



AMBROSE TREACY COLLEGE SKILLS AND TRAINING STUDENT HANDBOOK

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What is Skills and Training (VET)?

A Skills and Training pathway enables students to acquire skills and knowledge for work through a nationally recognised, industry-developed, training package or accredited course. It is delivered, assessed and certified by Registered Training Organisations (RTO's). Skills and Training is based on industry standards and learning outcomes, and students demonstrate these skills and knowledge to meet these standards.

Participating in a Skills and Training course while at school offers a range of benefits including:

- Practical, hands-on learning
- Achieving a nationally recognised qualification
- Gaining industry relevant skills and knowledge
- Exploring a variety of career pathways
- Supporting transition to employment, vocational and higher education
- Providing credit towards the Queensland Certificate of Education (QCE).

The Skills and Training subjects offered at Ambrose Treacy College (the College) are selected based on industry and future workforce needs, interests of the students and skills and qualifications of the staff. Courses that we cannot offer at school may be available to students through other RTO's and require students to be disciplined to maintain grades at school while studying externally.

A Skills and Training pathway, therefore, can include and be studied as:

- A certificate course provided by the school as part of the student's timetable
- A certificate course provided by an external RTO as part of the student's timetable
- A certificate course provided by TAFE or another external RTO
- As part of a School-Based Apprenticeship or Traineeship

The contents of this handbook form part of the Skills and Training Policies and Procedures developed by the College. Copies of the full Skills and Training Policies and Procedures can be obtained from the Head of Skills and Training.

Skills and Training Certificate courses listed in this handbook are accurate at time of publishing in accordance with training.gov.au. Any updates to qualifications will be adjusted in the training and assessment strategies as per the transitions process. Enrolled students will be informed of these changes.

The College understands its legal responsibility to transition to any new version updates of qualifications or competencies within the qualifications with the new version releases of the training packages. Transitions will occur within the required timeframes listed in the [Standards for RTOs 2015](#).

Enrolment in Skills and Training

Enrolment in Skills and Training qualifications will be open to all students in Years 10, 11 and 12. Students undertaking Skills and Training qualifications participate in the same Senior Education and Training (SET) Plan, enrolment and selection process as all other senior students in the College.

Prior to enrolment in a Skills and Training qualification on the QCAA Student Management system, students will be provided with an induction ensuring they are familiar with their rights, responsibilities and obligations and will be conducted by the respective trainer (teacher). This induction will be conducted by at the start of each school year or when students join a class and is complimented by this Handbook.

The induction process will provide students with the following information, which will also be available via their course outline on the College's learning management system:

- Qualification course code and title, for the course they have enrolled in
- *Packaging Rules* for the qualification
- Units of competency to be studied
- Additional enrolment requirements
- Potential outcomes and pathways from the qualification
- Work experience or work placement requirements
- Any licensing or regulatory requirements
- Any third-party arrangements or external providers
- Off-campus training or assessment requirements

Once a student has completed their subject selections and undertaken an induction, students agree to abide by all the policies and procedures pertaining to Skills and Training at the College.

Behavioral Standards

Training in each Skills and Training qualification aims to simulate a workplace context. As such, expectations within the course are designed to mirror the relevant industry expectations and importantly how we believe College students should present themselves in the workplace, as ambassadors of the College.

The following principles of workplace behavior will be enforced and monitored:

- Working with others – this reflects your ability to work cooperatively with other students in meeting production schedules.
- Punctuality – arrival to class on time remains a key focus of all practical areas.
- Safe Workplace Practices – this includes bringing all appropriate safety equipment and following occupational health and safety regulations whilst in the workshops, kitchens or laboratories.

Trainers have been asked to keep a running record of student performance in these areas and significant breaches will be acted upon. Students are reminded that teachers are constantly being asked for references and recommendations and this sort of information will be vital in our discussions with any potential employers. Breaches of behavior expectations will be dealt with under the College's Pastoral Care policies and procedures.

