or Year 12 on site at Isis District State High School.

ASSESSMENT:

Students will be assessed through a selection of instruments, including:

- Observations
- Written assessments

RESOURCES REQUIRED:

- Access to writable CD or USB to copy student work at year end – if desired

COURSE DESCRIPTION:

This qualification is designed for individuals who require significant foundation skills support to access a vocational learning pathway. The qualification is suitable for individuals who require a pathway to employment and further vocational training or reading, writing, oral communication, learning and numeracy skills primarily aligned to Australian Core Skills Framework (ACSF) Level 1 or entry level digital technology and employability skills.

SUBJECT NAME:

CERTIFICATE II in APPLIED DIGITAL TECHNOLOGIES

SUBJECT TYPE:

VOCATIONAL CERTIFICATE SUBJECT



UNITS OF STUDY

Students will complete a program of work that will enable them to obtain credits towards their QCE. In addition, students will complete competencies of work that will afford them the opportunity to obtain the nationally-recognised Certificate II in Applied Digital Technologies. Competencies that may be studied include:

- BSBSUS211 Participate in sustainable work practices
- BSBTEC202 Use digital technologies to communicate in a work environment
- BSBWHS211 Contribute to the health and safety of self and others
- ICTICT213 Use computer operating systems and hardware
- ICTICT214 Operate application software packages
- ICTICT215 Operate digital media technology packages
- BSBTEC201 Use business software applications
- BSBTEC302 Design and produce spreadsheets
- ICTICT207 Integrate commercial computing packages
- ICTICT210 Operate database applications
- ICTICT216 Design and create basic organisational documents
- CUADIG303 Produce and prepare photo images

PRE-REQUISITE

Nil

DURATION AND LOCATION

This is a two-year course delivered in Years 11 and 12 on site at Isis District State High School.

ASSESSMENT

Students will be assessed through a selection of instruments, including:

- Observation
- Written assessment
- Case studies
- Projects

RESOURCES REQUIRED

- Access to writable CD or USB to copy student work at year end – if desired

COURSE DESCRIPTION

This pathways qualification provides the foundation skills and knowledge to use basic applied digital technologies in varied contexts. The qualification is designed for those developing the necessary digital and technology skills in preparation for work. These individuals carry out a range of basic procedural and operational tasks that require digital and technology skills. They perform a range of mainly routine tasks using limited practical skills and knowledge in a defined context. The qualification is suitable for someone generally performing under direct supervision.

EMPLOYABILITY SKILLS

- Communication
- Teamwork
- Problem Solving
- Initiative and enterprise
- Planning and organising
- Self-management
- Learning Technology

APPENDICES

Sample Statement of Attainment



STATEMENT OF ATTAINMENT



A Statement of Attainment is issued by a Registered Training Organisation when an individual has completed one or more units of competency from nationally recognised qualification(s)/courses(s)

This is a statement that

JANE SMITH

has attained:

Code	Competencies
BSBWOR203A	Work effectively with others
BSBWOR204A	Use business technology

(No results printed below this line)

in partial completion of the following qualification:

SIR20216 Certificate II in Retail Services

Issued without alteration or erasure

Principal: **Mr Rick Dallas**
School: **Isis District State High School**
National Provider Number: **30313**
Dated: **30 November 2022**

.....
Principal Signature

This Statement of Attainment is recognised within the Australian Qualifications Framework

A summary of the employability skills developed through this qualification can be downloaded from <http://employabilityskills.training.com.au>

Sample Qualification



This is to certify that

JANE SMITH

has fulfilled the requirements for

CERTIFICATE II

in

**Retail Services
SIR20216**

Issued without alteration or erasure

Principal: **Mr Rick Dallas**
School: **Isis District State High School**
National Provider Number: **30313**
Dated: **30 November 2022**

.....
Principal Signature

This Statement of Attainment is recognised within the Australian Qualifications Framework

**A summary of the employability skills developed through this qualification can be downloaded from
<http://employabilityskills.training.com.au>**

Student Feedback Form

**Isis District State High School
VOCATIONAL EDUCATION – Student Feedback Form**

NAME: _____ **DATE:** _____

SUBJECT: _____ **TEACHER:** _____

INDUCTION PROCEDURE:

Please indicate below whether you have had information presented to you as an introduction to vocational education at Isis District State High School. (Tick the appropriate box)

Information on:	Not at all:	Some:	All provided:
Vocational Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Statements of Attainment/Certificates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RPL Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grievances/Complaints Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access and Equity Issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cancellation of Enrolment Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....			
Subject Information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course Outline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment Outline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Profiles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....			

Do you have any suggestions for ways in which we can improve subject induction or the student handbook? (Eg. Is there any topic you would like information on, but didn't receive?)

.....

.....

.....

Formal Complaint Form

Isis District State High School

VOCATIONAL EDUCATION - Complaint Form

Student Name: _____ **Date:** _____

Subject: _____ **Teacher:** _____

Complaint Against: _____

Nature of complaint: (please use specific details, dates, names etc.)
Information written by student or to be transcribed by person taking complaint

Student's Signature: _____ **Parent's Signature:** _____

Complaint accepted by: _____ **Date:** _____

RTOM Use Only	
Complaint assigned to:	
Date:	
Date entered into Complaints and Appeals Register: <small>G:\Coredata\Curriculum\VET\VQF\Complaints and Appeals\register of complaints and appeals.xlsx</small>	

Isis District State High School - RPL APPLICATION FORM

STUDENT NAME: _____ SUBJECT: _____ TEACHER NAME: _____ DATE: _____

UNITS OF COMPETENCY		DETAILS OF RELEVANT PREVIOUS EXPERIENCE <i>including formal training, work experience and life experience (interests, skills etc.)</i> ATTACH COPIES OF RELEVANT EVIDENCE.	FOR OFFICE USE ONLY		
CODE.	DESCRIPTION		ASSESSOR'S COMMENTS AND RECOMMENDATIONS	COMPETENT	NOT YET COMPETENT

RPL NOTIFICATION

Recognition of Prior Learning is granted for the following units of competency: _____
 is not granted for the following units of competency: _____

because _____

Assessor's signature: _____

Date: _____

Isis District State High School - RPL APPEALS FORM

STUDENT NAME: _____ SUBJECT: _____ TEACHER NAME: _____ DATE OF ORIGINAL RPL APPLICATION _____

UNITS OF COMPETENCY		SUMMARY OF THE REASONS FOR YOUR APPEAL <i>(list the additional information you will present as part of your appeal)</i>	FOR OFFICE USE ONLY		
CODE	DESCRIPTION		ASSESSOR'S COMMENTS AND RECOMMENDATIONS	COMPETENT	NOT YET COMPETENT

Applicant's signature: _____

Date: _____

RPL NOTIFICATION

Recognition of Prior Learning is granted for the following units of competency: _____

is not granted for the following units of competency: _____

because _____

Assessor's signature _____

Date: _____