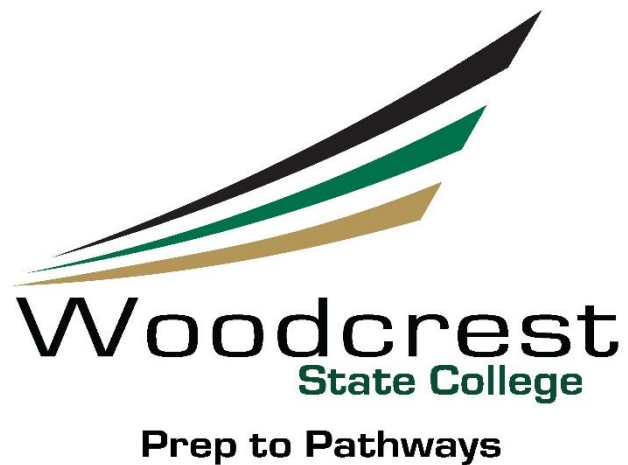




2026 VET Student Handbook

Senior Schooling HOD:
VET Coordinator:

Sharon Hackman shack27@eq.edu.au
Tracey Krause – txiac0@eq.edu.au

Table of Contents

INTRODUCTION	2
First Nations Acknowledgment	3
Inclusive Practice in Vocational Education and Training (VET)	4
Policy and funding	5
The Australian Qualifications Framework (AQF)	5
AQF QUALIFICATIONS	5
1. Student selection, enrolment and induction/orientation procedures	6
2. Qualification or accredited course information	6
3. Marketing and advertising of course information	7
4. Legislative requirements	7
5. Fees and charges, including refund policy	8
6. Student services	9
7. Student support, welfare and guidance services	9
8. Provision for language, literacy and numeracy assistance	10
9. Access and equity policy and procedure	10
10. Flexible learning and assessment procedures	12
11. Competency based assessment	12
12. Student access to accurate records policy and procedures	13
13. Confidentiality procedure	14
14. Employer contributing to learner's training and assessment	14
15. Complaints and appeals procedures	15
16. Recognition arrangements for RPL and credit transfer	16
17. Recognition of AQF qualifications and statements of attainment issued by another RTO or school	18
18. Certification and issuing qualifications	19
19. Qualification and accredited course guarantee	19
20. Privacy Notice	20
VET Student Agreement Form – after commencement of course	22

INTRODUCTION

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

This handbook has been written to provide students with important information about the vocational education and training (VET) qualifications offered at Woodcrest State High School as well as your rights and responsibilities as a VET student. The handbook is available from your VET teacher, or on the Woodcrest SHS website.

Students should take the time to study this handbook carefully and ask their VET teacher if they are unsure of any details. We encourage you to discuss the contents with your parents and / or caregivers. Students should keep this handbook (or note the intranet location 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 School. A copy of the VET Quality Manual outlining the School's VET policies and procedures can be obtained via the RTO Manager. At Woodcrest SHS, the RTO Manager is the Head of Department – Senior Secondary.

First Nations Acknowledgment

Woodcrest State College acknowledges the traditional custodians of the lands on which we work, live and deliver training. We pay our respects to Elders past and present and honour the ongoing cultural and spiritual connection Aboriginal and Torres Strait Islander peoples have to Country, culture and community.

We are committed to providing a culturally safe, inclusive and respectful learning environment for Aboriginal and Torres Strait Islander students.

Support for First Nations Students

If you identify as an Aboriginal or Torres Strait Islander, you are encouraged (but not required) to let us know during enrolment or at any time during your learning. This allows us to offer support that respects your cultural identity, values and goals.

Support may include:

access to a First Nations Liaison Officer or culturally safe staff member

one-to-one support, mentoring or regular check-ins

flexibility in learning or attendance where cultural obligations arise

referral to trusted local Aboriginal and Torres Strait Islander services, such as:

- Aboriginal Community-Controlled Health Services
- community Elders or support networks where appropriate and with your consent
- Indigenous student centres at local education or training providers.

If dedicated in-house support staff are not available, Woodcrest State College may work in partnership with local community organisations to connect you with culturally appropriate services and advice.

