



ALBANY CREEK HIGH SCHOOL

2026

RTO Provider Code: 30207



VET Student Handbook

File location:	https://qedu.sharepoint.com/sites/2155/administration/Senior Schooling/VET Management/2026/Policies and Documents/ACSHS VET Student Handbook 2026.docx	Review date:	December 2025
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Ownership:	Albany Creek State High School		

VET Policies & Procedures

2026

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VET Policies & Procedures

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PURPOSE OF THE INFORMATION HANDBOOK

This handbook has been developed to help provide you with the information you will require during your Vocational Education and Training (VET) course of study. Please make sure you access this booklet as you need to refer to it throughout your Senior Schooling. The handbook is divided into two main sections – General and Policies.

Vocational Education and Training (VET) helps year 10, 11 and year 12 students in their transition from school to work. Recognised vocational education and training allow school students to reinforce and consolidate general learning in more applied contexts. In this way, recognised programs cater for a broader range of students learning styles.

VET in schools potentially opens up a range of post school education, training and employment opportunities. Many students can link their area of study with a school-based apprenticeship or traineeship. In this way, students are able to undertake a traineeship or apprenticeship whilst completing years 11 and 12. In some cases, students may finish the traineeship or apprenticeship after completing year 12.

VET in schools contain units of competency from national training packages. Qualifications and statements of attainment for national training packages are recognised in the VET Quality Framework (VQF) and are recognised Australia wide by employers and others.

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General Information

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CODE OF PRACTICE

As a Registered Training Organisation, Albany Creek High School has agreed to operate within the Standards of the VET Quality Framework. This includes a commitment to recognise the training qualifications issued by other Registered Training Organisations.

Legislative Requirements

Albany Creek High School will meet all legislative requirements of State and Federal government. In particular, Workplace Health and Safety, Workplace Relations and Vocational Placement standards will be met at all times.

Access and Equity

All clients will be recruited in an ethical and responsible manner and consistent with the requirements of the curriculum or National Training Package. Our Access and Equity Policy ensures that client selection decisions comply with equal opportunity legislation.

Appropriately qualified staff will assess the extent to which the applicant is likely to achieve the stated competency standards and outcomes of the course, based on their qualifications and experience.

Quality Management Focus

Albany Creek High School has a commitment to providing a quality service and a focus on continuous improvement. We value feedback from clients, staff and employers for incorporation into future programs.

Client Service

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

Our quality focus includes a Recognition of Prior Learning Policy, a fair and equitable Refund Policy, a Grievance and Appeal Policy, an Access and Equity Policy and student welfare and guidance services. Where necessary, arrangements will be made for those clients requiring literacy and/or numeracy support programs. We will take every opportunity to ensure that this information is disseminated, understood and valued by personnel and clients.

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

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External Review

Albany Creek High School has agreed to participate in external monitoring and audit processes required by the state training agency. This covers random quality audits, audit following complaint and audit for the purposes of re-registrations.

Management and Administration

Albany Creek High School has policies and management strategies, which ensure sound financial and administrative practices. Management guarantees the organisation's sound financial position and safeguards client fees until used for training/assessment. We have a Refund Policy, which is fair and equitable. Trainee records are managed securely and confidentially and are available for trainee perusal on request. Albany Creek High School has adequate insurance policies as per VQF standards.

Marketing and Advertising

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

Training and Assessment Standards

Albany Creek High School 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 VET Quality Framework standards (including Recognition for Prior Learning and mutual recognition). Adequate facilities, equipment and training materials will be utilised to ensure the learning environment is conducive to the success of trainees.

Sanctions

Albany Creek High School will honour all guarantees outlined in this Code of Practice. We understand that if we do not meet the obligations of this Code or supporting regulator requirements, we may have our registration as a Registered Training Organisation withdrawn.

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COMPLAINTS AND APPEALS

Policy statement

To be compliant with Standard 6 of the *Standards for Registered Training Organisations (RTOs) 2025* the school RTO must have a publically available complaints and appeals policy.

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

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

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

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

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

Policy information on school website:

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

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

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

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

An appeal can be made to the school RTO to request a review of a decision, including assessment decisions.

The school RTO will ensure that the principles of natural justice and procedural fairness are adopted at every stage of the complaints and appeals process. All formal complaints and appeals will be heard and decided on within 60 calendar days of receiving the written complaint or appeal. If the school RTO considers more than 60 calendar days

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are required to process and finalise the complaint or appeal, the complainant or appellant will be informed of the reasons in writing and will be regularly updated on the progress of the matter.

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

Complaints or appeals should be directed to the principal as CEO of the school RTO principal@albacreeshs.eq.edu.au

Procedures in this document

1. Complaints procedure
2. Appeals procedure

Complaints procedure

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

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- If the complainant is still not satisfied, the principal will refer them to the QCAA website for further information about making complaints (www.qcaa.qld.edu.au/3141.html).

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

Appeals procedure

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

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

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UNIQUE STUDENT IDENTIFIER (USI)

OVERVIEW

From 1 January 2015 all students undertaking Nationally Recognised Training delivered by a Registered Training Organisation will need to have a Unique Student Identifier (USI).

