



VOCATIONAL EDUCATION AND TRAINING (VET)

STUDENT HANDBOOK

January 2018

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Introduction

This handbook has been developed to help provide you with the information you will require during your Vocational Education and Training course or courses of study. Please make sure you maintain your copy of this handbook as you will need to refer to it throughout your senior schooling journey at St Thomas More College.

It is important to know your rights and responsibilities as a student and be familiar with the competencies to be attained for each qualification you study. A process of RPL (Recognition of Prior Learning) can be applied to avoid duplication of learning and training. Appeals procedures exist for you if you disagree with competencies awarded, training or other aspects of your studies.

Qualified staff (who have a commitment to offer you quality learning experiences.) are employed at St Thomas More College. Your teachers hold relevant qualifications which enable them to deliver training to you. Your subject teacher will provide further explanations of the information contained in this handbook as required, as well as detailed course-specific information.

All VET students are required to attend an Induction Session at the commencement of the school year during which time important aspects of your training will be explained to you.

We wish you well with your Vocational Education and Training.

College Mission Statement

Our vision is...

the formation of sacramental people in a Catholic school

Our mission, inspired by Jesus, is...

to seek, grow and serve

by

developing faith so that we might better enter into the goodness of creation and the mysteries of life, death and resurrection;

actively learning through high quality educational experiences;

and participating in community as members of the College family and as citizens of Queensland, Australia and the world.

This is reflected in our motto...

God's Servant First

which reminds all that every thought, word and deed should be informed by compassion and kindness, justice and peace, and love of God and one another.

College Policy Statements

"Our mission, inspired by Jesus, is to seek, grow and serve"

We do this through:

Faith: developing faith so that we might better enter into the goodness of creation and the mysteries of life, death and resurrection;

Learning: actively learning through high quality educational experiences;

Community: participating in community as members of the College family and as citizens of Queensland, Australia and the world.

This handbook has been written to provide Vocational Education & Training (VET) students such as yourself with important information about the VET programs offered by St Thomas More College, as well as your rights and responsibilities as a VET student.

You will be asked to **sign a register to acknowledge you have read this handbook**, so please take the time to study it and direct any queries to the VET Curriculum Leader or your VET classroom teacher/s. This handbook should be kept for reference throughout the duration of your enrolment.

The contents of this handbook in many instances represent the key points of various VET Policies and Procedures developed by this College. Full copies of all policies and procedures can be accessed, where appropriate, by approaching the Curriculum Leader - VET.

What is Vocational Education and Training (VET)?

VET is an acronym for Vocational Education and Training. The key words are **vocational** and **training**, meaning job-related practical skills which underpin the knowledge of those skills. In essence, it is the practical, work-related skills you need to get a job. These work-related skills provide a wide range of options for you while still attending secondary school.

VET provides you with a start to your post-school career and employment opportunities. At St Thomas More College, a pathway of a Certificate II level qualification may enable you to complete a degree with recognition of achievements throughout. Alternatively, you can enrol in VET courses after leaving secondary school to gain qualifications in a specific industry.

Certificate courses are made up of Units of Competency. Assessment may comprise a mixture of written assignments, short answer questions, multiple choice questions, verbal questions requiring an answer, practical demonstration, projects and structured work placement. Each course does however, have different types of assessment and delivery methods. When your teacher has deemed you competent through demonstration of such tasks and you are competent in all units of competency within a qualification, you are then awarded the Certificate qualification.

Objectives of VETiS

The major objectives of VET in Queensland schools include:

- delivering subjects that have recognised and valued outcomes;
- meeting the curriculum needs and interests of young people and making school learning experiences more relevant to their lives and aspirations;
- enhancing the career and employment opportunities for young people by maximising post-school education, training and employment pathways;
- helping to prepare young people for employment and the world of work more broadly;
- raising the profile of VET within post-compulsory schooling and thereby increasing the likely uptake of more advanced VET programs after secondary school;
- recording student achievement in recognised VET programs on the Queensland Certificate of Education as the major record of student achievement in post-compulsory schooling in Queensland;
- continuing the role of the Queensland Curriculum and Assessment Authority (QCAA) in course development and recognition of VET programs in the post-compulsory school curriculum;
- maximising the efficient and effective use of public resources allocated to these programs and
- contributing to the future skills base of Queenslanders, and enhancing the competitiveness of Queensland business and industry.

