BENOWA

STATE HIGH SCHOOL

Handbook for VET Students

Vocational Education & Training (VET)

Respect

Integrity

Diligence

Compassion

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What is the VET Quality Framework?

Benowa SHS operates as a Registered Training Organisation (RTO) under the Standards for RTOs 2025 and associated legislative requirements. These standards ensure students receive quality training, assessment and support services. The framework includes:

- Standards for RTOs 2025
- Compliance Requirements
- Credential Policy
- Australian Qualifications Framework (AQF)
- Data reporting and certification requirements.

The Australian Qualifications Framework (AQF) provides the standards for Australian qualifications. It is an integrated policy that includes the requirements for issuing qualifications and statements of attainment. The vocational education and training sector delivers eight qualifications under this framework – from Certificate 1 to Vocational Graduate Diploma.

The Australian Qualifications Framework (AQF)

<table>
<tr><th>High Schools</th><th>Vocational Education</th><th>Universities</th><th>AQF Level</th></tr>
<tr><td></td><td></td><td>Doctoral Degree</td><td>Level 10</td></tr>
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<tr><td></td><td colspan="2" rowspan="2">Graduate Diploma
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Further information about the AQF is available at https://www.aqf.edu.au

Benowa SHS is a Registered Training Organisation (RTO)

BENOWA SHS is registered by the Commonwealth Government's National Vocational Education and Training (VET) Regulator, the Australian Skills Quality Authority (ASQA).

To be registered, we are required to operate in accordance with national standards established by the Commonwealth Government

As an RTO, we are:

- listed on the National Register, www.training.gov.au
- able to issue qualifications and Statements of Attainment that are recognised nationally under the Australian Qualifications Framework (AQF)
- able to use the Nationally Recognised Training (NRT) logo on the qualifications it issues to Learners
- provides nationally recognised VET Qualifications

Subjection Selection and Induction

Benowa SHS is inclusive of all students regardless of sex, race, impairment or any other factor. Enrolment at Benowa SHS is processed through the Office.

Subject Selection forms are part of the SET Plan procedure in Year 10, and Subject Selection forms are processed through the Student Administration Office.

At the beginning of each course and when new students enter a subject the following information will be available:

- Student selection, enrolment and induction/orientation procedures
- Course information, including content and vocational outcomes
- Fees and charges, including refund policy and exemptions (where applicable)
- Provision for language, literacy and numeracy assistance
- Student support, welfare and guidance services
- Flexible learning and assessment procedures
- Appeals and complaints procedures.
- Students may request external review and have the right to bring a support person to meetings
- Disciplinary procedures
- Staff responsibilities for access and equity
- Benowa SHS is committed to providing a learning environment free from discrimination, harassment, bullying and victimisation in accordance with relevant Queensland and Commonwealth legislation.
- Recognition of Prior Learning (RPL) arrangements
- Recognition of AQF qualifications and statements of attainment issued by other RTOs

Training is competency based

Within the national vocational education and training (VET) system, competency standards form the basis of nationally recognised qualifications and the benchmarks for assessment. In each Training Package, each qualification is made up of a number of units of competency (i.e. competency standards). Each one explains the skills, knowledge and attitudes a learner needs to be deemed competent, as well as information about the assessment requirements.

Competency-based training is an approach to vocational education and training that places emphasis on what a person can do in the workplace as a result of completing a program of training. In other words, the emphasis is on "performing" rather than just "knowing".

The VET sector defines "competency" as the *possession* and *application* of both *knowledge* and *skills* to defined standards (the competency standards), expressed as outcomes, that correspond to relevant Work requirements and other vocational needs. Therefore, vocational training focuses on what is expected of a person in applying in the practical skills they have learned while being trained off the job, in a classroom and/or on the job in a workplace. It also embodies the ability to transfer and apply those skills and that knowledge to new situations and work environments.

Therefore, your training will focus on what you are expected to be able to do in the workplace and how to do it (the skills) as well as why it needs to be done and why in a particular way (the knowledge) as opposed to just providing you with theoretical knowledge.
Demonstration of competency includes the ability to:

- collect, analyse and organise information
- communicate ideas and information
- plan and organise activities and tasks
- working with others in teams
- lead teams
- use mathematical ideas and technological tools
- solve problems
- demonstrate understanding

Because the training focuses on workplace requirements, competency-based training programs comprise competency standards set by industry that each Learner must be assessed against to ensure they have achieved all the outcomes required.

