St Eugene College

THE CORPORATION of the TRUSTEES of the ROMAN CATHOLIC ARCHDIOCESE of BRISBANE

TRADING AS ST EUGENE COLLEGE
REGISTERED TRAINING ORGANISATION (RTO) NATIONAL PROVIDER NUMBER 32362

Student Information Manual
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**Acronyms and Abbreviations**

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<th>Acronym</th>
<th>Description</th>
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<tr>
<td>AQF</td>
<td>Australian Qualifications Framework</td>
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<td>VQF</td>
<td>Australian Quality Training Framework</td>
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<td>AVETMISS</td>
<td>Australian Vocational Education and Training Management Information Statistical Authority</td>
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<tr>
<td>CBT</td>
<td>Competency Based Training</td>
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<tr>
<td>CRICOS</td>
<td>Commonwealth Register of Institutions and courses for Overseas students</td>
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<td>DET</td>
<td>Department of Education and Training</td>
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<td>IR</td>
<td>Internal Review</td>
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<td>NTF</td>
<td>National Training Framework</td>
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<td>NTQC</td>
<td>National Training Quality Council</td>
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<td>TGA</td>
<td>National Training Information Service</td>
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<td>QSA</td>
<td>Queensland Studies Authority</td>
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<tr>
<td>RCC</td>
<td>Recognition of current competency</td>
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<td>RPL</td>
<td>Recognition of Prior Learning</td>
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<td>RTO</td>
<td>Registered Training Organisation</td>
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<tr>
<td>VET</td>
<td>Vocational Education and Training</td>
</tr>
<tr>
<td>VTA</td>
<td>Vocational Training Area</td>
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</table>
WELCOME TO VET AT ST EUGENE COLLEGE

Purpose of the Student Information Manual

This manual provides you with the information you will need during your Vocational Education and Training course of study. Please make sure you have ongoing access to this book as you will need to refer to it throughout your course. The booklet is divided into sections – General Information and Course Information. It is important to know your rights as a student, and be familiar with the competencies to be attained for each qualification you study. A process of RPL (recognition of prior learning) can be applied to avoid duplication of learning and training. Appeals procedures exist for students who might disagree with competencies awarded. To ensure this Manual meets our systems for quality service, consider providing feedback to the Head of Vocational Services.

At this stage St Eugene College offers four VET courses which may be classified as Queensland Studies Authority – Category A (Authority) subjects, or Category B (Study Area Specifications) or TAFE subjects. The following table indicates the current offerings at our school.

Student Information

Introduction

This document is provided by the Queensland Curriculum and Assessment Authority for the use of Queensland schools that are RTOs. Its primary purpose is as an example and use is not mandatory. If used by a school RTO as part of the RTO management systems it must be appropriately adapted and personalised to meet current Standard requirements.

Other people or organisations who want to use QCAA materials must obtain permission as stated in the copyright notice available from: www.qcaa.qld.edu.au/copyright.html.

Policy statement

The school RTO ensures that all VET students are properly informed and protected. This policy and procedure document links closely with the Marketing policy and procedure.

Through the SET plan process, the school RTO ensures that all VET students have been provided with sufficient advice regarding the appropriateness for them of the qualification and/or accredited courses they would like to be enrolled in (as per Standard 5.1). The advice takes into account each student’s existing skills and knowledge prior to the finalisation of subject selection to ensure that students are able to make informed decisions before undertaking training in a VET qualification or accredited course. In addition, students at our school RTO have access to support services and guidance services.

The school RTO is committed to completing the outlined training and assessment once students have started study in their chosen qualification/s or course/s from the course start date. This includes delivery by a 3rd party on the school RTO’s behalf. Students who enter the course after the start date will have a negotiated package of units that will lead to a statement of attainment.
The Principal (as the chief executive officer) of the school RTO is ultimately responsible for ensuring that students (and their parents/carers) are provided with the required information prior to enrolment, including the services they are to receive, their rights and obligations and the RTO’s responsibilities.

The school RTO has a separate Complaints and Appeals policy and procedure. If another person or organisation is providing student information under a third party agreement with the school RTO, the Third party arrangements policy and procedures will be applied.

**Student information procedure**

**The RTO Manager**

The RTO Manager has responsibility and authority for the VET student information systems (under the delegation from the Principal) including:

a. liaising with the principal and vocational training areas regarding student information documentation, as well as subject selection and course information;

b. ensuring that subject selection forms and subject transfer forms include the following statement: 'By signing this form, I agree to all of the policies and procedures related to VET that are outlined in all school documentation pertaining to VET.'

c. ensuring the transfer or late enrolment forms include the statement: 'I am aware late enrolment means that my training and assessment agreement is for the negotiated package of units, which will lead to a statement of attainment.'

d. responsibility for ensuring all students have been adequately informed about the appropriateness of the qualification or accredited course and whether it meets students’ needs,

    e. responsibility for ensuring all students have been advised regarding their rights and obligations and the RTO’s responsibilities;

    f. responsibility for ensuring that the information is provided in print and/or electronic copy;

    g. responsibility for advising students about any changes to agreed services (including third-party arrangements).

    h. ensuring that the provision of educational services is monitored to cater for student needs. This includes reviewing ‘overlaps’ where students are enrolled in more than one VET qualification at the school RTO or another RTO and the corresponding adjustments to the training and assessment strategies, student enrolments and scope of registration (if required).

**Deputy Principal responsible for timetabling**

The Deputy Principal must ensure that:

a. they liaise with the RTO manager regarding all VET enrolments; and

b. all subject selection forms have been signed by both the student and the parent/carer.
**Student information**

Students will receive the following information prior to enrolment on the SDCS, through the documents and/or activities given in the following table. Check the school RTO quality system calendar to see the timing of these activities.