A USI gives students access to their online USI account which is made up of ten numbers and/or letters. It will look something like this: 3AW88YH9U5. A student will not be issued with their Certificate or Statement of Attainment unless they have provided the RTO with a verified USI.

A USI account will contain all of a student's nationally recognised training records and results from 1 January 2015 onwards. A student's results from 2015 will be available in their USI account in 2016.

When applying for a job or enrolling in further study, students will often need to provide their training records and results. One of the main benefits of the USI is that students will have easy access to their training records and results throughout their life. Students can access their USI account online from a computer, tablet or smart phone anywhere and anytime.

WHO NEEDS A USI?

Students who need a USI include:

- students who are enrolling in nationally recognised training for the first time;
- school students completing nationally recognised training; and
- students continuing with nationally recognised training.

A student who is continuing study is a student who has already started their course in a previous year (and not yet completed it) and will continue studying after 1 January 2015. Once a student creates their USI they will be able to:

- give their USI to each training organisation they study with;
- view and update their details in their USI account;
- give their training organisation permission to view and/or update their USI account;
- give their training organisation view access to their transcript;
- control access to their transcript; and view online and download their training records and results in the form of a transcript.

For instructions on how to create an USI, refer to procedure in Appendix 5.

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The USI and reporting

Each time ACSHS students complete nationally recognised training; ACSHS must collect and verify their Unique Student Identifier (USI) before we can confer a qualification or statement of attainment.

When ACSHS submits data according to the new VET data collection and reporting requirements, it will now include the USI for each student. This USI will be reported to the National Centre for Vocational Education Research (NCVER) and entered in the national data collection.

The new Unique Student Identifier (USI) scheme requires that ACSHS:

- Collects a USI from each student
- Verifies a USI supplied by a student
- Ensures a student has a valid USI before conferring a qualification or statement of attainment on that student
- Ensures the security of USIs and related documentation
- Destroys any personal information collected solely for the purpose of applying for a USI on behalf of a student
- Adheres to all legislative requirements under the USI legislative requirements

ACSHS will be required to have a valid and verified USI for each of student before a qualification or statement of attainment is issued to that student.

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WORK EXPERIENCE

A work experience placement assists students in their transition from school to work. It provides a formal arrangement whereby students, while enrolled at a school approved by the Minister for Education, participate in the activities of a place of paid or voluntary work.

Work experience provides students with appropriate knowledge, skills and attitudes concerning both paid and unpaid work.

It is an opportunity to extend the theoretical learning in the classroom into the practical applications in the workplace

The opportunity to participate in work experience will be provided to all students in years 10, 11 and 12. There are four different Models of work placement:

1. Structured work placements

A structured work placement involves the student participating in specific tasks in the workplace as described in the vocational program. It may occur where the Schools vocational program does not mandate assessment in the workplace.

Prior to the placement, negotiation occurs between the teacher, student and the employer, to identify the specific tasks for the student.

2. Work sampling

A work sampling placement is one in which students have the opportunity to test personal vocational preferences through performing tasks in a workplace. Students select placements according to their future occupational aspirations. The student may experience the following outcomes:

- clarification of employment goals;
- first-hand information about what it means to work, as well as about the work processes of the organisation and the work environment.

3. Work shadowing

Work shadowing provides students with the opportunity to learn actively about people at work and to examine the work role they perform. Students gain access to occupational areas that may not be suited to work sampling, e.g. lawyer, dentist, chemist. The focus of work shadowing is the role of the worker(s) being shadowed, rather than the performance of work tasks or the investigation of the workplace.

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4. Research work experience

A research work experience requires a student or group of students to assume the role of researchers in the workplace. The teacher, student and work experience provider decide upon a topic of inquiry and match the work experiences to the topic. The placement links one or more school subjects with the experience of work.

Students seek assistance from the teacher and the work experience provider, to develop appropriate research skills that can form the basis of ongoing work in the classroom.

Organisation of Work Experience

All students wishing to undertake work experience will complete an application for work experience form [Appendix – 6] available from the Senior Schooling Office.

Students are encouraged to find their own employers or work experience as this is a very time-consuming task and often students are best placed to find suitable employers.

Students undertaking work experience will be allowed to participate in the program at a day and time negotiated with the HOD Senior Schooling and Administration.

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SUPPORT PERSONNEL

Guidance Counsellor

The school Guidance Counsellor is available to help you with any issue

- personal problems
- concerns about school
- friends or family
- career planning
- anything that is bothering you.

Our school Guidance councillor is a qualified councillor and interviews are confidential. If you prefer to talk to someone outside of school, she is able to refer you to the most appropriate people.

The Guidance and counselling rooms are at the far end of the administration block. They include a library of resources to help you with career planning and personal issues. You can either drop in during a break for a chat, or make an appointment for during class time. To do this, get an appointment slip from the councillor ask your class teacher to sign it.

School Nurse

You can see the school nurse about any health, physical or emotional concerns you might be having. You can also get health information for school assignments. To make an appointment you can book at the office or drop by the room (next to the guidance room) on the days the nurse is in, before school or during morning tea. You can see the school nurse during class time, but you need a permission slip signed, get one when you make an appointment.