Competency-based training recognises that people learn new information and skills at different rates, and they can acquire information and skills in different ways. Consequently, people can achieve the competencies they require by being taught and by studying in a classroom, or by working in a job, or by a combination of study and employment experiences.

The definition of competency in the Australian context of competency-based training includes four aspects of work performance. These are known as the "dimensions of competency":

- Task Skills – the ability to perform individual tasks.
- Task Management Skills – the ability to manage a number of different tasks within the particular job.
- Contingency Management Skills – the ability to respond appropriately and deal with irregularities and breakdowns in routine.
- Environment Skills – the ability to deal effectively with the responsibilities and expectations of the work environment.

Your Trainer/assessor will provide clear instructions about what is expected from you during your training and will explain the assessments you are required to complete. In the VET system, a Learner is judged by an assessor to be either "competent" or "not (yet) competent".
After each formal assessment, you will be given the results and your assessor (generally your assigned trainer/assessor) will provide you with feedback about the assessment, whether you have completed the assessment satisfactorily and any improvement areas that need to be addressed.
Learners would be re-assessed due to the below circumstances.

- Who do not complete a particular assessment task satisfactorily.
- Unable to demonstrate competency at the scheduled time.
- Plagiarism is identified in their training program as per the conditions listed *in Plagiarism Policy and Procedure.*

RTO Assessments

At Benowa SHS assessment within VET subjects will focus on the achievement of competencies and the assurance of either a Qualification or Statement of Attainment will be obtained within the scope of its registration. Each VET qualification is made up of several competency standards or "units of competency". Assessment against these national competency standards means that Work practices have been agreed to by the major stakeholders in an industry or industry sector.

An assessment task sheet ensures students are informed of the context and purpose of the assessment and assessment process.

Assessment is competency - based

We will ensure that we assess you in sufficient detail to determine if you have attained the required level of competency and, regardless of the methods we use, we will ensure they are valid, reliable, fair and flexible. These are the four key features of competency-based assessment.

- Valid – The assessment process will be sound, it will assess what it claims to assess, it will be based on sufficient evidence, and it will assess what is stipulated in the relevant Training Package. Validity requires that judgements to determine competency should be based on evidence gathered on a number of occasions and in a variety of contexts using different assessment methods.
- Reliable – The assessment process will result in consistent interpretation of evidence that all Learners provide as it will be based on all assessors involved agreeing on the assessment requirements and context of assessment. To achieve this, our assessment practices are regularly monitored and reviewed to ensure that there is consistency in the interpretation of evidence.
- Fair – The assessment process will be equitable for all groups being assessed. The methods used will take account of a Learner's individual needs and any reasonable adjustments that need to be made to the assessment methods without disadvantaging any other Learner. To maintain fairness, you will be given the opportunity to appeal against the result of your assessment and, if necessary, be reassessed.

- Flexible – The assessment process will involve a variety of methods appropriate to the requirements of the competency standard, the context of the assessment and each Learner's needs. This means that Learners can demonstrate competency recognition of formal or informal training, as well as work and life experience or a combination of methods.

Various assessment pieces should be developed in consultation with industry using the moderation and validation template. An accompanying criterion sheet/profile sheet showing evidence of judgements made about student achievement and feedback needs to be provided to the student in a timely manner.

Flexible Learning and Assessment Procedures

Training and assessment materials are developed to accommodate class sizes, student needs, delivery methods and assessment requirements.

Assessment Validation - A Moderation Process

All teachers of a course will continually review, compare and evaluate the assessment processes, tools and evidence contributing to their judgements.

Resources

If, for whatever reason, the school cannot maintain the relevant resources to deliver the Training Package or course, the school will attempt to provide students with alternative opportunities to complete the course and the related qualification. The school retains the right to cancel the course if it is unable to meet requirements.

Assessment methods

In the VET sector, evidence is collected and evaluated from a variety of sources. The assessment strategies and tasks used will depend on the requirements of the qualification and units you are doing. Those commonly used in the VET sector to enable a person to demonstrate their competence include:

- practical demonstrations (which may be combined with oral questioning)
- oral questioning (where the trainer/assessor asks you questions, and you answer them)
- discussion activities (group discussions in class)
- oral presentations (where you do a presentation in class)
- digital or written tests (including short answer questions, multiple-choice questions)
- digital or written assignments, essays and reports
- projects, both individual and team projects
- small and large group tasks
- case studies (where you are given written information, analyse it and provide written responses to questions)
- role plays (where you and other members of the class each take a particular role and act out a situation set up by your trainer/assessor)
- simulations (where you do something under simulated Work conditions)
- observations in the Work (where your Work supervisor and/or trainer/assessor watch you performing tasks in the Work)
- reports from Work supervisors

Generally, the assessment requirements for each unit (or group of units) will involve completion of a number of different assessment tasks over a period of time.

