



TRINITY LUTHERAN COLLEGE

# VET STUDENT HANDBOOK

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# Introduction

## Congratulations on your decision to enrol in a nationally recognised vocational course.

This handbook has been written to provide students with important information about the vocational education and training (VET) qualifications offered at Trinity Lutheran College as well as your rights and responsibilities as a VET student.

Students should take the time to study this handbook carefully and ask their Trainer and Assessor if they are unsure of any details. Students should keep this handbook (or note the location of this document on the [VET MyUnity page](#)) for reference throughout their enrolment. The contents of this handbook in many instances represents the key points of various VET policies and procedures developed by this RTO. A copy of the RTO's VET policies and procedures can be obtained via the RTO Manager.

## The Australian Qualifications Framework (AQF)

The Australian Qualifications Framework (AQF) is the national policy for regulated qualifications in Australian Education and Training. All of the VET courses offered by this RTO lead to nationally recognised qualifications – a **certificate** (if all of the requirements of the qualification are completed) or a **statement of attainment** (for those parts that are successfully completed where the full qualification is not completed).

**This certificate or statement of attainment will be recognised in all eight states and territories in Australia.**

This is because Australia has a national qualifications framework called the Australian Qualifications Framework (AQF). There are 14 different types of qualifications that can be obtained. These are shown in the adjacent diagram.

*Graphic Source: Australian Qualifications Framework Second Edition January 2013*



## AQF Qualifications

Your Trainer and Assessor will provide you with information about your VET qualification/s including an overview of the specific units of competency/modules in each, assessment requirements, vocational outcomes, etc.

The following table indicates some of the current offerings for Certificate Courses at Trinity Lutheran College. They can also be found listed on the [VET Enrolment Agreement Form](#) that you will be provided with and can also be viewed in the relevant Curriculum Handbook available to students on their Cohort MyUnity page.

## Qualifications Delivered in 2025

MSF10113	Certificate I in Furnishing (under TLC RTO 30507)
MEM20422	Certificate II in Engineering Pathways (under TLC RTO 30507)
ICT20120	Certificate II in Applied Digital Technologies (under TLC RTO 30507)
ICT30120	Certificate III in Information Technology (under TLC RTO 30507)
AVI30419	Certificate III in Aviation (in partnership with Aviation Australia RTO 30770)

## Qualifications – External RTOs

SIT30616	Certificate III in Hospitality (in partnership with Aurora Training RTO 32237)
SIT20122	Certificate II in Tourism (Registered Training Organisation: Binnacle Training RTO Code 31319)
BSB30115	Certificate III in Business (Registered Training Organisation: Binnacle Training RTO Code 31319)
BSB50215	Diploma of Business (RTO: Barrington College RTO Code 45030 / Cricos Code 03552K)
SIS20115	Certificate II in Sport and Recreation (RTO: Binnacle Training RTO Code 31319)
SIS30115	Certificate III in Sport, Aquatics and Recreation (RTO: Binnacle Training RTO Code 31319)
HLT23215	Certificate II in Health Support Services (RTO: Connect'n'Grow RTO Code 40518)
CHC22015	Certificate II in Community Services RTO: (Connect'n'Grow RTO Code 40518)
HLT33115	Certificate III in Health Services Assistance (RTO: Connect'n'Grow RTO Code 40518))

## Legislative Requirements

The RTO will observe all Australian, state and territory laws governing VET. The RTO will also meet all legislative requirements of the:

- [Education \(General Provisions\) Act 2006](#)
- [National Vocational Education and Training Regulator Act 2011](#)
- [Copyright Act 1968 \(2006\)](#)
- [Education \(Work Experience\) Act 1996](#)
- [Child Protection Act 1999](#)
- [Work Health and Safety Act 2011](#)
- [Anti-discrimination Act 1991](#)
- [Privacy Act 1988 \(2014\)](#)
- [Information Privacy Act 2009](#)

The RTO is also committed to upholding the National Principles for Child Safe Organisations to ensure a safe learning environment for all students. For further guidance on our commitment to child safety, please refer to the [Child Protection Policy](#). If students require any further information, please see the RTO Manager.

