Burnside State High School
Smaller Smarter Safer

National Provider No: 30245

NATIONALLY RECOGNISED TRAINING

Vocational Education and Training

Student Handbook

January 2025
'Correct at the time of publication but subject to change'

Name:………………………………… **Certificate Course:**……………………

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PURPOSE OF STUDENT HANDBOOK

Welcome to students undertaking Vocational Education and Training (VET). The purpose of this handbook is to provide you with specific information designed to assist you to successfully complete your course of study in Vocational Education subjects.

It is important you know what is expected of you as a student but also what rights you have as a student. Included is an outline of the RPL (Recognition of Prior Learning) process designed to avoid you duplicating previous learning. The complaints procedure exists to ensure all students are satisfied with the competencies awarded.

This handbook will be an integral part of your Induction Programme for vocational education but should also be used by you as a source book of information. In addition, your trainers will make reference to its contents from time to time in class.

You will be given opportunities to provide feedback on this handbook, your induction programme and your vocational education subjects. Learner feedback is used to assist the school with continuous improvement.

You could also be asked to participate in an Internal Review of a specific Vocational Education Course. Your full cooperation is expected in these circumstances.

If you require further clarification regarding any of the details in this handbook, please see your teacher or the RTO Manager.

Contact Details:

NAME: Mr Scott Sergeant

POSITION: RTO Manager

EMAIL: sserg10@eq.edu.au

PHONE: (07) 5459 7345

CODE OF PRACTICE

As a Registered Training Organisation, Burnside State High School has agreed to operate within the Principles and Standards of the VET Quality Framework (VQF). This includes a commitment to recognise the training qualifications issued by other registered training organisations.

Legislative Requirements

Burnside State High School will meet all legislative requirements of State and Federal Government. In particular, Workplace Health & Safety, Workplace Relations and Vocational Placement Standards will be met at all times.

Access and Equity

All students will be recruited in an ethical and responsible manner and consistent with the requirements of the curriculum or National Training package. Our Access and Equity policy ensures that student selection decisions comply with equal opportunity legislation.

Appropriately qualified staff will assess the extent to which the applicant is likely to achieve the stated competency standards and outcomes of the course, based on their qualifications and experience.

Quality Management Focus

Burnside State High School has a commitment to providing a quality service and a focus on continuous improvement. We value feedback from students and staff for incorporation into future programmes.

Client Service

We have sound management practices to ensure effective client services. In particular we have client service standards to ensure timely issue of certification for qualifications achieved. These will be appropriate to competence achieved and issued in accordance with Standards for RTOs 2015.

Our quality focus includes a Recognition of Prior Learning policy, a fair and equitable Refund policy, a Complaints and Appeal policy, an Access and Equity policy and student welfare and guidance services.

Where necessary, arrangements will be made for those clients requiring literacy and/or numeracy support programmes. We will make every opportunity to ensure that this information is disseminated, understood and valued by staff and students.

Our student information will ensure that all fees and charges are known to students prior to enrolment, that course content and assessment procedures are explained and that vocational outcomes are outlined.

External Audit

Burnside State High School has agreed to participate in review and audit processes required by the Australia Quality Skill Authority (ASQA). This covers random compliance audits, audit following a complaint and audits for the purpose of re-registration which are conducted by the Queensland Curriculum Authority (QCAA) as a delegate for ASQA.

Management and Administration

Burnside State High School has policies and management strategies, which ensure sound governance of financial and administrative practices. Management guarantees the organisation's sound financial position and safeguards student fees which are used for training/assessment. We have a refund policy, which is fair and equitable. Student records are managed securely and confidentially and are available for student perusal on request. Burnside State High School has adequate insurance policies.

Training and Assessment Standards

Burnside State High School has suitability trained personnel with appropriate qualifications and experience to deliver the training and facilitate the assessment relevant to the training products offered on our scope of registration. Assessment conditions will meet the requirements of the AQF and the Standards for RTOs 2015 (including Recognition of Prior Learning and Recognition of Qualifications). Adequate facilities, equipment along with training and assessment materials will be utilised to ensure the learning environment is conducive to the success of students.

Sanctions

Burnside State High School will honor all guarantees outlined in this Code of Practice. We understand that if we do not meet the obligations of this Code of Practice or supporting regulatory requirements, we may have our registration as a Registered Training Organisation (RTO) withdrawn.

Privacy Notice

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

Your personal information (including the personal information contained during the enrollment process), may be used or disclosed by Burnside State High School for statistical, administrative, regulatory and research purposes. Burnside State High School may disclose your personal information for these purposes to third parties, including:

• School – if you are a secondary student undertaking VET, 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;
• Other third parties that are contributing to any formalised training and assessment for the course;

Personal information that has been disclosed to NCVER may be used or disclosed by NCVER for the following purposes:

• populating authenticated VET Transcripts;
• facilitating statistics and research relating to education, including surveys and data linkage;
• pre-populating RTO student enrolment forms;
• understanding how the VET market operates, for policy, workforce planning and consumer information; and
• administering VET, including program administration, regulation, monitoring and evaluation.

ENROLMENT AND ADMISSION PROCEDURES

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 to the school. Students are able to make informed choices of VET subject selections through the SET planning process that occurs towards the end of year 10.

All continuing students will have completed the required enrolment procedures previously. All new students will be required to complete a school enrolment form.