An assessment method may be direct or indirect. Direct methods ("show and tell") include observation of you doing something, where the assessor might also ask you questions, or where you are required to do a written test of your knowledge or prepare a written report. Indirect methods (some involving "show, tell and apply") are based on an analysis of reported perceptions of competence, such as your own self-assessment of your knowledge and skills, a report from your Work supervisor, a portfolio of documents that includes work you have done.

What this means is that, to show you are competent, you will be required to produce evidence and/or demonstrate your skills and apply the related knowledge.

Students are to be advised of the assessment methods, complaints, appeals and RPL processes prior to enrolment into a VET course.

Assessment Integrity – Students must complete assessments honestly. Plagiarism, cheating or collusion may result in reassessment or disciplinary action.

Plagiarism and integrity

Academic integrity, honesty, and respect for knowledge, truth and ethical practices are fundamental.

Learners found to be dishonest, guilty of plagiarism or any other unethical practice may have their enrolment suspended. For serious or continued breaches, they may have their enrolment cancelled. Taking an idea from any source without properly acknowledging it is plagiarism. It is the use of someone else's work without proper recognition that determines that the body of work has been plagiarised. Examples of plagiarism include:

- using someone else's argument, even if the exact words are not used
- using a quote without referencing it correctly
- changing another author's sentences to present them as your own
- copying another Learners work

All of these can be avoided with correct referencing procedures.

Most often plagiarism is the result of poor study and note-taking methods. Remember to write down the exact references for all the material that you use as you take your notes.

Your trainer/assessor will advise you of the ways to avoid plagiarism, and you need to be aware that plagiarism will be punishable by failure in assessment and may lead to suspension or cancellation of enrolment.

Where AI tools are used, students may be required to disclose how they were used and demonstrate their own understanding of the work submitted

Link to Benowa AI and Plagiarism Policies

- Benowa SHS Assessment Policy

Students may use artificial intelligence (AI) tools only where permitted by their trainer/assessor and course requirements. Students may be asked to explain, demonstrate or verify work submitted for assessment. Evidence that cannot be verified as the student's own work may not be accepted for assessment purposes.

STUDENT SUPPORT SERVICES

Access and Equity

All students will be informed of the requirements of the curriculum or National Training Packages. Our Access and Equity Policy ensures that student selection decisions comply with equal opportunity legislation.

The access and equity guidelines at Benowa SHS are designed to remove barriers and obstacles so that all students have the opportunity to gain skills, knowledge and experience through access to VET subjects. Any matter relating to access and equity will be referred to the RTO Manager, as the designated Access and Equity Officer.

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

- The school curriculum, while limited by the available human and physical resources, will provide for a choice of VET subject/s for all students
- Links with other providers, such as TAFE Institutes will be considered where additional resources are required. Students seeking TAFE enrolments must apply for permission to the appropriate Year level Deputy, stating the subject they wish to enrol and the reasons for enrolment
- Access to school-based apprenticeships and traineeships may be available to students within appropriate parameters, such as the pool of available employers. All requests must be through the relevant Year level Deputy.
- Where possible, students will be provided with the opportunity to gain a full Certificate at AQF levels I, 2 or III
- Access to industry specific VET programs will be available to all students regardless of gender or race. we aim to ensure we offer training opportunities to all people on an equal and fair basis, irrespective of their gender, culture, linguistic background, race, socio-economic background, disability.
- 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.
- Continuous Improvement – Benowa SHS maintains a Continuous Improvement Register to capture feedback from students, staff and industry.

Continuous Improvement

- We are committed to providing a quality training and learning environment. We appreciate any suggestions you care to make to improve our training, assessment or Learner support services via our post course surveys and assessment feedback procedures. Feedback may be collected through student surveys, assessment feedback, complaints processes and consultation activities

Student Support, Welfare and Guidance Services

Students have access to vocational, educational, career and personal counselling through the student welfare team:

The key staff members are:

- Head of Senior Schooling
- Head of Year 10 Wellbeing and Engagement
- Guidance Counsellor
- School GP
- School Chaplain/Social Worker
- School based psychologist
- Youth Support Worker
- Industry Liaison Officer
- School Health Nurse
- Teacher Librarian
- Learning Support teachers/ACCESS Department
- Year Coordinator
- Referrals to specialist organisations

Appointments can be arranged through the Student Administration Office or directly with some personnel. Enquiries can be made at the Student Administration Office.