Source: QCAA website

Benefits of Vocational Education in schools (VETiS)

The successful completion of Year 12 in conjunction with a Nationally Recognised Certificate Qualification increases the skills level of you as a student and enhances the opportunities for you to competitively enter the workforce and/or further study. VETiS (VET in school) programs are widely accessible across many Queensland secondary schools.

VET courses can be either stand-alone programs or school-based Apprenticeships and Traineeships (SATs).

VET programs help you in your transition from school to work. They contribute to your chances of obtaining employment upon leaving school and offer other benefits. Recognised vocational education and training allows you to reinforce and consolidate general learning in more applied contexts. In this way, recognised VET programs also cater for a broader range of learning styles.

VET in schools potentially opens up a range of post-school further education, training and employment possibilities for you. You may wish to undertake a traineeship or apprenticeship whilst completing Years 11 and 12. In most cases, a traineeship is completed whilst still at school and an apprenticeship in the years following secondary education.

All VET in school programs contain units of competency from National Training Packages. Qualifications and Statements of Attainment for National Training Packages are recognised in the Australian Qualifications Framework (AQF) and are recognised Australia-wide.

Source: QCAA website

The Australian Qualification Framework

All of the VET programs timetabled to run at the College can lead to a nationally recognised qualification if all requirements of the qualification are completed. Alternatively a Statement of Attainment is issued for those parts that are successfully completed.

This Certificate / Statement of Attainment will be recognised in all eight States / Territories in Australia. This is because in Australia we have a national qualifications framework called the Australian Qualifications Framework (AQF). There are two different types of qualifications you can obtain. Those in the Vocational Education and Training sector and those in the Higher Education sector. They are shown in the table below. Those that in **bold** are the ones that you have the opportunity to fully or partially complete through the VET programs you are undertaking during senior studies at this College. Higher education sector courses can be studied post – secondary school. Your Senior Education and Training Plan (SET Plan) provides information about which VET qualifications you hope to undertake during your senior schooling. All Certificate courses attract QCE points.

AQF Qualifications by Education

Schools Sector	Vocational Education and Training Sector	Higher Education Sector
	Advanced Diploma Diploma	Doctoral Degree Masters Degree Graduate Diploma Graduate Certificate Bachelor Degree Advanced Diploma Diploma
Senior Secondary Certificate of Education	Certificate IV Certificate III Certificate II Certificate I	Source: http://www.aqf.edu.au/

Code of Practice

As a Registered Training Organisation (RTO), St Thomas More College has agreed to operate within the Principles and Standards of the Australian Skills Quality Authority (ASQA) and their delegate body, The Queensland Curriculum and Assessment Authority (QCAA). This operation includes a commitment to recognise the training qualifications issued by other RTOs. Under ASQA guidelines, the College's Code of Practice is the basis for delivery of all VET subjects.

The St Thomas More College VET Code of Practice is outlined below:

- recognises the importance of you receiving a broad-based education, comprising both general and vocational education;
- has the relevant registration to provide the vocational education qualifications offered at the College;

- has in place policies and procedures that comply with ASQA guidelines, relevant legislative requirements and that govern the administration, delivery and assessment of all VET training programmes at the College;
- has access to the required facilities and resources (including human resources) which will be provided to you on a fair and equitable basis;
- aims to adopt a Quality Management approach which focuses on client service, continuous review and improvement;
- has a process in place that enables you as a learner to apply for Recognition of Prior Learning (RPL) for the vocational education units of competency offered at the College;
- has a process for addressing any concerns you may have and offers you access to a range of people who can provide advice and guidance about the vocational education courses offered at the College and
- has provisions in place to transfer your enrolment to another RTO if a partnership RTO is unable to continue delivering the qualification entered into in agreement with the College and in line with our Memorandums of Understanding (MOU).

