

INNISFAIL STATE COLLEGE



Student Information Handbook

2020

Vocational Education & Training
(VET)
(Version 20)



NATIONALLY RECOGNISED
TRAINING

RTO 30307

Contents Page

Purposes of the Handbook
Code of Practice
Marketing and Advertising
Privacy Policy
Client Services
Standards for Registered Training Organisations
Student selection and enrolment procedures
Student induction
Access to records and student/parent consent form
Fees and charges
Language, literacy and numeracy assistance
Student support, welfare and Guidance services
Key VET Support Team
Flexible learning and assessment strategies
Assessment policy and procedures
Reporting on assessment
Feedback and assessment
Complaints and Appeals procedures
Formal complaints
Access and Equity
Recognition of Prior Learning (RPL)
Recognition of AQF qualifications and statements of attainment issued by other RTOs
Credit Transfer
Work Placement
Course information 2019

Forms

1. Student Vocational Education Agreement
2. Student Induction Checklist
3. Recognition of Prior Learning (RPL) application
4. Appeal Form
5. Complaint Form
6. Student Responsibilities

Appendix

1. Standards for Registered Training Organisations RTOs Summary

1. Purpose of this Handbook

This handbook has been written to provide VET students with important information about VET. You will be asked to sign that it has been explained where this handbook can be accessed (in hard copy or electronically), so please take the time to study it carefully and ask your VET teachers about anything of which you are unsure.

You should refer to this handbook throughout your enrolment, as this handbook contains the key points of all VET Policies and Procedures developed by the College. You can access full copies of all policies and procedures by approaching Deputy Principal - Senior Schooling, Ms Martin or VET Co-Ordinator, Ms Morrison.

All of the VET programs offered by the College lead to a nationally recognised qualification – a Certificate if you complete all of the requirements. Even if you do not complete the full qualification a **statement of attainment** will be given for all units of competency successfully completed.

Your VET trainers and assessors will provide you with full information about the VET qualification/s you are aiming for in this school including an overview of the specific units of competency/modules in each: assessment requirements, vocational outcomes.

Innisfail State College guarantees that when a student commences a course the RTO will complete training and/or assessment of that course.

If a student starts a VET course late, the College will negotiate with the student which units of competency the student will be able to complete.

Code of Practice

Mission Statement

As a Registered Training Organisation, Innisfail State College has agreed to operate within the principles and standards of the Australian Qualifications Framework (AQF). Innisfail State College will ensure that policies and management practices are adopted which maintain high professional standards in the delivery of vocational education and training services and which safeguard the educational interests and welfare of students. This includes a commitment to recognise the training qualifications issued by other Registered Training Organisations.

Innisfail State College will maintain a learning environment that is conducive to the success of course participants and will have the capacity to deliver the nominated courses; provide adequate facilities and use appropriate methods and materials.

Quality Management Focus

Innisfail State College has a commitment to providing a quality service and a focus on continuous improvement. Innisfail State College values feedback from course participants, staff and employers and has mechanisms in place to have feedback considered for future programs ([Continuous Improvement Policy](#); [Continuous Improvement Procedures](#))

Marketing and Advertising

Innisfail State College markets its Vocational Education and Training procedures with integrity, accuracy and professionalism, avoiding vague and ambiguous statements. In the provision of information, no false or misleading comparisons are drawn with any other training organisation or training product ([Subject Selection Handbook](#); [Marketing Policy and Procedures](#); [Marketing Guidelines](#))

Client Services

Innisfail State College has sound management practices to ensure effective client service. Innisfail State College has developed service standards to ensure timely issue of assessment results and qualifications. These will be appropriate to the competence achieved and issued in accordance with national guidelines.

[Privacy Policy](#)

Student privacy is respected by Innisfail State College. Information collected is for the purposes of processing of registration and keeping students informed of upcoming training. The intended recipient of this information will be Innisfail State College, the teachers/trainers and service providers. The provision of this information by students is voluntary. However, if they do not provide the information requested, Innisfail State College may be unable to process their registration. They have the right of access to, and alteration of, personal information concerning themselves held by Innisfail State College in accordance with the Act. The information is being collected by Innisfail State College and will be held by Innisfail State College.

