Vocational Education and Training Program 2025

Student Handbook

CUA20120 Certificate II in Dance

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Thornlie Senior High School
Trading as a Registered Training Organisation
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Vocational Education and Training (VET) in Schools program are delivered as part of a broad, general education that combines study towards the Western Australian Certificate of Education (WACE) with a nationally recognised VET qualification within the Australian Qualification Framework (AQF).
Thornlie Senior High School is committed, through its administration and VET staff, to offer the best and most comprehensive range of subjects available.

Thornlie Senior High School first gained status as a Registered Training Organisation (RTO) in 2001.

As an RTO, Thornlie SHS delivers National Competencies which are recognised by TAFE and industry. Competencies completed will attract TAFE exemption and gain selection points for TAFE entry.

Full qualifications are offered as follows by Thornlie SHS as a Registered Training Organisation:

- Certificate II in Workplace Skills
- Certificate II in Community Services
- Certificate II in Creative Industries
- Certificate II in Dance
- Certificate II in Engineering Pathways
- Certificate II in Hospitality
- Certificate II in Applied Digital Technologies
- Certificate II in Sport and Recreation
- Certificate II in Visual Arts

In order to complete the requirements of all certificates, students **must** attend a minimum of 90% of scheduled classes.

A range of learning strategies in a variety of learning environments will be used in order to cater for differences in learning styles, learning interests and needs, and variations in learning opportunities (including online). Students will be provided with further information in the Learning and Assessment Strategy in each course package.

Workplace Learning is an integral part of each VET Program. Students will attend the workplace for one two week block during the year, at a time specified by the school.

Vision
A flexible and innovative training program which provides skills to help students reach their potential and improve their employment outcomes.

Goals
It is school policy to have VET students complete a full Certificate II by the end of Year 12.

Overview
The following pages detail the qualifications that are delivered by Thornlie Senior High School as a Registered Training Organisation.

Information includes Career pathways, any pre-requisites and Qualification rules.

Full Qualifications are generally delivered over two years.

Quality Policy

Thornlie Senior High School operates under the following purpose statement

To provide a learning environment whereby students will develop academic, social and physical skills, which will enable them to participate as informed and active members of society.

Within this environment the Vocational Education and Training (VET) section has developed a systematic approach to maintaining quality management systems to ensure that VET services are delivered in a manner which complies with state and national requirements and consistently meets the needs of all stakeholders – in particular the learners.
The VET section operates within the larger environments of Thornlie Senior High School and Department of Education.

The VET section is bound by all organisational and operational policies applicable to both those larger environments – however in addition, the VET section has developed policies and procedures, which apply to the delivery of VET.

Adherence and maintenance of these VET policies and procedures is central to maintaining a consistently high quality delivery. It is a requirement of all those who work within the VET section of Thornlie Senior High School that they follow the designated policies and procedures.
Continuous improvement mechanisms have been developed to ensure procedures are constantly being updated.

Qualifications

Training Packages can incorporate the following six AQF qualifications.

- Certificate I in …
- Certificate II in …
- Certificate III in …
- Certificate IV in …
- Diploma of …
- Advanced Diploma of …

As an RTO and a High School, Thornlie Senior High School is able to deliver Qualifications up to Certificate III. Higher Qualifications are delivered through TAFE or University and non Department of Education RTOs.

On completion of the requirements defined in the Training Package, a Registered Training Organisation (RTO) may issue a nationally recognised AQF qualification.

Issuance of AQF qualifications must comply with the advice provided in the AQF Implementation Handbook and the Australian Quality Training Framework Standards for Registered Training Organisations.

USI (UNIQUE STUDENT IDENTIFIER) NUMBER

All students who are enrolled in certificate courses at Thornlie SHS require the Unique Student Identifier number. If a student does not have a USI, we are unable to issue the Certificate or Statement of Attainment, and therefore the student will receive no credit for their course.

The USI is a reference number made up of numbers and letters that gives students access to their USI account, allowing an individual to see all of their training results from all providers including all completed training units and qualifications.

The USI will make it easier for students to find and collate their VET achievements into a single authenticated transcript. It will also ensure that students' VET records are not lost.

The USI is available online and at no cost to the student. This USI will stay with the student for life and be recorded with any nationally recognised VET course that is completed. Please go to the following website and complete the process:

www.usi.gov.au

Once your child has obtained the USI, they are required to bring a copy of the number to the Careers Centre.

