



# STUDENT HANDBOOK

## **The Victorian Training Group**

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Registered Training Organisation (RTO) Reg No. 121453

*“The beautiful thing about learning is that no one  
can take it away from you”*

*B.B. King*

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## **GENERAL INFORMATION**

### **Welcome**

Welcome to **The Victorian Training Group** (VTG).

VTG is a multi jurisdictional Registered Training Organisation (RTO) operating in Victoria. VTG provides nationally recognised vocational education and training across different training locations. VTG specializes in the delivery of children's services, aged care, business, retail, asset maintenance and hospitality training.

VTG has provided Nationally Accredited training programs to a diverse range of clients such as Health Scope, Castlemaine Childcare Centre, City of Greater Bendigo, Mount Alexander Shire Council, Bendigo Toyota, Books and Blocks, Calder Property Service, Rural City of Wangaratta, IGA Supermarkets, Boost Juice and Subway. In each case the training was customised to meet the specific needs within each industry.

#### *Advantages*

- *All VTG trainers have extensive industry experience area in which they train.*
- *Able to quickly adapt training resources to meet emerging trends.*
- *Delivers content which is fresh, innovative and is based on up to date information and business needs.*
- *Understand the need to work together to reach common goals.*
- *We provide training solutions that add real value*

#### *We're different...*

because our team believes in working together to build a culture of lifelong learning, training and development within the workplace. We are committed to continuous improvement and are supportive and responsive to the ever changing needs of our clients

## **STUDENT SECURITY AND SAFETY**

VTG Head Office / training rooms are conveniently situated in the heart of Bendigo (CBD) providing students with easy access when using public transport, (2 min walk to bus, and 5 min walk to train station)

Our location provides well lit entries and exits for students attending of an evening and is situated on one of the busiest streets in town. Access to \$2 all day parking, just a short stroll.

Classes do not run before 8am or beyond 10pm under any circumstances, weekend programs do occasionally exist, although not normally requested.

VTG has selected a Trainer / Assessor best suited for your training and assessment needs. Your trainer can also assist you with any questions you may have regarding the above.

You will be provided with the contact details of your Trainer / Assessor at your first training session.

## **ENROLMENT / INDUCTION PROCESS**

An enrolment / induction session is provided to students prior to the first training session. At the induction session you will receive information (written or verbal) on your training and responsibilities such as:

- Our Learning and Assessment Strategies
- Instruction regarding applying for Recognition of Prior Learning
- Trainer / Assessor responsibilities
- Overview of the units of competency in the Training Plan
- Completion of an Enrolment Form, Pre Training Review Form, and LLN Review Form
- Identification\*
- Australian Apprenticeship Centre's responsibility (if applicable)
- Record keeping
- Access and Equity
- Complaints and Appeals
- Disciplinary Procedure
- Flexible learning and assessment support
- Significant legislation
- Cancellation and withdrawal process
- Change of address or personal circumstances
- Role of the Workplace supervisor (if applicable)
- Role of the Student Mentor
- The completion process

\*VTG requires all students to provide identification upon enrolment, this ensures student security, privacy and also ability to apply for an applicable funding. Identification can include but is not limited to, Drivers license, Concession cards, Medicare card.

## **SUPPORT SERVICES**

Should you require additional support during the term of your course, please advise your Trainer / Assessor who will endeavor to refer you to an appropriate support service.

### **Training Mentor Service**

This is a free service for VTG trainees with any questions regarding career development pathways, future training or any other training / industry related questions. Our mentoring service offers practical answers to most of the questions and challenges faced by new trainees. Our Training Mentor has extensive experience in the training and career development industry; and has been a source of help and guidance for many new students. No matter what the question or issue is, we are here to help! Please note that this mentor service is for training and career development questions only. If we are unable to help, we may refer you on to the appropriate service. VTG respects your right to privacy. Any information disclosed will remain strictly confidential. VTG offers this free Training Mentor Service during office hours from 10 am- 5pm Monday to Friday.

The following external organisations may also be able to provide Support Services to you as a student:

### **Reading and Writing Hotline**

Telephone : 1300 655 506

Website: <http://www.literacyline.edu.au/index.html>

For the price of a local call anywhere in Australia, the Hotline can provide you with advice and a referral to one of 1200 providers of courses in adult literacy and numeracy.

### **Funding Assistance, Grants and Concessions**

You may be eligible for funding assistance if you receive one of the following :

- Pensioner Supplement Allowance
- ABSSTUDY \*course dependent
- Austudy
- Youth Allowance

Please speak to Centrelink on 131021 for more information

### **Australian Apprenticeship Centres (AAC)**

Telephone : 1800 639 629

Website: <http://australianapprenticeships.gov.au>

Some language, literacy and numeracy courses attract government subsidies. The New Apprenticeship centre would be able to offer more information.