## Marketing & Advertising of Course Information

The RTO will ensure that its marketing and advertising of AQF qualifications to prospective students is ethical, accurate and consistent with its scope of registration. In the provision of information, no false or misleading comparisons are drawn with any other training organisation or training product.

***The RTO is committed to the continuous review of all published information to ensure it remains current and accurate.***

The RTO will not advertise or market in any way VET accredited courses, qualifications or units of competency that are not on the scope of registration.

Trinity Lutheran College will ensure it will have the appropriate human and physical resources to deliver and assess any course currently on the RTO's scope of registration. If the RTO loses access to these resources, the RTO will provide students with alternative opportunities to complete the course and the related qualification.

# Student Selection, Enrolment & Induction/Orientation Procedures

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Students enrolled in the VET courses at this RTO participate in the same enrolment and selection processes as other students at the RTO. Where numbers are limited for VET subjects, selection will be based on interview and/or on the order in which enrolments were received.

Trinity Lutheran College will provide each student with information about the training, assessment and support services they will receive, and about their rights and obligations (through the VET student induction session) before enrolment on the Student Data Capture System (SDCS). Students must obtain a **Unique Student Identifier (USI)** to enrol in these Certificate courses.

## Pre-Enrolment Information Checklist

Before enrolling, each student will be provided with detailed information regarding:

- Training product code and title
- Course duration
- Delivery modes (e.g. face-to-face, online, blended)
- Training and assessment locations
- Course commencement dates
- Any work placement or licensing requirements
- Details of any third-party delivery arrangements
- Full course fee schedule and refund terms and conditions
- USI obligations, including privacy and consent requirements

Students are provided with the following documentation upon enrolment:

- USI Fact Sheets and Help
- USI Consent Form
- USI Collection and Verification Form

For more information on the USI system visit [www.usi.gov.au](http://www.usi.gov.au).

**NOTE:** Students will not be issued with either a Certificate or Statement of Attainment if they have not provided a Unique Student Identifier (USI) to the RTO.

## Language, Literacy, Numeracy and Digital Literacy Assessment

Prior to enrolment, students complete a Language, Literacy and Numeracy (LLN) and digital literacy assessment. The results of this review are used to determine the student's suitability for the course and identify any additional support that may be required. Where necessary, the RTO provides guidance or alternative options to ensure the student is enrolled in a course that aligns with their current skill level and learning needs.

The RTO Manager and associated Trainers and Assessors will induct all VET students using this handbook.

## Qualification or Accredited Course Information

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Information pertaining to your qualification or accredited course can be sourced from course documentation provided by your Trainer and Assessor, subject specific information included in the in the relevant **Curriculum Handbook** available to students on their Cohort MyUnity page, through this **VET Student Handbook** and on the [VET MyUnity page](#).

Information available to students regarding course information will include:

- Qualification or VET accredited course code and title
- Units of competency (code and title) to be delivered
- Third party or off-campus arrangements (*where applicable*)
- Work experience requirements (*where applicable*)
- Licensing requirements (*where applicable*)
- Packaging rule information as per the specified Training Package or VET Accredited course
- Course Outcomes & Pathways
- Entry requirements
- Fees and charges

## Training Structure & Pacing

Training is scaffolded and paced to allow sufficient time for direct instruction, practical application, and feedback. This structured approach ensures students progressively build competency and confidence across all required skills and knowledge areas.

## Industry Engagement

Each year, local employers and community representatives are consulted as part of the RTO's industry engagement process. Their input ensures the ongoing relevance of training and assessment strategies (TAS). Feedback from these stakeholders directly informs adjustments to course content, delivery methods, and assessment practices to align with current industry standards and workforce needs.

## Fees, Charges & Refunds

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The RTO does not charge students fees for VET services or consumables. Levies are only collected for additional services such as the issuing of a replacement qualification testamur. Any fees and charges that do occur for additional services will be made known to students prior to enrolment. As no fees are charged for VET there is no refund policy.

Fees for VET Courses provided by external training providers will be charged as per the third party arrangements with that provider. Matters regarding payment of fees or refund of fees will be managed by the **Finance Team** in accordance with the principles contained in the general fee policies of the school (not specific to VET).