Registered Training Organisation



St Thomas More College offers a number of **VET (Vocational Education and Training)** programmes which can lead to nationally recognised qualifications for you as students. These qualifications lead to Certificates at levels II or III. Completion of all or some requirements of the qualification lead to a Certificate or Statement of Attainment which will be recognised in all eight States/Territories in Australia.

In order to offer national qualifications, St Thomas More College is a **Registered Training Organisation (RTO number - 30494)** and is able to deliver, assess and issue qualifications (certificates and statements of attainment) for those certificate courses within its **Scope of Registration**. The College also works in partnership with other RTOs to deliver qualifications on our campus on behalf of another RTO. Please see page 9 for more information about our partnership providers.

The national qualifications framework in Australia is called the **Australian Qualifications Framework (AQF)**. The different types of qualifications within this framework are shown in the graphic (on right). St Thomas More College students have the opportunity to fully or partially complete qualifications up to Certificate III through the VET programmes offered at this school either as part of our RTO or on behalf of our partnership providers.



Picture source: <http://www.aqf.edu.au>

Nationally Recognised Training

The NRT logo (on right) is used to promote and certify national vocational education and training leading to AQF qualifications or statements of attainment. It is a distinguishing mark of quality for promoting and certifying National Vocational Education and Training, leading to Australian qualifications. You will most likely begin to recognise this logo included on your enrolment forms, course work documentation, statement of attainment/s and qualification/s.



Work Preparation

Work Placement

Work Education prepares you for post school options and choices. At St Thomas More College, as you are undertaking a Vocational Pathway (VP) in Years 11 and 12, you will study the Certificate II in Workplace Practices (Year 12 students only in 2016) or Certificate II Active Volunteering (Year 11 students only in 2016) as a part of your suite of subjects. Both these courses are designed to assist in your transition to the workforce.

In addition to the theoretical learning in the classroom, you will also undertake compulsory structured work placement in a field/fields of interest. Work Placement mainly takes place during the regular school year. As a part of this, you will be provided with feedback in line with Employability Skills from your employer/supervisor.

Australian employers have selected eight skill areas needed for successful workplace performance in all employment.

- Communication;
- initiative and enterprise;
- learning;
- planning and organising;
- problem solving;
- self-management;
- team work;
- technology.

Source: <http://training.gov.au/>

Feedback from employers about your ability to meet these Employability Skills form part of the conversation as to how well you are tracking in your transitioning to the world of work, post-secondary school.

Work Experience – for OP Pathway Students

Work Experience provides you with appropriate knowledge and skills related to a field or vocation of interest. At St Thomas More College, the majority of work experience programs take place during school holiday time. Often Work Experience is taken by students on an Academic (OP) Pathway. Work Experience is an optional extra as a part of the Senior Pathway for OP students, but is a requirement of all students who are undertaking one or more Certificate course in their suite of subjects.

School-based Apprenticeships and Traineeships (SATs)

Year 10, 11 and 12 students can undertake school-based apprenticeships and traineeships.

The school-based apprenticeships and traineeships (SATs) program provides you with more flexibility and variety in your senior schooling. This can have enormous benefits for those who thrive on a hands-on learning approach.

You also have the opportunity to undertake SATs to supplement your academic program. The qualification or competencies you complete during your SAT also count towards your Queensland Certificate of Education (QCE) and are nationally-recognised qualifications.

For more information about School-based Apprenticeships and Traineeships, visit

<http://apprenticeshipsinfo.qld.gov.au/school-based/index.html>

If you intend to undertake a SAT, your SET Plan should reflect this interest.

Safety Certificates, White Card, Yellow Card and/or Blue Card may need to be obtained prior to workplace engagement in particular industries through work placement, work experience or SATs.

VET Curriculum Offerings

St Thomas More College is a Registered Training Organisation (RTO).