Work Experience Coordinator

The school Work Experience Coordinator is trained to organise, place and monitor students undertaking a work placement program. The school Work Experience Coordinator shall be available for students to discuss work placement and is available in the Senior Schooling office.

The Senior Schooling Head of Department (HOD)

The Senior Schooling HOD will be responsible for supporting all senior students to achieve their educational and vocational goals. This person

- will actively promote and organise school-based traineeships/apprenticeships.
- is responsible for all contact with the relevant educational bodies (eg QCAA).
- will ensure that work placement is given a high priority.
- organise special senior programs.
- will provide for student assistance where possible.

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PROGRAM OUTCOMES

- link job learning at school and on job training in the workplace. This takes the format of work experience.
- establish pathways to qualifications nationally recognised by industry, education and vocational training authorities
- apply for Recognition of Prior Learning (RPL) to be determined on an individual basis, by a person for previous formal or informal training, work and/or life experience.
- receive a senior certificate listing competency successfully obtained and a level of achievement for each senior subject studied.
- receive a statement of attainment or certificate from the school for competencies successfully achieved in each training program studied at Albany Creek State High School. Students who lose their qualification will be re-issued on request.
- are able to undertake a school-based apprenticeship or traineeship during their senior schooling.
- In the circumstances where the RTO loses a specialist trainer, and the RTO being unable to obtain a suitable replacement or 3rd party school will not be able to continue delivery, the school RTO will, if possible, arrange for agreed training and assessment to be completed through another RTO. (Fees may be incurred.) Prior to the transfer to another RTO, affected students will be formally notified of the arrangements, and an agreement to those arrangements, including any refund of fees, will be obtained. If transfer is not possible, the RTO will gain a written agreement for a subject/course transfer from the student and parent.

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EXPECTATIONS

The expectations of the program had been developed specifically for the implementation and conduct of vocational education and training programs offered by the school. The school reserves the right to amend the expectations to suit the needs of the educational institution as required.

The school

- recognises the importance of students receiving a broad-based education, compromising both general and vocational education and training.
- is registered with the Queensland Curriculum and Assessment Authority to provide the vocational education components of the training packages.
- has access to the facilities and resources required for the registered vocational education and training programs.
- has in place an assignment/assessment policy that applies to all subjects offered by the school.
- has a processing place that enables students to apply for recognition of prior learning and credit transfer for the vocational education competencies.
- has a process for addressing any concerns the student may have and offers the students access to a range of people who can provide him/her advice and guidance about the vocational education program at the school, for example teachers, head of department, career guidance officer's, work experience coordinator and administrators.
- has a processing place which intends to quality management

The student

- makes a serious commitment to their studies at school.
- attends training provided by training providers outside normal school hours and meet the cost of transportation and materials as required.
- participates in structured workplace learning as arranged by the school and the expectations and demands of the school in terms of participation, cooperation, punctuality, successful submission of work and high standards of behaviour and conduct.
- completes all documentation such as workplace diary.
- completes all documentation BEFORE going on placement.

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ASSESSMENT

Purpose of Assessment

Assessment will be:

- diagnostic
- formative
- summative and
- competency-based

Diagnostic Assessment

Diagnostic assessment provides you with opportunities to perform tasks and the results are not recorded. Teachers use these tasks to check student progress and provide feedback to you.

Formative Assessment

Formative assessment also provides feedback to you, your parents and teachers on your performance so far in the course and results are recorded on the student profile. If you leave the course before the completion of two years, this formative assessment may be used for summative purposes. Formative assessment is designed to improve everyone's understanding of your achievement.

Summative Assessment

Summative assessment assists teachers in determining exit levels of achievement for the course of study. In most cases, summative assessment will be recorded in semester III. However, consideration may be given to your patterns of performance determine results at the end of two years. Your fullest and latest results in semester III and IV are used to determine your global level of achievement.

Competency-based Assessment

Competency-based assessment is the process of collecting evidence and making judgments about whether or not you have and knowledge and skills to meet the performance criteria required in the workplace. For example: you are able to use workplace equipment competently?

With this type of assessment you will be given more than one opportunity to gain competency in particular units of competency or learning outcomes.

Assessment Items

In each semester you will complete a number of assessment items that will be used to assess your level of achievement in the subject. These may take the form of:

- objective and short answer/response tests

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- written responses
- response to stimulus material
- research and project work
- practical work
- old presentations
- presentations of information
- procedural applications
- demonstrations
- teacher observation

Levels of Achievement

At the conclusion of year 12 students who undertake vocational and educational components of subjects, will receive a result of either competent or not yet competent for each unit of competency.

The Queensland Certificate of Education (QCE)

All achieved Vocational results will be recorded on the Senior Statement Where a full certificate has been awarded this is also recorded on the Senior Statement. QCAA subjects will have a level of achievement recorded on the Senior Statement.

Some vocational education certificates gain credit points towards the QCE.

Albany Creek State High School is responsible for issuing Certificate and Statements of Attainment for the VET qualifications that are within the schools scope of registration. These will be issued within 30 days of completion of the course or on exit at Albany Creek State High School.