## Student Support, Wellbeing, Diversity & Inclusion

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Trinity Lutheran College is committed to supporting the diverse needs of all students undertaking (VET) by fostering an inclusive, supportive and culturally safe learning environment.

### Identifying & Responding to Student Needs

The RTO will establish students' individual needs through processes such as:

- Senior Education and Training (SET) plans
- Subject selection processes
- Career guidance services
- Ongoing review of SET plans and student feedback via individual assessment reviews, course evaluations, Quality Indicator surveys, and school-based surveys ensures that services remain relevant and responsive.

Students have access to a wide range of internal support staff, including:

- Principal
- Head of Campus Middle and Senior Years
- Head of Wellbeing, Middle and Senior Years
- RTO Manager (Access and Equity Officer)
- Heads of Learning
- Trainers and Assessors
- School Counsellor
- Learning Enhancement staff

### Individual Support Plans

Where required, an **Individual Support Plan (ISP)** will be developed in consultation with the student, their parent/guardian, relevant staff, and any external professionals. These plans outline tailored adjustments, support services, and goals to ensure the student's success in training and assessment.

### Reasonable Adjustment

The RTO will provide reasonable adjustment to training and assessment to support students with diverse needs, disabilities, or impairments.

#### Process:

- Students (or their parent/guardian) may request an adjustment via the RTO Manager or Learning Enhancement.
- An initial meeting will determine appropriate adjustments in collaboration with relevant staff.
- The adjustment will be documented in an **Individual Support Plan**.
- Examples include:
  - Additional time to complete assessments
  - Modified assessment formats
  - Assistive technologies or support personnel
  - Flexible delivery modes
- If an adjustment is not possible (e.g. due to safety requirements or essential competency standards), the RTO will provide a clear written explanation and seek alternative strategies where possible.

## Commitment to First Nations Learners

The College affirms its commitment to a culturally safe and respectful learning environment for First Nations students. This includes:

- Recognition of cultural identity and connection to Country
- Flexibility in assessment where cultural obligations may arise
- Inclusion of Aboriginal and Torres Strait Islander perspectives in training where appropriate
- Ongoing staff awareness and training in cultural safety

## Language, Literacy and Numeracy (LLN) Assistance

Basic LLN elements are embedded in VET training and assessment. If further support is needed, students are encouraged to speak with the RTO Manager or Learning Enhancement, who can provide or coordinate tailored LLN support.

## Wellbeing Services — Internal and External

Students can access a variety of wellbeing staff and supports, including:

Internal Supports	External Supports and Helplines
School Counsellor	Kids Helpline <a href="http://kidshelpline.com.au">kidshelpline.com.au</a>   1800 55 1800
Learning Enhancement team	Lifeline <a href="http://lifeline.org.au">lifeline.org.au</a>   13 11 14
Pastoral Care staff	Beyond Blue <a href="http://beyondblue.org.au">beyondblue.org.au</a>   1300 22 4636
Year Level Coordinators	Headspace <a href="http://headspace.org.au">headspace.org.au</a>
Chaplaincy services (if available)	13YARN ( <i>First Nations Support</i> ) <a href="http://13yarn.org.au">13yarn.org.au</a>   13 92 76

## Student Access to Accurate Records Policy & Procedures

The College is committed to regularly providing student with information regarding their participation and progress.

The Trainers and Assessors must maintain accurate and current records of each student's progress towards and achievement of competencies.

Trainer and Assessors will provide access to a student's own records **at least once each semester**, or on request by the student. Students may also be given access to "for checking" Student Data Capture System (SDCS) printouts. Students will also have access to information regarding any unit achieved through their own online learning account.

### When & How They Will Receive Feedback

Students will sight their profile sheet of results in each VET subject on **at least two occasions** throughout a two-year course.

The assessment approach chosen will cater for the language, literacy and numeracy needs of students.

Any special geographic, financial or social needs of students will be considered in the development and conduction of the assessment.

**Reasonable adjustment** will be made to the assessment strategy to ensure equity for all students, while maintaining the integrity of the assessment outcomes.

Opportunities for feedback and review of all aspects of assessment will be provided to students.