After enrolment at the school but prior to enrolment in a VET subject, students will be provided with the following if they have shown interest in completing a VET subject:

- Vocational Education Student Handbook
- Vocational Education Induction Programme

All school policy and procedures will be outlined. Details in the handbook will be discussed during the Induction Programme conducted during the first few weeks of the course and students will be required to sign off on this induction process. This allows students to make informed choices about the school RTO and the suitability of training and assessment requirements of the course/subject. All students will have a student file and profile for the course of study which will be established and maintained by each faculty in which they are enrolled.

Should a student leave school prior to the completion of the course of study, students must complete a Clearance Form (available from the office) before a fee refund or transfer will be issued. Within 30 days of the student leaving, students will be issued with a Statement of Attainment listing the competencies completed in a Certificate course if all learning elements have been completed and the student has provided the school with a verified USI.

This handbook should be read in conjunction with the Information in the Burnside State High School Student Diary and Senior Curriculum Guide.

COURSE INFORMATION, INCLUDING CONTENT AND VOCATIONAL OUTCOMES

The Senior Curriculum Guide and associated VET Brochure outlines industry/VET specific information relevant to the particular courses offered, including qualification/course code and name, units of competency/modules, mode/s of delivery for each subject being offered and vocational outcomes. Each faculty will also issue or discuss with students more specific information about each subject/certificate course. Further information is available through the SET planning process, the Guidance Officer, Faculty Head of Departments or the RTO manager.

Language, Literacy and Numeracy Support

You are undertaking a VET subject which has foundation skills embedded in units of competency from a Training Package and as such you will find that basic literacy/numeracy elements have been incorporated. This should help you learn these basic literacy/numeracy components more readily, as they are being delivered/assessed in the context of the VET area of your choice.

In addition to the above you will receive further support in your English or Mathematics

• A students' Foundation Skill level will be gauged through One School data profiles and consultations with learning support teachers prior to enrolment to check the suitability of a course against required ACSF level.

• Any gaps within the foundation skills will be addressed during the training and assessment process with appropriate adjustments made when required.

ACCESS AND EQUITY POLICY

The Access and Equity policy aims to ensure all students can participate successfully in Vocational Education and Training. This policy is designed to support students with special needs. In addition to specialist support staff, whose role it is to support students with identified needs, the school can provide a range of programs to meet the special needs of these students with appropriate adjustments made as required.

The school can provide support services and programs to improve participant rates in vocational education and training for:

- Students with a disability
- Aboriginal and Torres Strait Islander students
- Female students wishing to participate in non-traditional areas
- Students with literacy and numeracy support needs.

To meet the needs of our students, the school will work to ensure the vocational courses and modules are relevant, accessible and fair and inclusive by:

- Providing a range of vocational programs designed to meet the needs and abilities of all students. Individual Learning Plans or ILPs are confidential and are kept in student files and copies are made accessible teachers.
- Ensure all students have the opportunity and capabilities to participate and achieve outcomes in vocational education.
- Forms of support may include:
  - in class assistance
  - program modification
  - assessment modification
  - assistance with assignments
- Implement fair program and resource allocation practices to maximize the participation of all students.
- Provide programs which are culturally inclusive that meet the needs of all students.
- Undertake to eliminate policies and procedures and practices, which contribute to disadvantaging the above students.
- The school undertakes that:
  - All members of the school community – staff, students and parents – are aware of the school's access and equity policy.
  - Key members of staff (HODs) have responsibility for ensuring support for the access and equity policy.
  - All vocational education teachers are fully aware of the school's access and equity policy.
  - That participation rates of targeted groups are reported on annually to the school community in the School's Annual Operation Plan.

FEES, CHARGES AND REFUND SCHOOL POLICY

FEES & CHARGES

As part of the Textbook and Resources Hire Scheme students pay an up-front fee to cover the operational costs of a VET subject. This up-front fee covers use of textbooks, photocopying of additional resources, access to library resources, access to computers as well as access to other audio-visual and multimedia hardware. A full list of all books and materials accessed from this Scheme is available from the school office.

In addition, some subjects may have additional costs charged to cover usage of consumable materials and activities. Details of the additional costs for each subject can be found in the Senior Curriculum Guide or on the school website.

Some subjects will have additional costs for excursions or courses which are an essential or mandated as a course requirement. Details of these may also be found in the Senior Curriculum Guide or on the school website.

All fees for the Textbook & Resources Hire Scheme should be paid by end of January. However, in certain circumstances special arrangements can be made with the Principal to facilitate the paying off the fees. Please contact the school office for further details.

REFUND POLICY

Students leaving before the end of the course of study should apply for a refund of their Textbook & Resources Hire Scheme fees. This should be done at the office when completing the Leaving Clearance forms. A pro-rata refund is made based on the number of weeks already completed. Before a refund can be issued, all outstanding texts and other resources must be returned to the Textbook Hire Room. There are some case where a refund cannot be made due to the prior booking of an activity.

The School must have certain teachers and equipment to run VET courses. If the School loses access to these resources, the School will provide students with alternative opportunities to complete the course and the related qualification but may incur a cost to the student. The School retains the right to cancel the course if it is unable to meet requirements and an appropriate refund will be made to the students involved.