VET offerings in partnership with external providers are listed in the table directly below:

Certificate Level	Qualification	Provider
Certificate I	Business	St Thomas More College RTO - 30494
Certificate II	Active Volunteering Electrotechnology Furniture Making Hospitality Sampling and Measurement	Volunteering Queensland RTO - 6020 TAFE Queensland SkillsTech RTO - 31396 TAFE Queensland SkillsTech RTO - 31396 TAFE Queensland Brisbane RTO - 0275 TAFE Queensland Brisbane RTO - 0275
Certificate III	Business Christian Ministry and Theology Fitness Sport and Recreation	Binnacle Training RTO - 31319 Institute of Faith Education RTO - 31402 Binnacle Training RTO - 31319 Binnacle Training RTO - 31319

If a situation arises whereby a partnership provider (listed above) is unable to continue in partnership with St Thomas More College, the College will put in place provisions to transfer your enrolment to another suitable RTO who is able to both continue your enrolment and able to provide any RPL and/or Credit Transfer for a particular qualification.

If such a situation arises, the College will utilise the National Register of VET located at <http://training.gov.au/> to make an informed decision with minimal disruption to your training.

In addition to Certificate courses delivered on campus at St Thomas More College, you are also able to access to a wide variety of TAFE courses and qualifications offered on campus at TAFE Brisbane SkillsTech, TAFE Queensland Brisbane or other private RTO colleges. You access these qualifications by attending classes on campus one day a week. Applications for TAFE and private RTO courses have specific enrolment periods. St Thomas More College has no authority over these enrolments. The VET Leader – Curriculum is available to discuss your options for enrolment in such courses. Interest in such courses from these providers should form part of your SET plan.

There are costs involved in understanding VET studies. Please refer your Senior Curriculum Handbook for more details.

Keeping Records

At the beginning of each term or semester, your teacher will give you a copy of the term or semester overview which will include topics for study, competency information and assessment details for your certificate course/s. You will be given a student profile and tracking sheet. Each course you undertake will present this information in a particular way, meaning, the organisation of documents may not look the same for each course you study.

As a VET student you will be working towards achieving competencies in your studies. You will be given a number of opportunities to demonstrate competencies, so it is important that you keep your own records of this as well. Your teacher will keep a checklist which records your results but you need to keep your own up to date record as well. All competencies which are achieved by the end of Year 12 will be recorded by QCAA.

You will also receive progress reports for your VET studies on your end of Term 1, Semester 1 and Semester 2 report cards.

In accordance with ASQA guidelines, you will be issued with your Certificate and/or Statement of Attainment within 30 days of the completion of the qualification.

Your Achievements

By achieving as many competencies as possible you will demonstrate to potential employers a number of very favourable attributes. These include:

- you are capable of dedication to your studies;
- you are willing to do something “extra” whilst still at school towards your future career;
- you will have gained a number of skills which will make you a valuable employee;
- you have an understanding of industry standards that most students who are not participating in VET programs may not have.

You should aim to achieve the full certificate in each of your VET courses.

Grading for Units of Competency

“S” - Competent

“U” - Not Yet Competent

“AW” - Withdrawn

“AP” – Incomplete assessment

“RPL” – Recognition of Prior Learning

“CT” – Credit Transfer

Replacement of Certificates and/or Statements of Attainment

Certificates and Statements of Attainment are issued in hard copy within 30 days of final resulting of the qualification. A register of qualifications attained through the College as

an RTO are kept on electronic file. If you require a replacement certification document, you can apply to the College RTO. As this request may come in the years after you have left the College as a student, you must be able to confirm your identity when requesting reissuing of qualifications and/or statements of attainment. There will be an administrative charge to re-print and verify the authenticity of the Certificate and/or Statement of Attainment.

Subject Selection, Enrolment and Induction/Orientation

You are given information about subjects prior to enrolment through the Subject Selection Handbook, Information Evenings and subject information sessions lead by Curriculum Leaders. You are eligible to enrol in any subject, provided you meet any prerequisites outlined in the Subject Selection Handbook. Should there be insufficient numbers for a subject to run, you will be required to make another subject selection. Should there be too many students requesting to undertake a particular subject, then entry to that subject (if multiple classes cannot be run) will be based upon:

- academic performance in that or similar subjects in the past;
- application and effort in that or similar subjects in the past;
- promptness in returning required documentation.