### **The Victorian Equal Opportunity & Human Rights Commission**

Telephone: (03) 9281 7100

Website: <http://www.equalopportunitycommission.vic.gov.au/home.asp>

The Commission's role is to:

- Help to resolve individual and representative complaints about discrimination, sexual harassment and racial and religious vilification by offering a conciliation process that is confidential, impartial, free, and simple.
- Also to provide education about equality of opportunity, racial and religious tolerance and human rights.
- Undertake projects and activities aimed at eliminating discrimination and racial and religious intolerance.
- Conduct research and provide policy advice.

### **Legal Aid Victoria**

Telephone: 1800 677 402

Website: <http://www.legalaid.vic.gov.au>

Victoria Legal Aid (VLA) helps people with their legal problems and focuses on helping and protecting the rights of socially and economically disadvantaged Victorians. It can provide assistance in the areas criminal law, family law and some civil law matters. Legal representation is subject to policy guidelines and means tests in most cases. They have lawyers in offices in most major metropolitan and country regions. VLA is an independent statutory authority established by legislation called the Legal Aid Act 1978 (Vic) and is funded by Commonwealth and state governments

## **Disability Rights Victoria**

Telephone: 1800 462 480

Office: - Regional Information and Advocacy Council - 127 Mitchell Street, Bendigo

Disability Rights Victoria is an advocacy organisation directed by people with a disability. We work with and on behalf of adults with a disability. We provide individual advocacy, information and support to people with a disability via our network of advocates located across Victoria. This support may include making representation on behalf of individuals with a disability, helping individuals to advocate for themselves or helping others to advocate for them

## **Lifeline**

Telephone: 13 11 14

Anyone can call Lifeline. The 13 11 14 service offers a counselling service that respects everyone's right to be heard, understood and cared for. They also provide information about other support services that are available in communities around Australia. If you feel that you might need telephone counseling, you can call about anything that might be troubling you - call Lifeline now on 13 11 14.

## **Kids Help Line**

Telephone: 1800 55 1800

Website: [www.kidshelpline.com.au](http://www.kidshelpline.com.au)

If you're under 18 years of age you may consider contacting Kids Help Line on 1800 55 1800. Kids Help Line provide access to telephone counselling, web counselling and email counselling. Visit [www.kidshelpline.com.au](http://www.kidshelpline.com.au) to find out more.

## **Fair Work Australia**

Telephone: 1300 799 675

Website: [www.fwa.gov.au/index.cfm](http://www.fwa.gov.au/index.cfm)

Fair Work Australia is the national workplace relations tribunal. It is an independent body with power to carry out a range of functions relating to minimum wages, employment conditions, termination of employment and other workplace matters

## **Reach Out**

Website: [www.reachout.com.au](http://www.reachout.com.au)

Reach Out is a web-based service that inspires young people to help themselves through tough times, and find ways to boost their own mental health and wellbeing.

Our aim is to improve young people's mental health and wellbeing by building skills and providing information, support and referrals in ways we know work for young people.

## **Department of Human Services, Division of Housing and Community Building**

Telephone: 1300 650 172

Website: <http://www.housing.vic.gov.au/home>

The Department of Human Services – Division of Housing and Community Building provides public and social housing and support for those most in need.

The division aims to drive a more connected service that offers not only stable housing but the opportunity and support for people to grow and thrive in our community.

### **LANGUAGE, LITERACY AND NUMERACY (LLN) SUPPORT**

LLN and other special needs are addressed in the form of a needs analysis, and are documented on the Enrolment Form, Pre Training Review Form, and LLN Review Form. If a student is identified as needing additional LLN support, the training and assessment procedures will be tailored to meet their specific needs.

Planning, delivery and assessment of training including the training materials used will be checked periodically to identify and remove any inadvertent bias regarding age, gender, culture, location, disability or disadvantage.

To cater for lower literacy levels and numeracy levels, concepts will be explained clearly and simply, using plain, readable English and visual aids.

Where a prospective student has special needs, which, in the opinion of VTG, cannot be adequately catered for or will significantly affect the likelihood of successful achievement in the proposed course, this opinion will be clearly and appropriately conveyed to the student who will be invited to negotiate a mutually acceptable compromise.

Assessments will be checked to ensure that they measure only the competencies they purport to (i.e. that success does not depend on some extraneous factor related to gender, culture, age, location, disability, disadvantage or lack of numeracy or literacy.)

To minimise the effects of certain disadvantages (including dyslexia, hearing impairment, visual impairment, etc) important concepts are to be represented by text, audio-visual means and diagrams where possible.

## **ACCESS AND EQUITY**

Access to training and employment services will not be denied to students deemed eligible for these services, provided the organisation has the appropriate resources to provide high quality services.

VTG will treat every student fairly and without discrimination. Complaints and appeals procedures are in place to ensure any concerns are dealt with immediately and appropriately (refer to the VTG's Complaints and Appeals Policy).

