Forest Lake State High School

Vocational Education & Training
– VET –

Student Handbook

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Vocational Education - Ensuring every student leaves with a meaningful pathway.

Introduction

Congratulations on your decision to enrol in a nationally recognised vocational course.

Welcome to your Vocational Education and Training (VET) program at Forest Lake State High School. This handbook outlines your rights, responsibilities, and the services available to you as a learner under the Standards for RTOs 2025. This handbook has been written to provide students with important information about the Vocational Education and Training (VET) qualifications offered at Forest Lake State High School, as well as your rights and responsibilities as a VET student.

Students should take the time to study this handbook carefully and ask their Trainer and Assessor if they are unsure of any details. Students should keep this handbook (or note the digital location – QLearn – of this document) for reference throughout their enrolment. The contents of this handbook in many instances represents the key points of various VET policies and procedures developed by this Registered Training Organisation (RTO). A copy of the RTO's VET policies and procedures can be obtained via the RTO Manager.

Key updates to align with the Standards for RTOs 2025:
- Alignment with the new Outcome Standards focused on learner wellbeing, support, fairness, and quality.
- Updated compliance and assessment integrity requirements.
- Clearer information about support needs, training product expectations, and your rights related to safety, privacy, and data security.

What is Vocational Education & Training (VET)?

The term Vocational Education and Training (VET) covers a range of work experiences and training activities within the secondary school curriculum. VET courses develop industry and workplace specific skills and knowledge. Vocational Education and Training in Schools (VETiS) are programs undertaken by school students as part of the Queensland Certificate of Education (QCE) that provide credit towards a nationally recognised VET qualification within the Australian Qualifications Framework (AQF). The objective of VET courses is to give students experience in the workplace, broaden post-school options and prepare them for the transition between school and work.

There are many benefits to undertaking a VET course while at School. These include:
- Gaining a nationally recognised qualification
- Developing relevant industry knowledge and skills for employment
- Networking and establishing links with employers through work placement
- Achieving points towards the Queensland Certificate of Education (QCE)
- Gaining a pathway to employment or further study

VET Quality Framework (VQF)

The VQF is a legislated set of standards and requirements that all RTOs must meet. It ensures consistency in the way RTOs are registered and monitored. As a Registered Training Organisation, the school operates under the VET Quality Framework (VQF).

The VET Quality Framework comprises:
- Standards for Registered Training Organisations (RTOs):
  These set the national benchmarks for high-quality training and assessment. As of July 2025, there are new '2025 Standards for RTOs' which include Outcome and Compliance Standards.
- Australian Qualifications Framework (AQF):
  This is the national policy for regulated qualifications in Australian education and training. It provides a framework for the structure and credentials of VET qualifications.
- Fit and Proper Person Requirements:
  These requirements ensure that individuals involved in the operation of an RTO are suitable.
- Financial Viability Risk Assessment Requirements:
  These evaluate an RTO's ability to meet its financial obligations and remain a viable training provider.
- Data Provision Requirements:
  Set out the requirements for RTOs to provide data to ASQA on request and to submit annual quality indicator data.

The school is registered to deliver a range of VET qualifications/training products under the direction of Queensland Curriculum and Assessment Authority (QCAA) and/or the Australian Skills Quality Authority (ASQA). https://www.asqa.gov.au

Australian Qualification Framework (AQF)

The AQF is the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework http://www.aqf.edu.au/. All VET courses offered by this RTO lead to nationally recognised qualifications – a Certificate (if all the requirements of the qualification are completed) or a Statement of Attainment (for those units that are successfully completed where the full qualification is not completed). This certificate/statement of attainment will be recognised in all states and territories in Australia. All qualifications issued comply with the Australian Qualifications Framework (AQF) and the 2025 Credential Policy. Certification must be accurate, authentic, secure, and include mandatory AQF and RTO identification requirements. The RTO ensures consistent national recognition of all qualifications and statements of attainment.

AQF Qualifications

Your Trainer and Assessor will provide you with information about your VET qualification/s, including an overview of the specific units of competencies in each, assessment requirements, vocational outcomes.

The qualifications available for completion at this RTO are listed on the *Enrolment Agreement* and can also be viewed in the Subject Selection Handbook.

Source: Australian Qualifications Framework Current Edition https://www.aqf.edu.au/download/405/aqf-second-edition/3/aqf-second-edition/pdf

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Student Selection, Enrolment, and Induction/Orientation Procedures

Students enrolled in the VET courses at this RTO participate in the same enrolment and selection processes as other students at the RTO. Where numbers are limited for VET subjects, selection will be based on interview and/or on the order in which enrolments were received. At the commencement, a **VET induction session** will be run to provide you with information. Forest Lake State High School will provide each student with information about the training, assessment, and support services they will receive, and about their rights and obligations before enrolment on the Student Management System (SMS). Outcomes now emphasise learner wellbeing, support, training product outcomes, and assessment system quality.

The 2025 Standards require the following RTO obligations:

- Conduct a learner support needs analysis at enrolment (mandatory) – **LLND**
- Provide transparent training product information before enrolment
- Provide the training and assessment strategy (TAS) summary in student-friendly form
- Inform learners about their rights related to quality, safety, support, and integrity

The RTO Manager and associated Trainers and Assessors will induct all VET students with this handbook. Before training commences, students are required to complete and sign a VET Agreement form, acknowledging acceptance of the requirements of studying a VET subject at Forest Lake State High School.

Prior to enrolment, students and parents can access information on training, student responsibilities as a VET student, VET in practice, competency-based assessment, recognition of prior learning (RPL) and credit transfer. This is available on the school website. After enrolment has been finalised, students are registered into their qualification's course/s where further information is available via QLearn or their VET teacher.
Important: Regular attendance and active engagement during lessons, including verbal and non-verbal communication with the trainer/assessor and fellow students, is a requirement in VET subjects.

VET Student Induction Procedures

Each key learning area (KLA) is responsible for student induction.

At the beginning of the year, all VET students will receive an induction in the form of electronic or direct instruction and electronic access to a copy of this handbook. VET teachers will also ensure that students are informed about assessment and the specific competencies covered. During this induction, students will be reminded about school Work Health and Safety (WHS) procedures. The school will provide student information and induction to each student before enrolment in a course.

This will include:
- The Australian Qualifications Framework (AQF)
- Unique Student Identifier (USI)
- Fees and Charges, Including Refund Policy
- Marketing and Advertising of Course Information
- Legislative Requirements
- Language, Literacy and Numeracy Assistance
- Student Support, Welfare and Guidance Services
- Disciplinary Procedures and Access and Equity
- Flexible Learning and Assessment
- RTO Complaints and Appeals Procedures
- Recognition of Prior Learning (RPL) and Recognition of AQF Qualifications/Statement of Attainments Issued by another RTO and Credit Transfer
- Certification and Issuing of Qualifications
- Access to Records

VET Teachers will ensure that all students complete and sign the VET Student Induction Checklist either paper or via QLearn.

Unique Student Identifier (USI)

Students must obtain a **Unique Student Identifier (USI)** to enroll in the certificate courses. The Unique Student Identifier or USI is a reference number made up of 10 numbers and letters that:

- Creates a secure online record of your recognised training and qualifications gained in Australia, even from different training organisations
- Will give you access to your training records and transcripts
- Can be accessed online, anytime and anywhere
- Is free and easy to create and stays with you for life

The USI is available online and at no cost to the student. https://www.usi.gov.au/

NOTE: Students will not be issued with either a Certificate or Statement of Attainment if they have not provided a Unique Student Identifier (USI) to the RTO.