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Documents related to Vocational Education and Training

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APPENDIX 1 - POLICIES

Policy Topic Access and Equity

Policy Albany Creek High School will meet the needs of individuals, and the community as a whole through the integration of access and equity guidelines. We will ensure that equity principles for all people are implemented through the fair allocation of resources and the right to equality of opportunity without discrimination. We will increase opportunities for people to participate in the vocational education and training system and in associated decisions, which affect their lives. We will implement customer oriented conservation programs and target the specific needs of market segments in enhancing the economic development of the organisation.

Procedures

1. Ensure the establishment of non-discriminatory student selection procedures, which encourage fair access for members of under-represented groups
2. Ensure access and equity issues are considered during curriculum development.
3. Provide access to staff development to assist trainers/teachers who deliver courses to under-represented groups.
4. Ensure access is provided to all policy documents.

Policy Topic Advertising Policy

Policy Albany Creek High School will ensure that clients are provided with full details of conditions in any contractual arrangements. All recognised training products will be accurately represented to clients. A client's written permission will be gained before information about the individual is used in any marketing material. Albany Creek High School will accurately and clearly advertise the products and services covered by our Scope of Registration.

Procedure

1. All advertising material, before publication, will be checked against the VQF standards
2. Albany Creek High School's advertising policy will be checked to ensure it complies with all regulations and RTO status.

Policy Topic Complaint Policy

Policy All students have the right to submit a complaint against Albany Creek High School as a Registered Training Organisation. Any complaint must be lodged as per the procedure listed.

Procedure

1. The student will:
 - Complete necessary complaint form (Appendix 4)
 - Notify the teacher/trainer of his/her intention to submit the form and provide the teacher/trainer with a copy
 - Submit the form to Albany Creek High School within one month of the incident occurring
 - Sign Complaint Register upon application of form.
2. Albany Creek High School's Leadership/Management Team will:
 - Accept the student's complaint form and register acceptance of form in the Complaint Register

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- Request the teacher or relevant person to respond in writing to the complaint.
- Examine evidence provided by the student and teacher or relevant person
- Request an interview with interested parties if required
- Respond in writing to both parties of the management committee's decision within one month of the complaint registration
- Of the appropriate legal body where he / she can seek further assistance if the dispute cannot be solved internally.

Policy Topic Credit Transfer/Mutual Recognition Policy

Policy All students have the right to obtain credit transfer/mutual recognition when competencies within an area of study have been awarded by another Registered Training Organisation.

Procedure

1. The student will submit the original documents stating the achievement of specific competencies to the HOD Senior Schooling
2. HOD Senior Schooling will investigate and determine that the learning outcomes, competency outcomes or standards are equivalent to the Training Packages
3. Report to student on the success of investigation. If successful and competencies are equivalent to those offered within a course of study at Albany Creek State High School then cross credit/mutual recognition will be granted
4. Verified copies of the competencies will be given to staff to complete the recording of student achievements within an area of study
5. File the verified copy within the students file as evidence of achievement

Policy Topic External Monitoring and Audit Policy

Policy Quality assurance of all our functions, factors, and activities that affect the quality of each qualification / course delivered and/or assessed.

Albany Creek State High School has built quality standards into our systems and implement a process of continuous self-assessment (Internal Review and Internal Audit) as part of our quality improvement strategy during the period of our registration. Interval reviews and audits will be undertaken on the full scope of our registration as an RTO on a yearly basis.

Albany Creek State High School will maintain records of Internal Review and Audit processes, findings and evidence of improvements made as a result of findings of the Reviews.

Procedure

1. Conduct internal review and audit processes each year
2. Recommendations are developed into strategic planning to ensure quality improvement

Policy Topic Human Resource Standard Policy

Policy Albany Creek High School's Human Resource Standard is a quality assurance process designed to be:

- Responsive to individual industry needs

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- Appropriate, in that it requires different standards of training/assessment provision for different qualification levels
- Flexible in meeting training / assessment needs in a variety of sites and using a variety of delivery methods
- Socially just in providing train / assessment opportunity
- Competency based
- Consistent with VET Quality Framework Standards
- Consistent with Certificate IV competencies as outlined in the Training Package for Assessment and Workplace Training.

Procedure

1. Check that the human resources of Albany Creek High meet the requirements of the National Training Package
2. Ensure trainers/ teachers are able to update skills and qualifications as required.
3. Provide opportunities for trainers/ teachers to meet currency requirements
4. Ensure trainers/ teachers keep records current with version control

Policy Topic **Internal Review and Audit Policy**

Policy

During the period of registration, Albany Creek High School will undertake continuous review of the implementation of our scope of registration.

Albany Creek High School has developed a documented process for the internal review and audit process, which will be the basis for further improvement and be the focus of the External Audit.

The internal review and audit procedure developed by Albany Creek High School will evaluate the implementation, delivery and/or assessment, and outcomes of training, related to our scope of registration.

The Internal review procedure includes appropriate industry (employer), community, staff and student input pertinent to our scope of registration.

Albany Creek High School has a schedule for the ongoing, systematic review of all qualifications and Statements of Attainment delivered and/or assessed. The implementation of this schedule will be evaluated by the Internal Audit, conducted at the conclusion of the review process.