COMPLAINTS AND APPEALS - POLICY & PROCEDURES

Making a complaint about a school as a Registered Training Organisation

Burnside State High School RTO ensures all learners are informed of and understand their rights and responsibilities under the Standards. Burnside State High School RTO will manage the complaints and appeals process fairly, efficiently and effectively. Burnside State High School RTO ensures the principles of natural justice and procedural fairness are adopted at every stage of the complaint and appeal process. The complaints and appeals policy is available on the website at www.burnsideshs.qld.edu.au
 (*see page 10 for flow chart of process*)

Burnside State High School identifies two types of complaints:
- type 1: allegations of inappropriate behaviour and/or child protection. These allegations are processed according to the RTO's complaints policy and procedure
- type 2: all other complaints.

If you are dissatisfied with the outcome of an assessment, the handling of an application or with any other matter involving a school that is a Registered Training Organisation (RTO), you may contact the school directly and speak with the teacher, appropriate Head of Department, RTO Manager or Principal as CEO.

What should I do if I want to make a compliant?

1. Ask to see the school RTO's complaints and appeals policy which is available on the school website.

2. Make an informal complaint by verbally asking, writing or by emailing a request for a meeting with the Trainer/assessor (usually the teacher)

3. Keep records of any discussions you have and the advice you are given.

4. If unresolved you may make a formal complaint in writing to the RTO manager and Principal of Burnside State High School.

5. Ask the organisation to respond in writing, fully detailing its decision regarding your complaint.
   (*see page 10 for flow chart of process*)

   - if the complaint relates to the conduct of a third-party service provider, the RTO Manager informs the third party on receipt of the complaint and communicates progress on the proceedings with the third party.

How will complaints be dealt with?

- The RTO officer receiving the complaint forwards it to the RTO Manager (unless it relates to the RTO Manager, in which case it is forwarded to the Principal).

- For type 1 complaints, the Complaints officer follows the school's complaints policy and procedure in accordance with the student protection policy.

- For type 2 complaints, the Complaints officer:
  - organises a mediation process that is non-threatening to the complainant
  - establishes a review by an appropriate party independent of the RTO if mediation has not resolved the complaint
  - refers the complainant to the QCAA website for further information about complaint processes if the complainant is still not satisfied.

What can I do if this process doesn't work?

If you are not satisfied with the response of this Registered Training Organisation you may lodge a complaint to Queensland Curriculum & Assessment Authority (QCAA) VET Branch only after exhausting this complaints and appeals policy and procedure.

COMPLAINTS & APPEALS PROCEDURE

Learner identifies complaint and commences process at the earliest and lowest level first in an attempt to resolve the issue.
receive

Learner and Trainer attempt to resolve issue at a mutually agreed time and place.

Outcome recorded

....

Complaint Resolved →

NOT RESOLVED

Learner completes Complaints Form and submits to RTO Manager. Both the complainant and respondent will received acknowledgement of the complaint.
Learner and RTO Manager attempt to resolve issue at a mutually agreed time and place with an appropriate independent party to review the complaint. Complainant and the respondent are notified of their right to be assisted by a support person or representative throughout the complaint process

Complaint Resolved →

NOT RESOLVED

Learners dissatisfied with the outcome may lodge their complaint with the principal
Complaint and Appeals committee hears complaint and notifies all parties of outcome of appeal in writing.

Complaint Resolved →

EXIT PROCESS

Any person wishing to make a complaint against the school concerning its conduct as an RTO, whether a complaint or appeal of another matter, shall have access to the complaints procedure. All formal complaints will be heard and decided within 5 working days of making its decision. The RTO manager will keep a 'Register of Complaints' which documents all formal complaints and the resolutions. The complaints process will be completed within a 60 calendar day period. If not, the complainant and respondent will receive, in writing, reasons why more than 60 days are required to finalise all matters relating to their complaint.

RECOGNITION OF PRIOR LEARNING PROCEDURE SCHOOL POLICY STATEMENT

1. At the beginning of a course of study, students should receive a copy of the Student Information Brochure or equivalent and RPL should be explained.

2. In addition at the beginning of each competency/module students should have outlined to them the content (theory) and practice required to be competent. If a student believes he/she may be already competent they can apply for RPL

3. Student may apply to receive RPL of skills and knowledge they have acquired either through:

   a) Life experiences

   b) Formal education and other courses

   c) Training in a work environment

   d) Work experiences

4. Students should request an application form and submit to the Head of Department. See sample on p13.

5. The Head of Department will, depending on the nature of the request, either grant or reject the RPL application.

6. Attached to all requests for RPL students must submit documentation.

7. Documentation can take a variety of formats:

   a) If based on previous formal training students must submit relevant original certificates or statement of attainments. (Recognition of Qualifications Policy) – see next section for information.

   b) If based on work/work experience students must submit letters certifying employment experience detailing duties, tasks, responsibilities and work hours.

8. If documentation is provided and accepted RPL will be granted and a copy of the documentation and application form will be filed in the student file.

9. If no documentation is provided Head of Department will organize assessment process for RPL Once completed the application form, assessment item and response will be filed in the student file.

10. Head of Department will complete the RPL outcome statement (sample on p14) and forward a copy to the student and the parent. A copy will be placed in the student file.

11. Students disagreeing with the result of the RPL assessment can utilise the complaints procedures to appeal the decision.