Our commitment to cultural safety

We aim to:

ensure your learning experience reflects respect, inclusion and understanding

value your lived experience, cultural strengths and knowledge

provide a culturally responsive learning environment

continuously improve based on feedback from First Nations students and communities.

To discuss your support needs, contact [details] or speak with your trainer in confidence.

You are welcome here – your culture, your story and your success matter.

Inclusive Practice in Vocational Education and Training (VET)

Woodcrest State College provides people with opportunities to gain the skills needed to participate fully in work, community and society. To meet the needs of a diverse and changing population, inclusive practice must be embedded as a core element of VET delivery, systems and policy.

Inclusive practice ensures that all learners, regardless of background, ability or circumstance, have equitable access to training, support and pathways that enable them to achieve their goals and contribute to Queensland's future prosperity. The department supports a tiered approach to inclusion, recognising that full participation relies on policies, systems, processes, organisational structures and individual actions.

Our Beliefs

Inclusive practice benefits everyone

Inclusive VET enables economic and social participation and ensures all learners feel valued.

Every person deserves the opportunity to learn, work and contribute to their community.

An inclusive system aligns learner strengths and aspirations with flexible training options.

Inclusive practice is everyone's responsibility

Inclusion requires shared commitment across individuals, staff, business, industry and community.

Using critical inquiry with learners strengthens systems, supports independent thinking and encourages lifelong learning.

The VET environment must recognise and value the dynamic relationship between staff, learners, the learning environment and the broader community.

Everyone can learn

Every learner has the right to learn and the ability to succeed with appropriate access and support.

People differ in how they learn and interact; inclusive VET environments respect these differences and tailor support to individual needs.

Learning is lifelong

Australians need adaptable skills to respond to workforce change and mobility.

Inclusive VET builds learner independence, resilience and wellbeing and supports active citizenship and lifelong learning.

Our Approach

<i>Inclusive practice in VET requires action at three levels:</i>	<i>Learner success is supported through three layers of assistance:</i>
Training delivery	Informed self-help tools and information
RTO structures, systems and processes	Base-level support
Policy and funding	Specialised support

The Australian Qualifications Framework (AQF)

All of the VET courses offered by this School lead to nationally recognised qualifications – a certificate (if all of the requirements of the qualification are completed) or a statement of attainment (for those parts that are successfully completed where the full qualification is not completed). This certificate/statement of attainment will be recognised in all eight states/territories in Australia. This is because Australia has a national qualifications framework called the Australian Qualifications Framework (AQF). There are 13 different types of qualifications that can be obtained. These are shown in the following diagram.

AQF QUALIFICATIONS



Source: Australian Qualifications Framework 2025

Your VET teacher will provide you with information about your VET qualification/s including an overview of the specific units of competency/modules in each, assessment requirements, vocational outcomes, etc.

The following qualifications are available for completion at this School

Qualification code	Qualification title
FSK20119	Certificate II in Skills for Work and Vocational Pathways
CHC24015	Certificate II in Active Volunteering
FNS20120	Certificate II in Financial Services
22476VIC	Certificate I in General Education for Adults

1. Student selection, enrolment and induction/orientation procedures

Students enrolled in the VET courses at this School participate in the same enrolment and selection processes as other students at the School. Where numbers are limited for VET subjects, selection may be based on interview and/or on the order in which enrolments were received.

Woodcrest 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 (through the VET student induction session) before enrolment on the Queensland Curriculum and Assessment Authority (QCAA) portal.

VET teachers will induct all VET students with this handbook.

2. Qualification or accredited course information

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

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
- RTO guarantee information
- Course outcomes and pathways
- Work experience requirements (where applicable)
- Licensing requirements (where applicable)
- Partnership or off-campus arrangements (where applicable)

3. Marketing and advertising of course information

The School will ensure that 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 NRT logo will only be employed in accordance with its conditions of use.

The School will not advertise or market in any way VET accredited courses, qualifications or units of competency that are not on the scope of registration.

Woodcrest State High School will ensure it will have the appropriate human and physical resources to deliver and assess any course currently on the School's scope of registration. If the School loses access to these resources, the School will provide students with alternative opportunities to complete the course and the related qualification.