You will be inducted into VET through a general induction (at which this handbook is distributed). If you commence studying any VET course after the regular start of study date, will be referred by your classroom teacher to the VET Curriculum Leader so you can be inducted. Individual subject teachers will introduce subject-specific information such as content, assessment and workplace health and safety procedures at the beginning of the course, term or semester, as appropriate.

Withdrawal Procedures

You may wish to withdraw from a Certificate course during the study period. This process is handled by your Pastoral Leader, the College Guidance Officers and/or the VET Leader. You will be required to have a meeting, which also may involve your parent/guardian, to discuss the reasons for your decision to withdraw from a VET course. Your SET plan will also be reviewed.

If you have successfully completed any units of competency before you withdraw from the course, you will be issued with a Statement of Attainment recording those unit/s. You may wish to use your Statement of Attainment to apply for RPL or Credit Transfer at a later date.

Unique Student Identifier (USI)

A Unique Student Identifier (USI) is a reference number made up of numbers and letters that gives you access to your USI account. A USI will allow your USI account to be linked to the National Vocational Education and Training (VET) Data Collection and allows you see all to see your training results from all providers including all completed training units and qualifications. The USI will make it easier for you to find and collate VET achievements into a single authenticated transcript. It will also ensure that your VET records are not lost.

All students undertaking VET training must have a USI number from 2015. You cannot be issued with a AQF certificate without first obtaining a USI number. Provisions are in place for you to acquire a USI number with the support of college staff throughout your senior studies. You may already have already applied for a USI number. Your number is

stored securely on a College database for reference and has been verified by RTO staff. You should also take personal responsibility for the safe keeping of this number.

To access your training records via the USI registry, visit <https://www.usi.gov.au/>.

Course Information

Course information for all VET subjects is provided by your classroom teacher, the partnership provider and/or the relevant Curriculum Leader.

Literacy, Numeracy and Language Support

The College has a Student Service Centre which is staffed by a Learning Support Teacher, ESL Support Teacher and School Officers. You may approach your teacher or the Learning Support Staff if they feel you require support in these areas.

Student Support, Welfare and Guidance Services

As a caring Catholic community, all staff members are available to provide support to you. However, specialist support is available from the College Counsellor for personal matters or career guidance. You should also approach your Pastoral Care teacher, Year Level Leader or RTP Coordinator if you need to seek support for personal matters.

Disciplinary Procedures

St Thomas More College's behavioural expectations are outlined in the College Behaviour Management Policy. They are also outlined in the College Student Diary and are advertised through posters in classrooms. If you have concerns in this area, you should approach your Pastoral Leader.

Flexible Learning and Assessment Procedures

If you have particular needs, you should approach your classroom teacher or relevant Curriculum Leader to make them aware of any circumstances which may affect your learning. The College may then make adjustments to the learning programme and assessment procedures provided that these adjustments still mean that you cover the content of the course and demonstrate the range of variables required in the training package for that course.

Assessment Policy and Procedures

St Thomas More College's Assessment Policy and Procedures are outlined in the student diary. They are also explained to parents at Parent Information Evenings for Years 11 and 12 and are advertised in the newsletter at the beginning of each semester. After having referred to this policy, if you have any further questions, you should refer these to the Assistant Principal - Curriculum.

Recognition of Prior Learning

You have the right to apply for Recognition of Prior Learning (RPL). See Appendix 1 for the RPL Application Form.

In an early lesson of the year, your teacher will remind you of the College's RPL policy which will be first explained at your VET induction. Your teacher will continue to remind you of this policy at intervals throughout the year. To apply for RPL you will:

- be given a copy of an RPL Application Form (see Appendix 1) to complete;
- be provided with information about the types of evidence that can be used to support your RPL application;

- Be made aware of decisions related to RPL and be notified of the outcome;
- Have access to records which show the outcome of the RPL request.