Qualification Information

Information pertaining to your qualification or accredited course can be sourced from course documentation provided by your Trainer and Assessor, subject specific information included in the Senior subject selection handbook (or similar document), the VET student handbook, and on the RTO website, QLearn, or SharePoint (if applicable).

Learners receive accurate information about qualification codes, packaging rules, assessment methods, delivery arrangements, work requirements, third-party involvement, pathways, support, and duration. This information is provided during induction and via course handbooks or online platforms.

Information available to students regarding course information will include:

- Qualification or VET accredited course code and title
- Packaging rule information as per the specified Training Package or VET Accredited course
- Units of competency (code and title) to be delivered
- Entry requirements
- Fees and charges
- Course outcomes and pathways
- Work experience requirements (where applicable)
- Licensing requirements (where applicable)
- Third party or off-campus arrangements (where applicable)

Code of Practice

As a Registered Training Organisation (RTO), the school has agreed to operate within the Principles and Standards of the Australian Quality Training Framework (AQTF). This includes a commitment to recognising training qualifications issued by other registered training organisations and issuing credit transfers where necessary. The school is registered to deliver a range of VET qualifications and courses under the authority of Australian Skills Quality Authority (ASQA) and Queensland Curriculum and Assessment Authority (QCAA) as ASQA's delegate body.

The mission of the school, as an RTO, is to deliver quality training and assessment across a range of selected industry areas in accordance with the National Training Packages.

The school reserves the right to amend the code of practice to suit the needs of the training organisation as required. All amendments will be in accordance with legislation governing RTOs.

Legislation

The school will comply with relevant commonwealth, state or territory legislation and regulatory requirements, including Work Health & Safety legislation, Workplace Relations & Vocational Placement Standards always.

The RTO will observe all Australian, state and territory laws governing Vocational Education and Training.

The RTO will also meet all legislative requirements of the:

- Standards for RTOs 2025
- QCCA and QCIA Handbook
- Education (General Provisions) Act 2006 (Qld)
- National Vocational Education and Training Regulator Act 2011 (Cth)
- Copyright Act 1968 (Cth)
- Education (Work Experience) Act 1996 (Qld)
- Child Protection Act 1999 (Qld)
- Work Health and Safety Act 2011 (Qld)
- Anti-Discrimination Act 1991 (Qld)
- Privacy Act 1988 (Cth)
- Information Privacy Act 2009 (Qld)
- Data Provision Requirements 2012 (Cth)

If students require any further information, please see the RTO Manager.

Quality Management and Continuous Improvement

- ♦ Outcome Standard 6 (Governance and Continuous Improvement)
- ♦ Compliance Standard 4 (Information Management and Transparency)
- ♦ Transparency and Integrity requirements
- ♦ Ethical marketing obligations
- ♦ Human and physical resource assurance
- ♦ Student financial protection
- ♦ Evidence-based continuous improvement
- ♦ Monitoring of learner outcomes and industry feedback

The school is committed to providing a quality service with a focus on continuous improvement. We value feedback from students, staff and industry representatives and incorporation this into future programs.

Student feedback forms and surveys are used regularly to gather valuable information which can then be used to update assessment and teaching methods for those qualifications we deliver.

The RTO maintains a strong focus on continuous improvement, ensuring training, assessment, student support and governance systems remain effective, current and aligned with industry expectations.

The RTO monitors quality through:
- learner feedback (surveys, course evaluations, informal feedback)
- staff reflections and assessment moderation outcomes
- industry engagement and consultation
- validation and audit results
- analysis of training and assessment data
- monitoring outcomes for under-represented cohorts
- review of support effectiveness
- complaints and appeals trends
- employer and school-based apprenticeship/traineeship feedback

Findings from this data are documented and used to improve training and assessment strategies, learning resources, support processes, and assessment practices.

Continuous improvement actions are recorded and reviewed by the RTO Manager as part of the RTO's internal quality assurance processes.

Only qualifications on scope may be promoted.

Marketing and Advertising

The RTO ensures that all marketing and advertising of VET qualifications complies with the Transparency and Integrity requirements of the Standards for RTOs 2025.

The RTO will ensure its marketing and advertising of AQF qualifications to prospective students is ethical, accurate, and consistent with its scope of registration. In the provision of information, no false or misleading comparisons are drawn with any other training organisation or training product.

The RTO ensures that:
- all information is accurate, factual, ethical, and not misleading
- no claim implies guaranteed employment, enrolment, or benefits that cannot be substantiated
- only qualifications, units, or accredited courses currently on the RTO's scope are promoted
- information about job outcomes reflects realistic and evidence-based pathways
- third-party promotions comply with the same requirements
- information is provided in a format that is clear and accessible to students and families

Forest Lake State High School will only market and enrol students in training that it has the human and physical resources to deliver and assess.

If the RTO loses access to required resources (e.g., trainer, facilities, equipment), the RTO will implement transition arrangements to ensure learners are provided alternative and equitable opportunities to complete their qualification.

These arrangements may include:
- securing a replacement trainer/assessor with required competence
- partnering with another school RTO or external RTO
- modifying delivery locations or schedules
- negotiating a transfer with written agreement

All such changes will be communicated promptly and transparently to learners and parents.

Forest Lake State High School will ensure it will have the appropriate human and physical resources to deliver and assess any course currently on the RTO's scope of registration.

Fees, Charges and Refund Policy

The RTO does not charge students fees for VET services. Forest Lake State High School does not charge fees for VET qualifications delivered by the school RTO.

However, students may be charged levies for:
- consumables
- equipment
- learning materials
- replacement certificates or Statements of Attainment
- optional activities or excursions

Any fees and charges for additional services will be made known to students prior to enrolment.

Pro-Rata Levies

Students who enrol past the commencement of the calendar year will be charged student levies at a pro-rata basis for the duration of the year. Students who leave a VET course before completion may be able to claim a refund for part of the course consumables (levy). Students who withdraw from a VET course before completion may be eligible for a partial refund of consumable levies, depending on delivery stage and materials used.

Any such costs are disclosed clearly before enrolment in accordance with the transparency requirements of the Standards for RTOs 2025.

External Training Provider Fees

Where a qualification is delivered by a third-party external RTO, course fees are charged in accordance with the third-party agreement.

These fees are communicated to families prior to enrolment and are paid to the school or directly to the external RTO, as specified.

Management of Fees

All matters relating to the payment or refund of VET levies or external course fees are managed by the Business Manager, consistent with the school's general financial procedures.

Student Financial Protection

The RTO ensures families receive:
- clear, accessible information about all fees
- transparency regarding any additional costs
- equitable treatment in refund processes
- documentation of any financial commitments before enrolment

Student Support and Welfare

Forest Lake State High School is committed to ensuring that all learners can access and participate in VET on an equitable basis. In line with the **Standards for RTOs 2025**, the RTO formally identifies learner needs at enrolment, provides support throughout training and assessment, and documents all interventions to ensure transparency and learner wellbeing. The provision of educational services will be monitored to ensure the RTO continues to cater for student needs through review of student senior education and training (SET) plans, as needed. The RTO will also ensure all students receive the services detailed in their agreement with the RTO.