APPLICATION FORM

Recognition of Prior Learning

Name of Student: _____

Subject: _____

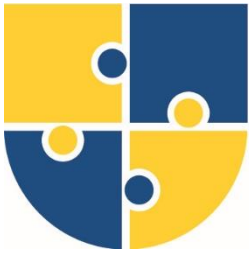I wish to make application for Recognition of Prior Learning for the following competency/ies or module/s.

_____

_____

Reasons for Application: _____

_____

_____

(If application is based on previous study attach Certificates/Statement of Attainment as proof).

Signed: _____ Date: _____

Parent Signature: _____

OUTCOME OF APPLICATION

_____

_____

_____

OUTCOME STATEMENT

Recognition of Prior Learning Request

Name of Student:_____

Subject: _____

RPL Request:

_____

_____

_____

OUTCOME OF REQUEST

Please Tick

☐   Documentation cited and request approved.

☐   Documentation cited and request not approved

☐   No documentation submitted, student assessed, RPL granted

☐   No documentation submitted, student assessed, RPL not granted

Signed (Teacher):_____Date:_____

Signed (HOD): _____

RECOGNITION OF QUALIFICATIONS POLICY
Credit Transfer

In keeping with the Standards for RTO's 2015, Burnside State High School recognises any Statement of Attainment from another Registered Training Organisation in Australia for any units of competency/learning outcomes which are the same as those in any of the school's VET programmes.

Students will be awarded automatic recognition in these cases.

For example: if you are now working toward a Certificate II in Hospitality at Burnside State High School but have completed some competencies toward that certificate elsewhere with another Registered Training Organisation (RTO), those competencies will be recognised by Burnside State High School and you will be given credit for them and your records updated accordingly.

Process

1. Student will bring a Statement of Attainment or Academic Transcript from the RTO to your faculty Head of Department.

2. The faculty HOD will check the Statement against the Certificate course you are undertaking and complete the Credit Transfer Form (sample on p15).

3. Your records will be updated.

4. A certified copy of the Statement of Attainment will be kept in your file.

RECOGNITION OF QUALIFICATIONS

Credit Transfer Form

Previous RTO:_____

Address:_____

Contact:_____

Certificate:_____

Evidence:_____

_____

_____

_____

Evidence checked:_____

Credit approved:_____

Signed:_____

Deputy Principal notified: ☐

Teacher notified: ☐

HOD/RTO Manager advised: ☐

Student advised: ☐

Copy in student file: ☐

VET ASSESSMENT POLICY PRINCIPLES

The following represent the basic VET assessment principles of this school. They are designed to promote fairness and equity in assessment. These principles relate specifically to VET competency assessment/assignments. Students MUST also be familiar with the Senior School Assessment Procedures accessible in Burnside State High School student diaries as they detail the general principles which apply to all assessment.

All VET students at this school will *be fully* informed of **the VET assessment procedures** *and requirements and will have* the right to appeal.

i. The assessment approach chosen will cater for the literacy and numeracy needs of students.

ii. Reasonable adjustment will be made to the training assessment strategy to ensure equity for all students, while maintaining the integrity of the assessment outcomes.

iii. Opportunities for feedback and review of all aspects of assessment will be provided to students.

iv. Clearly documented steps for appeal against assessment processes and decisions will be available to students.

v. Students must be aware that late enrolment means that the training and assessment agreement is for the negotiated package of units, which will lead to a statement of attainment.

VET ASSESSMENT POLICY – COMPETENCY BASED

Competencies and modules studied at Burnside State High School are part of accredited courses and National Training packages. In order to be successful in gaining competency, students must demonstrate they have the necessary required knowledge and skills and can apply this in a practical way in a workplace setting to meet industry standards.

In most courses, elements of competencies are assessed a number of times during the course. Results for each assessment tool will be marked on a **profile sheet**. This allows students to become competent as their skills improve.

Assessment of competencies will be graded as either - **competent or not yet competent**.

COMPETENCY-BASED ASSESSMENT

Assessment for the VET components of your course will be competency-based.

What does it mean to be competent? They are:

a) Task skills (undertaking a specific workplace task)

b) Task management skills (managing a number of different tasks to complete a whole activity).

c) Contingency management skills (responding to problems and irregularities when undertaking a work activity). Examples could be: changes to routine, unexpected results, difficult or dissatisfied clients, etc.

d) Job/role environment skills (dealing with the responsibilities and expectations of the work environment). Examples could be: working with others, interacting with clients or suppliers, complying with standard operating procedures, etc.

This means that when you demonstrate a competency, you will not just demonstrate you can do a task on its own, but you must be able to demonstrate that you can do it in a range of different circumstances, as outlined above.

ASSIGNMENTS AND PRACTICAL ASSESSMENTS

- The framework for assessment gives students more than one attempt to demonstrate competency when presenting assignments. If successful on the first attempt, students will not need to present a second attempt.

- For practical assessments, students will be scheduled a first attempt date which will be clearly set out in the school's assessment planner and/or calendar. This date will be regarded as students' first attempt at competency whether they choose to attend or not.

- Students who complete examinations and practical assessments on this first attempt date, but who are unsuccessful in demonstrating competency, will receive appropriate feedback and support before being given a second opportunity to demonstrate competency. This second assessment task need not be the same as the first assessment task, but will assess the same element/s of competency or outcome/s of modules.