Language, Literacy, Numeracy and Digital Services

Language, literacy, numeracy and digital assistance is available including LLND assessment which can be obtained from the course teacher. Where additional assistance is required, this can be requested from the ACCESS unit via the course teacher.

Code of Practice

Benowa SHS operates under the Standards for RTOs 2025. The school maintains compliance with all clauses and recognises its obligations under the Australian Skills Quality Authority (ASQA 2025).

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 programmes under the direction of Queensland Curriculum & Assessment Authority (QCAA) and Department of Employment and Workplace Relations (DEWR). 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. Benowa SHS 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.

Enrolment and Admission Procedures

Access to subjects with a VET outcome will be open to all students and will be offered according to viability of numbers and the availability of physical and human resources.

Courses with VET outcomes will be advertised to students through the 'Senior Curriculum Guide'.

An enrolment form will be completed with personal details and special needs documented. The following details will be provided to students throughout their courses:

- a course outline indicating units of work, units of competency, assessment requirements, materials and equipment required and a training plan.
- Learners will only be permitted to enrol in that course if they can provide evidence that they can satisfy the requirements of topics/units that have been completed as a prerequisite to joining the class
- A VET Student Handbook will be issued and discussed in Term 1
- RPL processes, credit transfers and complaints & appeals procedures will be outlined
- the school's code of practice
- details relating to assessment and reporting procedures, vocational outcomes and opportunities, certification and support services
- the availability of credit transfers to further study, employment and traineeships/apprenticeships
- access to their personal records
- VET student consent form
- details of school-based traineeships and apprenticeships

Fees & Charges

Benowa SHS provides fees and charges to students for Senior Schooling during the Subject Selection Process or at enrolment interviews.

Client Service

The school has sound management practices to ensure effective service to students. Service standards ensure timely issue of student assessment results and qualifications. These will be appropriate to competencies achieved and issued in accordance with national guidelines.

The school's quality focus includes a Recognition of Prior Learning Policy, a fair and equitable Refund Policy, a Complaints and Appeals Policy, an Access and Equity policy and Student Welfare and Guidance Services.

Where necessary, appropriate programs will be developed for those students requiring literacy and/or numeracy support. Every opportunity will be taken to ensure that such programs are disseminated to, 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.

Privacy and Data Management

- Benowa SHS complies with the Information Privacy Act 2009 (Qld) and the Privacy Act 1988 (Cth). Student records are securely maintained within OneSchool and QCAA systems. Access is restricted to authorised staff only. Students may request access to their records by written request to the RTO Manager or delegated staff.

Data Reporting and Certification

- All student outcomes are reported through OneSchool and QCAA systems in compliance with AVETMISS and ASQA data requirements. Qualifications and Statements of Attainment are issued in accordance with the Australian Qualifications Framework (AQF).

Unique Student Identifier (USI)

- A USI is required for nationally recognised VET. Students must provide accurate information to enable USI verification. Qualifications and Statements of Attainment cannot be issued without a verified USI. Personal information is protected in accordance with privacy legislation.

Work Health and Safety

- Benowa SHS is committed to providing a safe and healthy environment consistent with the Work Health and Safety Act 2011 (Qld). Students must follow all safety instructions, wear appropriate PPE during practical activities, and report hazards immediately.

Student Rights and Responsibilities

- Students have the right to fair treatment, quality training, and a safe environment. They are responsible for regular attendance, timely completion of assessments, respectful behaviour, and compliance with Benowa SHS policies.

Appeals and Complaints Procedures

Appeal

Application for an explanation on decisions made by the Registered Training Organisation.

Complaint

A complaint concerning the manner that the school conducts its responsibilities as a Registered Training Organisation.