<table>
<thead>
<tr>
<th>Written information (print or electronic) provided to students and their parents/carers</th>
<th>School RTO document (and activity where applicable) Documents are hyperlinked</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Subject selection and enrolment procedures</td>
<td>e.g. Subject Selection Handbook, information sessions and documentation including SET plans and school calendar</td>
</tr>
<tr>
<td>2. Qualification or accredited course information, including:</td>
<td>e.g. Marketing documentation: student handbooks, website, social media, other marketing material as well as other student handbooks</td>
</tr>
<tr>
<td>a. Cert I Information, Digital Media &amp; Technology ICT10115, Cert II in Information, Digital Media &amp; Technology ICT20115 (as per training.gov.au)</td>
<td>Public complaints and appeals policy on website</td>
</tr>
<tr>
<td>b. Cert I Hospitality SIT10216, Cert II in Hospitality SIT20316 (as per training.gov.au)</td>
<td>Documented complaints and appeals policy and procedure</td>
</tr>
<tr>
<td>c. Cert I Access in Vocational Pathways FSK10113 (as per training.gov)</td>
<td></td>
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<tr>
<td>d. Cert II Skills for Work &amp; Vocational Pathways FSK20113 (as per training.gov)</td>
<td></td>
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<tr>
<td>e. training/assessment locations is St Eugene College</td>
<td></td>
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<tr>
<td>f. Delivered face to face</td>
<td></td>
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<tr>
<td>g. work placement of 1 work week per year in certain courses.</td>
<td></td>
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<tr>
<td>h. All training delivered to AQF standards as per manual</td>
<td></td>
</tr>
<tr>
<td>i. entry requirements or pre-requisites (if applicable)</td>
<td></td>
</tr>
<tr>
<td>j. student obligations related to any materials or equipment they must provide;</td>
<td></td>
</tr>
<tr>
<td>k. requirements the student must meet to successfully complete e.g. apply for a USI, service periods, travel requirements, events or out of school hours functions,</td>
<td></td>
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<tr>
<td>l. the student’s rights if the RTO (or a third party) closes or ceases to deliver any part of the training course the student is enrolled in;</td>
<td></td>
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<tr>
<td>m. details of the RTO’s complaints and appeals</td>
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<tr>
<td>3. Fee information (if collected directly or through a third party) for each qualification prior to their enrolment in SDCS specifying:</td>
<td>e.g. Marketing documentation: student handbooks, website, social media, other marketing material as well as other student handbooks</td>
</tr>
<tr>
<td>a. fee information (amount, terms/conditions, deposits, refunds);</td>
<td>Documented policy regarding student fee protection (if pre-paid fees over $1,500)</td>
</tr>
<tr>
<td>b. student rights as a consumer, including cooling-off period (if applicable);</td>
<td></td>
</tr>
<tr>
<td>c. student right to obtain a refund if the enrolment is terminated early or services not provided.</td>
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</tr>
<tr>
<td>4. How VET qualifications and courses differ from other school courses and criteria-based assessment, by including:</td>
<td>e.g. Marketing documentation: student handbooks, website, social media, other marketing material as well as other student handbooks</td>
</tr>
<tr>
<td>a. Work-like activities</td>
<td></td>
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<tr>
<td>b. Competency-based training and assessment</td>
<td></td>
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<tr>
<td>c. Competency standards, which are an industry-determined specification of performance that sets out the skills, knowledge and attitudes required to operate effectively in employment.</td>
<td></td>
</tr>
<tr>
<td>5. Student support, welfare and guidance services</td>
<td>e.g. Marketing documentation: student handbooks, website, social media, other marketing material as well as other student handbooks</td>
</tr>
<tr>
<td>6. Recognition of prior learning (RPL) procedures</td>
<td>e.g. Marketing documentation: student handbooks, website, social media, other marketing material as well as other student handbooks</td>
</tr>
<tr>
<td>7. Recognition of Australian Qualifications Framework (AQF) credentials, and statements of attainment issued by other RTOs</td>
<td>e.g. Marketing documentation: student handbook; Documented certification and the USI policy and procedure</td>
</tr>
<tr>
<td>8. School RTO’s obligations to the student in regard to providing quality training and assessment, and issuance of AQF certification</td>
<td>e.g. Student handbook; Documented certification and the USI policy and procedure</td>
</tr>
<tr>
<td>9. Student’s rights if the school RTO or a 3rd party delivering training on its behalf ceases to deliver any part of the qualification that a student is enrolled in.</td>
<td>e.g. Marketing documentation: student handbooks, Documented third party</td>
</tr>
</tbody>
</table>
i.e.

a. The school RTO is committed to completing the outlined training and assessment once students have started study in their chosen qualification/s or course/s from the course start date (including delivery by a 3rd party on the school RTO’s behalf).

b. Students who enter the course after the start date will have a negotiated package of units that will lead to a statement of attainment.

c. In the event of losing the specialist trainer, and the RTO being unable to obtain a suitable replacement or 3rd party school will not be able to continue delivery, the school RTO will, if possible, arrange for agreed training and assessment to be completed through another RTO. (Fees may be incurred.) Prior to the transfer to another RTO, affected students will be formally notified of the arrangements, and an agreement to those arrangements, including any refund of fees, will be obtained. If transfer is not possible, the RTO will gain a written agreement for a subject/course transfer from the student and parent.

St Eugene College - VET SUBJECTS

- SIT10216 – Certificate I in Hospitality
- SIT20316 – Certificate II in Hospitality
- ICT10115 – Certificate I in Information Technology
- ICT20115 – Certificate II in Information Technology
- FSK10113 – Certificate I in Access to Vocational Pathways
- FSK20113 – Certificate II in Skills for Work & Vocational Pathways

Each department will issue individual learning and assessment plans informing you of the requirements of each subject.

This manual is available electronically on the school’s website. Hard copies are located with all vocational education teachers, in the ISC, with the HOD Vocational Services and with the Industry Liaison Officer. Students may peruse a hard copy on request.
CODE OF PRACTICE

As a Registered Training Organisation (RTO), St Eugene College has agreed to operate within the Principles and SNRs of the Australian Quality Training Framework. This includes a commitment to recognise the training qualifications issued by other Registered Training Organisations. The school is registered to deliver a range of VET programs under the direction of the Queensland Studies Authority (QCAA) and Department of Education, Science and Training (DEST). 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. St Eugene College reserves the right to amend the code of practice to suit the needs of training organisations as required. All amendments will be in accordance with legislation governing RTO’s.

LEGISLATIVE REQUIREMENTS

Governance, data and administration

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Other people or organisations who want to use QCAA materials must obtain permission as stated in the copyright notice available from: www.qcaa.qld.edu.au/copyright.html.

Policy statement

St Eugene College ensures that it adheres to the obligations of the governance, data provision requirements and administration arrangements with the National VET Regulator, i.e. the QCAA as delegate for ASQA as outlined in the VET Quality Framework (VQF).

The Principal (as the chief executive officer) of the school RTO is ultimately responsible for ensuring that the school RTO complies with the VQF. This applies to all of the operations within the RTO’s scope of registration, as listed on the National Register.

The Principal of the school RTO ensures that its high managerial agent, the RTO Manager is vested with sufficient authority to ensure compliance with the VQF.

While many of the obligations are covered by the requirements of Education Queensland/the Non-State School Accreditation Board and the Queensland College of Teachers, the school RTO includes statements in this policy and procedures document acknowledging compliance.