Albany Creek High School has met and will continue to meet the requirements for the provision of recognised training including:

- Student Fee Management (if applicable)
- Human Resource Management
- Physical Resource Management
- Student Information Management
- Records Management
- Training Outcomes and Issue of Certification
- Program Implementation Management
- Compliance with Government Contracts
- Continued Compliance with the required legislative bodies for the continuation of the RTO status

Procedure

1. Implement information gathering tools e.g surveys, network meetings
2. Conduct yearly review meetings with representatives from stakeholders
3. List recommendations and include in strategic planning for development of quality practices

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4. Conduct Internal Audit rectifying all the Internal Review recommendations

Policy Topic Language Delivery and Assessment Policy

Policy All students have the right to have the delivery and assessment of competencies and Qualifications in a language other the English.

Procedure

1. The student can request the delivery and/or assessment of qualifications within a particular language
2. Trainers and Assessors will develop the required materials for the delivery of the qualification to the student
3. The Certificate or State of Attainment on issuing will state that the qualification was delivered and assessed in a language other than English

Policy Topic Offshore Delivery Policy

Policy Albany Creek High School will incorporate all policy delivering offshore training programs as per delivery of onshore programs in Queensland.

Procedure

1. Revisit all policy requirements of training delivery before delivering offshore programs
2. Evaluate costs involved in delivering offshore

Policy Topic Physical Resource Standard Policy

Policy Albany Creek High School will provide physical resources and a physical environment to:

- Cover the range and level of skills development required to achieve the qualification.
- Consider issues of quality and quantity to allow for repetitive practice.
- Be comparable to resources encountered in industry and reflect workplace practice.
- Be up-to-date or allow for transference of principles of currently used equipment.
- Allow for achievement of technical competence.
- Provide relevant library resources.
- Be conducive to learning and students' well-being.
- Satisfy workplace health and safety requirements as stated in the *Workplace Health and Safety Act 1995*, Regulations, Compliance Standards and Advisory Standards.
- Satisfy local council requirements.
- Address access and equity issues.

Procedure

1. Check the physical resources required to deliver a course
2. Make arrangements with industry for work placement of trainees to ensure skills meet industry requirements and evaluate transfer of learning

Policy Topic Recognition of Prior Learning (RPL) Policy

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Policy Albany Creek High School has developed assessment processes to provide for the recognition of current competencies regardless of where these may have been acquired.

Recognition of prior learning will be available to all potential applicants.

Recognition of prior learning will involve processes that are fair to all parties involved.

Recognition of prior learning will involve the provision of adequate support to potential applicants.

Procedure

1. Inform all applicants of the RPL policy of Albany Creek High School
2. Assist applicants to apply for RPL
3. Follow the procedure for assessing application for RPL

Policy Topic Refund Policy

Policy Should Albany Creek High School cancel any course, participants are entitled to a full refund or transfer of funds to a future course.

All course costs will be charged as part of the usual school fee structure.

No refund is available to participants who leave before finalising the course or competency/modules unless they can provide a medical certificate or show extreme personal hardship. In that case, fees may be refunded on a pro-rata basis. However, should participants wish to finalise incomplete competencies/modules in a future course, the original fee payment can be used as credit towards that course within six months of the initial payment.

All monies received are accounted for within the school financial structures, which are audited every financial year.

Procedure

1. Application for refund must be through personal negotiation with Albany Creek High School financial administrator
2. Applicant will receive response from financial administrator through personal or written response

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RPL POLICY

All students will be offered the opportunity to gain recognition of prior learning in respect of an Element of Competency (or Elements) or Learning Outcome (or Outcomes) which has been learned previously and which is not already covered by provision within the Module/Competency for such recognition. (eg GENIWR201 Occupational Health & Safety includes provision for some requirements to be signed off within a practical vocational setting within the school or by a workplace trainer elsewhere). This will be offered at the time of induction at the start of the certificate course.

It is the student's responsibility to use the processes set up for gaining RPL.

STEPS TO FOLLOW

1. Student to fill out form
2. Form, together with full supporting documentation and references, if appropriate, given to teacher
3. Teacher reaches decision in consultation with Head of Department.
4. (Teacher takes all information to HOD for consideration)
5. HOD interviews student, advises decision
6. If not satisfactory to student, student has the right to appeal
7. Appeals must be lodged by student with full supporting documentation within two (2) weeks of initial decision.
8. (See RPL Appeal Form and Grievance Policy and Procedures)

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ALBANY CREEK HIGH SCHOOL

RPL APPLICATION FORM

Student name: _____

Date: _____

Course: _____					
Units of competency		Details of relevant previous experience including formal training, work experience and life experience (interests, skills etc.) <i>Attach copies of relevant evidence</i>	FOR OFFICE USE		
Code	Name		Assessor's comments and recommendations	Comp.	NYC

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RPL Notification

_____ has been granted Recognition of Prior Learning for the following units of competency:

Competency code	Name

OR

_____ has not been granted Recognition of Prior Learning for the following units of competency:

Competency code	Name

Assessor’s signature..... Date

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APPENDIX 3 - LEARNER FEEDBACK

Learner Questionnaire



IMPORTANT INSTRUCTIONS

Please tell us about your training. Your feedback plays an important role in developing the quality of your education. In this questionnaire, the term 'training' refers to learning experiences with your training organisation. The term 'trainer' refers to trainers, teachers, lecturers or instructors from your training organisation. Provide one response to each item on the form. Complete using a black or blue pen. Print neatly in CAPITAL letters. Place a clear 'X' inside each box. Leave the box blank if the statement does not apply. If you want to change your answer, fill in the entire box and mark the correct box with an 'X'.

