

EMMAUS COLLEGE JIMBOOMBA

Where the focus is on learning



VET HANDBOOK

2022



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INTRODUCTION

This handbook provides you with the information you will need during your Vocational Education and Training course of study. Students should take the time to study this handbook carefully and ask their VET teacher if they are unsure of any details. Please read everything in this handbook. Students should keep this handbook for reference throughout their study as the contents in many instances represent the key points of various VET policies and procedures developed by Emmaus College.

It is important to know your rights as a student and be familiar with the competencies to be attained for each qualification you study.

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

All students at Emmaus College are eligible to study VET subjects as part of their senior education journey, provided that this fits in with their exit goals. There are no formal entry requirements. Students are required to meet VET expectations as outlined in this handbook and in the induction process.

AUSTRALIAN QUALIFICATIONS FRAMEWORK



The Australian Qualifications Framework (AQF) is the national policy for regulated qualifications in Australian Education and Training.

All of the VET courses offered by Emmaus College (RTO 31758) 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.

Emmaus College offers a variety of subjects in a range of different learning areas. The following table indicates some of the current offerings for Certificate Courses at our school.

Students who meet the training and assessment requirements of the training package or VET accredited course, will be awarded a Nationally Recognised Qualification under the Australian Qualification Framework.

Qualifications Delivered in 2022
SIT10216 - Certificate I in Hospitality
SIT20316 - Certificate II in Hospitality

QUALIFICATIONS – INTERNALLY DELIVERED

Qualification	National qualification code	SIT10216	
	Title	Certificate I in Hospitality	
	Packaging rules	Certificate packaging rules: http://training.gov.au/Training/Details/SIT10216	
		Download package from: http://training.gov.au/Training/Details/SIT10216	
Units of competency	National code	Title	Core / Pathway / Specialisation / Elective / etc.
	BSBWOR203	Work effectively with others	Core
	SITXCCS001	Provide customer information and assistance	Core
	SITXWHS001	Participate in safe work practices	Core
	SITXFSA001	Use hygienic practices for food safety	Elective
	SITHCCC003	Prepare and present sandwiches	Elective
	SITHCCC004	Package prepared foodstuffs	Elective

Australian Qualifications Framework (AQF) Level and Type

This qualification is accredited as an AQF Level I – Certificate I

Qualification	National qualification code	SIT20316	
	Title	Certificate II in Hospitality	
	Packaging rules	Certificate packaging rules: http://training.gov.au/Training/Details/SIT20316	
		Download package from: http://training.gov.au/Training/Details/SIT20316	
Units of competency	National code	Title	Core / Pathway / Specialisation / Elective
	BSBWOR203	Work effectively with others	Core
	SITHIND002	Source and use information on the hospitality industry	Core
	SITHIND003	Use hospitality skills effectively	Core
	SITXCCS003	Interact with customers	Core
	SITXCOM002	Show social and cultural sensitivity	Core
	SITXWHS001	Participate in safe work practices	Core
	SITXFSA001	Use hygienic practices for food safety	Elective
	SITHCCC002	Prepare and present simple dishes	Elective
	SITHKOP001	Clean kitchen premises and equipment	Elective
	SITHFAB004	Prepare and serve non-alcoholic beverages	Elective
	SITHFAB005	Prepare and serve espresso coffee	Elective
	SITHFAB007	Serve food and beverage	Elective
	SITHFAB002	Provide responsible service of alcohol	Elective*

* Note: SITHFAB002 is an extra unit offered as an additional elective in conjunction with an external provider. Students may choose to undertake this unit at cost (advised prior to workshop). This unit may be completed in lieu of any elective unit except for SITXFSA001.

Australian Qualifications Framework (AQF) Level and Type

This qualification is accredited as an AQF Level II – Certificate II

QUALIFICATIONS – EXTERNAL RTOs

The College also provides VET offerings in partnership with external providers. For more information about the Qualification and Units of Competency, please speak to your subject teacher or contact the Futures Room for more information.

In 2022, the offerings in partnership with external providers are as follows:

BSB20120 – Certificate II in Workplace Skills	Binnacle Training (RTO 31319)
BSB30115 – Certificate III in Business	Binnacle Training (RTO 31319)
SIS30315 – Certificate III in Fitness + Certificate II in Sport and Recreation	Binnacle Training (RTO 31319)
10283NAT - Certificate IV in Crime and Justice	Unity College (RTO 32123)

ACCESS TO RECORDS

You can have access to your personal assessment records at any time, by approaching the VET Teacher/Trainer concerned. If the matter is not related to any one specific subject, you should approach the Teaching and Learning Leader or Learning and Teaching Leader – VET & Trade Skills.