- The scheduling of this second opportunity to demonstrate competency will be determined by teachers to fit in with the program planning and timetabling demands of the course. (but no later than Semester end).

RECOGNITION OF CREDENTIALS

On successful completion of one or more units of competency, students will be issued with a Statement of Attainment (SoA) when they leave the school or if they leave prior to completion of a qualification. A certificate will be issued when all VET requirements mentioned in this handbook have been met and the student leaves the school.

STUDENT DATA & RECORDS POLICY

Student records should be complete, meaningful, comprehensive, accurate, up-to-date and comprehensive. They should be maintained and managed systematically to achieve this.

The Student Data Management and USI Policy aims to ensure that:

- Our record for student enrolment in VET courses/modules is comprehensive, accurate and up-to-date. The trainer, under the supervision of the HOD, is the primary person responsible for this.

- There is a record of each individual students' progress that clearly shows projects/units that have been completed to date, with correct projects/unit titles and codes and these records are dated and authorised by signature of the recorded teacher/trainer. This can be accessed by your teacher through the OneSchool system or student profile.

- Complete, up-to-date and current records are available to students upon request to their teacher/trainer. Each student has a right of access to his/her record of assessment.

- Students are provided with a current record of competencies achieved after assessment through the use of a copy of a Student Profile maintained by each VET teaching area. The faculty/teaching area copy of these should be stored electronically or physically in a secure area to restrict and prevent unauthorised access, destruction, alteration or removal. Student access to the faculty/teaching area master copy is restricted to viewing it.

- Qualifications are issued only in certificate form and only on completion of the course or qualification requirement. However, statements of result will be made available in competency form on exit from school before completion or by written request for purposes judged to be acceptable by the HOD. This may incur a cost when deemed appropriate by the school.

Generally student information is strictly confidential and all personal details will be handled with utmost care. Personal information should not be collected by a trainer unless the information is necessary or

directly related to a function or activity of the course. There are some occasions where it may be necessary for student information to be shared or passed onto a third party involved in the delivery of a course. Examples include an external RTO or the Queensland Curriculum and Assessment Authority (QCAA), third parties involved with the delivery of a course or other regulatory authority.

WORKPLACE HEALTH AND SAFETY

The safety and wellbeing of the staff and students of this school is one of our greatest responsibilities. All of us, including you, have responsibilities to ensure a safe environment. You are required to:

- Use and take reasonable care of any protective equipment that is provided
- Obey any reasonable instructions in relation to health and safety
- Not interfere with or remove any safety devices from machinery
- Ensure that you do not endanger your own or others' safety by the consumption of alcohol or drugs
- Report unsafe acts or equipment to a teacher/trainer and observe good housekeeping practices
- Report all injuries or "near misses" to a teacher/trainer

Ensure that you conduct does not interfere with:

- ➢ School property
- ➢ School staff safety or welfare, or with their ability to perform their duties
- ➢ Student safety or welfare, or their ability to participate in and benefit from instruction

Accident/Emergency Situations

You are advised that school staff are not permitted to transport injured/unwell students to hospital. An ambulance will be called in case of an emergency.

Where a serious accident occurs

The school will investigate all serious incidents as soon as possible after they occur so that an accurate account of events is recorded and remedial action taken to reduce the risk of other similar incidents.

In the case of a claim against Work Cover Queensland

- The work experience provider, as 'the employer', must complete an **Employer's Report Form**.

- You, the student, as 'the employee', must complete an **Application for Compensation** Form

- The doctor must complete a '**Work Cover Medical Certificate**', a copy of the completed Employer's Report form; and a copy of the Work Experience Agreement;

- The school will forward to the relevant authority (see work experience legislation).

- **The school will keep copies of injury claims indefinitely.**

UNIQUE STUDENT IDENTIFIER - USI

From 1 January 2015, the Australian Government required all students undertaking Vocational Education and Training (VET) to have a Unique Student Identifier (USI).

Registered Training Organisations (RTOs), including school RTOs, must have a valid USI for students before issuing a student with a qualification or statement of attainment. This is a condition of registration for training organisations under the *Student Identifiers Act 2014*.

The USI will seamlessly link information about a student's VET achievements, regardless of where they studied. This will make it easier for students and RTOs to find and collate an individual's VET achievements.
It will also:
- ensure that students' VET records are not lost
- enable students to easily access secure digital transcripts of their achievements
- give students access to, and more control over, their educational information.
Further information can be accessed on the [Australian Government USI website](#).

Who needs a USI?
School students participating in nationally recognised accredited training will require a USI.
This includes**:**
- new students
- pre-enrolled students
- continuing students
- school students completing nationally recognised training.
School students, who are not participating in nationally recognised accredited training, do not require a USI. Students who complete or withdraw from training in 2014 and receive a statement of attainment or certificate from an RTO in 2015 do not need a USI.

What is a USI?
- A USI is a reference number made up of numbers and letters.
- The USI will allow each student's USI account to be linked to the National VET Data Collection.
- The USI is available online and at no cost to the student or RTO.
- This USI will stay with the student for life and be recorded with any nationally recognised VET course that is completed after the USI comes into effect on 1 January 2015.