4. Legislative requirements

As an RTO the School will observe all Australian, state and territory laws governing Vocational Education and Training. The School will also meet all legislative requirements of the National VET Regulator Act 2011, Education (General Provisions) Act 2006, Education (General Provision) Regulation 2006, Vocational Education, Training and Employment Act 2000, Education (Work Experience) Act 1996, Vocational Education and Training Act 2000, Education (Overseas Students) Act 1996, Child Protection

Act 1999, Commission for Children and Young People Act 2000, Workplace Health and Safety Act 2011, Anti-Discrimination Act 1991, Disability Services Act 1992, Freedom of Information Act 1992 and Privacy Amended Act 2004 as they relate.

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

5. Fees and charges, including refund policy

The School does not charge students fees for VET services. Fees are only collected for consumable costs or other additional services such as the issuing of a replacement qualification testamur. Any fees and charges that do occur for additional services will be made known to students prior to enrolment.

Students who enrol past the commencement of the school year will be charged student fees at a prorata basis for the duration of the school year.

The School will refund on a pro-rata basis any fees collected for consumable costs to students who leave before completion of the VET service.

The School does charge for VET Courses provided by external training providers via a memorandum of understand with that provider.

Matters regarding payment of fees or refund of fees will be managed by the School's Business Manager in accordance with the principles contained in the School's Fee Policy.

6. Student services

Woodcrest State High School will establish the needs of their students, and deliver services to meet their individual needs where applicable. All students at this School will have involvement with some or all of the following processes, designed to establish their educational needs and offer support:

- SET plans
- subject selection processes
- career guidance services
- academic conferencing

The provision of educational services will be monitored to ensure the School continues to cater for student needs through review of student senior education and training (SET) plans, as needed. The School will also ensure that all students receive the services detailed in their agreement with the RTO.

The School will continually improve student services by collecting, analysing and acting on any relevant data collection through students providing valuable feedback to the RTO through informal and formal processes i.e. through individual student assessment feedback, course evaluation feedback, quality indicators — student engagement surveys and school-generated surveys (where applicable).

7. Student support, welfare and guidance services

Students have access to a wide range of support, welfare and guidance services at this School, including:

- VET teachers
- Curriculum HODs
- Guidance Officers
- HOD – Senior Secondary
- Deputy Principal
- Secondary Principal and Executive Principal
- Student Support teachers

8. Provision for language, literacy and numeracy assistance

If you are undertaking a VET subject, which has embedded units of competency from a training package, you will find that basic literacy/numeracy elements have been incorporated. This should help you learn these basic literacy/numeracy components more readily, as they are being delivered and assessed in the context of an industry vocational area of your choice. If you still feel you need additional language, literacy or numeracy support, please seek further advice from the RTO Manager.

9. Access and equity policy and procedure

The access and equity guidelines at Woodcrest State High School are designed to remove any barriers so that all students have the opportunity to gain skills, knowledge and experience through access to VET subjects.

This School is inclusive of all students regardless of sex, race, impairment or any other factor. Any matter relating to access and equity will be referred to the RTO Manager, as the designated Access and equity officer.

Woodcrest State High School has written access and equity policies documents in the School VET Quality Manual and all staff receive copies which they must follow. Staff and students, in their induction to the School, are made aware of the School's access and equity policy, and that they may contact the Access and Equity Officer for information and/or support about the policy.

Access and equity guidelines will be implemented through the following strategies:

- The School curriculum, while limited by the available human and physical resources, will endeavour to provide for a choice of VET subject/s for all students
- Links with other providers, such as TAFE institutes will be considered where additional resources are required.
- Access to school-based apprenticeships and traineeships may be available to students
- Where possible, students will be provided with the opportunity to gain a full Certificate at AQF levels I, or II (where applicable)
- Access to industry specific VET programs will be available to all students regardless of sex, gender or race.
- If the School loses access to either physical and or human resources, the School will provide students with alternative opportunities to complete the course and the related qualification.