CODE OF PRACTICE

As a Registered Training Organisation (RTO), Emmaus College has agreed to operate within the Principles and Standards 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 Department of Education, Training and Employment (DETE). 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. Emmaus 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 RTOs.

LEGISLATIVE REQUIREMENTS

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

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 ensures 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 standards and outcomes of the course, based on their qualifications and experience.

QUALITY MANAGEMENT FOCUS

Emmaus 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.

We also ensure that our executive officers:

- are vested with sufficient authority to ensure we comply with the RTO Standards at all times and;
- meet each of the relevant criteria specified in the Fit and Proper Person Requirements in Schedule 3 of the ASQA Standards for RTOs 2015.

MARKETING AND ADVERTISING

Emmaus 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.

CLIENT SERVICE

We have sound management practices to ensure effective service to students. In particular, we have service standards 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 and a Grievance and Appeal Policy.

Information relating to all fees and charges, course content, assessment procedures and vocational outcomes will be outlined prior to enrolment and can be found in the subject selection booklet.

STUDENT SERVICES AND SUPPORT

All students will have involvement with some or all of the following processes, designed to establish their educational needs:

- Senior Education and Training (SET) Plans
- subject selection processes
- career guidance services

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 Emmaus College as the RTO.

Where necessary, arrangements will be made for those students who require additional literacy and/or numeracy support.

The school will provide any educational or support services, as required. These may include:

- study support and study skills programs;
- language, literacy and numeracy (LLN) programs or referrals to these programs;
- equipment, resources and/or programs to increase access for learners with disabilities and other learners in accordance with access and equity;
- learning resource centres;
- mediation services or referrals to these services;
- flexible scheduling and delivery of training and assessment;
- counselling services or referrals to these services;
- information and communications technology (ICT) support;
- learning materials in alternative formats, for example, in large print;
- any other services that the RTO considers necessary to support learners to achieve competency.

There are many people on staff who will be able to assist students in need of help. People involved in support and guidance services at this school include:

- Assistant to the Principal - Student Wellbeing
- VET Pathways Officer
- VET Manager
- Guidance Officer
- Learning Support Staff

LANGUAGE, LITERACY AND NUMERACY SUPPORT (LLN)

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

In addition to the above you will receive support to develop your literacy and numeracy in your English and Mathematics subject classes.

If you believe you require further support to develop your skills and knowledge, please have a conversation with the VET manager about how to access this support.

To better identify your LLN needs, you may be asked to complete an LLN assessment.

INTERNAL AND EXTERNAL REVIEW

At Emmaus College the VET Manager, in partnership with the Assistant Principal - Curriculum, 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. As does the plan for ongoing systematic validation of assessment processes.

Emmaus 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.

TRAINING AND ASSESSMENT STANDARDS

Emmaus 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.

CERTIFICATES AND AWARDS

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

REFUND POLICY

The College covers the cost of students studying internally delivered programs in conjunction with their overall learning program. If Emmaus College is unable to deliver the course, for example due to loss of qualified trainers and assessors, the college will endeavour to refund out of pocket expenses e.g. uniform costs. Students will be provided with a statement of attainment for all completed competencies and Emmaus will work with families to find a suitable course of study for students to pursue in lieu of the certificate course.

COMPETENCY BASED TRAINING (CBT)

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 standard under specific conditions. These standards have been set by industry and are set out in the VET Quality Framework (VQF). The College's training and assessment practices are relevant to the needs of industry and informed by industry engagement.

How Do the Courses Run?

Each course will contain a variety of learning activities giving students the opportunity to progress according to individual learning styles. Students will be provided with multiple opportunities throughout the duration of the course to demonstrate competency. Students are encouraged to become actively involved in learning to ensure they are able to obtain the required knowledge and skills prior to assessment.

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.

Elements and critical elements of competency will be assessed and recorded once the 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 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 elements 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.

Support Services

To help you achieve your learning outcomes the College has two identifying support strategies. Firstly, a self-assessment document to be completed at the Vet Induction and secondly, through learning support.