Why do students need a USI?
From 1 January 2015, an RTO is only able to issue a statement of attainment or certificate when a student has a USI.
- Students who undertake nationally recognised VET in Australia (or overseas from an Australian-registered provider) will be able to use a USI to access their enrolment and achievement record from a single online source.
- Students will be able to get a full transcript of all accredited VET training they have undertaken from the time the USI comes into effect on 1 January 2015.
- Students may need to provide evidence of their academic achievements, for example, when applying for a job or to undertake further study.

Who applies for a USI?
Either an individual student or an RTO can apply for a USI.

What happens next?

- Students obtain a USI at school via the [Australian Government USI website - create your USI](#) using the information provided. This short session could be conducted during the student VET induction process or in the first VET class for the year.
- Students record the details of the USI.
- The school collects and records the USI details from the student.
- The school inputs this USI information into OneSchool and verifies the USI.

CREATE A USI

To create a USI, please make sure you have <u>one form of ID</u> from the list below ready.

- Driver's Licence
- Medicare Card
- Australian Passport
- Visa (with Non-Australian Passport) for international students
- Birth Certificate (Australian) *please note a Birth Certificate extract is not sufficient
- Certificate Of Registration By Descent
- Citizenship Certificate
- ImmiCard

Go to [www.usi.gov.au/students](#) and follow the instructions.

Once you have given the USI to your teacher, please put an X in this box and remember to supply your email to the school.

You may be required to change subjects without a verified USI recorded on OneSchool upon enrolment into a VET course

ISSUANCE OF CERTIFICATION

1. Certificates and Statements of Attainment will only be issued to students who have met all course requirements and where the school is in receipt of a verified Unique Student Identifier (USI).

2. The school RTO will ensure that all VET certification:
   1. issued to a student at exit (year 12) or
   2. during the end of year academic reports mailout or
   3. requested by the student, parent, guardian (if completed prior to the end of year 12) providing the student is assessed as meeting all the requirements of the qualification, and all agreed fees the student owes to the school RTO have been paid. The school RTO will not issue an AQF certificate, record of results or Statement of Attainment to a student without having a verified USI for that individual.
   - Statement of Attainment will be issued for partial completion and full qualifications issued within 30 calendar days after being assessed as meeting the requirements of the program (if provided with a verified USI and any agreed student fees have been paid in full) for any student exits the course outside of the periods mentioned above.

3. Burnside State High School will provide credit to students for units of competency when the student provides evidence of valid AQF certification issued by any other RTO for those units of competency.

4. In the case of any third-party arrangements, Burnside State High School will ensure that, where relevant, certification arrangements are included as part of the agreement.

Replacement of Certificates
- Replacement certificates can be re-printed at a cost to the student. Please contact the school office should you require a certificate re-print. The school will be required to verify the identity of the applicant (name, address, date of birth) based on suitable proof of identity documents.

How to apply to for a re-print
1. Supply proof of identity. A certified copy of one of the following is accepted:
   - valid passport
   - driver licence or learner licence
   - Adult Proof of Age Card
   - birth certificate or extract of a birth certificate.
2. If your family name has changed since your certificate was issued, you will need to supply additional information as proof of your identity, e.g. a marriage certificate or name change certificate. Documents must be current, and copies must be certified by a Justice of the Peace (See Search for your nearest JP on the Queensland Government website).
3. Costs are $5 for each copy.
   - Payment can be made by credit card (Visa or MasterCard), cheque or money order (made out to the Burnside State High School)
   - Payment must be in Australian dollars.
4. Postage charges will apply to the following services and these charges are subject to change by Australia Post:
   - Domestic Express Post $7.00
   - International standard (Airmail) $7.50
   - International Express Post $23.75

How long will it take to process my request?
Certificates will be available for posting or collecting within 7 working days following receipt of your correctly completed application.

Glossary

In these Standards, unless the contrary intention appears:

Access and equity means policies and approaches aimed at ensuring that VET is responsive to the individual needs of clients whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes.

Accredited short course means a course accredited by the VET Regulator in accordance with the Standards for VET Accredited Courses that leads to an AQF statement of attainment.

AQF certification documentation is the set of official documents that confirms that an AQF qualification or statement of attainment has been issued to an individual.

AQF qualification means an AQF qualification type endorsed in a training package or accredited in a VET accredited course.

Assessment means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course.

Assessment system is a coordinated set of documented policies and procedures (including assessment materials and tools) that ensure assessments are consistent and are based on the Principles of Assessment contained in Table 1.8-1 and the Rules of Evidence contained in Table 1.8-2.

Assessors are persons who assess a learner's competence in accordance with Clauses **Error! R eference source not found.** to **Error! Reference source not found.**

Audit means an audit or compliance audit undertaken by the VET Regulator.

Australian Qualifications Framework (AQF) means the framework for regulated qualifications in the Australian education and training system, as agreed by the Commonwealth, State and Territory ministerial council with responsibility for higher education.

Authenticated VET transcript has the meaning given in the *Student Identifiers Act 2014.*

Client means a learner, enterprise or organisation that uses or purchases the services provided by an RTO**.**

Code means the unique identifier for units of competency, skill sets, VET accredited courses, modules, AQF qualifications or training packages as required by the Standards for Training Packages and Standards for VET Accredited Courses.

Competency means the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.