No staff member of this College can provide information about students to a third party without written permission. They will be required to sign a consent for those occasions when it is necessary for the College to provide information about students to another organisation. The College will provide students with a copy of the consent form.

Students can have access to their academic records at any time, by approaching the subject teacher, Head of Department or the Head of Schooling (Senior). The staff will ensure that students obtain access to their records. A note will be kept on their file that they have accessed their records.

USI (Unique Student Identifier)

All students studying nationally recognised training in Australia will be required to have a USI. ([USI Policy and Procedures](#))

Standards for Registered Training Organisations (RTOs)

On 26 September 2014, the Council of Australian Governments (COAG) Industry and Skills Council agreed to new regulatory standards for training providers and regulators—the Standards for Registered Training Organisations (RTOs) 2015. These replace the Standards for NVR RTOs 2012.

ASQA uses the Standards to ensure nationally consistent, high-quality training and assessment across Australia's vocational education and training (VET) system. Compliance with the Standards is a requirement for:

- all ASQA registered training organisations, and
- for applicants seeking registration.

ASQA uses the Standards to protect the interests of all students in Australia's VET system. The Standards guide nationally consistent, high-quality training and assessment services in the vocational education and training system.

All registered training organisations (RTOs) in Australia are responsible for ensuring they fully comply with the Standards at all times as a condition of their registration.

Purpose of the Standards

The purpose of the Standards is to:

- describe the requirements that an organisation must meet in order to be an RTO in Australia
- ensure that training delivered by RTOs meets industry requirements (as set out in the training package or accredited course) and has integrity for employment and further study, and
- ensure RTOs operate ethically and consider the needs of both learners and industry.

The Standards describe outcomes RTOs must achieve, but do not prescribe methods to achieve these outcomes. This allows RTOs to be flexible and innovative in their VET delivery. It is an acknowledgement that each RTO is different and needs to operate in a way that suits their clients and learners. RTOs take a multitude of forms, including very large TAFE institutes and other public providers; enterprise RTOs that are part of larger organisations and only train staff of those organisations; community-based providers; commercial colleges; and many more. These organisations are diverse in size, structure, governance and the scope and volume of services provided. By describing outcomes rather than inputs, the Standards encourage flexibility and innovation while assuring the quality of training.

How the Standards ensure VET graduates are job-ready

To ensure VET graduates are job-ready, the Standards focus on ensuring industry influences how VET is delivered in Australia. RTOs must engage with industry when developing training and assessment strategies and ensure their trainers and assessors hold current industry skills and knowledge.

Industry expectations of the skills and knowledge of VET graduates are expressed in training packages and VET accredited courses. The Standards ensure graduates meet these expectations by requiring learners to demonstrate their skills and knowledge through training and assessment. Learners do this through training that allows them the opportunity and the time to develop and practice these in a holistic and meaningful way.

The Standards require rigorous assessment to ensure learners:

- have absorbed the knowledge
- developed the skills, and
- are able to combine skills and knowledge to perform in the workplace to expected industry standards (as expressed in the training package or accredited course).

Quality training and assessment depends on the skills and knowledge of trainers and assessors. Therefore, high-quality delivery of qualifications for trainers and assessors is of vital importance. The Standards require that RTOs and people delivering these qualifications meet a high standard. The Standards specify that trainers and assessors are skilled VET practitioners with current industry skills and knowledge, so learners receive the training they need and graduates are properly assessed before being issued with a qualification or statement of attainment. While the Standards allow flexibility in how industry skills and knowledge are

obtained and demonstrated, they also set clear expectations about this, and about the VET competencies that must be held by trainers and assessors.

Learners and employers must be able to make informed choices about which training and provider will meet their needs. The Standards ensure RTOs provide sufficient, accurate information to allow learners to make sound choices. While the Standards do not prescribe the way information is provided, they set clear expectations about what information is to be provided prior to enrolment. This is the case regardless of the medium used to advertise training, how learners are recruited or who is actually providing the information. The Standards make it clear that the RTO is solely responsible for all advertising and recruitment done on its behalf.