Catering for Student Needs

The College has a responsibility to determine the needs of all students and differentiate services to meet both the individual and the groups needs where possible and practical. The following processes are utilised by the College to determine the academic and pastoral needs of students:

- SET plans
- Subject selection processes
- Pathway guidance services
- Literacy and numeracy assessment and testing
- Inclusive Practices Case Managers
- Regular House meetings

The suitability of available services will be monitored to ensure the College continues to cater for student needs. The College will inform the improvement and modification of its student's services through the collection and analysis of relevant student data, feedback, results and other quality indicators.

Available Support, Welfare and Guidance Services

It is suggested that the first point of contact for any Skills and Training related support is the trainer of the qualification the student is enrolled in. The Head of Skills and Training or Head of Senior Pathways & Careers are also important points of contact for Skills and Training related issues. Students can also contact their Formation Leader or College Counsellors for support, welfare and guidance services.

Catering for Language, Literacy and Numeracy Needs

Inclusive Practices staff are available to provide support to students with ascertained literacy and numeracy learning issues. Additionally, basic literacy and numeracy is embedded in all Skills and Training qualifications. This will assist students in their Skills and Training studies, as well as the development of their general literacy and numeracy skills. If additional support is required students should consult their trainer or Inclusive Practices Case Manager.

Access and Equity Policy and Procedure

As an educational institution in the Edmund Rice tradition, the College is inclusive of all students regardless of protected characteristics such as race, socio-economic background and political persuasion. Matters that arise pertaining to access and equity will be referred to the Head of Skills and Training for resolution.

The College has formal access and equity policy documents that can be accessed through communication with the Principal. Access and equity guidelines will be implemented through the following strategies:

- The curriculum (including Skills and Training Qualifications) is accessible to all students.
- External providers may be engaged if additional physical, human and training resources are required.
- All students are permitted to undertake School Based Traineeships and Apprenticeships if it is deemed beneficial to their individual career pathways.
- If circumstances dictate the College cannot provide sufficient physical and/or human resources to deliver a qualification, alternative options to complete the course of training will be provided to students or students will receive a Statement of Attainment for any fully completed competencies.



Competency Based Assessment

All Skills and Training courses are assessed using a system of **Competency Based Assessment**. Students are assessed on their ability to consistently demonstrate industry recognised knowledge, skills and affective attributes. Evidence for assessment tasks will generally be gathered on multiple occasions throughout enrolment in the qualification and students will be deemed “satisfactory” or “unsatisfactory” for each assessment tool. Results for each assessment item will be marked on a student profile sheet that will be made available to students at the end of each Semester (or on student request).

Final records of assessment for individual units of competencies will be awarded as either:

C	Competent
NYC	Not Yet Competent
W	Withdrawn
S	Superseded
RPL	Recognition of Prior Learning
CT	Credit Transfer

Assessment Procedures

The College [Assessment Policy and Procedures](#) (available via Student Kiosk) applies to all students enrolled in Skills and Training qualifications. This includes any requests for extensions or special consideration. Points to note about assessment:

- Students will be provided with sufficient and timely notice of any assessment requirements.
- The nature of assessment will consider the socio-economic and learning (including literacy/numeracy) needs of the cohort.
- A range of assessment/evidence gathering techniques may be adopted to suit the cohort including projects, oral questioning, practical observations, written responses, evidence portfolios and tests.
- Assessment conditions and environments will closely simulate the relevant workplace or industry to ensure authenticity of learning and training.
- Reasonable adjustment will be made to the assessment strategy to ensure equity for all students, while maintaining the integrity of the assessment outcomes.
- Students will be provided with opportunity to address any gaps in evidence identified in assessment. These gaps will be clearly documented on assessment task sheets.
- Students will regularly be provided with opportunity to submit feedback on assessment undertaken.
- Students have the right to appeal assessment outcomes as per the College *Complaints and Appeal Policy*.

Assessment cover sheets will provide all relevant information required to successfully complete the task. This includes:

- the type of assessment/evidence gathering item
- authenticity statement
- assessment procedures, equipment, time limits and conditions
- the criteria and checklists used in reaching an assessment outcome
- the scope for feedback from the assessor including identification of any gaps in evidence
- the outcome of the assessment (i.e. Satisfactory / Unsatisfactory)

Recording of Results

A student profile will be maintained for each student enrolled in a Skills and Training qualification at the College. The student's final result for each unit of competency recorded on the profiles (e.g. competent, not yet competent, withdrawn, RPL).