Complaints Procedure

You have the right to make a complaint regarding St Thomas More College's conduct as an RTO. Whether you have a complaint, appeal or other matter, you should follow the complaints procedure. All formal complaints will be heard and decided upon within **15 working days** of the receipt of the written complaint by the college. The VET Curriculum Leader will keep a 'Register of Complaints' which documents all formal complaints and their resolution. Any substantiated complaints will be reviewed as part of the continuous improvement procedure.

Persons with a complaint concerning the manner in which the college conducts its responsibilities as an RTO, have access to the following procedure:

Informal complaint:

- person(s) dissatisfied with the outcome of the complaint to the teacher may then forward the complaint to the Curriculum Leader - VET, who after consultation with the relevant parties, will make a decision.
- person(s) dissatisfied with the outcome of the complaint to the Assistant Principal - Curriculum who may initiate a 'formal complaint'.

Formal complaint:

- formal complaints may only proceed after the informal complaint procedure has been exhausted.
- the complaint and its outcome shall be recorded in writing using the RTO Complaints Form (which is available from the Curriculum Leader - VET) and Register (kept with the Assistant Principal - Curriculum).
- on receipt of a formal complaint the Principal or their delegate (e.g. Assistant Principal) shall convene a meeting to hear the complaint; this shall be the 'complaint committee'
- the independent complaint committee will include representatives of:

the principal
the teaching staff
an independent person

- the relevant staff member shall be given an opportunity to present his/her case to the committee and may be accompanied by one other person as support or as representation;
- the complaint committee will make a decision on the complaint;
- the complaint committee will communicate its decision on the complaint to all parties in writing within **5 working days** of making its decision.

If you have a complaint about the conduct of one St Thomas More College's partnership RTOs, please refer to your induction information materials and/or the RTOs website. The VET Curriculum Leader can assist you locate relevant forms, if required.

Access and Equity Policy

The college is inclusive of all students regardless of gender, race, impairment, or any other factor. It will meet the needs of individuals and the community as a whole through

the integration of access and equity guidelines. It will ensure that equity principles for all people are implemented through the fair allocation of resources and the right to equality of opportunity without discrimination.

All students enrolled at St Thomas More College will have the option to consider selecting any of our Vocational Education programs as part of their study program. College staff will be proactive in protecting the rights of all students to experience equality of opportunity and to pursue their learning without discrimination.

Resources will be allocated equitably and all programs will be developed and taught with the needs of students, and the requirements of industry and the community in mind. We will consider issues of inclusion when developing programs of learning and assessment and all students, especially those at risk, will have access to individual support, information, and advice in any areas of need. Specialist support will be available to those students with different and diverse needs.

All students in Year 11 and 12 at St Thomas More College are eligible to enrol in any Vocational Education Program we are able to offer, providing the numbers already in the course do not preclude adding another student.

All students will experience enrolment processes, which are ethical carried out in a responsible manner and consistent with the requirements of the curriculum.

Qualified and experienced staff are available within the College to provide information, counsel students and parents, and supportively help them to make decisions when selecting study pathways and courses.

Support personnel are available in the College to provide support for students who need help coping with the demands of the courses they have selected.

The teacher is responsible for:

- the development of learning resources that are gender and culturally inclusive;
- use of language that is appropriate to the abilities of the learners and the outcomes of the course work;
- use of process that takes account of individual learning styles and needs and
- ensuring equitable access for all learners to resources and support services.

In rare cases, workplace health and safety legislation may impinge on access and equity considerations.

Workplace Health and Safety (WHS)

As mentioned earlier, individual classroom teachers will induct students into the relevant WHS procedures that pertain to the subject area. Students who have a concern in relation to WHS matters should bring these to the attention of the relevant Curriculum Leader.

Access to records

General student information (including academic history, personal and behavioural history, demographic information, and so on) is kept centrally in locked files in the student office. Students and parents may access these records via a request to the Principal.

Individual subject information is stored with the relevant department and access to this information is via the class teacher or Curriculum Leader.

Students who have left the school may access academic information via a request to the Principal. The College retains academic work only for the period required by the QCAA.