Discrimination occurs if a person treats someone differently on the basis of an attribute or characteristic such as gender, sexuality, race, pregnancy, physical or intellectual impairment, age, etc. This School strives to meet the needs of each student through incorporating access and equity principles and practices which acknowledge the right of all students to equality of opportunity without discrimination.

For example, the following principles apply:

1. VET curriculum areas will be adequately resourced, with teachers with the appropriate qualifications, in order to ensure students have quality outcomes.
2. VET training and assessment will be in line with industry standards to ensure quality outcomes for students. As well, a variety of training/assessment methods will be used to cater for the ways in which students learn. Students with learning difficulties or impairment will be supported by relevant School staff to ensure that the training and assessment provided meets their needs.
3. All students will be actively encouraged to participate in VET qualifications, irrespective of background/cultural differences.
4. Prior to participating in structured work placement, students will be provided with an induction programme that will equip them with the knowledge to recognise harassment/discrimination should it occur and to ensure they have the strategies to deal with anything like this. Appropriate support will be provided to ensure students are successful in their work placement.
5. Literacy/numeracy is integrated throughout all VET qualifications, as well as being delivered separately through your English/literacy and Maths/numeracy programme.
6. This School will openly value all students, irrespective of background/culture/other differences and all students will be made to feel valued through the delivery of appropriate training/assessment methods and support structures.
7. Any complaints in relation to discrimination/harassment will be treated seriously, in line with the School's Complaints and appeals policy.

10. Flexible learning and assessment procedures

The following represent the basic VET assessment principles of this School. They are designed to promote fairness and equity in assessment.

- All VET students at this School will be fully informed of the VET assessment procedures and requirements and will have the right to appeal.
- Students will be given clear and timely information on assessment.
- Information given to students, on the assessment cover sheet, will include:
 - advice about the assessment methods
 - assessment procedures
 - the criteria against which they will be assessed - when and how they will receive feedback.
- Students will sight their profile sheet of results in each VET subject on at least two occasions throughout a two year course.
- The assessment approach chosen will cater for the language, literacy and numeracy needs of students.
- Any special geographic, financial or social needs of students will be considered in the development and conduction of the assessment.
- Reasonable adjustment will be made to the assessment strategy to ensure equity for all students, while maintaining the integrity of the assessment outcomes.
- Opportunities for feedback and review of all aspects of assessment will be provided to students.
- A clearly documented mechanism for appeal against assessment processes and decisions is available to students in the School's VET Quality Manual. This is available from the RTO Manager.

Your VET teacher will provide you with a thorough overview of the assessment requirements for your individual VET course. The following information, however, represents some general information about the VET assessment process adopted at Woodcrest State High School.

11. Competency based assessment

In order to be successful in gaining competency, students must demonstrate consistent application of knowledge and skill to the standard of performance required in the workplace. Students must be able to transfer and apply skills and knowledge to new situations and environments.

In most subjects assessment tasks are completed a number of times throughout the year. Results for each assessment item will be marked on a student profile sheet (or similar document) using terms such as competent, or working towards competency. This assists students to become competent as their skills improve.

Final records of assessment of competencies will be awarded as either:

- **C** for Competent
- **NYC** for Not Yet Competent

Assessment methods

Each VET teacher 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.

Elements of competency will be assessed and recorded once the VET teacher is satisfied that 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 School through the QCAA School Portal.

This will record all elements and units of competency achieved. This will be held by the School and will be issued to the student once they complete the program of study or upon exit (in line with the QCAA data entry timelines).

12. Student access to accurate records policy and procedures

Woodcrest State High School is committed to regularly providing student with information regarding their participation and progress.

VET teachers maintain accurate and current records of each student's progress towards and achievement of competencies. These records will be forwarded for entry on the School's QCAA portal prior to each of QCAA's advertised collection dates for data. The data recorded on the portal will be printed out and returned to the Senior Schooling Administration Officer (SSAO) and/or HOD Senior Schooling (SS). Once approved as accurate, the HOD Senior Schooling is notified to this effect.