CUA20120 Certificate II in Dance

Qualification Description

This qualification reflects the role of individuals developing basic technical skills and knowledge to prepare for work in the live performance industry.

The job roles that relate to this qualification may include trainee Indigenous dancer, trainee contemporary dancer or trainee musical theatre dancer.

Licensing, legislative, regulatory or certification considerations

Qualification

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Units of competency in qualification

Some individual units of competency may have their own licensing, legislative, regulatory or certification requirements. Users must check individual units of competency for licensing, legislative, regulatory or certification requirements relevant to that unit.

Entry Requirements

Nil. However, having studied Dance in lower school is preferred.

Qualification Rules
Total number of Units=10 6 core units plus 4 elective units

Year 11/12	DDAN/EDAN	Certificate II in Dance

Effective Assessment

Table 1.8-1: Principles of assessment

Fairness	The individual learner's needs are considered in the assessment process(IEP) Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs. The RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.
Flexibility	Assessment is flexible to the individual learner by: • reflecting the learner's needs • assessing competencies held by the learner no matter how or where they have been acquired; and • drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.
Validity	Any assessment decision of the RTO is justified, based on the evidence

	of performance of the individual learner. Validity requires: • assessment against the unit/s of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance • assessment of knowledge and skills is integrated with their practical application • assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and • judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.
Reliability	• Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

Table 1.8-2 Rules of evidence

Validity	The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements
Sufficiency	The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency.
Authenticity	The assessor is assured that the evidence presented for assessment is the learner's own work.
Currency	The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

Workplace Learning Program

Workplace Learning is a SCSA endorsed program where students have the opportunity to achieve employment related skills in workplace conditions.

Students develop and are assessed on the skills found in any work situation and can be transferred from job to job.

Workplace Learning (WL) subjects give students an opportunity to develop skills in the workplace and **to obtain credit towards secondary graduation for the Western Australian Certificate of Education (WACE).**

Students are placed in an appropriate work situation and **are required to maintain a formal record of workplace learning and assessment (log book).**

These records must be authenticated by the workplace trainer/assessor.

Log books also contain relevant details pertaining to workplaces:

- starting and finishing times, dress requirements, confidentiality arrangements
- emergency contact details
- a daily self reflection section where students record their progress towards achieving skills and strategies to further develop skills not yet achieved.

Each 55 hour block of training in the workplace gains one point towards graduation.

Students must complete a Skills Journal at the end of each block of WL for this point to be counted.

- Students must attend WL for the full block, except in case of illness covered by a medical Certificate. Complete work placement in the appropriate industry at the required levels for the number of work days and hours as indicated by my trainer
- As per Department of Health guidelines, proof of current and full vaccination is required prior to commencing a work placement in industry

Work Safe Certificate

As part of being "work ready", students must complete a Work Safe Certificate. Students are required to complete two learning modules from the new SmartMove website:

www.smartmove.safetyline.wa.gov.au

1. General Module
The General Module is designed to introduce important facts about safety laws and common hazards. This Module MUST be completed before moving on to the Industry Modules.
No certificate will be generated after completing the General Module.

2. Industry Modules

There are 10 Industry Modules which contain detailed information on the main hazards specific to each Industry.

The 10 Modules are as follows:

- Building and Construction
- Health and Community Services
- Electrical and Electronics
- Hairdressing
- Hospitality and Tourism
- Manufacturing
- Metals and Engineering
- Office and Business Services
- Farming and Forestry
- Retail

Tests and Certificates

SmartMove will generate a certificate when you successfully complete the Industry Module test. The test also contains questions on issues that were covered in the General Module.

Students MUST complete a new WorkSafe Certificate for each placement if they are changing Industry.
This must be done prior to the student attending the workplace.

White Card (Safety Awareness Card) – Building & Construction

If a student is intending to complete their Workplace Learning on a Building or Construction site of any type it is a requirement by law that they hold a **White Card**. Please see the Careers Centre staff regarding details.

Liquor Licence – Hospitality

If a student is intending to complete their Workplace Learning at a premise that serves alcohol, they are **required** to hold a **Liquor Licence**. This is organised by the Careers Centre staff.

Please note: The student MAY NOT serve alcohol.

AHA Hospitality and Tourism Covid-19 Hygiene Course (or current equivalent)

Certificate II in Hospitality students are required to obtain this accreditation prior to working in Hospitality workplaces. This will be completed in class. Please check with your Hospitality trainer for details.

Misconduct in the Workplace

For all instances of misconduct in the workplace **ACTION WILL BE TAKEN**.