Current industry skills are the knowledge, skills and experience required by VET trainers and assessors and those who provide training and assessment under supervision to ensure that their training and assessment is based on current industry practices and meets the needs of industry.

Current industry skills may be informed by consultations with industry and may include, but is not limited to:

a) having knowledge of and/or experience using the latest techniques and processes;

b) possessing a high level of product knowledge;

c) understanding and knowledge of legislation relevant to the industry and to employment and workplaces;

d) being customer/client-oriented;

e) possessing formal industry and training qualifications; and

f) training content that reflects current industry practice.

Data Provision Requirements are the requirements for data provision as agreed by the Industry and Skills Council and implemented by the VET Regulator as required by its governing legislation.

Educational and support services may include, but are not limited to:

a) pre-enrolment materials;

b) study support and study skills programs;

c) language, literacy and numeracy (LLN) programs or referrals to these programs;

d) equipment, resources and/or programs to increase access for learners with disabilities and other learners in accordance with access and equity;

e) learning resource centres;

f) mediation services or referrals to these services;

g) flexible scheduling and delivery of training and assessment;

h) counselling services or referrals to these services;

i) information and communications technology (ICT) support;

j) learning materials in alternative formats, for example, in large print;

k) learning and assessment programs contextualised to the workplace; and

l) any other services that Burnside State High School considers necessary to support learners to achieve competency.

Executive officer means:

a) a person, by whatever name called and whether or not a director of the organisation, who is concerned in or takes part in the management of Burnside State High School; or

b) an administrator, receiver and manager, or liquidator of the organisation (other than a receiver and manager, or liquidator, appointed by a court); or

c) if Burnside State High School is a body corporate:

    i. a person who, at any time during a period for which the organisation is registered, owns 15% or more of the organisation; or

    ii. a person who, at any time during a period for which the organisation is registered, is entitled to receive 15% or more of dividends paid by the organisation; or

    iii. the administrator of a deed of company arrangement executed by an organisation; or

    iv. a trustee or other person administering a compromise or arrangement made between the organisation and another person or other persons.

Financial Viability Risk Assessment Requirements means the requirements made under section 158 of the *National Vocational Education and Training Regulator Act* 2011 or equivalent requirements made or adopted by the VET Regulator of a non-referring State as the case requires.

Government entity means:

a) a Department of State of the Commonwealth; or

b) a Department of the Parliament established under the *Parliamentary Service Act 1999* of the Commonwealth;

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c) an Executive Agency, or Statutory Agency, within the meaning of the *Public Service Act 1999* of the Commonwealth;

d) a Department of State of a State or Territory; or

e) an organisation that:

   (i)   is not an entity; and

   (ii)   is either established by the Commonwealth, a State or a Territory (whether under a law or not) to carry on an enterprise or established for a public purpose by an Australian law; and

   (iii) can be separately identified by reference to the nature of the activities carried on through the organisation or the location of the organisation whether or not the organisation is part of a department or branch described in paragraph (a), (b), (c) or (d) or of another organisation of the kind described in this paragraph.

High managerial agent means an employee or agent of the organisation with duties of such responsibility that his or her conduct may fairly be assumed to represent the organisation in relation to the business of providing courses.

Independent validation means**,** for the purposes of Clause 1.25, that the validation is carried out by a validator or validators who:

a) are not employed or subcontracted by Burnside State High School to provide training and assessment; and

b) have no other involvement or interest in the operations of Burnside State High School.

Industry means the bodies that have a stake in the services provided by RTOs. These can include, but are not limited to:

a) enterprise/industry clients, e.g. employers;

b) group training organisations;

c) industry organisations;

d) industry regulators;

e) industry skills councils or similar bodies;

f) industry training advisory bodies; and

g) unions.

Industry and Skills Council means the Commonwealth, State and Territory ministerial council established by the Council of Australian Governments (COAG), or its successor.

Industry engagement, for the purposes of Clauses 1.5 and **Error! Reference source not found.**, may include, but is not limited to, strategies such as:

a) partnering with local employers, regional/national businesses, relevant industry bodies and/or enterprise RTOs;

b) involving employer nominees in industry advisory committees and/or reference groups;

c) embedding staff within enterprises;

d) networking in an ongoing way with industry networks, peak bodies and/or employers;

e) developing networks of relevant employers and industry representatives to participate in assessment validation; and

f) exchanging knowledge, staff, and/or resources with employers, networks and industry bodies.

Industry regulator means a body or organisation responsible for the regulation and/or licensing arrangements within a specific industry or occupation.

Learner means a person being trained and/or assessed by Burnside State High School for the purpose of issuing AQF certification documentation.

Licensed or regulated outcome means compliance with an eligibility requirement for an occupational licence or a legislative requirement to hold a particular training product in order to carry out an activity.

Mode of delivery means the method adopted to deliver training and assessment, including online, distance, or blended methods.

Module means a group of learning outcomes in a VET accredited course where it can be established that it is not possible to develop an appropriate unit of competency.

National Register means the register maintained by the Commonwealth Department responsible for VET and referred to in section 216 of the *National Vocational Education and Training Regulator Act 2011.*

Nationally Recognised Training (NRT) Logo means the logo used nationally to signify training packages and VET accredited courses.

Operations of an RTO include training, assessment and administration and support services related to its registration, including those delivered across jurisdictions and offshore.