These tools will help the teachers to deliver learning to maximise your chances for successful completion of your training.

Review Process

In compliance with the 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:

- Course teacher and/or VET Manager and/or Assistant Principal - Curriculum;
- Student Representatives;
- Industry Representative;
- Community Representative.

This committee will evaluate the implementation delivery and outcomes of vocational training within the course.

RECOGNITION OF PRIOR LEARNING (RPL)

What is RPL?

RPL is the process by which your existing skills, knowledge and experience gained throughout your life – regardless of how they have been acquired – are recognised towards the achievement of a nationally recognised qualification or competency.

These existing skills may have been obtained:

- from work experience
- from voluntary work
- while at school
- from life experience
- from sporting experience

Your RPL must comply with the assessment requirements of the relevant training package or VET accredited course, and conducted in accordance with the Principles of Assessment and Evidence i.e.:

- Fairness
- Validity
- Sufficiency
- Currency
- Flexibility
- Reliability
- Authenticity

Is it a difficult process?

RPL is not difficult. It is a flexible assessment process, which can vary from one applicant to another – even when addressing the same qualification. Typically, the process involves some kind of assessment of your existing skills and knowledge to determine the competencies you have. The assessment is aligned with relevant types of supporting evidence, but it is not necessarily dependent upon any one type of evidence, instead all evidence is viewed holistically.

VET Teachers will assist students when applying for RPL and will:

- provide the student with copies of an RPL Application Form (see Appendix 1);
- provide the student with information about the types of evidence that can be used to support an RPL application;
- make a prompt decision and notify students of the outcome of the RPL process;
- update the student's records if RPL is granted.

Some examples of evidence 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 and/or RPL assessments;
- 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.

CREDIT TRANSFER

What is Credit Transfer?

Credit transfer is a process that provides students with agreed and consistent credit outcomes for components of a qualification based on identified equivalence in content and learning outcomes between matched qualifications.

Credit Transfer will be granted where students have previously completed qualifications or units of competency that are recognised as being equivalent to those in a qualification or unit/s of a student's enrolment with the RTO.

As a Registered Training Organisation (RTO) Emmaus College accepts the qualifications issued by other RTOs based in any State/Territory of Australia. Credit Transfers will be based on established credit agreements with other RTOs or higher education institutions or on guidance provided in the relevant Training Packages about equivalence between superseded and current Training Packages.

The awarding of credit will be granted based on certified copies of testamurs, records of results and statements of attainment only. The College undertakes to ensure that all Qualifications and Statements of Attainment issued by any other RTOs are authentic, that they have been issued by a registered provider and the qualifications and/or units are nationally recognised.

Students will be notified within 21 days of the credit transfer application and informed of the outcome.

Students who are dissatisfied with the outcome of a credit application may apply for a review of the decision to the VET Manager within 10 working days of notification of the decision. The application for review is to be made in writing in accordance with Emmaus College Grievances Policy and Appeals Procedures.

NATIONAL RECOGNITION PROCEDURES FOR VOCATIONAL EDUCATION

Emmaus College, as a Registered Training Organisation (RTO), recognises the Australian Qualifications Framework qualifications and Statements of Attainment issued by any other Australian RTO.

We will seek verification of the certification from the relevant RTO if/where there is ambiguity.

Procedure:

- At the beginning of each year, the teacher shall make students aware that the school will recognise any existing qualification they possess.
- If a student presents a qualification to the teacher, the teacher will take a copy and bring it to the attention of the VET Manager.
- The VET Manager 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 QCAA portal.

GRIEVANCES AND APPEALS

Emmaus College has a complaints policy to manage and respond to allegations involving the conduct of:

- Emmaus College as the RTO, its trainers, assessors or other staff;
- a third party providing services on the College's behalf, its trainers, assessors or other staff; or
- a learner of the College.

Where a student has a grievance concerning a decision or a situation, the student has the right to raise the grievance and to have that grievance considered with courtesy, in a timely fashion, and without fear of prejudicial treatment.

Parents are encouraged to contact their child's VET teacher when necessary, as a positive relationship between teacher and parent helps to build a caring, positive and Christian environment. During school hours it is not practical for teachers to receive telephone calls or have personal contact with a parent as their duty is to the students under their care. Teachers may be available after school depending on commitments and duties. Issues and concerns can be raised through the appropriate member of staff (refer below) which is generally the person concerned with the issue. Issues of a serious nature should be raised with a member of the College Leadership Team.