Identifying Learner Support Needs

All students at this RTO will be involved with some or all the following processes, designed to establish their educational and support needs:
- Senior Education and Training (SET) Plans
- subject selection interviews
- career education information
- learner profiles and school-based data (attendance, engagement, achievement)
- LLN screening or diagnostic tools (where relevant)
- discussions with parents/guardians
- information provided by Guidance Officers, Learning Support, or wellbeing teams

Where support needs are identified, the RTO:
- records them in a Learner Support Profile
- determines appropriate adjustments and support
- communicates agreed supports with the student, parent, and relevant staff
- reviews the support plan as required throughout the qualification
- All support decisions must maintain assessment system integrity.

Types of Support Provided

Students may access a wide range of support, welfare, and guidance services, including:

- Principal / Deputy Principal / RTO Manager
- Head of Department
- Trainers and Assessors
- Guidance Officer / Career Counsellor
- Learning Support Teachers / Wellbeing Team (school-based) / External agencies

The RTO ensures supports are not just available but provided and documented where required.

Academic Support

Academic supports are recorded in the student's support profile where ongoing assistance is required. Academic support may include:
- targeted intervention sessions
- scaffolded learning resources
- additional practice tasks or examples
- extended time to complete classroom learning activities
- clarification meetings with Trainers and Assessors
- support integrating VET learning with general senior schooling pathways

Language, Literacy, Numeracy and Digital (LLND) Support

All VET qualifications embed LLN requirements through their training and assessment. However, learners may require additional support to meet LLN demands.

Supports may include:
- LLN diagnostic screening
- Learning Support intervention
- reading/writing scaffolds
- vocabulary glossaries
- one-to-one support as required
- embedded LLN strategies in VET training
- referral to specialist LLN support within the school

If a learner identifies a need for further support, they may speak with their Trainer/Assessor or the RTO Manager.

Disability and Learning Support

Where a learner has a disability or learning difference, the RTO:
- consults with parents/guardians and support staff
- develops a documented support plan
- applies reasonable adjustments (that do not compromise assessment integrity) such as:
- modified delivery strategies
- accessible learning materials
- extra time for learning tasks
- adjusted environments for practical tasks

Adjustments are reviewed regularly to ensure they remain appropriate and effective.

Wellbeing, Safety and Personal Support

Learners may access wellbeing and personal support through:
- Guidance Officers – Wellbeing Team – School counsellors
- youth support staff – external youth or mental health services

Support is documented when it directly impacts participation in VET training or assessment.

The RTO ensures all practices align with:
- Child Protection Act 1999
- Work Health and Safety Act 2011
- school behaviour/engagement policies

Career and Transition Support

Learners receive guidance to support pathways decisions through:
- SET Planning and Career Education
- QCE planning discussions
- access to the Guidance Officer or Career Counsellor
- transition planning for students at risk of not attaining QCE or full certificate completion

Monitoring and Reviewing Support

The RTO regularly reviews:
- learner progress
- support effectiveness
- retention
- engagement and competence trends
- completion rates of under-represented cohorts

Data from assessment feedback, student opinion surveys, engagement systems, and school surveys inform continuous improvement.

Continuous Improvement of Student Support

To ensure ongoing improvement, the RTO:
- collects student feedback (formal and informal)
- analyses participation and achievement data
- reviews support plans
- adjusts support systems based on evidence
- consults with stakeholders including trainers, support staff, industry partners, and parents

Provision for Language, Literacy, Numeracy, and Digital Assistance

If you are undertaking a VET subject, which has units of competency from a training package, you will find basic literacy/numeracy elements have been incorporated. This should help you learn these basic literacy/numeracy components more readily, as they are being delivered and assessed in the context of an industry vocational area of your choice. If additional LLND support is required, the learner may:
- request assistance from their Trainer/Assessor
- be referred to Learning Support or LLND specialists
- receive supplementary materials or scaffolds
- receive support in developing literacy/numeracy skills necessary for their qualification

Supports are documented and monitored to ensure they assist learning without compromising assessment decision validity or assessment system integrity. If you still feel you need additional language, literacy, or numeracy support, please seek further advice from the RTO Manager.

Flexible Learning and Assessment Procedures

- Assessment System Integrity
- Assessment decision validity & reliability
- Performance standards mapping
- Industry-informed assessment practices
- Monitoring success of under-represented cohorts
- Inclusive practice & equity of outcomes
- Reasonable adjustment while maintaining assessment integrity
- Transparency and learner-centred assessment information
- Documented appeals processes

Forest Lake State High School delivers assessment in accordance with the Standards for RTOs 2025, ensuring assessment is fair, transparent, flexible, and aligned to Assessment System Integrity requirements. Assessment practices must demonstrate that every learner has a genuine opportunity to show competence, while maintaining the validity, reliability, and authenticity of assessment outcomes.

Assessment Principles

The RTO ensures that:
- All learners are fully informed of assessment requirements, processes, timelines, and appeals procedures.
- Assessment information is provided clearly and in advance, including:
  - assessment methods and instructions
  - criteria and evidence requirements
  - submission expectations and feedback timelines
- Assessment tasks are mapped directly to performance standards and unit requirements.
- Industry engagement informs assessment design and ensures relevance to current workplace expectations.
- Reasonable adjustments are available for learners who require them, provided they do not compromise the integrity of the assessment outcome.
- Assessment decisions are based on evidence that is:
  - Valid – Authentic – Sufficient – Current - Reliable
- Assessment tools undergo regular validation to confirm:
  - they produce valid and reliable outcomes
  - they align with training product requirements
  - assessor judgements are consistent
- Students will sight their profile sheet of results in each VET subject on at least four occasions throughout a two-year course.
- Students are given opportunities for feedback and review at all stages of the assessment cycle
- Clearly documented appeals mechanism is available & included in handbook & school intranet.

Your Trainer & Assessor will provide you a thorough overview of assessment requirements for your VET course.

Access and Equity Policy and Procedure

Forest Lake State High School is committed to providing equitable, inclusive, and culturally safe access to VET for all learners. This is a requirement of the Outcome Standards in the Standards for RTOs 2025. The access and equity guidelines at Forest Lake State High School are designed to remove any barriers so all students can gain skills, knowledge, and experience through access to VET subjects.

The RTO ensures that:
- All learners, regardless of gender, culture, language, disability, learning need or background, have equitable access to VET training and assessment.
- Barriers to participation are identified early & reasonable adjustments or support measures implemented.
- The RTO monitors participation and completion rates for under-represented cohorts and uses this data to improve access and outcomes.
- Staff are trained in inclusive practice & understand obligations regarding student support & adjustment.
- No learner is treated less favourably based on an attribute such as gender, sexuality, race, pregnancy, disability, age, cultural background, or socioeconomic status.

The RTO Manager is the designated *Access and Equity Officer* and is responsible for ensuring policy implementation and providing advice to staff and students.

How the RTO Ensures Fairness, Participation and Outcome Equity

Providing Inclusive Training and Assessment

- VET curriculum areas are adequately resourced with qualified Trainers and Assessors who maintain current industry skills.
- A variety of training and assessment methods are used to address different learning styles.
- LLND (Language, Literacy, Numeracy and Digital) support is embedded into training and provided explicitly where needed.
- Learners with disability or additional needs participate in a documented support meeting each year to ensure adjustments remain appropriate.

Expanding Access

- Students may choose from a range of VET options available at the school
- Partnerships with external RTOs may broaden opportunities where internal resources are limited
- School-based apprenticeships and traineeships (SBATs) are available to eligible students
- Access to industry-specific VET pathways is available to all learners, regardless of background

Preparing Students for Work Placement

Before any structured work placement, students' complete induction covering:
- Workplace safety, harassment/discrimination awareness
- Strategies for reporting and managing inappropriate behaviour
- Expectations for professionalism

Support is provided throughout placements to ensure student wellbeing and success.