When the student nears completion for the full qualification, the VET teacher then checks student achievements against the qualification packaging rules. When the student has achieved the requirements for completion of the qualification, the HOD SS, is notified to check the “qualification complete” button for that student in that qualification. The data recorded on the QCAA portal will be printed out and returned to the SSAO and/or HOD SS, for checking. Once approved as accurate, the HOD SS is notified to this effect.

VET teachers will provide access to a student’s own records at least once each semester, or on request by the student. Students may also be given access to “for checking” printouts. Students will also have access to information regarding any unit achieved through their own online learning account.

13. 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 School will ensure that have consent from each VET student.

14. Employer contributing to learner’s training and assessment

Wherever possible the School will place students in workplaces that provide experience in the competencies included in their VET qualifications. This School 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 School will be placed in workplaces where it forms a mandatory requirement of the Training Package or Accredited course.

15. Complaints and appeals procedures

Complaints and appeals are managed by the School in a fair, efficient and effective manner. The School will create an environment where student's views are valued. Complaints arise when a student is dissatisfied with an aspect of the school RTO's services, and requires action to be taken to resolve the matter. Appeals arise when a student is not satisfied with a decision that the school RTO has made. Appeals can relate to assessment decisions, but they can also relate to other decisions. Students with either a complaint or an appeal will have access to informal complaint process or a formal complaint or appeal process. All formal complaints or appeals will be heard and decided within 15 working days of the receipt of the written complaint by the School.

The RTO Manager will keep a record of complaints which documents all formal complaints and their resolution. Any substantiated complaints will be reviewed as part of the continuous improvement procedure.

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 with the operational representative of the School, e.g. the VET teacher, who will make a decision and record the outcome of the complaint
- person(s) dissatisfied with the outcome of the complaint to the teacher may then communicate the complaint to the relevant HOD, who will make a decision in regards to proceeding with a formal complaint or appeal process
- person(s) dissatisfied with the outcome of the complaint may initiate a 'formal complaint' with the relevant HOD
- On receipt of a verbal complaint, the School resolves the complaint if possible, documenting the complaint, its cause, actions taken and decisions made in the secure Complaints and Appeals Register. If the complaint cannot be promptly and simply resolved, advises that an appropriate staff member will deal with the complaint, but a written record of the complaint is required.

Formal complaint or appeal

- formal complaints may only proceed after the informal complaint procedure has been finalised
- all formal complaints or appeals will go to the Executive Principal
- the complaint or appeal and its outcome shall be recorded in writing
- on receipt of a formal complaint or appeal the Principal shall convene an independent panel to hear the complaint; this shall be the complaint and appeal “complaint committee”
- the complaint and appeal committee shall not have had previous involvement with the complaint or appeal, should include representatives of: the Executive Principal (or delegate), teaching staff and an independent person
- the student shall be given an opportunity to present their case to the committee and may be accompanied by one other person as support or as representation
- the relevant staff member shall be given an opportunity to present their case to the committee and may be accompanied by one other person as support or as representation
- the complaint and appeal committee will make a decision on the complaint
- the complaint and appeal committee will communicate its decision on the complaint to all parties in writing within five working days of making its decision.
- If a student is still not satisfied, the RTO Manager will refer them to the Queensland Curriculum and Assessment Authority appeals and complaint process

<https://www.qcaa.qld.edu.au/senior/vet/appeals-complaints-enforcement>

Where they exist, the School will use records of complaints and appeals as invaluable data about aspects of the School’s operations that could be improved.

16. Recognition arrangements for RPL and credit transfer

All VET students have access to a procedure that gives RPL or Credit transfer at this School.

Recognition of Prior Learning (RPL)

RPL is an assessment process that assesses an individual’s level of knowledge and skills against individual or multiple units of competencies.

Recognition of prior learning policy

All students shall have access to, and will be offered RPL. All applications for RPL will be responded to once a written application has been received. The RTO Manager will keep an RPL register which

documents all RPL applications and their outcomes. Once the evidence has been provided to the School to assess RPL, the student will be notified of the decision. Students may have access to reassessment on appeal.

Recognition of prior learning procedure

Each year at the VET student induction, the RTO Manager shall make students aware of the School's RPL policy via the VET student handbook. The VET teachers will remind students of this policy at the beginning of each year and provide opportunities to engage in the RPL process.