Informal Complaint Procedure

- Student makes an informal complaint to the teacher
- Teacher makes a decision, communicates the decision to the student and records the outcome
  - If student is dissatisfied…
- Student makes complaint to the Head of Department (HOD)
  - If student is dissatisfied…
- HOD makes a decision, communicates the decision to the student and records outcome
  - If student is dissatisfied…
- Student makes a formal complaint

Formal Complaint Procedure

- Student makes a complaint to the teacher, Head of Department or RTO Manager this can be in writing, verbally or electronically
- The complaint will be acknowledged in writing and finalised as soon as practicable
- The Head of Department or RTO Manager arranges and convenes a meeting of the complaint committee, the student (and a witness should the student or teacher wish)
- Complaint committee makes a decision, communicates the decision to the student and records

Links to Benowa Complaints and Appeals Policy forms:

RTO Policy and Procedures - Complaint and appeals form

Recognition of Qualifications issued by another RTO

a. The student will present a copy to the relevant HOD, who will bring this to the attention of the RTO Manager, for verification of authenticity. The verified copy of the qualification is placed in the student's file and the qualification is recorded on the Student Management System for possible use by the QCAA in issuing the QCE and Senior Statement.

b. Once the qualification is verified, the RTO Manager will give the student exemption for the units of competency or modules identified in the qualification and update the student's records accordingly. The relevant VET Staff will be notified of this update.

Recognition of Prior Learning Policy

All VET students shall have access to and be offered, Recognition of Prior Learning (RPL).

At the beginning of each course, the VET teacher will be responsible to ensure that the students are informed of the Recognition of Prior Learning procedure. RPL information and forms can be obtained from the RTO Manager. This information will also be included in the 'VET Student Handbook'. Teachers will remind students at the beginning of each new term and provide opportunities to engage in the RPL process.

You may apply for RPL on the basis of your experience (work experience or other experience, including qualifications completed). To apply for RPL, you need to provide sufficient evidence that you have already met the requirements of the competency standards set by industry; that is to say, the requirements of specific units of competency in which you are enrolled.

You may be required to complete some assessment tasks as part of the RPL process. If you provide appropriate evidence, you may be granted credit for the relevant units or, if relevant, a whole qualification.

When approached by a student seeking RPL, VET Staff will refer the student to the RTO Manager. The RTO Manager will assist students in the following procedure:

1. provide the student with a copy of the 'RPL Student Application Form'
2. provide the student with information about the types of evidence that can be used to support the 'RPL Student Application Form'
3. the RTO Manager and relevant VET Staff member will make a prompt decision and notify students of the outcome of the RPL process
4. the RTO Manager will keep all copies of RPL applications on file
5. the relevant VET Staff member will update the students records if RPL is granted
6. if the student is not happy with the outcome of the RPL process they can obtain a copy of the 'RPL-Student Appeals Form' from the RTO Manager
7. the RTO Manager will look at each appeal on a case-by-case nature

- Each piece of evidence provided by the student must meet the requirements of
  - Sufficiency
  - Authenticity
  - Currency
  - Validity
- If the piece of evidence meets these 4 criteria, then it is a sufficient piece of evidence.
- Even though a student may provide sufficient evidence which meets all of the criteria above, it does not automatically make the student competent overall.

Version Control and Review

This handbook is reviewed annually by the RTO Manager and delegated officers to ensure information remains current and reflects school, QCAA and ASQA requirements.
Version: November 2026.1 | Next Review: November 2027

Glossary

TERM	EXPLANATION
Accredited Course	In areas where Training Package qualifications are not available accredited courses may be developed. The NTIS provides details of nationally accredited courses and the training providers delivering the training.
Appeal	A request by a student to review a decision that adversely affects them.
AQF	The AQF is Australia's national framework of qualifications in the school, vocational education and training and higher education sectors. It was developed in 1995 and has been revised several times, with the most recent major revision taking place in 2011 with full effect from January 2015. It is an agreed policy of Commonwealth, state and territory governments. The Australian Qualifications Framework (AQF) specifies all qualification types recognised in the National framework. These are certificates, diplomas and degrees.
AQF Certification	The Australian states and territories recognise three types of AQF VET certification documentation: testamurs for qualifications with records of Results, Statements of Attainment (SoAs) and USI transcripts. The set of official documents that confirms that an AQF qualification or VET statement of attainment has been issued to an individual by an RTO or any other entity authorised to do so.
AQF register	School RTOs using QCAA-approved student management software meet the AQF register requirements.
Assessment	The process of gathering and judging evidence in order to decide whether a person has achieved a standard or objective. The process of collecting evidence to determine whether a student is competent to perform to the standard specified in the training product.
Assessment judgement	A determination of whether a student, consistent with the training product and Standards, has achieved competency.
Assessment tools	The instrument, instructions and methods used to gather and interpret assessment evidence to determine student competency, including: (a) The context and conditions of assessment (b) The tasks to be administered to the student (c) An outline of the assessment evidence to be gathered from the student (d) The criteria used to judge student competency (e) The administration, recording and reporting requirements for assessments and assessment evidence.
Assessment system	A coordinated set of documented policies, procedures and assessment tools designed to ensure that assessment, including recognition of prior learning, produces consistent and valid judgements of VET student competency and meets the requirements of this instrument.
Attainment date	The attainment date is the date the RTO deems the student to have successfully met the requirements of one or more units and is eligible to receive an SoA. (Attainment date only applies to SoAs.)
Australian Council for Educational Research (ACER)	Creates and promotes research-based knowledge, products and services that can be used to improve learning across the life span. As a not-for-profit organisation, independent of government, ACER receives no direct financial support and generates its entire income through contracted