A clearly documented mechanism for appeal against assessment processes and decisions is available to students and is publicly available in this handbook which is stored on the [VET MyUnity page](#).

Every assessment tool used by the RTO is pre-validated to ensure fairness, flexibility, validity and reliability, in alignment with the Principles of Assessment.

The RTO also ensures that all assessment evidence meets the **Rules of Evidence**:

- Validity – evidence must relate directly to the unit of competency.
- Sufficiency – enough evidence must be collected to enable a judgement.
- Authenticity – the evidence must be the student's own work.
- Currency – the evidence must demonstrate current skills and knowledge.

Your Trainer and Assessor will provide you with a thorough overview of the assessment requirements for your individual VET course. The above information represents some general information about the VET assessment process adopted at Trinity Lutheran College.

Students can access trainers and support staff directly through scheduled meetings, class times, email, and the **Learning Enhancement referral system**. Responses to student inquiries or support requests will be acknowledged within **1–2 school days**.

## Flexible Learning & Assessment Procedures

Your Trainer and Assessor will provide you with a thorough overview of the assessment requirements for your individual VET course. The following information, however, represents some general information about the VET assessment process adopted at Trinity Lutheran College.

The following represent the basic VET assessment principles of this RTO. They are designed to promote fairness and equity in assessment.

<b>Student Rights and Information</b>	<ul style="list-style-type: none"> <li>• All VET students at this RTO will be fully informed of the VET assessment procedures and requirements and will have the right to appeal.</li> <li>• Students will be given clear and timely information on assessment.</li> <li>• Students will sight their profile sheet of results in each VET subject on at least two occasions throughout a two-year course.</li> </ul>
<b>Assessment Information Provided to Students</b>	<p>Information given to students, on the assessment cover sheet, will include:</p> <ul style="list-style-type: none"> <li>• advice about the assessment methods</li> <li>• assessment procedures</li> <li>• the criteria against which they will be assessed</li> <li>• when and how they will receive feedback.</li> </ul>
<b>Equity and Accessibility</b>	<ul style="list-style-type: none"> <li>• The assessment approach chosen will cater for the language, literacy and numeracy needs of students.</li> <li>• Any special geographic, financial or social needs of students will be considered in the development and conduction of the assessment.</li> <li>• Reasonable adjustment will be made to the assessment strategy to ensure equity for all students, while maintaining the integrity of the assessment outcomes.</li> </ul>
<b>Feedback and Review</b>	<p>Opportunities for feedback and review of all aspects of assessment will be provided to students.</p>
<b>Appeals Process</b>	<p>A clearly documented mechanism for appeal against assessment processes and decisions is available to students and is publicly available in this handbook which is stored on the <a href="#">VET MyUnity page</a>.</p>
<b>Assessment Validation</b>	<p>Every assessment tool used by the RTO is pre-validated to ensure fairness, flexibility, validity and reliability, in alignment with the Principles of Assessment.</p>
<b>Rules of Evidence</b>	<p>The RTO also ensures that all assessment evidence meets the <b>Rules of Evidence</b>:</p> <ul style="list-style-type: none"> <li>• <b>Validity</b> – evidence must relate directly to the unit of competency.</li> <li>• <b>Sufficiency</b> – enough evidence must be collected to enable a judgement.</li> <li>• <b>Authenticity</b> – the evidence must be the student’s own work.</li> <li>• <b>Currency</b> – the evidence must demonstrate current skills and knowledge.</li> </ul>

Your Trainer and Assessor will provide you with a thorough overview of the assessment requirements for your individual VET course. The above information represents some general information about the VET assessment process adopted at Trinity Lutheran College.

# Competency Based Assessment

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## Assessment & Recording of Competency

In order to be successful in gaining competency, students must demonstrate consistent application of knowledge and skill to the standard of performance required in the workplace. Students must be able to transfer and apply skills and knowledge to new situations and environments.

In most subjects, assessment tasks are completed multiple times throughout the year. Results for each assessment item will be marked on a student profile sheet (or similar document) using terms such as **Satisfactory**, **Unsatisfactory**, or **Working Towards Competence**. This approach assists students to become competent as their skills develop.