Procedures in this document

1. Governance procedure
2. Interactions with the registering body procedures
3. Updating RTO details

**Governance procedure**

**The Principal**

The Principal ensures compliance with all the VQF requirements by:

a. delegating responsibility and sufficient authority for day-to-day RTO operations to the school high managerial agent, the RTO Manager as outlined in the signed delegation statement and duty statement;

b. meeting every term or as required with the RTO Manager to keep informed of those operations, and ensuring minutes of those meetings are taken;

c. ensuring that any decision making at the senior management level regarding RTO operations is explicitly informed by trainers’ and assessors’ experiences, and that this is documented appropriately;

d. authorising and signing (where necessary) the appropriate documentation, forms and report data as required by the *Data provision Requirements*;

e. completing a *Fit and Proper Person Requirements declaration* when required;

f. completing a *Chief Executive Statutory Declaration* when required;

g. holding public liability insurance that covers the scope of its operations throughout the registration period.

**Executive management team**

The school executive management team (or equivalent) reviews:

a. the outcomes of the systematic monitoring and evaluation of the school’s RTO training and assessment strategies and practices;

b. progress on any actions taken to meet compliance as well as actions taken for course development;

c. ongoing compliance with the VQF.

The school executive management team ensures the RTO will act on any opportunities for improvement.

**RTO manager**

The RTO Manager has responsibility and authority for the day-to-day management of the RTO systems including:

a. managing operation of the school’s RTO status as per the high managerial agent duty statement;

b. liaising with the QCAA concerning all aspects of the school’s RTO status;

c. keeping the Principal informed of all matters regarding the school’s RTO status;
d. managing the systematic monitoring of the school’s training and assessment strategies and practices;

e. completing a *Fit and Proper Person Requirements declaration* when required.

**Interactions with the registering body procedures**

The Principal will ultimately be responsible for ensuring that the school RTO complies with the VQF. Interactions with the registering body (QCAA) are managed by the RTO Manager.

The school RTO will cooperate with the QCAA:

a. in the conduct of audits and in the monitoring of its operations;

b. by providing accurate and timely data relevant to measures of its performance (including quality indicator data and SDCS data), which is collected as per policies and procedures and duty statements;

c. by providing information about substantial changes to its operations (including change of Principal and change of RTO Manager), any event, and information about significant changes to ownership that would significantly affect the school RTO’s ability to comply with these standards within 90 calendar days, which also ensures information on [http://training.gov.au](http://training.gov.au) is correct - see Updating RTO details procedure below;

d. regarding the retention, archiving, retrieval and transfer of records;

e. by providing evidence of satisfying the Fit and Proper Person Requirements and Chief Executive Statutory Declaration Requirements when necessary;

f. by submitting the QCAA school RTO verification form when requested, including checking scope of registration details thoroughly to ensure they are accurate;

g. by completing and submitting the annual declaration on compliance to the QCAA when requested to confirm compliance with the VQF;

h. informing the QCAA of any third party agreements via the appropriate notification form within 30 calendar days;

i. complying with Commonwealth, State and Territory legislation and regulatory requirements relevant to its operations;

j. by providing any other information as requested in writing by the registering body.

**Updating RTO details**

As a condition of registration, the school RTO must notify the QCAA in writing of any changes to contact details and changes or events that affect the operation of the RTO.

An RTO manager change will require the completion of both a notification of change of provider details and a notification of material change or event.
Provider details change
The RTO Manager in consultation with all relevant RTO personnel completes and submits (within 90 calendar days) the Notification of change of provider details form to the QCAA regarding the following changes:

a. change of details for registration enquires person on training.gov.au i.e. RTO manager;
b. change of public enquiries person on training.gov.au i.e. Deputy Principal responsible for the senior school;
c. changes to any contact details; and

d. changes to permanent RTO delivery sites.

Material change or events
The RTO Manager in consultation with all relevant RTO personnel completes and submits (within 90 calendar days) the Notification of material change or event form to the QCAA regarding the following changes:

a. a changes of Principal i.e. chief executive officer;
b. a change of RTO manager i.e. high managerial agent;
c. a change to ownership or legal name;
d. significant or unexpected turnover of staff;
e. commencement or dissolution of an arrangement with another organisation to conduct training and/or assessment on the RTOs behalf;
f. other significant changes to RTO operation.

A change of Principal also requires the submission of a Fit and Proper Person Requirements Statutory declaration and a Chief Executive Statutory Declaration.

Third party arrangements
The RTO Manager in consultation with all relevant RTO personnel completes and submits (within 30 calendar days) the Notification of third party arrangements form to the QCAA regarding the following events:

a. commencement of an arrangement with another organisation to deliver services on the school RTO's behalf (i.e. a new arrangement that has not been previously reported);
b. change to reported details of an arrangement with another organisation to deliver services on the school RTO's behalf (i.e. an arrangement that has been previously reported);
c. cessation of a previously reported arrangement with another organisation to deliver services on the school RTO's behalf.

Student fee protection
NOTE: If students are required to prepay fees in excess of $1 500 the school RTO must include within this document reference to policy and procedures for student fee protection. This policy should detail the student fee protection arrangements that meet the requirements.
of Schedule 6 of the Standards if the school RTO is unable to provide the services that have been prepaid.

St Eugene College will meet all legislative requirements of State and Federal Government, in particular, Workplace Health and Safety, Workplace Relations and Vocational Placement SNRs.

ACCESS AND EQUITY
All students will be informed of the requirements of curriculum or National Training Packages. The College’s/Education Queensland’s Access and Equity Policy ensure that student selection decisions comply with equal opportunity legislation. Appropriately qualified staff will assess the extent to which the student is likely to achieve the stated competency SNRs and outcomes of the course, based on their qualifications and experience.

TRAINING AND ASSESSMENT SNRS
St Eugene College has a commitment to providing a quality service and a focus on continuous improvement. We value feedback from students, staff and industry representatives for incorporation into future programs. A student feedback form is used to gather information.

CLIENT SERVICE
We have sound management practices to ensure effective service to students. In particular we have service SNRs to ensure timely issue of student assessment results and qualifications. These will be appropriate to competence achieved and issued in accordance with national guidelines.

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

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

Information relating to all fees and charges, course content, assessment procedures and vocational outcomes will be outlined prior to enrolment.

INTERNAL REVIEW
At St Eugene College the Head of Vocational Services in partnership with the Deputy Principal Senior School will facilitate a system of internal review annually. Meetings will be held with representatives from the relevant industry areas, students, staff, the industry liaison officer, parents and administration. Reports are tabled and feedback documented. The internal review process assists in the development of quality training and assessment.
EXTERNAL REVIEW
St Eugene College has agreed to participate in external monitoring and audit processes required by the state government. This covers random quality audits, audit following complaint and audit for the purposes of re-registration.

MANAGEMENT AND ADMINISTRATION
St Eugene College has policies and management strategies, which ensure sound financial and administrative practices. Management guarantees the organisation’s sound financial position. We have a Refund Policy, which is fair and equitable. Student records are managed securely and confidentially and are available for student perusal on request. St Eugene College has adequate insurance policies.