	research and development projects and through products and services that it develops and distributes.
Australian Skills Quality Authority (ASQA)	The national regulator for Australia's vocational education and training (VET) sector. ASQA monitors RTOs against the Standards for RTOs 2025 to ensure high-quality training outcomes.
Authenticity	Evidence that can be verified as a student's own work and genuinely demonstrates the required skills and knowledge.
AVETMISS	Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) is a nationally consistent standard for the collection and analysis of Vocational Education Training (VET) information throughout Australia. RTOs receiving public funding for VET training delivery are required to submit to DET at least once (or based on the number of times stipulated in the contract) AVETMISS compliant data.
AVETMISS – compliant student management system	The Australian Vocational Education and Training Management Information Statistical Standard used for reporting nationally consistent VET data. Accurate student VET enrolment and outcome records maintained in QCAA-approved student management software meet AVETMISS requirements. School RTOs operating under the QCAA delegation only report VET data to the QCAA. Current software includes Student Management.
CBA	Competency Based Assessment - the gathering and judging of evidence to decide whether a person has achieved a standard of competence.
Competencies (Core)	Identifies units of competency within a competency standard that an industry has agreed are essential to be achieved if a person is to be accepted as competent at a particular level. All units may be core, but in many cases competency at a level will involve core units plus optional or specialisation units of competency. Core competencies are normally those central to work in a particular industry
Competency	The ability to perform tasks and duties to the standard expected in employment.
Competency (Current)	A competency currently possessed by a person. People can lose competence over time, and having been competent in the past may need further training and practice to demonstrate current competency.
Competency Standard	An industry-determined specification of performance which sets out the skills, knowledge and attitudes required to operate effectively in employment. Competency standards are made up of units of competency, which are themselves made up of elements of competency, together with performance criteria, a range of variables, and an evidence guide. Competency standards are an endorsed component of a Training Package.
Complaint	An expression of dissatisfaction made by a person about any aspect of operations.
Compliance	Adherence to relevant legislation, regulations, and internal policies.
Continuous improvement	A planned process which allows an organisation to systematically review and improve the quality of its products, services and associated processes. to maintain ongoing compliance and deliver quality outcomes.
Credit transfer	The process of recognising and awarding credit for prior successful completion of an equivalent unit of competency or module.
Entry-level Skill	A skill required to commence employment in an organisation or more generally, to gain entry into the workforce.

Entry-level Training	Training undertaken to gain entry into the workforce or further vocational education and training.
EAL/D	English as AN Additional Language or Dialect
Evaluation	The process or results of an assessment or appraisal in relation to stated objectives, standards, or criteria; in vocational education and training may be applied to organisations, programs, policies, courses, etc.
Evidence Guide	The part of a competency standard which provides a guide to the interpretation and assessment of the unit of competency, including the aspects which need to be emphasised in assessment, relationships to other units, and the required evidence of competency.
Facilitator	A person who helps learners learn by discovering things for themselves.
Flexible Learning/Delivery	The provision of a range of learning modes or methods, giving learners greater choice of when, where and how they learn.
Generic Skill	A skill which is not specific to work in a particular occupation or industry, but is important for work, education and life generally, e.g. communication skills, mathematical skills, organisational skills, computer literacy, interpersonal competence, and analytical skills.
Improvement	A specific, actionable change or adjustment aimed at enhancing organisational performance and improving the approach to compliance.
Moderation	(In assessment) the process of establishing comparability of standards of student performance across different courses, institutions or organisations, in order to ensure that assessment is valid, reliable and fair.
Mode of delivery	The methods adopted by an RTO to deliver training and assessment to students.