Example: ☒ ☐ ☐ ☐ or ☐ ☒ ☐ ☐

ABOUT YOUR TRAINING

	Strongly disagree	Disagree	Agree	Strongly agree
I developed the skills expected from this training.	☐	☐	☐	☐
I identified ways to build on my current knowledge and skills.	☐	☐	☐	☐
The training focused on relevant skills.	☐	☐	☐	☐
I developed the knowledge expected from this training.	☐	☐	☐	☐
The training prepared me well for work.	☐	☐	☐	☐
I set high standards for myself in this training.	☐	☐	☐	☐
The training had a good mix of theory and practice.	☐	☐	☐	☐
I looked for my own resources to help me learn.	☐	☐	☐	☐
Overall, I am satisfied with the training.	☐	☐	☐	☐
I would recommend the training organisation to others.	☐	☐	☐	☐
Training organisation staff respected my background and needs.	☐	☐	☐	☐
I pushed myself to understand things I found confusing.	☐	☐	☐	☐
Trainers had an excellent knowledge of the subject content.	☐	☐	☐	☐
I received useful feedback on my assessments.	☐	☐	☐	☐
The way I was assessed was a fair test of my skills and knowledge.	☐	☐	☐	☐
I learned to work with people.	☐	☐	☐	☐
The training was at the right level of difficulty for me.	☐	☐	☐	☐
The amount of work I had to do was reasonable.	☐	☐	☐	☐
Assessments were based on realistic activities.	☐	☐	☐	☐
It was always easy to know the standards expected.	☐	☐	☐	☐
Training facilities and materials were in good condition.	☐	☐	☐	☐
I usually had a clear idea of what was expected of me.	☐	☐	☐	☐
Trainers explained things clearly.	☐	☐	☐	☐
The training organisation had a range of services to support learners.	☐	☐	☐	☐
I learned to plan and manage my work.	☐	☐	☐	☐
The training used up-to-date equipment, facilities and materials.	☐	☐	☐	☐
I approached trainers if I needed help.	☐	☐	☐	☐
Trainers made the subject as interesting as possible.	☐	☐	☐	☐
I would recommend the training to others.	☐	☐	☐	☐
The training organisation gave appropriate recognition of existing knowledge and skills.	☐	☐	☐	☐
Training resources were available when I needed them.	☐	☐	☐	☐
I was given enough material to keep up my interest.	☐	☐	☐	☐
The training was flexible enough to meet my needs.	☐	☐	☐	☐
Trainers encouraged learners to ask questions.	☐	☐	☐	☐
Trainers made it clear right from the start what they expected from me.	☐	☐	☐	☐

What were the BEST ASPECTS of the training? 		ABOUT YOU	
What aspects of the training were MOST IN NEED OF IMPROVEMENT? 		Female Male Are you FEMALE OR MALE? ☐ ☐	
YOUR TRAINING DETAILS What TYPE OF QUALIFICATION are you currently enrolled in? Select one only.		What is YOUR AGE in years? Under 15 ☐ 15 to 19 ☐ 20 to 24 ☐ 25 to 34 ☐ 35 to 44 ☐ 45 to 54 ☐ 55 to 64 ☐ 65 or over ☐	
Certificate I ☐ Certificate II ☐ Certificate III ☐ Certificate IV ☐ Certificate level unknown ☐ Diploma ☐ Advanced diploma ☐ Associate degree ☐ Degree ☐ Short course or statement of attainment ☐ VET graduate certificate or graduate diploma ☐ Other qualification or training ☐ Do not know ☐		Are you of ABORIGINAL OR TORRES STRAIT ISLANDER origin? No ☐ Yes, Aboriginal ☐ Yes, Torres Strait Islander ☐ Yes, both Aboriginal and Torres Strait Islander ☐	
What is the BROAD FIELD of your current training? Select one only. Natural and physical sciences ☐ Information technology ☐ Engineering and related technologies ☐ Architecture and building ☐ Agriculture, environmental and related studies ☐ Health ☐ Education ☐ Management and commerce ☐ Society and culture ☐ Creative arts ☐ Food, hospitality and personal services ☐ Other ☐		Yes No Do you speak a LANGUAGE OTHER THAN ENGLISH at home? ☐ ☐ Are you a PERMANENT RESIDENT OR CITIZEN of Australia? ☐ ☐ Do you consider yourself to have a DISABILITY, IMPAIRMENT, OR LONG-TERM CONDITION? ☐ ☐	
What is the FULL TITLE of your current qualification or training? 		What is the POSTCODE of your main place of residence?	
In what MONTH AND YEAR did you start your current training? For example, write 'March 2007' as '03/2007'. /		Thank you for sharing your views.	
Are you undertaking an APPRENTICESHIP OR TRAINEESHIP? Yes ☐ No ☐ Did you get any RECOGNITION OF PRIOR LEARNING towards your training such as subject exemptions, course credits or advanced standing? ☐ ☐			