Third parties delivering training and assessment or other services on behalf of RTOs present a heightened level of risk to the compliance of RTOs. The Standards require that these arrangements are clearly articulated in a written agreement and that RTOs monitor the activities of third parties. The Standards also clarify that RTOs are wholly responsible for the quality of training and assessment provided by third parties.

It is important that a balance is achieved between the need to regulate the VET sector and doing so in a way that minimises the regulatory burden and maximises transparency. The Standards achieve this by describing outcomes, allowing RTOs to comply with the Standards in a way that best suits their organisation and their learners.

The Standards are summarised in Appendix One of this document.

2. Student selection and enrolment procedures

Innisfail State College is inclusive of all students regardless of sex, race, impairment or any other factor.

Subject selection forms are part of the SET Plan procedure in Year 10 and subject selection forms are processed through Student Services. Where numbers are limited for VET courses, selection will be made on the basis of interview and/or on the order of which enrolments were received.

Students are not officially enrolled in the Course until they return all the required forms issued during the induction process. **NO student will be permitted to partake in any practical activities until ALL of the forms are returned to Student Services.**

3. Student Induction

Student induction occurs in the first week of the school year during the Orientation programme. At the beginning of each course and when new students enter a subject the following information will be available

- Student selection, enrolment and induction procedures
- Access to records
- Course information, including content and vocational outcomes
- Fees and charges (where applicable)
- Provision for language, literacy and numeracy assistance
- Student support, welfare and guidance services
- Flexible learning and assessment procedures
- Appeals and complaints procedures
- Disciplinary procedures
- Staff responsibilities for access and equity
- Recognition of Prior Learning (RPL) arrangements
- Recognition of AQF qualifications and statements issued by other RTOs.

4. Access to records and student/parent consent form.

No staff member at Innisfail State College can provide information about you to other RTOs or to SDGS without your written permission. It is essential that this consent form is signed and returned to Student Services in order to be able to bank credits on your LUI account. [Privacy Policy](#)

5. Fees and Charges.

Innisfail State College does not charge students fees for VET services. Fees, if any, are listed in the Year 11 Subject Selection Handbook and are only collected for consumables and the issuing of Certificates attained. The College will refund on a pro-rata basis any fees collected for consumables to students who leave before completion of the VET course. If a VET course is delivered by an outside party on the school RTO's behalf, all fees will be clearly listed in the Subject Selection Handbook and discussed at the SET Plan interview.

6. Language, literacy and numeracy assistance.

Language, literacy and numeracy assistance can be obtained from the course teacher. Where additional assistance is required, this can be requested from the support staff at the Senior Student Services or Diverse Learning Centre.

7. Student support, Welfare and Guidance Services.

Students have access to vocational, educational and personal counselling through the student support services.

Innisfail State College guarantees that when a student commences a course the RTO will complete training and/or assessment of that course. ([Student Support Policy](#))

If a student starts a VET course late, the College will negotiate with the student which units of competency the student will be able to complete. ([Services Agreement Policy](#); [Services Agreement Procedures](#))

KEY VET SUPPORT TEAM

Personnel	Position	Location	Responsible for:-
Mrs Jacqui McAnulty Ms Lyn Gardiner	Guidance Officer	Administration Block	Careers Information Careers Counselling SATs: Procedures/implementation, Initial Review etc. Mentoring
Ms Wendy Mead	VET Student Liaison Officer	Administration Block	Work Experience <ul style="list-style-type: none"> - Processes/forms/certificates - Liaison with employers & parents & school - Liaison/contact with VPG - SAT's procedures/paperwork - WHS Induction for Work Experience - General VET advice and information
Mrs Lois Laidlaw	Head of Diverse Learning Centre	DLC	VET Co-ordinator/induction programs. Students with special needs
Ms Connie Medley	HOD Senior Schooling	X Block	Careers advice and support of students' academic needs in VET .
Ms Tanya Martin	Deputy Principal – Senior School RTO Manager	X Block	Whole school VET curriculum direction, implantation, certification, record management, funding, timetable, staffing, whole school VET policy.
Mrs Kate MacDonald	Principal	Administration Block	CEO
Ms Colleen Morrison	VET Co-ordinator	X Block	Management of Standards documentation Management of Scope of Registration Oversee VET Induction of staff and students Support VET Staff Industry links Assist in co-ordination of Work Experience Support of school-based trainees and apprentices
Ms Michelle Messina	HOSE	Administration Block	Support of students with special needs in VET