Monitoring	The process of checking operations to detect non-compliance early, enabling corrective actions to be taken.
Mutual Recognition	The process by which an RTO recognises qualifications and Statements of Attainment issued by another Registered Training Organisation.
Non-compliance	Failure to comply with applicable legislation, the Standards for RTOs 2025 or other regulatory requirements.
OneSchool	The Queensland Department of Education's integrated student management system used by state schools for enrolment, attendance, assessment, and certification data.
Performance Criteria	The part of a competency standard specifying the required level of performance in terms of a set of outcomes which need to be achieved in order to be deemed competent.
Plagiarism	NEW: Presenting another person's work or ideas as your own without proper acknowledgment; considered academic misconduct under RTO and school policy.
Prerequisite	(In vocational education and training) a requirement for admission to a particular course or module, e.g. satisfactory completion of a specific subject or course, at least five years in the workforce, etc.

Prevocational Course	A course designed to prepare people for vocational education and training or work, including bridging courses, basic literacy and numeracy training, or training in job skills.
Prevocational Education	Education preparing learners for the world of work, including counselling on career choices, training in general work skills and habits, and work experience.
QCAA (Queensland Curriculum and Assessment Authority)	Responsible for certifying Senior Education outcomes and authorising VET scope for school-based RTOs.
Qualifications	The qualifications arising from Training Packages comprise particular combinations of endorsed competencies that are meaningful in the industry or enterprise context and packaging against AQF qualifications. Training Packages may include a range of qualification from across these levels, including more than one qualification at a particular level where this is necessary to accommodate the needs of different industry streams or sectors, or to support multiple entry and exit points.
Quality Assurance	The systems and procedures designed and implemented by an organisation to ensure that its products and services are of a consistent standard and are being continuously improved.
Reasonable Adjustment	Modifications to the learning or assessment process to ensure equitable access for students with special needs, without altering competency outcomes.
Recognition of Current Competencies (RCC)	The acknowledgement of competencies currently held by a person, acquired through training, work or life experience.
Recognition of Prior Learning (RPL)	An assessment process that involves assessment of an individual's relevant prior learning and experience (including skills and knowledge obtained through formal and informal education) to determine the extent to which the individual meets requirements specified in the training product.
Registered Training Organisations (RTO)	An organisation registered to deliver nationally recognised training, assess competency and issue qualifications and Statements of Attainment under the Standards for RTOs 2025
Reliability	(In assessment) the consistency of an assessment outcome; for example, different assessors using the same evidence making the same judgement, or the same assessor making the same judgement about the same evidence on different occasions.
Renewal of Registration	In relation to RTOs means the subsequent registration of a training organisation following an audit and evaluation, conducted prior to the expiry of the initial registration period, of a registered training organisation against the requirements of the Australian Recognition Framework Standards for Registered Training Organisation.
Retention Rate	The proportion of a group of learners or participants starting who continue to a particular level, e.g. The proportion of school students who complete Year 12.
Review	A structured, evidence-based process to evaluate a system, product, service, process or practice to identify improvements or confirm effectiveness.

Risk	Any potential event or condition could harm the RTO's objectives, reputation, compliance, students, staff, or operations.
Risk management	Identifying, assessing, and controlling threats to the organisation's objectives.
Risk-based	An approach that prioritises monitoring operations where the risk of non-compliance or harm is higher or could have a significant adverse outcome.
Scope of Registration	In relation to a training organisation means the identification of the particular services that the registered training organisation can provide. The scope of operation of a registered training organisation is also defined by specific Australian Qualifications Framework qualifications or competencies within Training Package/s and/or accredited courses.
Self-assessment	A process in which learners or organisations assess their own performance against particular standards or criteria; (in competency-based training) a process in which learners assess their own performance against competency standards; (in quality endorsement) a process in which an organisation assesses the extent to which it satisfies the criteria for quality endorsement, identifying opportunities for improvement.
Self-assurance	The organisation's internal ability to systematically monitor, evaluate, and improve its performance ensures ongoing compliance and delivers quality training outcomes.
Self-directed learning	Learning in which the learner is the principal driving force, deciding how, when, and at what pace learning takes place.
Self-paced learning	Learning undertaken at a learner's own pace.
Services	Services offered by an RTO include (a) training and assessment services, (b) training support services (excludes counselling, mediation, and IT services) and (c) any activities related to the recruitment of students, including marketing, enrolment, induction, or the collection of fees.
Skill	An ability to perform a particular mental or physical activity which may be developed by training or practice.
Skills Transfer	The transfer of skills or competencies from one work context to another.
Stakeholder	A person or organisation with an interest or concern in something. In vocational education and training, the stakeholders include governments, purchasers of training, providers of training, industry, industry training advisory bodies, clients and the community.
Standards for RTOs 2025	NEW (Clause 1.1): The nationally approved quality standards setting out the requirements RTOs must meet to be registered and compliant.
Statement of Attainment	Certification issued to a student for partial completion of a qualification, including, where relevant, the units of competency achieved under nationally endorsed standards. Achievements recognised by statements of attainment can accumulate towards a qualification within the Australian Qualifications Framework.
Student	A person enrolled in a VET product.
TAS	Training and Assessment Strategy
Training Package	Flexible national products developed by industry to ensure quality training outcomes and meet current and emerging vocational skill needs