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APPENDIX 4 - APPEALS PROCESS

Related to a Disputed Assessment Decision

Should a student seek to appeal an assessment the following procedure will be followed:

Grounds for an appeal in relation to summative assessment may include:

- ◆ insufficient evidence being considered when making an assessment decision
- ◆ a belief that another assessor could reach a different decision

Process for Appeals

Step 1. The student may make an informal approach to the teacher where the issue will be discussed. Documented notes will be kept. Negotiation may result in accepted outcome.

Step 2. Should such not resolve the appeal the student (with the support of parents/guardians) may initiate a formal appeal to the HOD of Department and/or Principal. Written details of the complaint are to be provided to the HOD of Department and/or Principal who will make a written reply to the issues raised.

Step 3. After exchanging these documents the parties to the dispute need to meet to consider whether an accepted outcome has or can be reached.

Step 4. Should a positive outcome not be reached an independent body (two members and a chair) will review the appeal. This body appointed by the Principal may consist of a subject expert, teacher, member of the leadership team, board or an industry representative. All documentation will be provided to the appeal body who may choose to hear from the parties/witnesses orally.

Step 5. After reviewing and evaluating all the evidence the independent body will:

- (i) confirm the decision
- (ii) substitute another assessment
- (iii) nominate a different assessor to conduct and replace the assessment
- (iv) allow for and apply an alternative assessment method.

Step 6. Outcomes of the appeals process will be documented and signed by the Chair and a copy provided to the parties and placed on the student's file. A copy must go to the HOD of Department, Senior Schooling for recording in the Grievance Register.

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Albany Creek High School ACADEMIC GRIEVANCE APPEALS FORM

Name: _____ Date of original decision _____

Course Name _____

Complete the following to indicate the decision/s against which you wish to appeal.

Competency/Module name and code: _____

LEARNING OUTCOME/ELEMENT OF COMPETENCY		FOR H.O.D. USE	
NO.	DESCRIPTION	ASSESSOR'S RECOMMENDATION	J M
SUMMARY OF THE REASONS FOR YOUR APPEAL (List the additional information you will present as part of your appeal)			
Assessors reasons for decision:			

Applicant's Signature: _____ Date: _____

NOTIFICATION

Competency is / is not granted for the Element of Competency/Learning Outcome:

Assessor's signature: _____ Date: _____

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APPENDIX 5 - UNIQUE STUDENT IDENTIFIER PROCEDURE

(correct at time of publication but subject to change)

CREATING A USI

Creating your own USI is easy; the following steps should be followed.

STEP 1

Have at least **one (1)** and preferably **two (2)** forms of ID ready from the list below:

- Driver's Licence
- Medicare Card
- Australian Passport
- Visa (with Non-Australian Passport) for international students
- Birth Certificate (Australian)
- Certificate Of Registration By Descent
- Citizenship Certificate
- Immi Card

IMPORTANT:

In order to keep all of your training records together, the USI will be linked to your name as it appears on the form of ID used to create the USI. The personal details entered when you create your USI must match exactly with those on your form of ID used.

If you have no proof of ID from the list above, you will need to contact Senior Schooling about other forms of ID that may be acceptable to help you get a USI.

STEP 2

Have your contact details ready (e.g. email address, or mobile number, or address).

STEP 3

Visit the following website:

<http://www.usi.gov.au/Pages/default.aspx>

The Home Page will appear.

STEP 4

Select the option to **“Create a USI”** and follow the steps.

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NOTE: Have your Identification (ID) ready.

IMPORTANT: The details you enter **MUST** match the details shown on your form of ID. Select **'I have my ID ready Continue'**.

IMPORTANT: You must agree to the Terms and Conditions to be able to continue.

You will then be directed to the **USI Student Portal** where you will **'Create USI'**.

STEP 5

You are now able to start entering the details required to create your USI. Fields indicated with a **red *** are mandatory fields.

Once you have confirmed your details are correct and you have selected **'Next'** you will be directed to verify your identity.

STEP 6

Evidence of Identify

Evidence of Identity is the form of ID you need to select from the list. The details of the form of ID will be checked electronically through the Document Verification Service which verifies common Australian forms of ID.

Firstly you will need to Select the Document Type you will use to verify your identify. Then you will provide the information from the form of identification you have selected as requested by the prompts. Once you have confirmed your Evidence of ID are correct and you have selected **'Next'** you will be directed to set your password and security questions and answers.

STEP 7

Set Password, Questions and Answers

Your account is protected by a password, and check questions and answers. It is important to choose a password, and check questions and answers that you can remember.

You have now created your USI. Write down the USI and keep it somewhere safe. You will need to inform your Certificate teacher or Senior Schooling of your USI.