Monitoring Access and Participation

The RTO collects and reviews evidence including:
- Enrolment patterns across demographic groups and
- Completion rates and Engagement data
- LLND screening results
- Outcomes for priority cohorts (e.g. First Nations students, EAL/D learners, learners with disability, students facing socioeconomic disadvantage)

Insights from this data inform continuous improvement actions.

Supportive and Safe Learning Environment

- All students are valued and supported through inclusive training and assessment.
- Training and assessment are adapted (where appropriate) to support participation without compromising assessment integrity.
- Discrimination/harassment complaints taken seriously & addressed through formal RTO & school procedures.

Training and Assessment

Forest Lake State High School delivers training and assessment in accordance with the Standards for RTOs 2025, ensuring that all assessment practices are valid, reliable, fair, flexible, transparent, and aligned to Assessment System Integrity requirements. Training and assessment are designed to give learners the knowledge and skills required to demonstrate competence to current industry and workplace expectations.

Competency-Based Assessment

All VET qualifications consist of units of competency that specify the skills, knowledge, performance requirements, and conditions learners must meet. Assessment is conducted using a competency-based assessment approach, where learners demonstrate that they can perform tasks and apply knowledge to the standard required by industry.

A learner is deemed competent when they can:

- apply required knowledge and skills
- demonstrate performance to the expected industry level
- complete tasks consistently across multiple contexts
- transfer skills and knowledge to new situations
- meet performance standards outlined in the training product

Competency is not based on comparing one learner to another, but on the learner demonstrating that they meet the nationally endorsed standards. Throughout the course, learners complete a series of assessment activities designed to build skill, reinforce understanding, and gather evidence of competence.

Assessment Outcomes

In most subjects, assessment tasks are completed several times throughout the year. Results for each assessment item will be marked on a student profile sheet (or similar document) using terms such as *Satisfactory* or *Unsatisfactory,* or *Working Towards Competence*. This assists students to become competent as their skills improve. Tasks within QLearn submissions will be give a score of 100 for all assessment items so that students have consistency in knowing that when a score of 100 is achieved, that task is fully completed.

Final records of assessment of competencies will be awarded as either:
CA for Certificate Achieved   **WTC** Working Towards Competency   **CNA** for Competency Not Achieved

All AQF qualification issuance must follow the Credential Policy (2025) standards.

Assessment System Integrity Requirements

Forest Lake SHS ensures all assessment meets the national requirements for:

Validity- Assessment tasks must be directly mapped to the performance standards, elements, performance criteria, knowledge evidence, and performance evidence of each unit.

Reliability- Assessment decisions must be consistent and repeatable across assessors, cohorts & contexts.

Fairness and Flexibility: Learners receive clear instructions, reasonable adjustments where required, and multiple opportunities to demonstrate competence.

Rules of Evidence: Evidence must be:

- **Valid** – directly linked to unit requirements
- **Authentic** – the learner's own work
- **Sufficient** – enough evidence to demonstrate competence
- **Current** – demonstrates recent capability

Assessment Methods

Assessment methods may include:
- practical demonstrations and simulated tasks
- observation checklists
- written or oral responses
- projects or portfolios and workplace documentation
- third-party reports (supporting evidence only; cannot determine competence)
- Recognition of Prior Learning (RPL), where applicable

Each Trainer and Assessor will maintain a **student profile** (or similar document) for each student and on completion of the program of study an exit level will be awarded, based on the principles of assessment and rules of evidence.

Assessment Documentation Must

Assessment Documentation must:
- be mapped to performance standards and evidence requirements
- reflect industry expectations
- be clearly aligned to the TAS (Training and Assessment Strategy)
- include clear marking guides, rubrics, or evidence checklists
- show consistency with the unit's assessment conditions

Industry Consultation and Assessment Design

Industry engagement directly informs assessment practices to ensure:
- assessment methods reflect current industry standards
- tasks simulate real workplace expectations
- tools, equipment, and scenarios used in assessment align with industry practice
- learners graduate with relevant and employable skills

Industry input is recorded and reviewed regularly.

Validation of Assessment

Assessment validation is conducted systematically to ensure:

- assessment tools produce valid and reliable evidence
- assessment judgements are consistent
- assessors apply the evidence and performance requirements accurately
- assessment outcomes continue to meet training product requirements

Validation follows the RTO's Assessment Validation Schedule, consistent with the Standards for RTOs 2025.

Assessment tools are quality-assured prior to first use and whenever they are updated or modified.

Formal validation of assessment practices and judgements occurs after assessment, using completed student work, to confirm consistency, accuracy and compliance with training product requirements.

Recording and Storing Assessment Decisions

The RTO maintains a master record of each learner's competency achievements through the Student Management System (SMS).

This includes:
- all units achieved
- dates of assessment
- assessor details
- evidence of assessment decisions
- validation and moderation outcomes

Records are stored securely and retained in accordance with the 30-year certification requirement, privacy legislation, and the RTO's Records Management Procedure.

RPL and Credit Transfer

Learners may receive recognition through:

- Recognition of Prior Learning (RPL) – a formal assessment method
- Credit Transfer – where the learner provides authenticated AQF certification
- Both processes follow the RTO's procedures and the Standards for RTOs 2025.

Elements of competency will be assessed and recorded once the Trainer and Assessor is satisfied a student has demonstrated consistent competency in an element or unit of competency. Students may also receive assessment if they apply for and meet the requirements for RPL.

A master record, detailing students' achievements of the units of competency, is maintained at the RTO on the Student Management System (SMS). This will record all elements and units of competency achieved.

This will be held by the RTO and will be issued to the student once they complete the program of study or upon exit *(in line with the QCAA SMS data entry timelines).*

Records, Privacy, Confidentiality, and Data Security

Requirements for data integrity, data security, digital credentials, access controls, verification controls, and breach management.

- Outcome Standards (learner rights, fairness, transparency)
- Compliance Standards (records, storage, privacy, reporting, protection, security controls)
- School-based RTO obligations (30-year retention, student access, parental access, QCAA alignment)

Forest Lake State High School maintains learner records and personal information in accordance with the Standards for RTOs 2025, the Privacy Act 1988, the Australian Privacy Principles, and the VET Data Policy.

The RTO is committed to ensuring the accuracy, integrity, privacy, and security of all learner data.

Learner Records and Progress Information

The RTO regularly provides learners with information about their training progress, assessment outcomes, and competency achievement.

Trainers and Assessors must:
- maintain accurate, complete, and up-to-date records of learner participation and assessment
- record evidence & assessment decisions in accordance with Assessment System Integrity requirements
- ensure records align with the training product, TAS and QCAA requirements
- Learners may request access to their records at any time

The RTO provides:
- access to assessment progress each term (or upon request)
- access to unit completion information through QCAA/Student Learning Accounts
- access to 'for checking' printouts when required

Secure Storage and Data Integrity

Under the Standards for RTOs 2025, the RTO must ensure that all digital and physical learner records are secure, accurate and protected from unauthorised access. The RTO applies:

- Secure Storage Controls and locked storage for physical records
- password-protected systems and restricted access for authorised staff only
- secure backup procedures and cloud and server protections managed under EQ ICT policies
- Data Integrity Controls and unique user logins and audit trails
- version control for assessment and learner data
- cross-checks between SMS, SDCS/QCAA, and RTO records
- verification of student identity when providing information
- periodic internal reviews of data accuracy

Digital Credential Integrity

In accordance with the Credential Policy 2025, the RTO ensures all certificates & statements of attainment are:

- authenticated before issuance
- produced using secure templates with anti-fraud features
- verified against SMS/QCAA records prior to printing
- protected from alteration or unauthorised reproduction
- digitally backed up and stored securely

The RTO maintains all certification documentation for a minimum of 30 years.