It is important that all parties – student, employer/trainer, parent, and VET Program Co-ordinator be informed of any inappropriate behaviour on the part of students and the resultant actions taken.

Notification of Misconduct
The employer/trainer and VET Program Co-ordinator are required to record any breach of misconduct in an Incident Report which can be viewed by all stakeholders at any time.

Serious Misconduct
Following the notification of serious breach of conduct, the student will be withdrawn from the placement. Any student withdrawn from the workplace will be withdrawn from the Workplace Learning Program.
Students will be referred to the school's Behaviour Management in School Policy.
Workplace Learning can be a rewarding and enjoyable experience often resulting in part time or casual employment, traineeships and apprenticeships.
It is important to make the most of your time, and put some time and effort into finding a workplace that is/could be what you want your career to involve.
Remember it's time to be proactive and show the world what you are made of!

School Based Traineeships

School based traineeships are available in limited industry areas for Year 11 students.

Students are currently involved in Traineeships in Hospitality, Retail and Business. Students will complete a full certificate over 1 to 2 years in Years 11-12.

Contact the VET Program Coordinator to discuss any queries or requests.

Aboriginal School Based Traineeships

Aboriginal School Based Training (ASBT) provides opportunities for Aboriginal students in Years 10 and 11 to start training in school to gain a qualification, sustainable employment or go on to further education and training.

VETDSS

Students may apply to Tafe in August of the prior year to attend Tafe one or two days a week for certificates not delivered at TSHS. Application and enrolments are subject to school and Tafe approval. Students must speak with Mrs Stewart in the Careers Centre prior to application.

Policies & Procedures

Thornlie Senior High School Code of Practice

Promotion & Marketing
Thornlie SHS undertakes to market its courses and services using information that accurately describes the content or expected learning outcomes. Comparisons with other training/service providers will not be made in any marketing or promotional material. National protocols for marketing will be complied with.

Admissions
All selection processes relating to learners will be fair and equitable and utilise transparent selection criteria. Selections will be made in accordance with the training products or services being provided.

Equal Opportunity
Thornlie SHS is committed to non-discriminatory dealings in all its business with all

clients, staff, management and suppliers.

Access to Services
Thornlie SHS will ensure that clients and potential clients are not denied access to services, unfairly. Criteria to determine access to course/services will be clearly stated on promotional material and will be followed closely.

Qualified Staff
Thornlie SHS will ensure that staff employed to deliver training/services are suitably qualified and experienced.

Course/Service Delivery
Clients of Thornlie SHS can expect all courses/services and assessments to be delivered according to the specifications outlined before commencement, and in a manner that contributes to student success.

Certification
Thornlie SHS will provide accurate detail, prior to commencement, on Units of Competency to be delivered, methods of assessment, RPL arrangements and the certification to be issued.

Student Guidance Services
All training services shall have identified VET teachers whose role includes providing personal assistance/guidance to learners.

Fees/Refunds
Thornlie SHS will provide prospective students with all fee-related information, including refund conditions, prior to admission, as per The Department of Education Financial management policy.

Complaints
Thornlie SHS acknowledges the right of its clients to complain. Thornlie SHS will not disadvantage any client who complains. All complaints should be fully documented. Complaints should be directed to:99

The relevant trainer/assessor or staff person – if the issue is not resolved, then to
The appropriate VET Teacher in charge of Industry area
- The VET Program Coordinator – if the issue is not resolved, then to
- The Principal – Thornlie SHS
- **Local MLA**

The Code of Practice will be implemented using the following Policies:

Mutual Recognition Policy

- Recognition of AQF & other RTO Qualifications
  The RTO recognises the AQF Qualifications and Statements of Attainment issued by any other RTO.
- The RTO's policies and procedures must include a requirement that the RTO recognises the AQF qualifications and statements of attainment issued by any other RTO
- The RTO must include its obligation to recognise the AQF qualifications and statements of attainment issued by another RTO, in information to clients.
- The RTO must provide information to staff on the obligation to recognise the AQF qualifications and statements of attainment issued by other RTOs.

Mutual recognition is a straightforward process of acknowledging nationally recognised qualifications and statements of attainment issued by another RTO.