Parents and students should be guided by the chain of Care and Concern as shown below when raising concerns.

Pastoral Based Concern

PC Teacher / Teaching Staff

- ↳ Pastoral Leader
- ↳ AP / Guidance Officer
- ↳ Head 7-12
- ↳ Principal
- ↳ BCE Area Supervisor

Curriculum Based Concern

VET Teacher

- ↳ Academic Coordinator
- ↳ AP / Guidance Officer
- ↳ Head 7-12
- ↳ Principal
- ↳ BCE Area Supervisor

The following sets out the procedures which students should follow when they have a grievance. The general principle that covers all types of grievances is that the student should attempt to resolve the problem by discussion and/or correspondence with the staff directly involved as this is likely to lead to a resolution in the most straightforward way.

All formal complaints will be heard and decided upon within 15 working days of the receipt of the written complaint by the school.

Procedures for dealing with informal grievances:

- Grievance made directly to the teacher;
- The teacher is to ensure complaints and requests for an appeal are acknowledged in writing and finalised as soon as practicable;
- 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 they may appeal to the VET Manager, who will make a decision and record the outcome of the complaint in the evidence guide;
- Should the student still be dissatisfied with the outcome of the complaint to the VET Manager, the student may initiate a formal complaint;
- Student will be issued with a copy of the decision from the teacher and the VET Manager.

GRIEVANCES AND APPEALS CON'T

Procedures for dealing with formal grievances:

- A formal complaint may only proceed after the informal grievance procedure has been finalised;
- The complaint appeal is lodged with the Assistant Principal – Learning and Teaching, who will convene an Appeals Panel. This panel will be independent and shall not have had any involvement with the complainant and will consist of the following:
 - Assistant Principal – Learning and Teaching
 - Teaching staff
 - An independent person
- The complainant shall be given the opportunity to present his/her case to the committee and may be accompanied by one other person as support;
- The relevant staff member shall be given an opportunity to present his/her case to the committee and may be accompanied by one other person for support;
- The committee will make a decision on the complaint;
- The complainant is notified in writing within 5 working days stating reasons for the decision;
- Information may also be provided to the student about what is necessary to fulfil the requirement/s of the course;
- Should the student not be satisfied with the decision of the panel they may make a further appeal to the Department of Education and Training in the region.

Where the College considers more than 60 calendar days are required to process and finalise the complaint or appeal, the College:

- informs the complainant or appellant in writing, including reasons why more than 60 calendar days are required, and
- regularly updates the complainant or appellant on the progress of the matter.

Note: Students are able to attempt units of competency more than once, in order to achieve success. Should students still not meet the competency, they should discuss any future attempts with their teacher, on an individual basis.

Emmaus College:

- securely maintains records of all complaints and appeals and their outcomes, and
- identifies potential causes of complaints and appeals and takes appropriate corrective action to eliminate or mitigate the likelihood of reoccurrence.

UNIQUE STUDENT IDENTIFIER (USI)

Every student undertaking a nationally recognised VET course will require a Unique Student Identifier (USI). This will allow the student to receive a complete record of all the accredited VET courses they undertake from 1 January 2015. A USI gives you access to your online USI account which will help to keep all your training records together.

Students can apply for a USI from the USI website. The USI must be provided to the training provider (along with a form indicating permission for us to store your USI) before students can receive their Statement of Attainment or Qualification. Information on how to apply for a USI is included in Appendix 2 at the back of this handbook.

A USI will allow an individual's USI account to be linked to the National Vocational Education and Training (VET) Data Collection allowing an individual to see all of their training results from all providers including all completing training units and qualifications.

The USI will make it easier for students to find and collate their VET achievements into a single authenticated transcript. It will also ensure that students' VET records are not lost.

Further information can be found at <http://www.usi.gov.au>

HOMEWORK / STUDY

The full Homework Policy is detailed in the Diary 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.

For example:

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

To assist students to prepare for upcoming assessment, the College maintains assessment calendar that is accessible to all students via the school portal. Parents are also able to access information regarding assessment for their student via the Parent Portal.

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 attendance requirements have not been met, course enrolment may be reviewed.