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APPENDIX 6 - WORK EXPERIENCE REQUEST FORM



ALBANY CREEK HIGH SCHOOL – SENIOR PROGRAM

Date Rec'd

Student Details

Name: _____

Roll Class: _____ Date of Birth: _____ must be over 14yrs)

Address: _____

Postcode: _____ E-mail: _____

Home Ph No: _____ Parent Emergency Contact No: _____

Student Signature _____ Date: _____

Suburb for placement (Please remember not all work options are in all suburbs)

Indicate areas of interest/study for work experience eg. Animal husbandry, metal work, retail etc.

(Please list four areas)

1st preference _____ 3rd preference _____

2nd preference _____ 4th preference _____

Work Placement/Work Experience Preference

Please refer to the chart below before selecting the timing of your work placement/experience.

Tick term required and when to complete.

When	✓(tick)	When	✓(tick)	Or	Day	Time	✓(tick)
Term 1		Easter Hols					
Term 2		June/July Hols					
Term 3		Sept Hols					
Term 4							

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Please consider the following points when choosing the business you would like to work in for the duration of your work placement/work experience:

Q1 How will you travel to your work placement/work experience?

Private car ☐ Bus ☐ Train ☐ Walk ☐ Bike ☐

Q2 Do you do any of the following subjects? (Please tick)

Years 11 & 12

Business ☐ Tourism ☐ Construction ☐ IT ☐ Hospitality ☐

Sport & Recreation ☐ Children's Services ☐

Q3 Does this work experience relate to your TAFE course? If so please write name of course below.

If you particularly want a business or workplace please state information below. If already spoken to a company please give contact details.

BUSINESS NAME	ADDRESS	HAVE YOU MADE CONTACT?	PHONE NO.

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SCHEDULE 1

MINIMUM MANDATORY CONTENT FOR INCLUSION IN A PRIVACY NOTICE

WHY WE COLLECT YOUR PERSONAL INFORMATION

As a registered training organisation (RTO), we collect your personal information so we can process and manage your enrolment in a vocational education and training (VET) course with us.

HOW WE USE YOUR PERSONAL INFORMATION

We use your personal information to enable us to deliver VET courses to you, and otherwise, as needed, to comply with our obligations as an RTO.

HOW WE DISCLOSE YOUR PERSONAL INFORMATION

We are required by law (under the *National Vocational Education and Training Regulator Act 2011* (Cth) (NVETR Act)) to disclose the personal information we collect about you to the National VET Data Collection kept by the National Centre for Vocational Education Research Ltd (NCVER). The NCVER is responsible for collecting, managing, analysing and communicating research and statistics about the Australian VET sector.

We are also authorised by law (under the NVETR Act) to disclose your personal information to the relevant state or territory training authority.

HOW THE NCVER AND OTHER BODIES HANDLE YOUR PERSONAL INFORMATION

The NCVER will collect, hold, use and disclose your personal information in accordance with the law, including the *Privacy Act 1988* (Cth) (Privacy Act) and the NVETR Act. Your personal information may be used and disclosed by NCVER for purposes that include populating authenticated VET transcripts; administration of VET; facilitation of statistics and research relating to education, including surveys and data linkage; and understanding the VET market.

The NCVER is authorised to disclose information to the Australian Government Department of Employment and Workplace Relations (DEWR), Commonwealth authorities, State and Territory authorities (other than registered training organisations) that deal with matters relating to VET and VET regulators for the purposes of those bodies, including to enable:

- administration of VET, including program administration, regulation, monitoring and evaluation
- facilitation of statistics and research relating to education, including surveys and data linkage
- understanding how the VET market operates, for policy, workforce planning and consumer information.

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The NCVER may also disclose personal information to persons engaged by NCVER to conduct research on NCVER's behalf.

The NCVER does not intend to disclose your personal information to any overseas recipients.

For more information about how the NCVER will handle your personal information please refer to the NCVER's Privacy Policy at www.ncver.edu.au/privacy.

If you would like to seek access to or correct your information, in the first instance, please contact your RTO using the contact details listed below.

DEWR is authorised by law, including the Privacy Act and the NVET Act, to collect, use and disclose your personal information to fulfil specified functions and activities. For more information about how the DEWR will handle your personal information, please refer to the DEWR VET Privacy Notice at <https://www.dewr.gov.au/national-vet-data/vet-privacy-notice>.

SURVEYS

You may receive a student survey which may be run by a government department or an NCVER employee, agent, third-party contractor or another authorised agency. Please note you may opt out of the survey at the time of being contacted.

CONTACT INFORMATION

At any time, you may contact *Albany Creek SHS* to:

- request access to your personal information
- correct your personal information
- make a complaint about how your personal information has been handled
- ask a question about this Privacy Notice

Contact Luke Martin: RTO Manager or refer to our Privacy Policy

File location:	https://qedu.sharepoint.com/sites/2155/administration/Senior Schooling/VET Management/2026/Policies and Documents/ACSHS VET Student Handbook 2026.docx	Review date:	December 2025
Version date:	Version 1, 2025	Approved:	Luke Martin/ Head of Department Senior Schooling
Ownership:	Albany Creek State High School		

NOTES

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