MARKETING AND ADVERTISING
The school RTO ensures that the marketing of AQF qualifications to prospective students is ethical, accurate, accessible and consistent with its scope of registration, and includes the school’s RTO provider code. All marketing material will include the code and the full title of the qualification or accredited course as listed on the National Register. The school RTO will not advertise VET qualifications, accredited courses, or units of competency for which it is seeking registration.

If another person or organisation is delivering training or recruiting students under a third party agreement with the school RTO, the Third party arrangements policy and procedures will be applied.

The school RTO does not advertise AQF qualifications to prospective students on behalf of other RTOs without their consent.

The NRT logo will be used in marketing material in accordance with its conditions of use specified in Schedule 4 of the Standards.

The Principal (as the chief executive officer) of the school RTO is ultimately responsible for ensuring that the school RTO complies with the VQF. This includes any marketing in print media, electronic media or social networking.

Marketing procedure
All AQF qualification marketing is managed by the RTO Manager.

a. The induction program for staff includes information about how to ensure that marketing is accurate and is not misleading. A template for marketing is provided and is available on the school network at [www.steugene.qld.edu.au](http://www.steugene.qld.edu.au).

b. All marketing (including within subject selection documentation) includes a date of publication and the following statement, ‘correct at time of publication but subject to change’.

c. All marketing or marketing materials are submitted to the RTO manager for approval.
d. The RTO manager checks the mandatory requirements for the information:
   - Accurately represents the services and qualifications on the scope of registration;
   - Includes the RTO code of the school RTO;
   - Includes the NRT logo (in accordance with its conditions of use – Standards, Schedule 4);
   - Includes the correct and current qualification code and title and lists the correct and current units of competency that the students will be doing (within packaging rules and as per current scope of registration);
   - Only advertises ‘current’ qualifications and units of competency that remain on TGA;
   - Identify the outside RTO if the qualification (or part of a qualification) it is through an outside provider (and that there is a record of consent given by the outside RTO);
   - Obtained consent from any person or organisation referred to in any marketing materials;
   - VET qualifications are clearly differentiated from other forms of learning eg QCAA syllabus;
   - Identifies if the school RTO is delivering the qualification/units of competency on behalf of another RTO (and that there is a written and signed third party agreement);
   - Identifies if another school is delivering the qualification/units of competency on behalf of the school RTO (and that there is a signed third party agreement see the Third party arrangements policy and procedures);
   - Does not guarantee that:
     - a student will successfully complete the qualification or units of competency;
     - a student will obtain a particular employment outcome;
     - a qualification or unit of competency can be completed in a manner that does not meet the standards (Clauses 1.1 and 1.2 of the Standards);
   - Any other required information as directed by the RTO manager.

e. The RTO manager (as delegated by the principal) gives the final approval to all VET marketing, regardless of the format or the audience.

St Eugene College markets vocational education and training products with integrity, accuracy and professionalism, avoiding vague and ambiguous statements. In the provision of information, no false or misleading comparisons are drawn with any other training organisation or training product.

**TRAINING AND ASSESSMENT SNRs**

St Eugene College has personnel with appropriate qualifications and experience to deliver the training and facilitate the assessment relevant to the training products offered. Assessment will meet the National Assessment Principles (including Recognition for Prior Learning). Adequate facilities, equipment and training materials are utilised to ensure the learning environment is conducive to the success of students.
St Eugene College will honour all guarantees outlined in this Code of Practice. We understand that if we do not meet the obligations of this Code or supporting regulatory requirements, we may have our registration as a Registered Training Organisation withdrawn.

**WHAT IS COMPETENCY BASED TRAINING (CBT)**

Each subject contains units of competency (modules) based on Competency Based Training (CBT), meaning it measures your ability to perform a specific task to a precise SNR under specific conditions. These SNRs have been set by industry, and are set out in the Australian Recognition Framework (VQF).

**HOW DO THE COURSES RUN**

Each course will contain a variety of learning activities giving you the opportunity to progress according to your individual learning style. Some of the courses are self-paced. This is a different way of learning and takes some getting used to. However, it is hoped that you will become involved, therefore, making your learning experiences fun and valuable. **It’s up to you!**

**ASSESSMENT METHODS**

Each teacher will maintain a student profile for each student and on completion of the program of study; an exit level will be awarded, based on the principles of assessment.

SNRs of competency will be assessed and recorded once the teacher is satisfied that a student has demonstrated consistent competency in a unit of competency. Students may also receive assessment if students apply for and meet the requirements for Recognition of Prior Learning (RPL). A master record detailing students’ achievements of the units of competency is maintained at the school. Students may also be issued with a Student Record Book. This will record all SNRs and units of competency achieved. This will be held by the school and be issued to the student once they complete the program of study and exit the school.

**REVIEW PROCESS**

In compliance with the National Standards of Registered Training Organisations an Internal Review (IR) must be conducted each year. For this process students will be asked to provide feedback on the subject to date. The IR will be conducted by an Internal Review Committee consisting of

a) Course teacher and/or Head of Vocational Services and/or Senior School Deputy Principal  
b) Student Representatives of Yr 11 and/or 12  
c) Industry Liaison Officer  
d) Industry Representative  
e) Community Representative

This committee will evaluate the implementation delivery and outcomes of vocational training within the course.
RPL (RECOGNITION OF PRIOR LEARNING PROCESS)

All students at St Eugene College will have access to Recognition of Prior Learning (RPL)

During the course induction process, the trainer/assessor will be responsible for ensuring that students are informed and “offered” the opportunity to apply for recognition of prior learning (RPL). Teachers will remind students at the beginning of each new term. Students will sign that they clearly understand and are offered PRL. “Additional learning” or relevant study which pertains to the qualification and is conducted without the supervision of the trainer/assessor will also be considered when competency of units is finalised.

Teachers will inform students of the following procedure:

- Information to the students will be in forms of the following; handbooks, intranet files, marketing material or flyers and handouts.
- Students will be informed of the RPL application form (see attached)
- Information will be provided about the types of evidence that can be used to support the application

Some examples of evidence of compliance that could be filed in the relevant RTO Evidence guide are:

- Records of interviews with students that establish whether the student has special needs regarding assessment
- Assessment processes that comply with advice in the relevant Training Package/accredited course, including self assessment materials, workplace activities to promote the collection of evidence
- Records of students outcomes from assessment processes
- Records of RPL assessments
- Copies of advice informing them of the outcome
- Diary notes
- Diary meetings
- Logs to indicate workplace visits by an assessor
- Register of agreements between the workplace and the RTO indicating how assessment will be conducted
- Trainee log books
- Feedback logs
NATIONAL RECOGNITION PROCEDURES FOR VOCATIONAL EDUCATION

St Eugene College will recognize all qualifications issued by any other RTO’s. St Eugene College will seek verification of the certification from the relevant RTO where there is some ambiguity.