It is the responsibility of all students to make sure that correct details are recorded with regards to attendance at school.

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 Learning and Teaching Leader – VET/Trade Skills.
- 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 for example, Workplace Health and Safety, anti-discrimination access and equity.
- Provide all materials for the Evidence Guide to the HOS 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, 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 the school 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

The following Vocational Links may assist in understanding a Vocational pathway:

<http://www.asqa.gov.au/>

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

<https://www.myskills.gov.au/>

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

<http://www.skillsgateway.training.qld.gov.au/>

ACRONYMS AND ABBREVIATIONS

ACACA	Australasian Curriculum, Assessment and Certification Authorities
ACARA	Australian Curriculum, Assessment and Reporting Authority
AQF	Australian Qualifications Framework
ASQA	Australian Skills Quality Authority
ATAR	Australian Tertiary Admission Rank
AVETMISS	Australian Vocational Education and Training Management Information Statistical Authority
CBT	Competency Based Training
CCAFL	Collaborative Curriculum and Assessment Framework for Languages
CIS	Career Information Service
CRICOS	Commonwealth Register of Institutions and courses for Overseas students
DEEWR	Department of Education, Employment and Workplace Relations
DETE	Department of Employment, Education and Training
EQ	Education Queensland
IAEA	International Association for Educational Assessment
ISQ	Independent Schools Queensland
KLA	Key learning area
NALSSP	National Asian Languages and Studies in Schools Program
NAPLAN	National Assessment Program — Literacy and Numeracy
NTF	National Training Framework
NTIS	National Training Information Service
NTQC	National Training Quality Council
OECEC	Office of Early Childhood Education and Care
QCAA	Queensland Curriculum and Assessment Authority
QCAR	Queensland Curriculum, Assessment and Reporting (Framework)
QCAT	Queensland Comparable Assessment Task
QCE	Queensland Certificate of Education
QCEC	Queensland Catholic Education Commission
QCIA	Queensland Certificate of Individual Achievement
QCS	Queensland Core Skills (Test)

ACRONYMS AND ABBREVIATIONS CONTINUED

QEPR	Queensland Education Performance Review
QIECC	Queensland Indigenous Education Consultative Committee
QTAC	Queensland Tertiary Admissions Centre Ltd
RCC	Recognition of Current Competency
RPL	Recognition of Prior Learning
RTO	Registered Training Organisation
SAS	Study Area Specification
SEP	Senior Education Profile
SET	Senior Education and Training (Plan)
SHS	State High School
SLIMS	Senior Learning Information Management System
TAFE	Technical and Further Education
TERC	Training and Employment Recognition Council
VET	Vocational Education and Training
VQF	VET Quality Framework
VTA	Vocational Training Area

APPENDIX 1

Australian Government Unique Student Identifier website: <https://www.usi.gov.au/>

How to get a USI

Guide: how to get a USI ^

Getting a Unique Student Identifier (USI) is quick, easy and free. Follow the steps below to create your USI. Find out how to [create a USI on behalf of another person](#).

- Step 1** Have a [valid form of ID](#) (we accept many forms of ID. If you do not have one of these forms of ID contact your education or training provider for assistance).
- Step 2** Go to the [USI Registry System](#).
- Step 3** Agree to the terms and conditions (if you have previously agreed to the terms and conditions, you might not see this step).
- Step 4** Select Create USI.
- Step 5** Select your evidence of identity document ([see the types of ID you can use](#)).
- Step 6** [Enter your personal details](#) exactly as they appear on your form of ID.

If the name you use for business or official purposes is not the name on your form of ID, you can choose to enter this in the preferred name field.
- Step 7** Enter your [contact details](#), including at least two contact methods.
- Step 8** Confirm your identity. The USI Registry System will check and confirm your identity using the 'Documentation Verification Service' (DVS).
- Step 9** Secure your account with a [USI password and check questions](#).

Next steps

Your USI will now be displayed on the screen and will be sent to you for your records. Keep it somewhere safe – it's your lifelong education number.

Sharing your USI with education or training providers

Your education or training provider will need to collect and verify your USI. To help them do this, you can print or email your USI verification details from the final screen.

You can also [give access to providers](#) to view and/or update your USI account and view your VET transcript. Providing access to your USI account and VET transcript might help your provider to process your enrolment.

NOTES



EMMAUS COLLEGE JIMBOOMBA

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