VET students seeking RPL, will be:

- provided with a copy of a RPL application form by their relevant VET teacher
- provided sufficient information about the types of evidence that can be used to support an RPL application by the VET teacher e.g. resume, certificates, photos, references from supervisors, performance reviews or job descriptions
- required to provide a completed RPL application form and associated evidence to support the application
- able to appeal an RPL decision via the RPL student appeals form if unsuccessful

The VET teacher will:

- notify the student of their outcomes from the RPL process
- develop and assess any alternative methods of assessment required as a result of an RPL application
- notify the student of any gap training required as a result of the review of their application
- update the student's records if RPL is granted upon consulting with the relevant HOD

Credit transfer

Refers to the granting of credit to students of exact units of competency they have completed previously. Institutions or training organisations can grant credit to students for studies or training completed at the same or another institution or training organisation.

If a student believes that they fulfill these requirements they should approach their VET teacher first, who will bring it to the attention of the relevant HOD. At the beginning of each course, the VET teacher will be responsible for ensuring that the students are informed of the RPL and Credit transfer procedures. RPL information and forms can be obtained from the VET teacher or relevant HOD.

17. Recognition of AQF qualifications and statements of attainment issued by another RTO or school

The School recognises all AQF qualifications issued by any other RTO. The School will seek verification of the certification from the relevant RTO where there is some ambiguity.

Recognition of qualifications procedure

- VET teachers and the RTO Manager will make students aware that any existing AQF qualifications or statements of attainment they possess will be recognised by the School during the VET student induction at the beginning of the year.
- VET teachers will remind students of this policy at the beginning of each new term.
- If a student presents an AQF qualification or statement of attainment to a VET teacher, the teacher will take a copy and bring it to the attention of the relevant HOD.
- The relevant HOD in consultation with the RTO Manager will verify the authenticity of the qualification or statement of attainment.
- The verified copy of the qualification or statement of attainment is placed in the student's file.
- Once the qualification or statement of attainment is verified, the VET teacher will give the student exemption for the units of competency identified in the qualification or statement of attainment and update the student's records accordingly. Information will then be entered in the QCAA portal using the 'credit transfer' option.

Internal recognition of qualifications procedure

- The School will complete a comprehensive mapping exercise (where relevant) to identify common units of competency across qualifications on the scope of registration
- At the beginning of each year, those students who are enrolled in courses where there are common units of competency, or who have progressed from Certificate I to Certificate II (where applicable) are identified
- The RTO Manager, relevant HODs and VET teachers will meet to establish the processes for delivery and assessment ensuring accurate data is recorded
- This process is repeated throughout the year for students who change subjects
- The information is entered into the QCAA portal using the 'credit transfer' option in all instances where the student has already gained the unit of competency (i.e. the student may only once be deemed as competent).

18. Certification and issuing qualifications

The School 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 Australian Qualifications Framework (AQF) requirements
- Identifies the RTO by its national provider number
- Includes the **Nationally recognised training (NRT) logo** in accordance with the current conditions of use.

The School ensures the authenticity of the documents by including the corporate identifier (e.g. RTO logo) or unique watermark.

Replacement of certification documentation policy

Requests for a replacement qualifications or statements of attainment (within a 30 year period) are handled in a timely manner.

Replacement of certification documentation procedure

The following procedure is to be followed:

- All requests for a replacement qualification or statement of attainment must be in writing (email is acceptable) from the student to the School
- The request will be forwarded to the RTO Manager to coordinate
- The RTO will access the archived records to access the required information for the replacement document
- Students will be required to present identification before a certificate is re-issued
- The replacement will identify that it is a re-issued version
- The replacement will be issued with 14 working days of receipt of the written request

19. Qualification and accredited course guarantee

A course guarantee is where the School gives a guarantee to the student that the RTO will complete the training once the student has started student in their chosen qualification or accredited course (where applicable).

Students who enter a course after the start date have the opportunity to negotiate a package of units that will lead to a statement of attainment/s. This adjustment will be reflected in the VET Student Agreement form which will be signed by both the student and parent/guardian.