Procedure:
- In the first VET class of the year, the teacher shall make students aware that the school will recognize any existing qualification they possess. A copy of the information can be found in the Student Information Manual.
- If a student presents a qualification to the teacher, the teacher will take a copy and bring it to the attention of the Head of Vocational Services.
- The Head of Vocational Services will verify the authenticity of the qualification. The verified copy of the qualification is placed in the student’s file.
- Once the qualification is verified, the teacher will give the student exemption for the units of competency or modules identified in the qualification and update the student’s records to reflect this information.
- Only then will the qualification be added to the Student Data Capture System for Senior Certification.

GRIEVANCE PROCEDURES FOR VOCATIONAL EDUCATION

In undertaking vocational modules, there may be occasions where the need arises to question the procedures involved in awarding a unit of competency or in recognising the RPL process.

For Vocational Education students, the process is as follows:

Any person wishing to make a complaint against the school concerning its conduct as an RTO, whether a grievance, appeal or other matter such as RPL application or assessment or quality of instruction given throughout the course, shall have access to the complaints procedure. All formal complaints will be heard and decided within 15 working days of the receipt of the written complaint by the school.

Procedure:

Informal Complaint
- Complaint made direct to the teacher
- Teacher to make a decision and record outcome of the complaint in the evidence guide.
- Should the student be dissatisfied with the outcome of the complaint to the teacher they then may complain to the Head of Vocational Services, who will make a decision and record the outcome of the complaint in the evidence guide.
- Should the student be dissatisfied with the outcome of the complaint to the Head of Vocational Services the student may initiate a formal complaint.
- Student should be issued with a copy of the decision from the teacher and the Head of Vocational Services.
FORMAL COMPLAINT AND APPEAL

This document is provided by the Queensland Curriculum and Assessment Authority for the use of Queensland schools that are RTOs. Its primary purpose is as an example and use is not mandatory. If used by a school RTO as part of the RTO management systems it must be appropriately adapted and personalised to meet current Standard requirements.

Other people or organisations who want to use QCAA materials must obtain permission as stated in the copyright notice available from: www.qca.qld.edu.au/copyright.html.

Policy statement

To be compliant with Standard 6 of the Standards for Registered Training Organisations (RTOs) 2015 the school RTO must have a publicly available complaints and appeals policy.

The school RTO will ensure that the principles of natural justice and procedural fairness are adopted at every stage of the complaints and appeals process. All formal complaints and appeals will be heard and decided on within 60 calendar days of receiving the written complaint or appeal. If the school RTO considers more than 60 calendar days are required to process and finalise the complaint or appeal, the complainant or appellant will be informed of the reasons in writing and will be regularly updated on the progress of the matter.

If the processes fail to resolve the complaint or appeal, a review by an independent party will be provided if requested.

The designated person will maintain a secure Complaints and Appeals Register, which documents all formal complaints, appeals and their outcomes.

Any substantiated complaints, as well as the complaints and appeals policy, will be reviewed as part of the continuous improvement processes and appropriate corrective action taken to eliminate or mitigate the likelihood of reoccurrence.

The Principal (as the chief executive officer) of the school RTO is ultimately responsible for ensuring that the school RTO complies with the VQF. This includes the complaints and appeals policy and procedures.

Policy information on school website:

The school RTO includes the following information on the public website:

The school as an RTO has a complaints and appeals policy specific to the RTO operations

A complaint can be made to the school RTO regarding the conduct of

- the school RTO, its trainers, assessors or other school RTO staff;
- students of the RTO;
- any third parties providing services on behalf of the school RTO (if relevant)

An appeal can be made to the school RTO to request a review of a decision, including assessment decisions.
The school RTO will ensure that the principles of natural justice and procedural fairness are adopted at every stage of the complaints and appeals process. All formal complaints and appeals will be heard and decided on within 60 calendar days of receiving the written complaint or appeal. If the school RTO considers more than 60 calendar days are required to process and finalise the complaint or appeal, the complainant or appellant will be informed of the reasons in writing and will be regularly updated on the progress of the matter.

If the processes fail to resolve the complaint or appeal, a review by an independent party will be provided if requested.

Complaints or appeals should be directed to the principal as CEO of the school RTO

[jmidgiey@bne.catholic.edu.au]

Procedures in this document

4. Complaints procedure
5. Appeals procedure

Complaints procedure

- All formal complaints must be in writing and addressed to the principal, as CEO of the RTO;
- On receipt of a written complaint:
  - a written acknowledgement is sent to the complainant from the Principal (via admin support);
  - the complaint is forwarded to the RTO manager;
- If the complaint is not finalised within 60 calendar days, the complainant is informed of the reasons in writing and regularly updated on the progress of the matter;
- The principal and/or the RTO manager will either deal with the complaint or convene an independent panel to hear the complaint; this shall be the complaints and appeals committee;
  - The complaints committee shall not have had previous involvement with the complaint and will include representatives of:
    - the principal;
    - the teaching staff, and;
    - an independent person.
- The complainant shall be given an opportunity to present their case and may be accompanied by other people as support or as representation;
- The relevant staff member, third party or student (as applicable) shall be given an opportunity to present their case and may be accompanied by other people as support or as representation;
- The outcome/decision will be communicated to all parties in writing within 60 days;
- If the processes fail to resolve the complaint, the individual making the complaint will have the outcome reviewed (on request) by an appropriate party independent of the RTO;
• If the complainant is still not satisfied, the principal will refer them to the QCAA website for further information about making complaints (www.qcaa.qld.edu.au/3141.html).

The root cause of any complaint will be included in the systematic monitoring and evaluation processes of the RTO so appropriate corrective action will be instigated to eliminate or mitigate the likelihood of reoccurrence.

Appeals procedure
• All formal appeals must be in writing and addressed to the principal, as CEO of the RTO;
• On receipt of a written appeal:
  – a written acknowledgement is sent to the appellant from the Principal (via admin support);
  – the appeal is forwarded to the RTO manager;
• If the appeal is not finalised within 60 calendar days, the appellant is informed of the reasons in writing and regularly updated on the progress of the matter;
• The principal and/or the RTO manager will either deal with the appeal or convene an independent panel to hear the complaint; this shall be the complaints and appeals committee;
  – The appeals committee shall not have had previous involvement with the appeal, and will include representatives of:
    ▪ the principal;
    ▪ the teaching staff, and;
    ▪ an independent person.
• The appellant shall be given an opportunity to present their case and may be accompanied by other people as support or as representation;
• The relevant staff member, if applicable, shall be given an opportunity to present their case and may be accompanied by other people as support or as representation;
• The outcome/decision will be communicated to all parties in writing within 60 days;
• If the processes fail to resolve the appeal, the individual making the appeal will have the outcome reviewed by an appropriate party independent of the RTO;
• If the appellant is still not satisfied, the principal will refer them to the QCAA website for further information about making complaints (www.qcaa.qld.edu.au/3141.html).