Prevention of Unauthorised Access

To protect learner privacy and maintain compliance, the RTO implements:

- access permissions restricted by role
- staff training in privacy and information security
- automatic system timeouts and password protocols
- monitoring for unusual access patterns or unauthorised login attempts
- secure transfer protocols when sharing information internally or externally

Data Breach Protocols

In the event of a suspected or actual data breach, the RTO follows EQ and legislative requirements:

- Immediate containment of the breach
- Assessment of the type and scope of exposed data
- Notification to Principal & RTO Manager & Reporting in accordance with Privacy Act & departmental procedures
- Communication with affected learners/parents where required
- Corrective action to prevent recurrence

All breaches are documented, analysed, and used to strengthen the RTO's privacy and security systems.

Continuous Improvement

The RTO regularly monitors and reviews:
- the effectiveness of data security systems
- accuracy of learner records
- compliance with privacy and record-keeping legislation
- staff access logs
- digital credential processes

Improvements are implemented to ensure ongoing compliance, security, and data integrity.

Records Retention

Certification records must be stored for 30 years

All learner information is managed in accordance with privacy obligations. Trainer and Assessors will provide access to a student's own records at least once each term, or on request by the student. Students may also be given access to 'for checking' SDCS printouts. Students will also have access to information regarding any unit achieved through their own online learning account.

The RTO implements strict privacy and data security measures to protect student information. Data breaches are managed according to legal requirements. Students are informed about data use, data sharing, storage, and their rights to access or correct information.

Confidentiality Procedure

Information about a student, except as required by law or as required under the VET Quality Framework, is not disclosed without the student's written permission (and that of their parent or guardian if the student is less than 18 years of age). The RTO will ensure it has consent from each student.

The RTO implements strict privacy and data security measures to protect student information. Data breaches are managed according to legal requirements. Students are informed about data use, data sharing, storage, and their rights to access or correct information.

Privacy Notice

Forest Lake State High School, as a Registered Training Organisation (RTO), collects, stores, uses and discloses personal information in accordance with the **Standards for RTOs 2025**, the **Privacy Act 1988**, the **Australian Privacy Principles**, the **VET Data Policy**, and the **VET Data Streamlining Program**.

We are required to collect personal information about you for the purpose of delivering and administering Vocational Education and Training (VET). This includes the information you provide during enrolment and the data generated through your training activity.

Your personal information may be used or disclosed for regulatory, reporting, statistical, administrative and research purposes. This includes disclosure to the following authorised organisations:
- Your school, whereas a secondary student undertaking VET
- including school-based apprenticeships or traineeships
- Your employer, if training is delivered as part of an employment arrangement
- State or Commonwealth government departments and authorised agencies
- The Queensland Curriculum and Assessment Authority (QCAA)
- The National Centre for Vocational Education Research (NCVER)
- Organisations engaged to conduct student surveys
- Approved researchers

Personal information disclosed to NCVER may be used for purposes including:
- Issuing VET qualifications, statements of attainment and populating authenticated VET transcripts
- Supporting the VET Data Streamlining Program reforms
- Producing national VET statistics and research
- Monitoring VET system performance, policy development, and workforce planning
- Administering, regulating, and evaluating the national VET system

You may be contacted to participate in an NCVER student survey administered by NCVER or its authorised contractors. Participation is voluntary, and you may opt out at the time of contact.

All learner information is collected, stored, and used in accordance with:
- National VET Data
- Privacy Act 1988
- Information Privacy Act 2009 (Qld)
- VET Data Policy
- National VET Regulator (Data Provision)
- NCVER Privacy Policy
- All protocols listed at https://www.ncver.edu.au

Learners are informed about:
- what data is collected and how their information will be used
- how long data will be retained and how and with whom data may be shared (e.g., NCVER, QCAA, government bodies) and their rights to access or correct personal information.

Forest Lake State High School protects your personal information through secure storage, restricted system access, and data integrity measures as required under the Standards for RTOs 2025.

You may request access to, or correction of, your personal information at any time.

Work Placement and Industry Contribution

Wherever possible the RTO will place students in workplaces that provide experience in the competencies included in their VET qualifications. This RTO does not use assessment by work placement supervisors. Students on work placements may record their activities in a workplace experience logbook (or similar document). The work placement organiser/teacher will seek the cooperation of the workplace supervisor in the sign-off on the accuracy of the student's entries in the log.

This logbook (or similar document) may be used by the assessor to support judgments of competency. Students at this RTO will be placed in workplaces where it forms a mandatory requirement of the Training Package or Accredited course. Where work placement is required, the RTO ensures host sites are safe, compliant, and supportive of learning outcomes. Workplace supervisors may verify learner activities but cannot determine competence. Industry engagement informs all aspects of training and assessment design.

Work placement forms must be fully completed and signed by all parties before a student is permitted to attend their placement.

Complaints and Appeals Procedures

Forest Lake State High School is committed to ensuring that all complaints and appeals are managed fairly, promptly, transparently, and without disadvantage to the learner. RTO fosters an environment where learner feedback is valued and used to improve training and assessment services.

In accordance with the Standards for RTOs 2025, learners must have access to:
- A clear and accessible complaints process
- A fair and impartial appeals process
- Transparent information about their rights
- Opportunities to resolve concerns informally or formally
- External escalation pathways where required

Complaint:
A complaint is an expression of dissatisfaction with any aspect of the RTO's operations, services, staff conduct, third-party arrangements, or training/assessment processes.

Appeal:
An appeal is a request to review a decision made by the RTO. Appeals may relate to assessment decisions, or any other decision made by the RTO.

General Principles

The RTO ensures that:
- complaints and appeals are addressed as soon as practicable
- if resolution is not possible within 60 calendar days, learner receives written explanation of the delay
- all complaints and appeals are documented in the RTO Complaints and Appeals Register
- data from complaints and appeals is monitored, analysed, and used to identify systemic issues
- corrective actions are implemented where required
- learners have the right to bring a support person at any stage
- external escalation pathways (e.g., QCAA) are made available

Complaints and appeals are managed by the RTO in a fair, efficient, and effective manner. The RTO will create an environment where students' views are valued.

Complaints arise when a student is dissatisfied with an aspect of the RTO's services and requires action to be taken to resolve the matter.

A fair, transparent, and accessible process is available for complaints and appeals.
- Learners may attempt informal resolution with trainers
- Formal complaints are acknowledged promptly and resolved as soon as practicable
- Appeals are reviewed independently
- Learners may escalate unresolved matters to QCAA
- All complaints and appeals are logged and reviewed for improvement

External Escalation Pathways

If a learner remains dissatisfied with the outcome of their formal complaint or appeal, the RTO will:

- facilitate referral to the Queensland Curriculum & Assessment Authority (QCAA) for further review https://www.qcaa.qld.edu.au
- provide copies of all documentation required for escalation
- assist the learner and parent/guardian in understanding the process

Where appropriate, the RTO may also arrange mediation through an independent third party, with any associated costs communicated before commencement.

Students with a complaint or appeal have access to both informal and formal procedures.

Informal Complaint

The initial stage of any complaint shall be for the complainant to communicate directly to Trainer & Assessor who will decide and record the outcome of the complaint.