Recognition involves verifying the status of the other RTO by checking on the NTIS website. Mutual recognition may provide a basis for entry to further training and/or provide credit towards the completion of a qualification at Thornlie SHS.9

The VET section of Thornlie SHS through its Principal, undertakes to operate in accordance with the national principles of registration and mutual recognition and State recognition policies.9

It is understood that there are three key components of the AQF

- Endorsed elements of training packages
- Nationally recognised qualifications
- Nationally recognised training organisations

RPL POLICY and Credit for Past Study

Recognition of Prior Learning recognises that people may get skills and knowledge in many ways:

Courses / training in Australia
Courses / training completed overseas
Work experience (including unpaid) or voluntary work
General life experience.

You may already be competent in some, or even all, aspects of the training course you are considering.

The Recognition of Prior Learning process allows the knowledge and skills acquired from other sources to be considered. This may lead to credit for parts, or even all, of the course.

The Recognition of Prior Learning process can occur once you are accepted into a course. After gathering evidence an assessment by a trained assessor can then occur.
No internal charges are levied for this application, however where external costs are incurred, these may need to be met by the applying student.

*A **RPL Application form** is available from the VET Program Co-ordinator*

Statements of Attainment from another RTO are automatically realised under AQF Standards.

Exit Policy

Any student who leaves Thornlie Senior High School during a year whilst enrolled in a VET course, is entitled to receive a Statement of Attainment of any completed Units of Competency achieved at the time of their exit.

This will achieve the easy transfer of information to another RTO for completion of Qualification at a future date.

Certification Policy

Thornlie Senior High School will always issue AQF Qualifications and Statement of Attainments that meet the requirements of the AQF Implementation Handbook and the endorsed Training Packages and accredited courses within our scope of registration.

A **Statement of Attainment** shall be issued at the completion of the enrolled period (e.g. year) unless the student leaves during the year. These students will then receive a Statement of Attainment for any Units of Competencies that have been achieved at the time of their leaving.

This can then be taken to any other RTO for continuance of Qualifications.

The Certificates and Statements of Attainment will show the **TAC, TSHS, and NRT logos** and contact details and will list all Units of Competency achieved and the codes of those units which will conform to the specifications listed in Implementation Handbook.
The VET Program Co-ordinator is responsible for ensuring at all Statements of Attainment are **accurate and comply with the above specifications**.

A **copy** of each Statement of Attainment issued is sent to the student and details are kept on the school's computer system for any future reprints or auditing purposes.

Reprints will have the original print date and the reprint date on them. In line with Tafe costs,there will be a charge of **$20** for a reprint.

This information is also available to any other RTO for authentication.

A **Qualification** shall be issued where the VET Teachers' records indicate that the student has met all the requirements for the Qualification as specified in the Training Package.

The Qualification shall be issued in the same manner as a Statement of Attainment.

Grievance Procedure

In the event of a student having a complaint or grievance, the following mechanism is available:

- Advise the VET staff member closest to the problem
- If not resolved, advise the VET Program Co-ordinator
- If not resolved, the complaint/grievance may be taken to the CEO
- If not resolved, the complaint/grievance may be taken to the Local MLA

If the complaint is found to be substantiated, action should be taken immediately to correct any records.

Complaints are to be dealt with according to principles of natural justice. A record of the complaints which reach the VET Program Co-ordinator are to be kept on file.

Relevant Policies & Procedures 2024/2025/2026

The Policies & Legislation listed below are available on the D of E Website in the "Our Policies" at **http://www.det.wa.edu.au**

Relevant Policies

- Financial Management
- Behaviour Management In Schools
- Child Protection
- Duty of Care for Students
- Excursions: Off School Site Activities
- Government School Teachers' and School Administrators' Certified Agreement 2004
- Manual for Records Management: School, College and Campus Records
- Occupational Safety and Health
- Risk Management
- Sexual Harassment Resolution for Employees and Students
- Student Drivers in Residential Agricultural Education
- Water-based Excursions Procedures and Guidelines

Relevant Legislation / Authority

- Australian Qualifications Framework
- Western Australian College of Teaching Act 2004
- Western Australian College of Teaching Regulations 2004
- Equal Opportunity Act 1984 (WA)
- Occupational Safety and Health Act 1984 (WA)
- Occupational Safety and Health Regulations 1996
- School Education Act 1999 (WA), ss 61(1)(b), 63(i)(c)(ii), 64(1)(e)
- School Education Regulations 2000, Regulations 38 and 39
- Volunteers (Protection from Liability) Act 2002 (WA)
- Workers Compensation and Rehabilitation Act 1981
- Disability Discrimination Act 1992
- Child Protection Act

References

- Thornlie Senior High School Vocational Education & Training Code of Practice