Final records of assessment of competencies will be awarded as per the **Student Data Capture System (SDCS)** using the following codes:

<b>C</b>	Competency Achieved	<b>RPLN</b>	Recognition of Prior Learning Not Granted
<b>NC</b>	Not Competent	<b>SUP</b>	Superseded Subject
<b>NYC</b>	Not Yet Competent	<b>CONT</b>	Enrolment Continuing
<b>CT</b>	Credit Transfer	<b>WITH</b>	Withdrawn
<b>RPL</b>	Recognition of Prior Learning Granted		

## Assessment Methods

Each Trainer and Assessor will maintain a student profile (or similar document) for each student. Upon completion of the program of study, an exit level will be awarded based on the **Principles of Assessment** (fairness, flexibility, validity, reliability) and the **Rules of Evidence** (validity, sufficiency, authenticity, currency).

Elements of competency will be assessed and recorded once the Trainer and Assessor is satisfied that the student has demonstrated consistent competency in an element or unit of competency.

Students may also be assessed through **Recognition of Prior Learning (RPL)** if they apply and meet the eligibility requirements.

A master record of students' achievement of units of competency is maintained by the RTO in the **Student Data Capture System (SDCS)**. This record, detailing all elements and units achieved, will be securely held and issued to the student on completion or exit from the program, in accordance with QCAA SDCS data entry timelines.

## Assessment Validation

The RTO implements a structured and systematic **Assessment Validation** process to ensure ongoing quality and compliance with national standards. Validation is conducted on a **five-year cycle**, or more frequently where risks are identified or feedback indicates a need for earlier review.

The **sample size** for validation is determined using a **risk-based approach**, considering factors such as the number of learners, previous validation findings, industry feedback, and assessor experience.

For qualifications from the **Training and Education Training Package**, validation activities must include an **independent validator** who:

- Is not directly involved in the delivery or assessment of the unit being validated, and
- Holds vocational competencies and current training and assessment credentials as required by the Standards for RTOs.

All **validation outcomes** are **documented and securely stored**. Where improvements are identified, appropriate actions are implemented and monitored to enhance assessment practices and ensure ongoing compliance and quality assurance.

## Employer Contributing to Learner's Training & Assessment

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Wherever possible the RTO will place students in workplaces that provide experience in the competencies included in their VET qualifications. This RTO does not use assessment by work placement supervisors. Students on work placements may record their activities in a workplace experience logbook (or similar document). The work placement organiser/teacher will seek the cooperation of the workplace supervisor in the sign-off on the accuracy of the student's entries in the log. This logbook (or similar document) may be used by the assessor to support judgments of competency. Students at this RTO will be placed in workplaces where it forms a mandatory requirement of the Training Package or Accredited course.

All work placement venues are risk assessed by the RTO for facilities, safety, and accessibility. Identified risks are documented and managed in accordance with the RTO's risk management procedures.

# Recognition Arrangements for RPL

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## Recognition of Prior Learning (RPL) Procedure

All VET students have access to a procedure that provides for **Recognition of Prior Learning (RPL)**. RPL is an assessment process that evaluates an individual's current knowledge and skills against individual or multiple units of competency.

All applications for RPL **must be submitted in writing**. Once a written application is received, it will be formally acknowledged, and the RTO Manager will maintain an **RPL Application Register** documenting the application, the assessment process, the outcome, and any further actions taken.

At the commencement of the school year, the **RTO Manager** and/or **Trainer and Assessor** will conduct a **Student Induction**, which includes information about **RPL**. This information is also outlined in this handbook.

Students who enrol after the start of the year will receive an individual induction from the **RTO Manager**.

Students will be informed about:

- What RPL is and its purpose
- Their right to access and apply for RPL
- The [RPL Application Form](#) and the types of supporting evidence that may be submitted
- The steps involved in the RPL process; and their right to appeal RPL assessment decisions.

A VET student seeking RPL will be provided with an [RPL Application Form](#) by their Trainer and Assessor, who will also offer guidance on completing the documentation and compiling appropriate evidence.