Learners dissatisfied with the outcome of the complaint to the Trainer and Assessor may then communicate the complaint to the Head of Department, who will decide regarding proceeding with a formal complaint or appeal process.

Step 1 — Discuss with Trainer/Assessor
- The learner discusses the concern directly with their Trainer/Assessor.
- The staff member documents the concern and proposed resolution.

Step 2 — Escalation to Head of Department
- If the learner is not satisfied with the outcome, they may request a review by the Head of Department.
- The Head of Department determines whether the matter should progress to the formal process.
- If the issue remains unresolved after informal steps, the learner may lodge a formal complaint or appeal.

Learners dissatisfied with the outcome of the informal complaint may initiate a 'formal complaint or appeal' with the RTO Manager.

Formal Complaint or Appeal

All formal complaints or appeals will be in writing, addressed to the CEO and submitted to the RTO Manager.

Step 1 — Acknowledgement
- The RTO Manager acknowledges the complaint or appeal in writing as soon as practicable.

Step 2 — Review and Decision
The RTO Manager and Principal (as the CEO's delegate) review the matter and may:
- decide based on available information, or
- convene an independent Complaints and Appeals Committee, consisting of individuals not previously involved in the matter.
- The learner and any relevant parties could present their case and may be supported by a parent, guardian, or representative.

Step 3 — Outcome
- The decision will be communicated in writing to all parties.
- If a resolution cannot be finalised within 60 calendar days, the RTO will: inform the learner of the delay in writing, explain the reasons, provide regular progress updates until resolved.

Step 4 — Recording & Analysis
- All outcomes are recorded in the Complaints and Appeals Register.
- Trends or systemic issues are analysed & addressed through RTO's continuous improvement processes.

Post-Resolution Review

Following finalisation of a complaint or appeal, the RTO Manager coordinates a review of:
- the outcome,
- contributing factors,
- any required updates to policies or procedures, and
- opportunities for improvement.

Corrective actions are implemented to reduce the likelihood of recurrence and improve overall service quality. After the complaint or appeal is finalised the RTO Manager will organise a meeting of relevant parties to review the decision and outcome and evaluate the policies, procedures, and strategies of the RTO to take appropriate corrective action to eliminate or mitigate the likelihood of reoccurrence.

Assessment – Evidence Gathering

All assessments must be submitted by the due date. If you are having difficulty completing an assessment, you

should discuss it with your trainer/assessor well in advance of the due date. his way the trainer/assessor may be able to offer support or grant additional time.

Academic Misconduct

Academic Misconduct includes cheating, collusion, and plagiarism.

Forest Lake State High School regards the integrity of assessment as critical to its professional responsibilities as an RTO and therefore strives to ensure the assessment processes are not compromised.

Cheating

All assessments must be 100% your own work.

Cheating or the use of another person's work and submitting as your own is cheating and will not be tolerated.

Collusion

Collusion is the presentation of work, which is the result in whole or in part of unauthorised collaboration with another person or persons. It is your responsibility to ensure that other students do not have opportunity to copy your work.

Plagiarism

Copying from a published work (including the internet), without referencing, will not be tolerated. This includes presentation of work which has been copied in whole or in part from another person's work or from any other source such as the Internet, published books, and periodicals. This includes systematic re-wording or changing key nouns and verbs. You must follow referencing guidelines if you take another person's idea and put it into your own words.

Generative Artificial Intelligence Use

All students are expected to act with honesty and integrity. Work you submit must be your own and reflect your knowledge and skills. Use of Generative Artificial Intelligence - (AI) tools such as ChatGPT, Gemini, Claude, Copilot is only deemed acceptable if your trainer has approved their use for a specific task.

If permitted, you must:
- Acknowledge the tool used and how it supported your work
- Write in your own words and show genuine understanding
- Be prepared to explain and justify your responses

Submitting work created by AI without acknowledgement, fabricating examples, or using AI to complete practical tasks, is a breach of Academic Integrity requirements & may result in disciplinary action. Trainers check authenticity through follow-up question, interviews, or use of detection tools, consistent with Education Queensland's Academic Integrity Policy.

Acceptable AI tool use in a task may include the following:
- Research general concepts or definitions
- Organise ideas or structure responses
- Improve grammar and sentence clarity
- You must acknowledge in your response the use of or assistance of AI and identify the specific tool use.

Reminder – this is a skills-based assessment, and students must be able to demonstrate their ability to meet the requirements of the competency being assessed.

Recognition of Prior Learning Arrangements – RPL & Credit Transfer

Forest Lake State High School recognises that learners come with diverse skills, knowledge, and experiences. In line with the Standards for RTOs 2025, the RTO provides fair, transparent and accessible processes for Recognition of Prior Learning (RPL) and Credit Transfer (CT).

Recognition of Prior Learning Procedure

- **Outcome Standards** (fairness, transparency, support, learner rights)
- **Compliance Standards** (assessment system integrity, documentation, evidence, RPL quality, record-keeping)
- **Credential Policy 2025**
- **Queensland school RTO requirements**

RPL is a formal assessment method that recognises prior learning and experience.

Students are supported to gather evidence. RPL decisions follow assessment integrity requirements and must be transparent, fair, and well-documented.

RPL is an assessment process that assesses an individual's level of knowledge and skills against individual or multiple units of competencies. RPL must meet the **Assessment System Integrity** requirements of the 2025 Standards, ensuring that decisions are:

✓ fair   ✓ valid   ✓ reliable   ✓ consistent   ✓ evidence-based   ✓ clearly documented

Access to RPL

All VET students are informed of RPL opportunities during VET Student Induction.

Students will be informed about:
- what RPL is
- evidence types (e.g., work samples, certificates, statements, resumes, supervisor reports)
- the application process
- support available
- assessment requirements
- appeal rights

At the commencement of the school year a Student Induction will be conducted by the RTO Manager and/or Trainer and Assessor and included in this process will be information about Recognition of Prior Learning (RPL) and will be further documented in the Student Handbook. Students enrolling mid-year receive the same information upon commencement.

RPL Application and Decision Process

Application: Students submit a written RPL application using the approved RTO form.

Support: Trainers & Assessors will assist students to understand evidence requirements and compile evidence.

Assessment: The Trainer & Assessor evaluates the evidence against the required units of competency, in line with the RTO's assessment procedures.

Gap Identification: If evidence is incomplete, the learner will be advised of any gaps and the training or assessment required to address them.

Decision & Notification: Students are formally advised in writing of the RPL outcome.

Recording: All RPL decisions are documented using qualification-specific assessment records. The RTO Manager maintains an RPL Register of all applications & outcomes as required under the 2025 Standards.

Appeals: Learners may request reassessment or lodge appeal through RTO's Complaints & Appeals process.

The Trainer and Assessor will clearly document the assessment decision using the qualification specific documentation that is to be retained in accordance with the Retention of Student Records Procedure.

The Trainer and Assessor must inform the RTO Manager of the application and result, and the RTO Manager will record this in the RPL Application Register.

Credit Transfer

Credit transfer is granted when authenticated AQF certification is provided from another RTO.

Documentation must be verified, stored, and recorded accurately. Credit transfer applies only to equivalent units. Credit Transfer is not an assessment process, it requires verified certification only.

CT will be granted when the learner provides **authenticated evidence**, such as:
- a Statement of Attainment,
- a Qualification Certificate with Record of Results, or
- authenticated USI transcript information.

Credit Transfer applies only where units are **equivalent** under the current training product.