8. Flexible learning and assessment strategies.

Training and assessment strategies have been developed in consultation with industry and meet the requirements of the training.gov.au (TGA) training packages. Training and assessment strategies are developed to accommodate class sizes, student needs, delivery methods and assessment requirements.

All training and assessment materials are moderated so trainers and assessors continually review, compare and evaluate the assessment processes, tools and evidence when making judgements on competency.

[Validation Policy and Procedures](#);

Assessment policy and procedures.

VET Assessment including assignments, work booklets, work diaries, journals and exams all involve written work similar to school assessment, however, what is different is that a lot of the assessment is based on evidence of skills – practical assessment. In many cases students will need to demonstrate their ability more than once, proving that they have the standard of skills and knowledge to be deemed competent. Evidence is often verified by your assessor by questioning a key method to determine students' level of skills, knowledge and understanding of the policy, process or procedure. At times it can be difficult to back track when students miss practical assessments.

Practical assessments are quite often group activities, so it is expected that if students are going to be away for any reason they not only inform their assessor but have a responsibility to inform the other members of their group. This is exactly the same as if students are in the workplace where they have the responsibility of informing their employer of absences. Students must be responsible for their actions during class times as they do at work.

It is expected that students take some responsibility for their learning as evidence of their skills to complete assigned tasks is needed. Assessors expect notification of known or planned absences to assist in planning.

Assessments in VET may include:

- Assignments
- Work booklets
- Work diaries/journals
- Written exam
- Oral questioning
- Group work
- Activity Sheets
- Observation
- Portfolio
- Case Studies
- Role Plays

It is imperative that students in VET courses have a high level of attendance to gain sufficient evidence of competency.

9. Reporting on Assessment

In all VET courses your result is determined by your level of competency.

CA = Competency Achieved (end of course) – student has been assessed and satisfies all the requirements for the certificate course. **Competency achieved is a final outcome, not an interim outcome.**

CNA = Competency Not Achieved (end of course) – student has been assessed as not satisfying all the requirements of the certificate course. **Competency not achieved is a final outcome, not an interim outcome.**

WTC = working towards competency- students has not completed all of their assessment criteria and will continue completing the units of competency which make up the certificate course.

S = Satisfactory – student has been assessed and satisfies the requirements for the unit/s of competency.

NS = Not Satisfactory – student has been assessed and currently fails to satisfy the requirements for the unit/s of competency.

WD = Withdrawn – student has started training in a unit of competency, but has withdrawn before completing the assessment.

RPL (granted) = Recognition of Prior Learning (granted) - student has asked for and had an assessment for previously unrecognised skills and knowledge and recognition of prior learning has been granted.

RPL (not granted) = Recognition of Prior Learning (not granted) - student has asked for and had an assessment for previously unrecognised skills and knowledge and recognition of prior learning has not been granted.

NYC = Not yet competent – student has been assessed and has not met all the requirements for the unit of competency. This assessment usually happens at the end of the course.

As in all other College subjects a mark is received for effort and behaviour. These will need to be at least at a C level to be satisfactory. Assessors are often asked to recommend students for work experience or for SABs and SATs, so a high effort and behaviour result indicates their willingness to work and to get the jobs done efficiently.

You can have access to your own academic records at any time, by approaching the subject teacher, Head of Department or the Deputy Principal. These staff will ensure that you obtain access to your records. A note will be kept on your file that you have accessed your records.