Once evidence has been submitted, the Trainer and Assessor will assess the evidence and make a documented judgement about the student's competency. All decisions must be:

- Based on valid, sufficient, current and authentic evidence
- Clearly documented using qualification-specific templates
- **Communicated in writing to the applicant**, including reasons for the decision
- Stored according to the College's **Retention of Student Records Procedure** (available to staff on the VET Admin MyUnity page).

If any competency gaps are identified, the student will be informed and advised of the training and/or assessment required to address those gaps.

All RPL assessment decisions will be recorded in the **RPL Application Register** by the RTO Manager. Students will receive a **written notification of the outcome**, including:

- Whether their application was successful (full or partial recognition)
- The basis for the decision
- Their **right to appeal** the outcome and access a reassessment process if required.

## Recognition of AQF Qualifications & Statements of Attainment Issued by Another RTO & Credit Transfer

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At the commencement of the school year a **Student Induction** will be conducted by the RTO Manager and/or Trainer and Assessor and included in this process will be information about credit transfer and will be further documented in this Handbook. Students who join a VET qualification as a **late enrolment** will be taken through the induction process by the RTO Manager.

Students will be informed about:

- What credit transfer is
- What documents need to be provided for credit transfer
- The process of obtaining credit transfer.

All students who are entitled to credit transfer from units of competency they have achieved within the RTO (i.e. through qualifications completed in Year 10 or across qualifications being undertaken at the same time) will be awarded credit transfer automatically by the RTO. These instances will be identified by the RTO Manager and the SDCS Operator, and the student and relevant Trainer and Assessor will be informed by the RTO Manager. In order to achieve this, the RTO Manager and SDCS Operator will identify all units of competency across the RTO that are offered in multiple courses and where students will be awarded credit transfer.

When students transfer in from other schools that are an RTO and the student has undertaken VET at the other school, credit transfer will only be granted upon the student providing a **Statement of Attainment** or **Record of Results** issued by the previous

RTO (a Form S1 is not sufficient). It will be the responsibility of the student to obtain this, and credit transfer will not be granted until the documented evidence has been provided. The documentation is to be provided to the RTO Manager or SDCS Operator directly. A copy of the **Statement of Attainment/Record of Results** will be provided to the Trainer and Assessor to store a copy with the student profile/portfolio as evidence. The SDCS Operator will update SDCS accordingly.

When students have undertaken qualifications through other non-school RTOs, credit transfer will be granted when the student provides the RTO Manager or SDCS Operator with a copy of the **Statement of Attainment** or **Record of Results**. This will be recorded on SDCS by the SDCS Operator and a copy of the documentation given to the Trainer and Assessor for storing as evidence on the student profile/portfolio.

**All credit transfer and Recognition of Prior Learning (RPL) decisions are documented and based on valid, sufficient, and authentic evidence. Applicants receive written notification of the outcome of their application. Where an application is not approved in full, students are advised of their right to appeal the decision and the process to do so.**

## Certification & Issuing Qualifications

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The RTO must issue to students whom it has assessed as competent in accordance with the requirements of the Training Package or VET accredited course, a **VET qualification** or **VET Statement of Attainment** (as appropriate) that meets the requirements of the *Standards for Registered Training Organisations (RTOs) 2025*.

**Certificates will only be issued after all assessment requirements—including any Recognition of Prior Learning (RPL)—have been completed and determined to meet the revised Standards.**

The RTO will ensure that through the implementation of the [AQF Qualifications Issuance Policy](#):

- Students will receive the certification documentation to which they are entitled
- AQF qualifications are correctly identified in certification documentation
- AQF qualifications are protected against fraudulent issuance
- A clear distinction can be made between AQF qualifications and non-AQF qualifications
- Certification documentation is used consistently across the RTO, and
- Students and parents/caregivers are confident that the qualifications they have been awarded are part of Australia's national qualifications framework – the AQF

The RTO will establish anti-fraud mechanisms by including the RTO's own logo on each document issued to ensure there is no fraudulent reproduction or use of credentials.