The College follows any state or federal privacy laws in relation to your personal information. Therefore, in order for the College to pass on relevant information relating to the provision of your VET course, an acknowledgement form is signed by both the student and their parent/guardian.

Feedback

Feedback on St Thomas More College RTO courses and those offered in partnership with other providers is both welcomed and necessary for the continuous improvement of all Registered Training Organisations. Formal feedback is collected annually in the form of Learner Questionnaires.



Quality indicator data can assist RTOs in continuous improvement processes. This may include identifying trends over time and benchmarking with other RTOs. RTOs must provide a summary report on learner engagement and (if applicable) employer satisfaction annually to their state registering body. This data is used as part of a larger risk assessment process.

At the College, learner surveys are issued in Term 4 each year. If you would like to see a template for a survey, see the Curriculum Leader - VET.

Certificates and Awards

Upon completion of their program, all students will be issued with a Certificate or Statement of Attainment which meet AQF certification standards. If students lose their Certificate or Statement of Attainment and require a replacement, they need to contact the Curriculum Leader – VET and make this request in writing, provide proof of identity (for example, photo ID e.g. license or passport, or Birth Certificate), and pay a \$25 certificate replacement fee. A replacement certificate will be issued within 30 days of receipt of the request and fee.

APPENDIX 1: RPL APPLICATION FORM

St Thomas More College

RPL/CREDIT TRANSFER APPLICATION FORM



Student name: _____ **Date:** _____

Course

Unit/s of competency		Details of relevant previous experience including formal training, work experiences and life experience Attach copies of relevant evidence	Assessor's comments and recommendations	C	NYC
Code	Name				

Glossary of Terms

Accreditation

The process by which specific courses are formally recognised by State or Territory, Training Authorities to ensure they meet specified quality requirements.

Assessment

Assessment means the process of collecting evidence and making judgments on whether competency has been achieved to confirm that an individual can perform to the standard expected in the workplace, as expressed in the relevant endorsed industry/enterprise competency standards or the learning outcomes of an accredited course.

Australian Qualifications Framework (AQF)

A national framework for all qualifications in post-compulsory education and training. The AQF is the national policy for regulated qualifications in the Australian education and training system. It incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework. The AQF recognises that the schools sector, the VET sector and the higher education sector have different industry and institutional linkages. It connects the different sectors in a coherent single framework incorporating qualifications, levels and guidelines. The AQF comprises titles and guidelines, which define each qualification, together with principles and protocols covering articulation and issuance of qualifications and statements of attainment.

Australian Quality Skills Authority (ASQA)

The Australian Skills Quality Authority (ASQA) is the national regulator for Australia's vocational education and training sector. ASQA regulates courses and training providers to ensure nationally approved quality standards are met.

Competency-Based Assessment

Competency-based assessment is the process of collecting evidence and making judgments on whether the student can consistently demonstrate knowledge and skill, and the application of that knowledge and skill to the standard of performance required in the workplace.

Competency standards

Comprises the specification of knowledge and skill and the application of that knowledge and skill to the standard of performance required in the workplace. Competency standards define the outcomes for training delivery, assessment, and the issuing of qualifications and statements of attainment under the Australian Skills Quality Authority (ASQA).

Credit Transfer

Credit towards qualifications can be granted to participants in training on the basis of assessing competency or course outcomes. These assessments are based on prior agreement between organisations of the credit value of specific

courses and programs. Under a training packages approach, credit transfer relates primarily to evidence of achievement of relevant competencies.

Evidence

The set of information which, when matched against the relevant criteria, provides proof of the student's competency. Evidence can take many forms and be gathered from a number of sources.

Key Competencies

Employment related general competencies that are essential for effective participation in the workplace.

National Competency Standards

National standards define the competencies required for effective performance in the workplace. A unit of competency comprises the specification of knowledge and skill and the application of that knowledge and skill at an industry level, to the standard of performance required in employment. Competency standards can be either industry or enterprise based.