Training support	Services and resources to support and skill students to meet training product requirements and complete the training product in which they are enrolled.
Unique Student Identifier (USI)	A lifelong education identifier required for nationally recognised VET. A verified USI is required before qualifications or Statements of Attainment can be issued.
Validation	Review of the assessment system to ensure that: (a) Assessment tools are consistent with the training product and the requirements set out in this instrument (b) Assessments and assessment judgements are producing consistent outcomes. An external process of verifying that an organisation satisfies the criteria for quality endorsement.
Validity	The soundness of the interpretation and use of the results of an assessment.
VET	Vocational Education and Training
VTA	Vocational Training Area
Wellbeing support	Services and resources to support students' physical, mental, and emotional

APPENDIX
8.1 Application / Enrolment
8.2 Opportunity for Improvement
8.3 Complaint
8.4 Appeal
8.10 Assessment for Recognition Application

Recognition of Prior Learning (Rpl) - Application

When submitting this application, you (student) will need to provide adequate evidence that you have demonstrated competence in this area within the workplace. Any relevant documents/evidence that you can provide, along with this application will improve your chance of a successful outcome. All sections of this form must be completed sufficiently and correctly.

Student name: _____ Certificate code/title: _____ / _____

Unit of competency (for request of RPL):

_____

<table>
<tr><th>Part A – Employer assessment of student</th><th colspan="2">Part B – Trainer/Assessor assessment of RPL application</th></tr>
<tr><td>Overall, please indicate which level of competence you believe the student demonstrates. Please complete marking criteria before making this judgement.

☐ Highly competent (Highly skilled) OR

☐ Competent (Adequately skilled) OR

☐ Working towards competent (More work on skills required)</td><td>Evidence provided by student is:
☐ Authentic

☐ Valid

☐ Current

☐ Reliable</td><td>Documents provided example below:
☐ Evidence checklist (attach copies):
☐ Work Samples (photos, reports, logs)
☐ Third-party reports/employer verification
☐ Certificates/Statement of Attainment

_____

_____

_____</td></tr>
<tr><td>Comments from employer:

_____

_____

_____

_____

Signature of employer: _____

Date: _____ / _____ / _____</td><td colspan="2">Name of Trainer/Assessor: _____

Date of RPL assessment: _____ / _____ / _____

Signature of Trainer/Assessor: _____

Outcome of RPL:

☐ Sufficient Evidence Towards Competency

☐ Insufficient Evidence Towards Competency</td></tr>
</table>

Part C – Student self-reflection questions
1. Can I do all the work tasks and activities that are covered by the units of competency? (explain) _____ 2. If not, what parts do I have difficulty with and would benefit from further training? (explain) _____ _____ 3. Do I know and understand all of the things I need to carry out the workplace activities? (explain) _____ 4. Are there any gaps in my knowledge and understanding where I would benefit from some additional training? (explain) _____ 5. What evidence do I have to support my application for RPL? _____
Part D - Feedback from Trainer/Assessor to student regarding RPL
_____ _____ _____

MARKING CRITERIA: Mapping to unit requirements

Completed by Trainer/Assessor		Completed by Employer
Elements of competency (from training package)	Questions from Trainer/Assessor to Employer	Please tick if the learner demonstrates this skill/technique/ability

Signature of employer: _____ Date: _____ / _____ / ____

Signature of Trainer/Assessor: _____ Date: _____ / _____ / __