## Replacement of Certification Documentation

The RTO 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 RTO ensures that this is 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) from the learner to the RTO Manager;
- The request will be forwarded to the RTO to coordinate who may request the SDCS Operator/VET Administration to print the certification documentation;
- The RTO will access the archived records/**Register of Certification Documentation Issued** to access the required information for the replacement document, or contact QCAA (if issued in 2015 or earlier) for a reissue;
- The replacement will identify that it is a re-issued version as well as follow all requirements for printing and issuing qualifications and Statements of Attainment as outlined in the checklist for certification documentation; and
- The replacement will be issued **within 30 school-working days** of receipt of the written request.

The current cost (2025) is \$37.10 if reissued by QCAA <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/reissue-certificates> or \$30 if reissued by Trinity Lutheran College.

## Qualification & Accredited Course Guarantee

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The RTO gives a guarantee to the student that the RTO will complete the training once the student has started in their chosen qualification or accredited course. Students who enter a course after the start date have the opportunity to negotiate a package of units that will lead to a statement of attainment only. This adjustment will be reflected in the [VET Enrolment Agreement Form](#) which will be signed by both the student and parent/guardian.

In the event of losing a specialist trainer, and the RTO being unable to obtain a suitable replacement, the RTO will arrange for agreed training and assessment to be completed through another RTO if this is possible (fees may be incurred).

Prior to the transfer to another RTO, affected students will be formally notified of the arrangements, and agreement to those arrangements, including any refund of fees, will be obtained.

If an external transfer is not possible, the RTO will gain a written agreement for a subject/course transfer within the RTO from the student and parent/guardian.

The **Senior Subject Selection Form** as well as a **Subject Change Form** (available from the Head of Student Pathways) used by the RTO will include a disclaimer stating that by 'signing the form, they agree to all of the policies and procedures related to VET that are outlined in all RTO documentation pertaining to VET'.

When a [VET Enrolment Agreement Form](#) is received, the form is checked to ensure it has been signed by both the student and their parent/guardian.

If risks to delivery arise, the RTO will activate its **Risk & Continuity Plan**, inform students promptly, and document any corrective actions taken as part of the organisation's continuous improvement processes.

## Confidentiality Procedure

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Information about a student, except as required by law or as required under the [VET Quality Framework](#), is not disclosed without the student's written permission and that of their parent or guardian if the student is less than 18 years of age. The RTO will ensure they have consent from each student.

## Complaints & Appeals Procedures

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**Complaints and appeals** are managed by the RTO in a fair, efficient and effective manner. The RTO will create an environment where students' views are valued. Complaints arise when a student is dissatisfied with an aspect of the RTO's services and requires action to be taken to resolve the matter. Appeals arise when a student is not satisfied with a decision that the RTO has made. Appeals can relate to assessment decisions, but they can also relate to other decisions. Students with either a complaint or an appeal will have access to an informal (verbal) process or a formal (written) complaint or appeal process.

All formal written complaints or appeals will be heard and decided within **60 calendar days** of the receipt of the written complaint by the RTO and responded to in writing.

**Throughout the process, the RTO commits to procedural fairness for all parties involved. If internal resolution processes are unsuccessful, an independent mediator will be offered at no or low cost.**

Outcomes from complaints and appeals feed directly into the RTO's continuous improvement processes.

The RTO Manager will keep a **Complaints and Appeals Register** which documents all formal written complaints and their resolution. Any substantiated complaints will be reviewed as part of the continuous improvement procedure.

Students with a complaint or appeal have access to both informal (verbal) and formal (written) procedures. The **Complaints and Appeals Policy and Procedure** is available to students on the [VET MyUnity page](#) and is detailed below.

### Informal complaint

The initial stage of any complaint shall be for the complainant to communicate to the **Head of Learning** who will make a decision and record the outcome of the complaint.

Learners dissatisfied with the outcome of the complaint to the **Head of Learning** may then communicate the complaint to the **RTO Manager**, who will decide in regard to proceeding with a formal complaint (written) or appeal process (written).

Learners dissatisfied with the outcome of the informal (verbal) complaint may initiate a formal (written) complaint or appeal with the **Head of Learning**, or if the complaint is against the **Head of Learning**, it will be the **RTO Manager**.