10. Feedback and Assessment.

VET assessors constantly give feedback on written and practical work. If work is not completed at the required standard students will be receive feedback. This means students get more than one opportunity to reach the set standard.

When written feedback is given, a signature is needed to confirm that students have received, understood and agreed with the feedback given. This makes it an open and transparent process and gives students information of what they need to do to gain competency. In return students have opportunities to make comments on the feedback they are given. ([Student Feedback Policy](#))

All students have a responsibility to complete the feedback section on the assessment cover sheets. This is essential as student opinion is valued and should help to improve the course for future students. Students will also be asked to complete a Learner Survey and Subject Satisfaction Survey in Year 10 or Year 12 nearing completion of their course.

11. Complaints and Appeals Policy and Procedures

Innisfail State College will ensure that the principles of natural justice and procedural fairness are adopted at every stage of the complaints and appeals process. All formal complaints and appeals will be heard and decided on within 60 calendar days of receiving the written complaint or appeal.

A **Complaint** can be made to the college RTO regarding the conduct of:

- Innisfail State College, its trainers, assessors or other school RTO staff
- Students of Innisfail State College
- Any third parties providing services on behalf of the school RTO (if relevant). ([Complaints Procedure](#))

An **Appeal** can be made to the school RTO to request a review of a decision, including assessment decisions. ([Appeals Procedure](#))

12. Responsibilities for Access and Equity

Innisfail State College is inclusive of all students regardless of gender, race, age, sexuality, pregnancy, physical or intellectual impairment or any other factor. Discrimination occurs if a person is treated differently because of any of these factors.

Disciplinary action will be taken against anyone who discriminates, bullies or harasses or is violent against another student. Discipline may involve a warning, formal counselling or expulsion from the course depending on the circumstances. All disciplinary action will be dealt with by the Head of Senior Schooling and the Principal of Innisfail State College. ([Access and Equity Policy](#))

13. Recognition of Prior Learning (RPL)

Recognition of Current Competencies (RCC/RPL) recognises your current skills and knowledge gained from previous experiences or training. Students must apply using the form found in this Handbook or from your teacher. Students are required to attend a meeting with their Assessor where their skills and knowledge are mapped against the performance criteria in the unit/units of competency. Students are notified if their RPL has been granted.

Students have the right of appeal on all decisions made on assessment and need to follow the process outlined in Section 12 of this Handbook. ([RPL Procedure](#))

14. Recognition of AQF Qualifications and Statements of Attainment issued by other RTOs. [Mutual Recognition Policy](#)

Innisfail State College recognises all qualifications issued by any other Registered Training Organisation (RTO). The College will seek verification of the certification from the relevant RTO.

15. Credit Transfer

Students can maximise the credit they can gain for learning already undertaken. As long as the learning is relevant and current it may be used to meet pre-requisites or other requirements for entry into a course of study or fulfilment of partial or full requirements of the qualification. Please discuss credit transfer with your teacher or HOD SS.

16. Work Placement

Some VET courses require students to do work placement. This means that you are required to demonstrate the skills and knowledge that you have learnt at school in the workplace. Some VET courses have compulsory or mandated hours of work placement e.g. Hospitality. If students require work placement, this will be arranged by the College.

Not all VET courses require work placement. The subject selection booklet outlines if your course has mandated placement hours.

17. Reissue of Certificates or SOAs.

If a student loses their certificate or SOA which has been issued by the school, they may apply to the school for the certificate or SOA to be re-issued at no cost. If the certificate or SOA has been issued by an external RTO, the student must apply directly to the external RTO for the reissue – a replacement cost will generally be charged.

18. Course Information 2020.

The following Vet Certificates are offered at Innisfail State College and are delivered under different faculties.