Information Provided to Students

During VET Student Induction, and upon late enrolment, students are advised:

- what Credit Transfer is
- the evidence required
- how to submit documentation
- how CT may affect course duration and QCE eligibility

Automatic Credit Transfer Within the School RTO

Where students have previously completed equivalent units within the RTO:

- the RTO Manager and SDCS/SMS Operator identify eligible units
- CT is processed automatically
- the student and relevant Trainer/Assessor are notified of the awarded CT

Credit Transfer for Incoming Students from Other RTOs

For students transferring from another school RTO or external RTO:

- CT will only be awarded once **official, authenticated documentation** is provided
- the RTO verifies the authenticity of the evidence
- the SDCS/SMS Operator records the CT
- the Trainer and Assessor stores a copy as evidence in the student profile

The student is responsible for obtaining the required documentation before CT can be processed.

Record Keeping and Data Integrity

All RPL and CT decisions must be:

- accurately recorded in the Student Management System
- securely stored according to the Retention of Student Records Procedure
- consistent with the Privacy Act 1988, VET Data Policy, and FLSHS data security procedures
- compliant with the Credential Policy 2025

Certification and Issuing Qualifications

The RTO must issue to students whom it has assessed as competent in accordance with the requirements of the Training package or VET accredited course, a VET qualification or VET statement of attainment (as appropriate) that meets the requirements of the Standards for RTOs 2015.

The RTO will ensure that, through the implementation of the AQF Qualifications Issuance Policy:

- Students will receive the certification documentation to which they are entitled

- AQF qualifications are correctly identified in certification documentation

- AQF qualifications are protected against fraudulent issuance

- A clear distinction can be made between AQF qualifications and non-AQF qualifications

- Certification documentation is used consistently across the RTO, and

- Students and parents/caregivers are confident the qualifications they have been awarded are part of Australia's national qualifications framework – the AQF

- The RTO will establish anti-fraud mechanisms by including the RTO's own logo on each document issued to ensure there is no fraudulent reproduction or use of credentials.

Replacement of Certification Documentation

The RTO maintains a Register of Certification Documents Issued for 30 years from the date of issue.

This allows learners to request a reissue of their documentation at a later date.

The RTO ensures this is stored in an accessible format with both electronic and hard copy records kept securely.

The process for a learner, or former learner, to request a reissue of their documentation is as follows:

- All requests for a replacement qualification or statement of attainment must be in writing (email is acceptable) from the learner to the RTO Manager.

- The request will be forwarded to the RTO to coordinate who may request the Pathways Centre staff to print the certification documentation.

- The RTO will access the archived records/Register of Certification Documentation Issued to access the required information for the replacement document or contact QCAA for a reissue.

- The replacement will identify it is a re-issued version as well as follow all requirements for printing and issuing qualifications and statements of attainment as outlined in the checklist for certification documentation; and

- The replacement will be issued with 30 working days of receipt of the written request.

The RTO issues AQF certification in accordance with the Credential Policy 2025:

- Issued within 30 days of completion
- Contains all mandatory fields and Includes anti-fraud verification features
- Stored securely

Homework and Study Expectations

Homework is work set by a teacher to be completed at home by a set time. Study indicates preparation for testing and for revision of daily work.

It is also the revision of work covered in class even if not specifically set by the teachers. You are expected to adhere to due dates and checkpoints. You must be at a certain percentage of completion by each juncture.

Guarantee of Training

Forest Lake State High School, as a Registered Training Organisation (RTO), is committed to ensuring that every learner who commences a qualification or accredited course is provided with a fair and reasonable opportunity to **complete the training and assessment** they have enrolled in. This commitment reflects the requirements of the **Standards for RTOs 2025**, which emphasise continuity of training, transparency, learner protection, and clear communication.

Continuity of Training

Once a learner has commenced training in a qualification or accredited course, the RTO guarantees that training and assessment will continue until the learner has either:
- completed the qualification, or
- completed all units agreed to in a negotiated training plan leading to a **Statement of Attainment**.

Students entering a course after the start date may negotiate an individualised package of units where full completion is not possible. These arrangements must be documented in an **Enrolment Agreement** signed by both the student and parent/guardian.

Teach-Out, Transition, and Training Product Changes

When a qualification or unit of competency is superseded, removed, or significantly changed, the RTO applies formal **transition and teach-out procedures** as required by the Standards for RTOs 2025.

The RTO will ensure that:
- learners are formally notified in writing of the change
- timelines for teach-out or transition are clearly communicated
- students and parents/guardians receive information about any impact on QCE eligibility or pathways
- changes are implemented in a fair, transparent, and timely manner
- all decisions are made in the best educational interests of the student
- No learner will be disadvantaged because of changes to training products.

Trainer Availability and Continuity

If the RTO loses access to a specialist trainer or assessor and is unable to secure a suitable replacement, the RTO will:
- Arrange completion of training and/or assessment with another school or external RTO, if possible
- Formally notify affected learners and parents/guardians in writing
- Obtain written agreement to any new arrangements, including information on fees or conditions
- Ensure all assessment records, progress data, and evidence are securely transferred

If an external transfer is not possible, the RTO will negotiate an internal subject or qualification transfer with the learner and parent/guardian, ensuring clarity about outcomes and QCE implications.

Documentation and Written Agreements

All transfer, transition, or teach-out arrangements must be **documented formally**. This includes:
- updated Enrolment Agreements
- Transition or Teach-Out Notices
- Pathways Change Application Forms
- written acknowledgements signed by the student and parent/guardian

Any Pathways Change Application Form used by the RTO includes a statement acknowledging that the student and parent/guardian agree to follow the policies and procedures outlined in all VET-related documentation.

Signatures and Verification

All enrolment forms and amendments to training arrangements must be checked to ensure they have been **signed by both the learner and their parent/guardian** before processing.

Glossary

AQF qualification	AQF qualification type endorsed in a training package or accredited in a VET accredited course
ASQA	Australian Skills Quality Authority
Assessment	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
Australian Qualification Framework (AQF)	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.
Code	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	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
National Register	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.
RTO	Registered Training Organisation
RTO code	The registration identifier given to the RTO on the National Register.
Scope of Registration	The training products for which an RTO is registered to issue AQF certification documentation. It allows the RTO to: - Both provide training delivery and assessment resulting in the issuance of AQF certification documentation by the RTO; or - Provide assessment resulting in the issuance of AQF certification documentation by the RTO.
Student/learner	A person being trained and/or assessed by the RTO for the purpose of issuing AQF certification documentation.
Standards	Standards for Registered Training Organisations (RTOs) 2015
Statement of attainment	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.
Training Product	An 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
VET	Vocational education and training
VET Regulator	ASQA is the regulatory body for RTOs in the Australian Capital Territory, New South Wales, the Northern Territory, Queensland, South Australia and Tasmania. The Queensland Curriculum and Assessment Authority (QCAA) acts as delegate for the Australian Skills Quality Authority for Qld Colleges

Certificates on Scope at Forest Lake State High School

RTO# 30288   **PRINCIPAL** – Sally Hawkes   **RTO Manager** – Kylie van der Beek – HOD Senior Pathways

FSK20119 - Certificate II in Skills for Work and Vocational Pathways – up to [4] QCE points

https://training.gov.au/training/details/fsk20119

This qualification is for individuals who require foundation skills development to prepare for workforce entry or vocational pathways. It is suitable for individuals who require: A pathway to employment or further vocational training – reading, writing, oral communication, learning & numeracy skills aligned to the Australian Core Skills Framework (ACSF) Level 3 – entry level digital literacy, employability skills, vocational training & employment plan.