Person includes a body politic or corporate as well as an individual.

Professional development means activities that develop and/or maintain an individual's skills, knowledge, expertise and other characteristics as a trainer or assessor. This includes both formal and informal activities that encompass vocational competencies, currency of industry skills and knowledge and practice of vocational training, learning and assessment, including competency based training and assessment. Examples of professional development activities include:

   a) participation in courses, workshops, seminars, conferences, or formal learning programs;

   b) participation in mentoring, professional associations or other learning networks;

   c) personal development through individual research or reading of publications or other relevant information;

   d) participation in moderation or validation activities; and

   e) participation in industry release schemes.

Recognition of Prior Learning (RPL) means an assessment process that assesses the competency/s of an individual that may have been acquired through formal, non-formal and informal learning to determine the extent to which that individual meets the requirements specified in the training package or VET accredited courses.

   a) formal learning refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (for example, a certificate, diploma or university degree);

   b) non-formal learning refers to learning that takes place through a structured program of instruction, but does not lead to the attainment of an AQF qualification or statement of attainment (for example, in-house professional development programs conducted by a business); and

   c) informal learning refers to learning that results through experience of work-related, social, family, hobby or leisure activities (for example the acquisition of interpersonal skills developed through several years as a sales representative).

Record means a written, printed, or electronic document providing evidence that activities have been performed.

Registrar has the meaning given in the *Student Identifiers Act 2014.*

Registration means registration as an RTO by the VET Regulator, where that registration is then entered on the National Register.

RTO means a Registered Training Organisation.

RTO code means the registration identifier given to Burnside State High School on the National Register.

Scope of registration means the training products for which an RTO is registered to issue AQF certification documentation. It allows Burnside State High School to:

a) both provide training delivery and assessment resulting in the issuance of AQF certification documentation by Burnside State High School; or

b) provide assessment resulting in the issuance of AQF certification documentation by Burnside State High School.

Services mean training, assessment, related educational and support services and/or any activities related to the recruitment of prospective learners. It does not include services such as student counselling, mediation or ICT support.

Skill set means a single unit of competency or a combination of units of competency from a training package which link to a licensing or regulatory requirement, or a defined industry need.

Standards for VET Accredited Courses are the standards made under subsection 188(1) of the *National Vocational Education and Training Regulator Act 2011* or the equivalent requirements adopted by a non-referring State.

Statement of attainment means a statement issued to a person confirming that the person has satisfied the requirements of the unit/s of competency or accredited short course specified in the statement.

Statistically valid means for the purposes of these Standards, a random sample of appropriate size is selected to enable confidence that the result is sufficiently accurate to be accepted as representative of the total population of assessments being validated.

Student Identifier has the meaning given in the *Student Identifiers Act 2014*.

Third party means any party that provides services on behalf of Burnside State High School but does not include a contract of employment between an RTO and its employee.

Trainers are persons who provide training in accordance the Standards for RTOs 2015.

Training is the process used by an RTO or a third party delivering services on its behalf, to facilitate learning and the acquisition of competencies in relation to the training product on Burnside State High School's scope of registration.

Training and assessment strategies and practices are the approach of, and method adopted by, an RTO with respect to training and assessment designed to enable learners to meet the requirements of the training package or accredited course.

Training Package means the components of a training package endorsed by the Industry and Skills Council or its delegate in accordance with the Standards for Training Packages. The endorsed components of a Training Package are: units of competency; assessment requirements (associated with each unit of competency); qualifications; and credit arrangements. The endorsed components form part of the requirements that an RTO must meet under these Standards. A training package also consists of a non-endorsed, quality assured companion volume/s which contains industry advice to RTOs on different aspects of implementation.

Training Product means AQF qualification, skill set, unit of competency, accredited short course and module.

Unit of competency means the specification of the standards of performance required in the workplace as defined in a training package.

Validation is the quality review of the assessment process. Validation involves checking that the assessment tool/s produce/s valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the training package or VET accredited courses are met. It includes reviewing a statistically valid sample of the assessments and making recommendations for future improvements to the assessment tool, process and/or outcomes and acting upon such recommendations.

VET means vocational education and training.

VET accredited course means a course accredited by the VET regulator in accordance with the Standards for VET Accredited Courses.

VET Quality Framework comprises:

a) the Standards for Registered Training Organisations

b) the Australian Qualifications Framework

c) the Fit and Proper Person Requirements

d) the Financial Viability Risk Assessment Requirements

e) the Data Provision Requirements

VET Regulator means:

a) the National VET Regulator; and

b) a body of a non-referring State that is responsible for the kinds of matters dealt with under the VET legislation for that State.

Acronyms and abbreviations

ASQA	Australian Skills Quality Authority
AQF	Australian Qualifications Framework
VQF	VET Quality Framework
AVETMISS	Australian Vocational Education and Training Management Information Statistical Standard
CRICOS	Commonwealth Register of Institutions and Courses for Overseas Students
DPR	Data Provision Requirements
FPPR	Fit and Proper Person Requirements
FVRAR	Financial Viability Risk Assessment Requirements
NVR	National VET Regulator
RCC	Recognition of Current Competency
RPL	Recognition of Prior Learning
RTO	Registered Training Organisation
SRTO	Standards for Registered Training Organisations (RTO's) 2015
VET	Vocational Education and Training