The root cause of any appeal will be included in the systematic monitoring and evaluation processes of the RTO so appropriate corrective action will be instigated to eliminate or mitigate the likelihood of reoccurrence.
ASSESSMENT POLICY

This school utilises a system of continuous assessment. After each assessment item has been administered the teacher records results on an individual profile sheet.

Assessment is an integral part of the school curriculum. Its nature varies from subject to subject. Assessment can take the form of assignments, projects, oral presentations, examinations, experiments, practical demonstrations and performances.

1. Definition
   Assessment is taken to mean any task or item that allows students to develop and display their knowledge, skills and abilities, It can be in the form of assignments, projects, oral presentations, tests, examinations, experiments, practical demonstrations or performances.

2. Absences
   - If a student is absent on the day of a test or submission deadline the following procedure applies.
   - A parent is to call the Central Administration, Head of Department or classroom teacher to explain the inability to meet the assessment conditions.
   - A medical certificate or explanatory letter from the parent is provided to the classroom teacher or Head of Department upon return to school as proof of absence.

3. Tests/Examination Policy
   Tests and exams are conducted under strictly observed conditions and time restrictions. If a student fails to attend a test the following conditions apply.
   - Where there is a valid excuse for the absence (illness supported by a medical certificate or extenuating family circumstance supported by the Principal) the exam will be completed at the earliest possible convenience or time determined by the Head of Department. When it is not possible for a student to complete the test, it will be omitted from the student’s profile and a final grade will be determined based on other work completed during the semester.
   - Where there is no valid reason for missing a test the student will still complete the test at the earliest possible convenience or time determined by the Head of Department. The result will be recorded on the student’s profile and reviewed for consistency in relation to other work recorded when a final grade is determined.

4. Assignment Policy

   4.1 Student Completion of Tasks.
   Sufficient in-class time under teacher supervision will be allocated to allow students the opportunity to understand, develop and complete a first draft of the task. When completing an assignment students must ensure:
   - All work is their own (see Plagiarism below).
   - Work required for sighting on monitoring dates is complete.
   - Submission takes place on or before the due date.
   - Correct procedures have been followed if an extension is required.
4.2 Submission of Tasks.
If a student is absent on the final day an assignment is due the assignment is to be delivered to the Central Administration by a friend, parent or sibling, clearly indicating the subject and teacher’s name.

4.3 Late Assignments (Written)
As part of the assessment process students is given sufficient in-class time to complete an initial draft of the assignment. This draft will serve as the final copy should a student fail to submit a final copy by the due date. This draft will be credited towards completion of the course.

4.4 Late Assignments (Oral/Performance)
If a student fails to complete an oral/performance by the due date the following applies:
- The student performs at the earliest convenience or time determined by the class teacher.
- In cases of group work the group members present complete the task using a ‘fill in’ student. Upon return to school the student performs the original task or an alternative task of equal difficulty to the original.

The result will be recorded on the student’s profile and reviewed for consistency in relation to other work recorded when a final grade is determined.

5. Extensions
5.1 Special Circumstances
The Head of Department may grant an extension where exceptional circumstances exist. These include:
- Extended absence due to illness which is supported by a medical certificate or documentation relating to an existing medical condition (recorded in SMS)
- Absence due to a family bereavement, or special circumstance supported by parental communication to the Principal.
- A student physically unable to participate due to an injury.
- A student has been suspended.

5.2 Extension Process
Students seeking an extension must:
- Apply to the relevant Head of Department as soon as practicable or at least two days prior to the due date.
- Provide details or drafts of work completed up to the time of seeking the extension.

5.3 Computer/Equipment Failure
No special consideration will be given for computer failure or equipment malfunction. Students are required to submit their disks and hard copy drafts on the due date. When submitting tasks electronically students must ensure tasks are received by the class teacher by the due date.
N.B. It is at the discretion of the Head of Department as to whether an extension is granted.

6. Plagiarism.
Plagiarism occurs when a task has been copied from someone else, taken directly from a source without referencing or when outside assistance has significantly altered a student’s
work to the extent it is no longer original. Where plagiarism is proven the student will be assessed on in-class work done during the course of the unit.

7. **Disputes and Appeals**
   Any disputes regarding an assessment result are directed firstly to the class teacher, then the Head of Department and finally the Administration of the Senior School.

8. **Incomplete Course Requirements**
   It is a requirement for all students enrolled in St Eugene College that they satisfy course requirements in each subject by completing assessment tasks in accordance with the Assessment Policy. A student's failure to meet course requirements may result in the loss of credit for a semester unit. This may affect a student's O.P. Score or Selection Rank.

**HOMEWORK/STUDY**

The full Homework Policy is detailed in the Student Planner provided to every student.

The amount of time devoted to homework and independent study will vary according to the student’s learning needs and individual program of learning, determined through their Senior Education and Training (SET) Plan.

- English, Mathematics and Science revision
- Long term assignment work related to students’ elective subjects
- Study for exams

A term planner for each subject and a semester assessment calendar is issued to every student. Tasks in Senior School tend to be set over four week periods. An Assessment Calendar is given to all students at the beginning of each semester.

**ATTENDANCE POLICY**

Students must attend school on each official school day. This includes sports days and carnival days, which form a vital part of our curriculum.

In the case of absence or late arrival, a note of explanation properly certified by a parent or guardian, or a parent/guardian telephone call is required. Late arrivals must report to the office to ensure they are recorded as present. A late slip will be given to the student to take to their teacher. Parents are contacted by letter or telephone when students have extended/unexplained absences or have a history of unsatisfactory late arrivals.

Students over the compulsory school age of (16 years) who do not maintain a satisfactory attendance rate (90%) may be determined not to have completed course attendance requirements. If course requirements have not been completed, enrolment at school or within a subject will be reviewed and may be cancelled.

By Education Queensland requirements, any student who has not attended school for three weeks, where there has been no contact from parents and no explanation of the absence, the school is required to delete the missing student from school records.
IT IS THE RESPONSIBILITY OF ALL STUDENTS TO MAKE SURE THAT CORRECT DETAILS ARE RECORDED WITH THE ATTENDANCE OFFICER REGARDING THEIR ATTENDANCE.