SUBJECT CODE	VET CERTIFICATE	CODE
COURSES OFFERED BY ISC		
IMD	Certificate II Information, Digital Media & Technology	ICT20115
WSP	Certificate II Skills for Work and Vocational Pathways	FSK20113
SCO	Certificate II Sport Coaching	SIS20513
SCS	Certificate II Active Volunteering	CHC24015
COURSES OFFERED BY EXTERNAL RTOs		
HTH	Certificate II Health Support Services/Certificate II Community Support	HLT23215/CHC22015
HTH	Certificate III Health Services Assistance	HLT33115
CFI	Certificate III Fitness	SIS30313
HSY	Certificate II Hospitality	SIT20316/SIT20116

FORM 1

**INNISFAIL STATE COLLEGE
STUDENT VOCATIONAL EDUCATION AGREEMENT**



Privacy Notice

Under the Data Provision Requirements 2012, Innisfail State College is required to collect personal information about you and to disclose that personal information to the National Centre for Vocational Education Research Ltd (NCVER (National Centre for Vocational Education Research)).

Your personal information (including the personal information contained on this enrolment form and your training activity data) may be used or disclosed by Innisfail State College for statistical, regulatory and research purposes. Innisfail State College may disclose your personal information for these purposes to third parties, including:

- School – If you are a secondary student undertaking VET (Vocational Education and Training) including a school-based apprenticeship or traineeship;
- Employer – if you are enrolled in training paid by your employer;
- Commonwealth and State or Territory government departments and authorised agencies;
- NCVER;
- Organisations conducting student surveys; and
- Researchers.

Personal Information disclosed to NCVER may be used or disclosed for the following purposes:

- Issuing a VET Statement of Attainment or VET Qualification, and populating Authenticated VET Transcripts;
- Facilitating statistics and research relating to education, including surveys;;
- Understanding how the VET market operates, for policy, workforce planning and consumer information; and
- Administering VET, including program administration, regulation, monitoring and evaluation.

You may receive an NCVER student survey which may be administered by an NCVER employee, agent or third party contractor. You may opt out of the survey at the time of being contacted.

NCVER will collect, hold, use and disclose your personal information in accordance with the Privacy Act 1988 (Cth), the VET Data Policy and all NCVER policies and protocols (including those published on NCVER's website at www.ncver.edu.au (<http://www.ncver.edu.au>)).

Student Declaration and Consent

I declare that the information I have provided to the best of my knowledge is true and correct.

I consent to the collection, use and disclosure of my personal information in accordance with the Privacy Notice above.

Client Agreement:

Student Name: _____

Student Signature: _____ Date _____

Parent Name: _____

Parent Signature: _____ Date _____

College Agreement:

College Officer Name: Kate MacDonald

College Officer Signature: _____ Date 30/01/2020

**STUDENT INDUCTION CHECKLIST**

Student Name: _____

Actions completed

1. Induction by VET Co-ordinator/Head of Senior Schooling

- Access to VET student handbook (hard copy and electronic versions)
- Code of Practice
- Complaints and Appeals
- Privacy Policy
- Access & Equity
- RPL/Credit Transfer
- SATs and Work Experience
- Client Services
- Student Support Services
- USI

Sign and date below when the induction has been completed and return the completed form to the VET Co-ordinator – Ms Morrison in XG24.

I, _____ (student) hereby undertake to approach the relevant VET teacher trainer, if at any time:

1. I do not understand the purpose and consequences of the assessment.
2. I have not received copies of the relevant units of competency.
3. I do not understand what evidence and how this evidence will be collected.
4. My rights and the appeal system have not been fully explained.
5. Any special needs I have in relation to assessment have not been discussed.
6. Innisfail State College guarantees that when a student commences a course the RTO will complete training and/or assessment of that course. If a student leaves or enters a course after the start date the College cannot guarantee the student will complete the entire qualification. If I achieve at least one unit (but not the full qualification) I will receive a Statement of Attainment.

Student's signature: _____ Date: _____

FORM 3

INNISFAIL STATE COLLEGE



RECOGNITION OF PRIOR LEARNING (RPL) APPLICATION

APPLICANT'S NAME: _____ DATE _____

COURSE NAME: _____

COURSE CODE: _____

ASSESSOR: _____

UNITS OF COMPETENCY		WORK OR LIFE EXPERIENCES
Code	Name	Details of relevant previous experiences or formal training

Date of Assessment _____

Assessor's Comments/Recommendations:-

Granted Not Granted

Signature _____

Date _____

HOD Comments/Recommendations:-

Granted Not Granted

Signature _____

Date _____

Notification to student by HOD (copy to student/copy on file).