A centralised database of student results for all elements and units of competency is maintained on the Student Management System (QCAA Portal).

Student Access to Records

The College is committed to regularly providing students with explicit feedback on their progress in Skills and Training qualifications. Students can have access to their student profiles at any time.

Students are also encouraged to track their progress online through [myQCE](#). Data in this account reflects results uploaded by the College onto Student Management.

Privacy Notice

The Office of the Student Identifiers Registrar's privacy obligations require us to:

- be open and transparent about how we hold, use and disclose personal information
- have a privacy policy in place that is reasonably available to the public
- take reasonable steps to ensure the security of personal information and protect it against intentional or unintentional misuse, loss, interference, unauthorised access, modification or disclosure
- take reasonable steps to ensure the personal information that is held, used or disclosed is accurate, up to date, complete and relevant.

We are committed to ensuring the proper handling of your personal information in accordance with the [Privacy Act 1988](#) ('Privacy Act'). We are an 'APP entity' that must comply with the [Australian Privacy Principles](#) (APPs) which are set out in Schedule 1 of the Privacy Act. The Privacy Act and APPs regulates how entities must collect, use, disclose and hold personal information, and how people may access and correct their personal information.

The information you provide through the USI application process is collected by the Student Identifiers Registrar for the purposes of:

- processing my application for a USI
- verifying and providing a USI
- resolving problems with a USI and creating authenticated Vocational Education & Training (Skills and Training) transcripts.

The information may be disclosed to:

- a number of organisations, departments, regulators and other persons where it is reasonably necessary for the purposes of performing functions or exercising powers
- the Oversight Authority in instances pertaining to digital identity to enable them to perform their functions
- current and former registered education and training providers to:
 - enable them to deliver Skills and Training and Higher Education courses
 - meet their reporting obligations under the Skills and Training and Higher Education standards and government contracts
 - assist in determining eligibility for training subsidies and higher education funding
- schools for the purposes of delivering Skills and Training courses to me and reporting on these courses
- the National Centre for Vocational Education Research (NCVER) for the purpose of:
 - creating authenticated Skills and Training transcripts
 - resolving problems with USIs
 - collecting, preparing and auditing national Skills and Training statistics
- researchers for education and training related research purposes

- any other person or agency that may be authorised or required by law to access the information
- any entity contractually engaged by the Student Identifiers Registrar to assist in the performance of his or her functions in the administration of the USI system and will not otherwise be disclosed without their consent unless authorised or required by or under law.

Detailed information on the use of your information can be found in Division 5 - Collection, use or disclosure of student identifiers of the Student Identifiers Act 2014, and in the [USI's Privacy Policy](#).

Complaints and Appeals Policy

A [complaint](#) can be made to the College RTO regarding the conduct of:

- the school RTO, its trainers 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 College RTO to request a review of a decision, including assessment decisions.

The College 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 College 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 Head of Skills and Training will maintain a secure Complaints and Appeals Register, which documents all formal complaints, appeals and their outcomes. If the complaint involves the Head of Skills and Training, the Dean of Learning will keep a secure register.

The College RTO will undertake a continuous improvement process that includes reviewing both the details in the Complaints and Appeals Register, and the Complaints and Appeals Policy and Procedures, and taking appropriate corrective action to eliminate or mitigate the likelihood of the same problems occurring again.

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

Complaints or appeals should be directed to the Head of Skills and Training at the College.

Complaints and Appeals Procedure

Any staff member can receive a complaint or appeal. Where possible, complaints are resolved immediately. If a complaint relates to a report about harm or safety, refer to the College's [Child Safety](#) procedures.

On receipt of a **verbal complaint**:

- Resolve the complaint if possible, document the complaint, its cause, actions taken, and decisions made in the secure Complaints and Appeals Register.
- If the complaint cannot be promptly and simply resolved, advise that an appropriate staff member will deal with the complaint, but a written record of the complaint is required.

To put a complaint/appeal in writing, advise the complainant/appellant that:

- they may use the support of a third party in progressing the complaint/appeal
- they can either put the complaint/appeal in writing themselves using the forms available or you can make a written record for them to sign.