National Register on VET in Australia

Training.gov.au is the official National Register on VET in Australia and is the authoritative source of information on training packages, qualifications, accredited courses, units of competency, skill sets and Registered Training Organisations Information is searchable and publicly accessible via the internet. The register contains comprehensive information on endorsed training packages which have been approved by Ministers. Information includes full details of competency standards; a listing of National Centre for Vocational Education Research (NCVER) noted support materials with contact source; details of AQF accredited courses/qualifications; and contact details and scope of registration of all RTOs.

Qualification

Qualification means, in the vocational education and training sector, the formal certification, issued by an RTO under the AQF, that a person has achieved all the requirements for a qualification as specified in an endorsed national training package or in an AQF accredited course.

Quality Assurance

The planned and systematic process of ensuring the consistent application of registration requirements by Registered Training Organisations. Quality assurance forms part of a quality management system or focus.

Recognition

Recognition applies nationally and means the acceptance of the decisions of the registering body that has registered a training organisation, or the course accrediting body that has accredited a course, by another registering/course accrediting body, without there being any further requirement. This includes the recognition by each registering body of the decisions of registering bodies in other States and Territories in relation to the registration of training

organisations and the imposition of sanctions including cancellation of registration; and the recognition by each course accrediting body of the decisions of course accrediting bodies in other States and Territories in relation to the accreditation of courses.

The recognition by all State and Territory registering/course accrediting bodies of the national endorsement of training packages as notified on training.gov.au.

The recognition and acceptance by a Registered Training Organisation (RTO) of AQF qualifications and Statements of Attainment issued by other RTOs, enabling individuals to receive national recognition of their achievements.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning means recognition of competencies currently held, regardless of how, when or where the learning occurred. Under the ASQA, competencies may be attained in a number of ways. This includes through any combination of formal or informal training and education, work experience or general life experience. In order to grant RPL, the assessor must be confident that the candidate is currently competent against the endorsed industry or enterprise competency standard or outcomes specified in AQF accredited courses. The evidence may take a variety of forms and could include certification, references from past employers and work samples. The assessor must ensure that the evidence is authentic, valid, reliable, current and sufficient.

Records of Assessment

The information of assessment outcomes that is retained by the organisation that is responsible for issuing the nationally recognised Statement of Attainment or Qualification.

Registered Training Organisation (RTO)

Any training organisation registered in accordance with the Australian Skills Quality Authority providing vocational education, training and/or assessment services. RTOs include TAFE colleges/institutes, private commercial providers, community providers, schools, higher education institutions, enterprises and firms, industry bodies and any other organisation which meets the requirements for registration.

Registration

Registration means the process of formal approval and recognition of a training organisation, by a State or Territory registering body, in accordance with the *ASQA Standards for Registered Training Organisations*.

Scope of Registration

Scope of Registration means the defined scope for which a training organisation is registered that identifies the particular services and products that can be provided. An RTO may be registered to provide either:

- Training delivery and assessment services and products and issue AQF qualifications and Statements of Attainment; or
- assessment services and products and issue AQF qualifications and
- Statements of Attainment.

Statement of Attainment

Statement of Attainment means a record of recognised learning which, although falling short of an AQF qualification, may contribute towards a qualification outcome, either as attainment of competencies within a training package, partial completion of a course leading to a qualification, or completion of a nationally accredited short course which may accumulate towards a qualification through RPL processes.

Training Packages

Comprehensive, integrated products which provide national benchmarks and resources for delivery, assessment and qualifications in vocational education and training. Training packages comprise endorsed components of national competency standards, assessment guidelines and qualifications, combined with non-endorsed components which may include a learning strategy, assessment resources and professional development materials.

Queensland Curriculum and Assessment Authority (QCAA)

QCAA's role and its priorities are assisting educators to deliver the best curriculum and assessment practices from kindergarten to Year 12.

Useful Terms

MOU – Memorandum of understanding

NVR - National Vocational Education Standards to ensure nationally consistent, high-quality training and assessment services for the clients of Australia's vocational education and training (VET) system.

SAT – School-Based Apprenticeships or Traineeships

SWL – Structured Workplace Learning

Work Experience – Shadowing an employee/manager to gain some experience of a particular industry.