In the event of losing a specialist trainer, and the RTO being unable to obtain a suitable replacement, Woodcrest State High School will arrange for agreed training and assessment to be completed through another RTO if this is possible. (Fees may be incurred). Prior to the transfer to another RTO, affected students will be formally notified of the arrangements, and agreement to those arrangements, including any refund of fees will be obtained. If an external transfer is not possible, the RTO will gain a written agreement for a subject/course transfer within the School from the student and parent/guardian.

The School Senior Subject Selection Form (or similar document), as well as any Subject Change Form (or similar document) used by the School will include a disclaimer stating that by 'signing the form, they agree to all of the policies and procedures related to VET that are outlined in all School documentation pertaining to VET'.

When an enrolment form is received, the form is checked to ensure it has been signed by both the student and their parent/guardian.

20. Privacy Notice

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

Your personal information (including the personal information contained on this enrolment form), may be used or disclosed by Woodcrest State High School for statistical, administrative, regulatory and research purposes. Woodcrest State High School may disclose your personal information for these purposes to:

- Commonwealth and State or Territory government departments and authorised agencies; and
- NCVER.

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

- populating authenticated VET transcripts;
- facilitating statistics and research relating to education, including surveys and data linkage;
- pre-populating RTO student enrolment forms;

- understanding how the VET market operates, for policy, workforce planning and consumer information; and
- administering VET, including program administration, regulation, monitoring and evaluation. You may receive a student survey which may be administered by a government department or NCVER employee, agent or third party contractor or other authorised agencies. Please note you may opt out of the survey at the time of being contacted.

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

Woodcrest State High School

VET Student Agreement Form – after commencement of course

This Student Agreement Form has been completed by **(please print)**:

(Full name)

Student

USI:

--	--	--	--	--	--	--	--	--	--

☐ **I have a USI:**

☐ **I need help in obtaining a USI**

☐ **I have a USI exemption (evidence of this exemption must be shown)**

Who is enrolled in the following qualification/s *: (tick the qualification)

Qualification code	Qualification title	Enrolled
FSK20119	Certificate II in Skills for Work and Vocational Pathways	
CHC24015	Certificate II in Active Volunteering	
FNS20120	Certificate II in Financial Services	
22476VIC	Certificate I in General Education for Adults	

Specified units of competency per qualification or accredited course are outlined in the Subject Selection Form (or similar document) or in the VET subject course outline. *or units of competencies as negotiated

Acknowledgment of receipt of information

☐ I also acknowledge that prior to commencement in my VET programme at this School I have been provided with a VET Student Handbook and have been inducted in the information on the topics listed below.

- Student selection, enrolment and induction/orientation procedures
- Qualification or accredited course information
- Marketing and advertising of course information
- Legislative requirements
- Fees and charges, including refund policy
- Student services
- Student support, welfare and guidance services
- Provision for language, literacy and numeracy assistance
- Access and equity policy and procedure
- Flexible learning and assessment procedures
- Competency based assessment
- Student access to accurate records policy and procedures

- Confidentiality procedure
- Employer contributing to learner's training and assessment
- Complaints and appeals procedures
- Recognition arrangements for RPL and credit transfer
- Recognition of AQF qualifications and statements of attainment issued by another RTO or school
- Certification and issuing qualifications
- Qualification and accredited course guarantee

☐ I am aware that the School will ensure that I will complete the training and assessment as agreed. If circumstances arise that affect my ability to complete this course (e.g. loss of a teacher and unable to obtain suitable replacement) then the School must arrange for training and assessment to be completed by another suitable training organisation. Prior to the transfer to another RTO, I will be formally notified of the arrangements and an agreement to those arrangements, including any refund or fees associated, will be obtained.

☐ **I am aware that I have entered the course after the start date and have been provided with a negotiated program of units which may lead to a statement of attainment/s only.**

☐ I acknowledge that I have read VET Student Handbook and understand that I can access further information on some of these topics should I wish to do so.

Student Name

Student signature

Date

☐ I consent to the School RTO providing data and personal information to the National Centre for Vocational Education Research (NCVER).

Parent/Guardian Name

Signature of parent/guardian

Date _____