*Units in this course are clustered into 7 projects.

FSKLRG011	Use routine strategies for work-related learning	Core Unit
FSKNUM014	Calculate with whole numbers + familiar fractions, decimals + percentages for work	Group A
FSKNUM015	Estimate, measure and calculate with routine metric measurements for work	Group A
FSKNUM017	Use familiar and routine maps and plans for work	Group A
FSKNUM018	Collect data and construct routine tables and graphs for work	Group A
FSKLRG010	Use routine strategies for career planning	Group B
FSKOCM005	Use oral communication skills for effective workplace presentations	Group B
FSKRDG008	Read and respond to information in routine visual and graphic texts	Group B
FSKRDG010	Read and respond to routine workplace information	Group B
FSKWTG008	Complete routine workplace formatted texts	Group B
FSKWTG009	Write routine workplace texts	Group B
TLIF0025	Follow work health and safety procedures	Imported Elective
TLIP2032	Maintain petty cash account	Imported Elective
TLIK2003	Apply keyboard skills	Imported Elective

CHC24015 – Certificate II in Active Volunteering – up to [4] QCE points

https://training.gov.au/training/details/CHC24015

This qualification reflects the role of entry level volunteer workers. At this level, work takes place under direct, regular supervision within defined guidelines. This qualification may be used as a pathway for workforce entry. Organisations may require volunteers to undergo background checks. To achieve qualification, candidate must have completed 20 hours of volunteer work as detailed in Assessment Requirements of units of competency.

*Units in this course are not Clustered.

BSBCMM201	Communicate in the Workplace	Core Unit
CHCDIV001	Work with Diverse People	Core Unit
CHCVOL001	Be an Effective Volunteer	Core Unit
HLTWHS001	Participate in Workplace Health and Safety	Core Unit
FSKWTG001	Complete Personal Details on Simple & Short Workplace Forms	Non-listed Elective
CHCCOM001	Provide First Point of Contact	Listed Elective
SIRXCEG006	Provide Online Customer Service	Non-listed Elective

FNS20120 – Certificate II in Financial Services – up to [4] QCE points

https://training.gov.au/training/details/FNS20120

This qualification is intended to address the need for increased financial literacy and basic financial skills of entrants wishing to build potential pathways into the industry.

*Units in this course are not Clustered.

BSBCMM211	Apply Communication Skills	Core Unit
BSBTEC201	Use Business Software Applications	Core Unit
BSBWHS211	Contribute to the health and safety of self and others	Core Unit
FNSINC311	Work together in the financial services industry	Core Unit
FNSFLT211	Develop and use personal budgets	Listed Elective
FNSFLT212	Develop and use savings plans	Listed Elective
FNSFLT214	Develop knowledge of superannuation	Listed Elective
FNSFLT216	Develop knowledge of taxation	Listed Elective

ICT20120 – Certificate II in Applied Digital Technology – up to [4] QCE points

https://training.gov.au/training/details/ICT20120
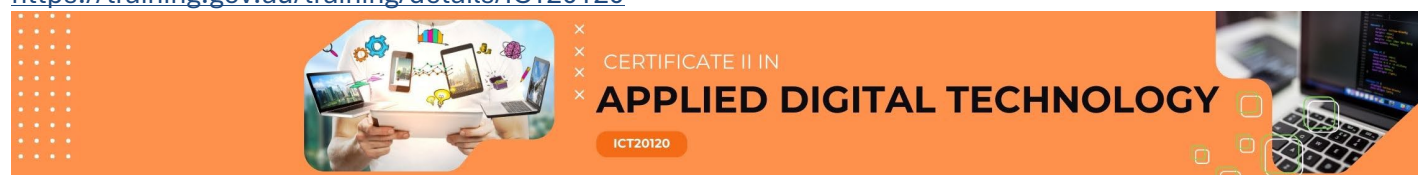
This pathways qualification provides the foundation skills and knowledge to use basic applied digital technologies in varied contexts. The qualification is designed for those developing the necessary digital and technology skills in preparation for work. These individuals carry out a range of basic procedural and operational tasks that require digital and technology skills. They perform a range of mainly routine tasks using limited practical skills and knowledge in a defined context. The qualification is suitable for someone generally performing under direct supervision.

*Units in this course are clustered into 7 projects. [Duplicates with BSB20120]

BSBWHS211	Contribute to the health and safety of self and others	Core Unit
BSBSUS211	Participate in sustainable work practices	Core Unit
ICTICT213	Use computer operating systems and hardware	Core Unit
BSBTEC202	Use digital technologies to communicate in a work environment	Core Unit
ICTICT214	Operate application software packages	Core Unit
ICTICT215	Operate digital media technology packages	Core Unit
ICTICT224	Integrate commercial computing packages	Group A
BSBTEC303	Create electronic presentations	Group A
BSBTEC201	Use business software applications	Group A
ICTSAS214	Protect devices from spam and destructive software	Group A
BSBPEF201	Support personal wellbeing in the workplace	Group B

SIT20322 – Certificate II in Hospitality – up to [4] QCE points

https://training.gov.au/training/details/SIT20322

This qualification reflects the role of individuals who have a defined and limited range of hospitality operational skills & basic industry knowledge. They are involved in mainly routine & repetitive tasks & work under direct supervision. This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, & coffee shops. The skills in this qualification must be applied in accordance with Commonwealth & State/Territory legislation, Australian standards & industry codes of practice.

*Units in this course are clustered into 6 projects.

BSBTWK201	Work effectively with others	Core Unit
SITHIND006	Source and use information in the hospitality Industry	Core Unit
SITHIND007	Use hospitality skills effectively	Core Unit
SITXCCS011	Interact with customers	Core Unit
SITXCOM007	Show social and cultural sensitivity	Core Unit
SITXWHS005	Participate in safe work practices	Core Unit
SITXFSA005	Use hygienic practices for food safety	Group A
SITHFAB021	Provide responsible service of alcohol	Group B
SITXFSA006	Participate in safe food handling practices	Listed Elective
SITHGAM022	Provide Responsible Gambling Service	Group B
TLIE0009	Carry out basic workplace calculations	Imported Elective
SITHFAB025	Prepare and service espresso coffee	Group B

BSB20120 – Certificate II in Workplace Skills – up to [4] QCE points

https://training.gov.au/training/details/BSB20120

This qualification reflects the role of individuals in a variety of entry-level Business Services job roles. This qualification also reflects the role of individuals who have not yet entered the workforce and are developing the necessary skills in preparation for work. These individuals carry out a range of basic procedural, clerical, administrative or operational tasks that require self-management and technology skills. They perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles generally work under direct supervision.

*Units in this course are clustered into 5 projects. [Duplicates with ICT20120]

BSBCMM211	Apply Communication Skills	Core Unit
BSBOPS201	Work Effectively in Business Environments	Core Unit
BSBPEF202	Plan and Apply Time Management	Core Unit
BSBSUS211	Participate in Sustainable Work Practices	Core Unit
BSBWHS211	Contribute to the Health and Safety of Self and Others	Core Unit
BSBOPS202	Engage with Customer	Group C
FSKDIG001	Use Digital Technology for Short and Basic workplace tasks	Non-listed Elective
BSBPEF201	Support personal wellbeing in the Workplace	Group A
BSBOPS203	Deliver a Service to Customers	Group C
BSBTEC201	Use Business Software Applications	Group B

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