In this case

- note whether the complainant/appellant wants the support of a third party
- ensure the complainant signs and dates the form
- identify yourself, and your role within the school RTO
- sign and date the form yourself.

On receipt of a **written complaint/appeal**:

- If the complaint/appeal is not in relation to the Head of Skills and Training - forward it to the Head of Skills and Training to enter into the secure Complaints and Appeals Register.
- If the complaint is in relation to the Head of Skills and Training - forward it to the Dean of Learning, enter it into a separate secure Complaints and Appeals Register (kept separate from the main Register).

To resolve the complaint/appeal, the Dean of Learning will:

- discuss the issue/s with the staff member to whom the complaint/appeal was made
- give the complainant/appellant an opportunity to present their case (they may be accompanied by other people as support or as representation)
- give the relevant staff member, third party or student (as applicable) an opportunity to present their case. They also may be accompanied by other people as support or as representation.

If necessary, convene an independent panel, the Complaints and Appeals Committee, to hear the complaint/appeal. The committee must not have had previous involvement with the complaint/appeal, and must include:

- a representative of the Principal
- one or more representative/s of the teaching staff
- an independent person.

The committee will:

- deal with the issue/s
- communicate the outcome/decision to all parties in writing within 60 days of receipt of the complaint/appeal
- document the complaint/appeal, including the cause, actions taken, and decisions made, in the appropriate secure Complaints and Appeals Register.

If the complaint/appeal is not finalised within 60 calendar days of its receipt, inform the complainant/appellant of the reasons in writing and regularly update them on the progress of the matter.

If the procedures fail to resolve the issue/s, the complainant/appellant may 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.

The College RTO will undertake a continuous improvement process that includes:

- reviewing the details in the Complaints and Appeals Register
- reviewing the Complaints and Appeals Policy and Procedures
- taking appropriate corrective action to eliminate or mitigate the likelihood of the same problems occurring again.



Recognition of Prior Learning

All Skills and Training students have access to a procedure that gives Recognition of Prior Learning (RPL). RPL is an assessment process that assesses the competency/ies of an individual that may have been acquired through *formal*, *non-formal* and *informal* learning to determine the extent to which that individual meets the requirements specified in the training package or Skills and Training accredited courses. To elaborate:

- Formal learning refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (for example, a certificate, diploma or university degree).
- Non-formal learning refers to learning that takes place through a structured program of instruction that does not lead to the attainment of an Australian Qualifications Framework (AQF) qualification or statement of attainment (for example, in house professional development programs conducted by a business).
- Informal learning refers to learning that results through experience of work-related, social, family, hobby or leisure activities (for example the acquisition of interpersonal skills developed through several years as a sales representative).

Information regarding RPL will be provided to all students at induction.

Students will be informed of:

- The College's obligation to offer RPL to all students
- Application forms used in the RPL process
- Examples of evidence that may be submitted for RPL
- The RPL application process
- Appealing decisions for RPL

Students seeking RPL will be guided through the process with the support of their Trainer. All reasonable efforts will be made to assist students with completing application forms and collecting relevant evidence.

Once required evidence has been submitted, the Trainer will make an assessment judgement. If there are gaps in the evidence the Trainer will inform the student and the required training and assessment to address these gaps will be identified. The Trainer will clearly document the assessment decision using the qualification specific documentation that is to be retained in accordance with the *Retention of Student Records* Procedure. Students may have access to reassessment on appeal. The Trainer will inform the Head of Skills and Training of the application and details will be recorded in an RPL Register.

Credit Transfer

If a student has previously completed a unit of competency (either at the College or at another RTO) contained in a qualification they are currently enrolled in, then credit transfer can be awarded for that unit of competency. Students who have previously completed a unit of competency at the College (i.e. across qualifications being undertaken at the same time) will automatically be awarded credit transfer. The Head of Skills and Training will identify all units of competency across the RTO that are offered in multiple courses in order to expedite the awarding of credit transfer.

The College will only award credit transfer for units of competency completed at **external RTOs** upon the student providing a *Statement of Attainment* or *Record of Results* issued by the previous RTO. It is the responsibility of the student to obtain this documentation.