**Late enrolments**

Students enrolling into Certificate courses after commencement date may not necessarily meet all requirements to receive a qualification. In such instances a Statement of Attainment will be issued for units successfully completed. Students and parents must sign their SET plan indicating they fully understand the implications of late enrolment. Every effort will be made by trainers and assessors to assist students to catch up work missed. Whilst every effort will be made to assist students to “catch up” the RTO cannot take responsibility for late enrolling students not completing all requirements

**EXPECTATIONS**

Teacher (Assessor) Expectations

- Provide all details as requested for the Staffing Matrix, including the updating of a Staff Profile each semester and before internal reviews and internal audits.
- Document and maintain the Learning and Assessment Strategy pertaining to the qualification delivered by that teacher.
- Maintain minimum professional development and current industry experience required to be a registered trainer.
- Maintain records of any informal complaints made and record the outcome of the complaint in the Register of Complaints held by the Head of Vocational Services.
- Ensure the currency of all materials in relation to the delivery of Training Packages.
- Ensure that training delivery and assessment is competency based.
- Ensure all clients are offered RPL.
- Ensure that relevant legislation is implemented eg. Workplace Health and Safety, anti-discrimination access and equity.
- Provide all materials for the Evidence Guide to the HOD including: class rolls, assessment instruments, solutions and marking schemes, student profiles, units of competency recorded on the class master.
- Provide opportunity for negotiation, self assessed work, varied learning/assessment, and equity.
- Maintain accurate student records.
- Provide clear instruction, support and opportunity for feedback.
- Ensure assessment is delivered in accordance with the Learning and Assessment Strategy for the relevant qualification.

Student Expectations

- Allow others to learn
- Be on time to class and school activities
- Complete work to the best of their ability
- Bring the right equipment to every lesson
- Be in the right place at the right time
- Keep their belongings safe, as well as those of others
- Make the school safe by not threatening, bullying or hurting anyone in any way
- Make the classroom safe by obeying teacher instructions and safety directions especially in practical lessons
- Make the school safe by not bringing illegal substances or weapons into the school
- Make the school safe by wearing uniform to allow immediate identification of intruders
- Be polite to others
- Use acceptable language
- Always tell the truth
- Not steal damage or destroy the belongings of others
- Keep the school environment clean and tidy
- Have positive relationships, and not harass or abuse others
- Know what and when work is to be submitted
- Submit criteria sheet with all assessment
- Take responsibility for own learning
- Ask when something is not clear
- Develop constructive strategies for dealing with problems
- Be resourceful, creative and prepared.
- Have fun with learning.

FEES

Some of the VET subjects attract a levy to cover costs of materials such as consumables. The student resources scheme indicates the fees for each subject.

REFUND POLICY

When a student leaves the College during a school term, written notification is required and a leaving form should be filled out at the College Reception.

Student text books, library books and laptops and all accessories are to be returned to the College and signed off by the appropriate department before any adjustments can be made to your account. Laptops may be retained by the family but full payment of all outstanding fees will need to be paid.

All subject fees (Tuition and Levies) are billed Pro-Rata at the end of Term 2 & Term 4 to allow for student subject changes. Refunds are not offered against subject levies.
VET UNIQUE STUDENT IDENTIFIER

From 1 January 2015 the Australian Government requires all students undertaking vocational training (VET) to have a Unique Student Identifier (USI). Registered Training Organisations (RTOs) are required to collect and verify a student’s USI for the purposes of reporting on training activities or to issue an AQF certification document, such as a qualification or statement of attainment.

Permissions relating to the Unique Student Identifier for you/your student are included in this manual and must be signed by VET students and parents/caregivers. Certificates and Statement of Attainments cannot be issued to students who do not have a USI number.
Recognition of Prior Learning

Application Form

Checklist: ✔

☐ Consult with your mentor before completing this application.
☐ Print neatly and clearly.
☐ Bring with you any certificates, references, results, log books etc., you feel may support your application. (Submit original and photocopy for your files).
☐ Make an appointment with the RPL Officer/Assessor (your course teacher or HOD).
☐ Complete every section as fully as you can. (Your mentor can help you do this).
☐ See your teacher/HOD for a copy of the course outcomes for the modules you seek RPL for.
☐ See your teacher/HOD for a copy of the outcomes you claim to have competency in.
☐ Have you received a photocopy of your documents and application for your folio/profiles?

This student has met the checklist requirements and has a valid case for RPL.

Support Teacher: __________________________ Date: __________

(Signature)

Distribution of completed form: 1 to student; 1 to Refund Register

Part 1
Recognition of Prior Learning - Application Form

**DATE:**

**PERSONAL DETAILS**

SURNAME: ___________________________ GIVEN NAMES: ________________

ADDRESS: ________________________________________________________________________________

SUBURB: __________________________ POSTCODE: __________________________

PHONE: __________________________ MOBILE: __________________________

DATE OF BIRTH: ______________ SCHOOL: __________________________

The Course/Module for which you are applying for RPL (Recognition of Prior Learning)

**COURSE:**

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Comments: (Office Use Only)

__________________________________________________________________________________________

☐ Recognition Granted  ☐ Recognition Denied

☐ More Information Required  RPL Assessor:

(Signature)___________________________ Date: ______________
Recognition of Prior Learning - Application Form

EVIDENCE TO SUPPORT CLAIM

Work Experience/Employment

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Other Interests/Skills (Voluntary Work, Sporting Teams, Hobby and Club Groups, School Committees, School Magazine, Debating Team, Family Business)
Recognition of Prior Learning - *Application Form*

**RELATIONSHIP BETWEEN COURSE AND PRIOR LEARNING**

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<tr>
<th>SUBJECTS</th>
<th>Evidence</th>
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Recognition of Prior Learning

Interview

STUDENT NAME: ___________________________ DATE: __________

RPL ASSESSOR: ___________________________________________

TECHNICAL ADVISOR: _____________________________________

INDUSTRY REPRESENTATIVE: _________________________________

SUPPORT PERSON: __________________________________________

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RPL Granted ___________________________________________  RPL Denied
________________________________________________________

□  Appeal Sought

__________________________________________ RPL Assessor: __

__________________________________________ Date: __________

31
Recognition of Prior Learning

Appeal

STUDENT NAME: ___________________ DATE: __________

PANELLISTS: ______________________________________

RPL ASSESSOR: __________________________________

TECHNICAL ADVISOR: ______________________________

INDUSTRY REPRESENTATIVE: _______________________

SUPPORT PERSON: __________________________________

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<td>h)</td>
<td></td>
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<tr>
<td>i)</td>
<td></td>
</tr>
</tbody>
</table>

☐ RPL Granted ___________________________ ☐ RPL Denied ___________________________

☐ Appeal ☐ Sought

RPL Assessor: ___________________________ Date: ____________________

(Signature)
Recognition of Prior Learning
Response to RPL Application

Further Information Required

To:

Date:

Dear ___________________________

We are pleased to advise you that the RPL panel has accepted your application, but we require further information before a final decision can be made.