## Formal Complaint or Appeal

Formal complaints may only proceed after the informal complaint procedure has been finalised and will follow the below procedure:

- All formal complaints or appeals will be in writing, addressed to the **Principal** and submitted to the **Head of Learning – Technology and RTO Manager** or **Deputy Principal/Head of Campus M&SY** if the complaint is against the **Head of Learning – Technology and RTO Manager (HoL – T&RTO)**
- On receipt of a formal complaint or appeal, the **HoL – T&RTO** shall reply in writing to acknowledge receipt of the complaint, then inform the **Principal**
- If the complaint is against the **RTO Manager**, the complaint will be handled by the **Deputy Principal/Head of Campus M&SY**
- The **RTO Manager** (or **Deputy Principal/Head of Campus M&SY** if applicable) and the **Principal** will meet to discuss the complaint or appeal and either make a decision or convene an independent panel to hear the complaint; this shall be the **“Complaint and Appeal Committee”** and will consist of members who have not been involved in the issue to this point. It will include the **Principal**, a member of staff, and a representative of the School/College community
- When a decision is reached, this will be communicated in writing to the complainant/appellant within **60 calendar days** of the complaint or appeal being received and recorded in the **Complaints and Appeals Register**
- If the decision will take **longer than 60 calendar days**, the complainant/appellant will be notified in writing of the reasons why a decision has not been reached and provided with regular updates regarding the progress of the matter
- The complainant/appellant shall be given an opportunity to present their case to the committee and may be accompanied by one other person as support or as representation
- The relevant staff member, third party or other learner shall also be given an opportunity to present their case and may be accompanied by one other person as support or as representation
- The Complaint and Appeal Committee will make a decision on the complaint
- The Complaint and Appeal Committee will communicate its decision in writing to all parties and this will be recorded in the Complaints and Appeals Register
- If the complainant/appellant is still not satisfied, the **Principal** will appoint an **independent third party (outside the RTO) to mediate** with **costs being communicated to all parties prior to commencement**, with the aim of keeping these costs **low or free wherever possible**
- If the complainant/appellant remains unsatisfied, the **Principal** will refer them to the QCAA website for further information about making complaints: <https://www.qcaa.qld.edu.au/senior/vet/appeals-complaints-enforcement>
- After the complaint or appeal is finalised, the RTO Manager will organise a meeting of relevant parties to **review the decision and outcome**, and **evaluate policies, procedures and strategies** of the RTO to take appropriate **corrective action** to eliminate or mitigate the likelihood of recurrence.

# APPENDIX

## About our Trainers, Assessors & Governance

### Trainer and Assessor Credentials and Industry Currency

All trainers and assessors engaged by the RTO hold the required competencies as mandated by the Standards for RTOs, including the Certificate IV in Training and Assessment or equivalent, along with relevant vocational competencies. The RTO maintains up-to-date records of qualifications, professional development and vocational currency through individual **Continuous Professional Development (CPD) logs**, regular **industry release or engagement activities**, and evidence of current industry practices aligned with the training package requirements.

### Staffing Sufficiency

The RTO conducts regular workforce planning to ensure sufficient and suitable staffing to meet delivery and assessment obligations. Recruitment is based on qualification requirements, industry experience, and delivery demands. Student enrolment numbers, program schedules, and risk factors inform adjustments to staffing allocations.

## Roles and Responsibilities Map

<b>Principal</b>	Holds overall responsibility for RTO compliance, strategic direction, and financial governance.
<b>RTO Manager</b>	Oversees day-to-day operations, including training and assessment practices, quality assurance, regulatory compliance, and trainer support.
<b>Third Party Providers (if used)</b>	Operate under written agreements and are monitored for compliance, quality delivery, and student outcomes.

A detailed **Roles and Responsibilities Matrix** is maintained internally and reviewed regularly.

## Annual Self-Assessment & Improvement Cycle

The RTO undertakes an annual **self-assessment** against the Standards for RTOs and other regulatory obligations. Findings inform a **Continuous Improvement Plan** that is tracked and actioned.

Key data sources include:

- Student and employer **feedback** (surveys, informal feedback);
- **Validation** records of assessment practices and tools;
- **Complaints and appeals** trends and outcomes;
- Enrolment and completion data;
- Trainer **CPD records** and audit outcomes.

Improvement actions are documented, and outcomes are shared with staff to promote a culture of accountability and quality.