Certification documentation must be submitted to the Head of Skills and Training. A copy of the certification will be provided to the Trainer and Assessor to store a copy with the student profile/portfolio as evidence. The PA to the Dean of Learning will update the Student Management program accordingly.

Information regarding Credit Transfer will be provided to all students at the Student Induction.

Certification

Students completing all requirements of a qualification will be issued with a *Certificate*. If, however, a student partially completes requirements of a Skills and Training qualification, a *Statement of Attainment* may be issued*. Both certificates and statements of attainment will be nationally recognised in all states and territories under the Australian Qualifications Framework (AQF).

** Students will only be issued certification if they have submitted and verified a Unique Student Identifier (USI) with the College.*

Issuance of Certification

The College will ensure students are issued with AQF certification documentation within 30 calendar days of meeting the requirements of the training product in which they are enrolled. The College will maintain a Register of Certification Documents for a period of 30 years for future reference and replacement of certifications. All certification documentation will meet the requirements of the Standards for RTOs 2015.

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

- All relevant certification is awarded to students within required timeframes.
- AQF qualifications codes and titles are correctly identified.
- Measures are taken to protect AQF qualifications fraudulent issuance or copying of certification.
- Clear distinction can be made between AQF qualifications and non-AQF qualifications.
- Certification documentation is used consistently across the College.
- Students and parents/caregivers are confident that the qualifications they have been awarded are part of the AQF.

Replacement of Certifications

The College maintains a Register of Certification Documents issued for 30 years from the date of issue. This allows learners to request a reissue of their documentation at a later date. The College copies are stored in an accessible format with both electronic and hard copy records kept securely. The process for a learner, or former learner, to request a reissue of their documentation is as follows:

- All requests for a replacement qualification or statement of attainment must be in writing (email is acceptable) to the Learning Office.
- The request will be checked against the Register of Certification.
- The replacement will clearly identify that the certification is a re-issued version. All other requirements of the Standards for RTOs 2015 will be met with reissued certification.
- The replacement will be issued with 30 working days of receipt of the written request.
- In order to replace your certificate, photo identification will need to be provided before the replacement is produced.

Qualification Guarantee

The College gives a guaranteed commitment to deliver all training and assessment required to complete the respective qualification once a student is enrolled. Late enrolments may negotiate delivery of revised bundle of units that will lead to a statement of attainment only.

Should the College lose access to qualified trainers or physical resources, the College will arrange to negotiate training and assessment to be completed through external RTO's where possible, or students will receive a Statement of Attainment for fully completed competencies. Should such an arrangement be necessary, affected students will be formally notified and parental agreement will be sought to proceed with any external RTO.

Industry Placement

Industry Placement is a mandatory requirement for the *Certificate II in Hospitality*. A student must complete 12 shifts over the two years to achieve the competency *SITHIND007 Use hospitality skills effectively*.

However, all students undertaking a Skills and Training certificate are encouraged to complete industry placement in their chosen industry pathway and dates for this are offered throughout the year including school holidays and during exam blocks.

These shifts can take different formats and we encourage students to submit a range of shifts. We encourage the combination of the following shifts:

- 4 shifts to be done at College functions
- 4 shifts can be done in work placement/employment
- 4 shifts from industry/events

College Functions

Sigmund Fidei breakfasts, mother's day evening, Jazz by the river, school tours. These shifts may take place outside of usual College hours eg starting at 6.00am or finishing after 5.00pm etc working under directions of staff.

Shifts in industry / Events

Brisbane Exhibition, Pig and Whistle, College tuckshop. Working within an existing team.

Existing work shifts

Kmart, MacDonalDs, Woolworths, IGA ect. Working independently after instruction.

The shifts must demonstrate their ability to :

- interact with and positively responding to diverse demands and requests of multiple customers throughout the service periods.
- working with speed and efficiency to deal with numerous service and operational tasks simultaneously
- identifying issues and problems, referring to supervisor when appropriate, and participating in their resolution
- working cooperatively as part of a service team, and taking limited responsibility for the service process, workflow and own work outcomes

Some placements have specified requirements for that industry. For example, to enter a construction site a student requires a White Card. Students may also need to provide personal protection equipment such as steel-capped boots, high-visible vests and ear muffs.