Accordingly, please contact ____________________________, who will advise you of what is required and discuss the options available for you to provide further information.

Please retain this notice for future reference. We look forward to hearing from you.

Yours sincerely

________________________ (Phone: __________________)
Recognised Prior Learning
Response to RPL Application

Successful Application

To:

Date: __________________

Dear __________________________

We are pleased to advise you that the RPL panel has accepted your application, and recognises your prior learning as detailed below:

In the ___________________________________ credit has been granted for:

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>UNIT</th>
<th>OBJECTIVE</th>
<th>YEAR/LEVEL</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

If you believe you are eligible for other credits, and should you wish to lodge an appeal against this decision, we suggest you contact _____________________ who will be pleased to help you.

Please retain this notice for future reference.

Yours sincerely

____________________
(Phone: ________________)

34
Recognised Prior Learning
Response to RPL Application

Unsuccessful Application

Date: __________________

To:

Dear _________________________

We regret to inform you that the RPL panel has decided not to recognise your prior learning for credit in the course ________________________.

After full consideration of your application in the light of the assessment criteria, the panel has made its decision on the following grounds.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Should you wish to lodge an appeal against this decision, we suggest you contact ________________________ who will be pleased to help you.

Please retain this notice for future reference.

Yours sincerely

__________________
# Student Leaving Form

**Name:** .................................................................  **Class:** .................................................................

**Destination School:** ..............................................  **Date Leaving:** .........................................................

## LIBRARY

<table>
<thead>
<tr>
<th>Have all library books been returned?</th>
<th>YES</th>
<th>☐ NO</th>
<th>☐</th>
</tr>
</thead>
</table>

Books outstanding and value:

<p>| |</p>
<table>
<thead>
<tr>
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</tr>
</tbody>
</table>

Signature of Librarian/TA:

## RESOURCE ROOM

<table>
<thead>
<tr>
<th>Have all text books been returned?</th>
<th>YES</th>
<th>☐ NO</th>
<th>☐</th>
</tr>
</thead>
</table>

Books outstanding and value:

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
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<td></td>
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<td></td>
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<tr>
<td></td>
</tr>
</tbody>
</table>

Signature of Librarian/TA:

## MUSIC

<table>
<thead>
<tr>
<th>Are you in possession of a UCSC musical instrument/uniforms?</th>
<th>YES</th>
<th>☐ NO</th>
<th>☐</th>
</tr>
</thead>
</table>

Signature of Instrumental teacher:

## CLASSROOM RESOURCES - Home Readers etc

<table>
<thead>
<tr>
<th>Are there any classroom resources outstanding?</th>
<th>YES</th>
<th>☐ NO</th>
<th>☐</th>
</tr>
</thead>
</table>

Signature of Classroom Teacher:

## SPORTS EQUIPMENT AND/OR UNIFORMS

<table>
<thead>
<tr>
<th>Is there any sports equipment and or uniforms outstanding?</th>
<th>YES</th>
<th>☐ NO</th>
<th>☐</th>
</tr>
</thead>
</table>

Signature of Sport's Teacher:

## FINANCE

<table>
<thead>
<tr>
<th>Outstanding Resource Contribution:</th>
<th>YES</th>
<th>☐ NO</th>
<th>☐</th>
</tr>
</thead>
</table>

Comments:____________________________

**PAYMENT:** Pro-rata of .......... weeks

Amount Paid:  $......................

$......................

**REFUND:** $......................

Signature of Finance Officer:

Signature of Parent/Guardian: ______________________  **Date:** _____

**Forwarding Name & Address:**

A Transfer Certificate is issued subject to school clearance i.e. all outstanding monies are paid and any outstanding books etc returned.

**Transfer Issued:**  ☐ Qld State Schools only  ______________________  **Date:** ____________

Admin Signature
# VET Student Acknowledgement & Enrolment Form

**Student Name:** ……………………………………………………

**VET Subjects studied:**

<table>
<thead>
<tr>
<th>(list the VET subjects you are studying)</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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</tbody>
</table>

Student to answer questions, by ticking the appropriate box..............Yes ☐ No ☐

I have read the Student Information Manual...............................Yes ☐ No ☐

I have received copies of the learning and assessment plan....................Yes ☐ No ☐

(Or equivalent) for each VET area ......................................................Yes ☐ No ☐

I am aware of the RPL process which has been clearly explained and offered to me.................................................................Yes ☐ No ☐

The purpose and consequences of assessment has been explained ......Yes ☐ No ☐

I understand what will be required as evidence to meet competence ......Yes ☐ No ☐

My rights and the appeal system have been fully explained ................Yes ☐ No ☐

I have advised my teacher/assessor of any special needs I....................

May have in relation to assessment ...................................................Yes ☐ No ☐

I understand that if I have any difficulty in this subject I will contact

My teacher/ trainer ...........................................................................Yes ☐ No ☐

**Student's signature:** .................................................................**Date:** ..................
VET Unique Student Identifier
From 1 January 2015 the Australian Government requires all students undertaking vocational training (VET) to have a Unique Student Identifier (USI). Registered Training Organisations (RTOs) are required to collect and verify a student’s USI for the purposes of reporting on training activities or to issue an AQF certification document, such as a qualification or statement of attainment.

The following permissions relate to the Unique Student Identifier for you/your student:

- I give permission for St Eugene College as Registered Training Organisation to store my/my child’s USI in Brisbane Catholic Education’s School and Student Administration System.
- I acknowledge that Brisbane Catholic Education will be providing my/my child’s USI to the Queensland Curriculum and Assessment Authority (QCAA) who will store the USI in their systems for the purposes of Certification including the issuing of Vocational Certificates and Statements of Attainment for St Eugene College and to report to the Australian Government on Vocational Outcomes.
- I give permission for St Eugene College to provide my/my child’s USI to other RTOs with whom the school has partnership agreements in place to deliver Nationally Recognised Training at St Eugene College when I/my child enrol/s in these courses.
- I give permission for St Eugene College as Registered Training Organisation to apply for a USI on my/my child’s behalf and provide a copy of the following identification document for this purpose (please circle):
  - Medicare Card (including student’s reference number)
  - Drivers Licence
  - Australian Passport (current)
  - Birth Certificate
  - Other (please specify) __________________________

__________________________  __________________________  __________
Name of Parent or Guardian   Name of Student         Date

__________________________  __________________________  __________
Signature of Parent or Guardian  Signature of Student   Date

UNIQUE STUDENT IDENTIFIER (USI) NUMBER: __________________________
CONSENT FORM

St Eugene College

Student Information Manual

I fully understand the contents of this document. I accept and agree to fully comply with the course requirements as outlined in this student information manual.

Student Name ............................................................... Signature ................................

Parent/Guardian Name ................................................ Signature ..............................

Date .................................................................................