RPL is/is not granted for the element(s) of competency _____

HOD Signature _____

Date _____

Student Signature _____

Date _____

FORM 4

APPEAL FORM

Confidential Document



Name of Participant: _____

Address: _____

Telephone: _____ Email: _____

Name(s) of Assessor: _____

Course/Unit/Qualification: _____

Reason for Appeal:
(Please attach any additional information to the back of this form)

Have you requested the assessor/s to reconsider their decision? Yes / No

Please note that the information that you provide on this form is 'personal information' pursuant to the Privacy Act 1998 ('the Act'). This information is being collected for the purposes of processing your appeal and keeping you informed of the progress and result of this appeal. The intended recipient of this information will be Innisfail State College and its service providers. Please note that the provision of this information by you is voluntary. However, if you do not provide the information requested, Innisfail State College may be unable to process your appeal. You have the right of access to, and alteration of, personal information concerning yourself held by Innisfail State College in accordance with the Act. The information is being collected by Innisfail State College and will be held by Innisfail State College.

 Signature

 ____/____/____
 Date

OFFICIAL USE ONLY

Date received: ____/____/____

Received by: Ms C MacDonald, Principal

Forwarded to: Ms Tanya Martin, RTO Manager

FORM 6

STUDENTS RESPONSIBILITIES

SCHOOL RULES	WORKPLACE RULES
<p>We show respect</p> <ul style="list-style-type: none"> • Gum-free zone • Follow teacher directions • Use non-offensive language • Be polite to everyone • Treat others as you want to be treated – be considerate 	<p>Show respect</p> <ul style="list-style-type: none"> • Gum-free zone • Follow supervisors directions • Use non-offensive language • Be polite • Be considerate of others • Able to work well with others
<p>We take responsibility</p> <ul style="list-style-type: none"> • Technology conduct • Be on time • Litter-free zone • Wear uniform 	<p>We take responsibility</p> <ul style="list-style-type: none"> • Phones/ipods switched off and in pocket • Be on time • Safe and tidy workplace • Wear uniform
<p>We are safe</p> <ul style="list-style-type: none"> • Hands and feet to self • Valuables on you and out of sight • Follow directions • Follow safety procedures using equipment 	<p>We are safe</p> <ul style="list-style-type: none"> • Hands to self - personal space • Valuables on you and out of sight • Follow all workplace policies and procedures
<p>We are learners</p> <ul style="list-style-type: none"> • Actively listen • Have a go • Ask for help • Take initiative • Assessment handed in on time 	<p>We are workers</p> <ul style="list-style-type: none"> • Listen to and follow instructions • Ask for help if you don't know • Use your initiative • Complete work tasks within the allocated time
<p>EQUAL OPPORTUNITY - access for all</p>	
<p>NO DISCRIMINATION - race, sex. religion</p>	
<p>HARRASSMENT - bullying/physical, mental and sexual</p>	

APPENDIX 1

STANDARDS FOR REGISTERED TRAINING ORGANISATIONS (RTOs)

SUMMARY

- Standard 1.** The RTO's training and assessment strategies and practices are responsive to industry and learner needs and meet the requirements of training packages and VET accredited courses
- Standard 2.** The operations of the RTO are quality assured.
- Standard 3.** The RTO issues, maintains and accepts AQF certification documentation in accordance with these Standards and provides access to learner records.
- Standard 4.** Accurate and accessible information about an RTO, its services and performance is available to inform prospective and current learners and clients.
- Standard 5.** Each learner is properly informed and protected.
- Standard 6.** Complaints and appeals are recorded, acknowledged and dealt with fairly, efficiently and effectively.
- Standard 7.** The RTO has effective governance and administration arrangements in place.
- Standard 8.** The RTO cooperates with the VET Regulator and is legally compliant at all times.