Procedure for organising industry placement:

- The student finds an employer for their placement (the College does have some contacts in some industry fields)
- The student provides the employer name and contact details to the Senior School Office
- Student collects a Work Experience Agreement form from the Senior School Office to be completed and signed by the student and his parent/s or guardian (if under 18 years old)
- Student is to also contact the employer to arrange a meeting for the employer to sign the Work Experience Agreement
- The student returns the completed Work Experience Agreement to the Senior School Office (employer, parent and student signatures are mandatory at this stage)
- Complete White Card registration - if relevant

It is a legal requirement for insurance purposes for the Work Experience Agreement to be completed by all parties before the student attends the placement. Failure to return the form or obtain signatures by the due date will result in the placement not going ahead.

Compulsory School Activities

All vocational education students are required to be present at compulsory College events and activities as outlined by their Head of House. If a student has TAFE or a school-based apprenticeship/traineeship on these days, it is the students' responsibility to inform the employer or TAFE regarding their absence.



SKILLS AND TRAINING Courses Offered at ATC

1. Certificates offered by the College as the RTO (RTO Number: 46304)
 - SIT10222 Certificate I in Hospitality
 - SIT20322 Certificate II in Hospitality
 - CPC10120 Certificate I in Construction

There are no fees associated with these courses.

2. Certificates offered through partnerships with external RTOs - offered at school during class time and involve a cost:
 - BSB30120 Certificate III in Business (RTO: Binnacle Training, RTO Number: 31319)
 - SIS30321 Certificate III in Fitness (RTO: Binnacle Training, RTO Number: 31319)
3. Certificates offered through partnerships with external RTOs – offered outside of school time, here at school and involve a cost:
 - BSB50220 Diploma of Business (RTO: Barrington College, RTO Number: 45030)

Details of the courses listed above are included in the Year 11 & 12 Subject Selection book.

4. TAFE at Schools (RTO Number: 90003)

Students enrol in a TAFE course (Certificate I, II or III) and attend TAFE (various venues) on 1 day/week. Students have a TAFE at Schools line on their timetable (as a 'spare' line) to catch up on work they have missed. These courses may be eligible for subsidised Government funding or can be self-funded. (Further information on Skills and Training funding – pg. 15 and TAFE at Schools pg. 16.)

Please note

In the event that any of the above RTOs lose suitably qualified trainers and assessors and is unable to deliver this program:

- Students will be issued with a Statement of Attainment for any successfully completed units of competency
- Any fees paid toward the program will be refunded on a pro-rata basis.

VETiS (VET in Schools) Funding By The Skills and Training Investment Budget

Queensland Government funding may be available when enrolling in a qualification with an external RTO (including TAFE). This is funded by the Queensland Department of Employment, Small Business and Training.

The VET investment budget provides funding for students to **complete one employment stream qualification at the Certificate I or II level** listed on the Priority Skills List during Year 11 & 12. Note that not all qualifications are eligible for funding.

Please refer to the [VETiS](#) website for further information on funding.

This link also provides a link to the current Priority Skills List. The column “VET in Schools” shows the qualifications that are funded by the Government.

To access the VET Investment Budget for a Certificate III qualification, students would need to undertake a school-based apprenticeship or traineeship.



Unique Student Identifier (USI)



Australian Government

USI Unique
Student
Identifier

The Unique Student Identifier (USI) is a reference number made up of 10 numbers and letters that:

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

All students undertaking a Skills and Training qualification are required to have a USI. The College will securely maintain a copy of the USI using strict privacy procedures.

Students who already have a USI are required to provide this in writing to their trainer.

A Certificate or Statement of Attainment cannot be awarded without a verified USI.

How to create a USI

It should only take less than 5 minutes online.

Go to www.usi.gov.au

Select '*Student Login*'

Read and Agree to the Terms and Conditions

Select 'Create USI'

You will need one of the following forms of ID to create your USI such as a:

- Driver's Licence
- Medicare Card
- Australian Passport
- Non-Australian Passport (with Australian Visa)
- Australian Birth Certificate
- Certificate of Registration by Descent
- Citizenship Certificate
- ImmiCard

Follow the steps to create a USI

You're done!