VTG acknowledges legal obligations under State and Federal equal opportunity law, including:

- The Racial Discrimination Act, 1975 (Commonwealth);
- The Sex Discrimination Act, 1975 (Commonwealth);
- Disability Discrimination Act, 1992 (Commonwealth);
- The Equal Opportunity Act, 1995 (Victoria).

In accordance with the Sex Discrimination Act, 1975, sexual harassment will **not** be accepted in workplace, or in the training environment. Where a need is identified, professional development of staff will be provided to address this or other discriminatory behaviours.

All legislation can be accessed on the Internet at <http://scaleplus.law.gov.au/>.

VTG encourages students with physical and / or intellectual disabilities to undertake training. A range of support services is provided for both the student and the employer (if applicable).

Training and employment services are available to all clients regardless of ethnicity, gender, age, marital status, sexual orientation, or physical or intellectual impairment.

## **OCCUPATIONAL HEALTH AND SAFETY**

VTG complies with all relevant Occupational Health and Safety legislation. Where training and assessment is delivered in the workplace, the employer is responsible for safety issues and must abide with workplace safety legislation.

Trainers and Assessors will actively take steps to identify hazards that could cause harm to students in the training environment. Where possible, the Trainer / Assessor will take action to remove or control these hazards, and will report the hazard to the employer. The first training session with VTG will include an OHS Commencement Activity.

Students must take responsibility for their own health and safety and that of their fellow workers to the extent of their capability. This means students must follow all safety rules, procedures and the instructions of their employer or Trainer.

## **PRIVACY POLICY**

In accordance with the Privacy Amendment (Private Sector) Act 2000, VTG is committed to protecting your privacy and personal information. It is our obligation to collect personal information about you and does so by getting you to complete The Victorian Training Group Enrolment form at your induction.

The Commonwealth and State government departments, NCVET and The Victorian Training Group will use the information for audit, research, statistical analysis and program evaluation. We will not disclose, sell or pass on your personal details in any way other than the purposes stated without your written consent.

You may access the personal information recorded at any time and provide any necessary corrections.

The Privacy Policy will be discussed with you at your induction. If you have any questions, please contact The Victorian Training Group on 1300 305 977.

## **COMPLAINTS AND APPEALS**

### **GENERAL COMPLAINTS:**

VTG takes complaints handling very seriously and the feedback received is used helps to measure customer satisfaction and is a useful source of information and feedback for improving services.

A complaint is not about an assessment result. Students who wish to appeal an assessment decision should refer to the Appeals Procedure.

If you have any complaints about the service you have received, please contact The Victorian Training Group (VTG) so we can have an opportunity to rectify the problem immediately. VTG does not discriminate in any way, and any discussions held regarding a complaint or appeal will not affect the progress of your training and assessment.

Any complaints should be discussed with your Trainer in the first instance. If you are still not satisfied with the solutions or assistance provided, you can formalise your complaint by referring to the procedures below. All complaints are taken seriously and will be acted upon immediately.

VTG encourages students and staff who may be feeling aggrieved in any way to come forward; and ensures that complaints are dealt with in a constructive and timely manner.

When a complaint is received by any VTG representative, the receiver will encourage the complainant to complete a Complaint Form, and will notify the Operations Manager of the complaint immediately. The Operations Manager ensures that a Complaints Form is completed (if the complainant hasn't already completed one).

Receipt of the complaint will be acknowledged within 5 days. The Operations Manager deals with the complaint as quickly and efficiently as possible, making sure to respect Privacy and Confidentiality at all times.

Once the complaint has been resolved, the Operations Manager makes an entry in the Complaints Register to identify the outcomes and to close the complaint.

The Operations Manager will provide a written response within 14 days, detailing actions that will be taken to address the issue.

If the Operations Manager is unable to resolve the complaint, they will advise the student of their right to request the organisation to convene an independent panel to hear the complaint – this shall be the Complaint Committee.

The Complaint Committee should have not had previous involvement with the complaint, and should include representatives of:

- The Operations Manager of The Victorian Training Group
- The Trainer / Assessor
- An independent person mutually agreed upon.

If the complaint handling results in a decision that supports the complainant, The Victorian Training Group will immediately implement any decision and / or corrective and preventative action required and advise the student of the outcome.

If the complaint still remains unresolved, the complainant may instigate an appeals process by completing a Complaints Form and indicating that an appeal is being sought.

## **APPEALS:**

Appeals may arise from a number of sources including appeals against academic assessment, appeals against discipline actions and appeals against decisions arising from complaints. The essential nature of an appeal is that it is a request by a student to reconsider a decision made.

Academic assessment decisions can be discussed informally with your Trainer / Assessor. If the outcome is still unsatisfactory, the student has the right to formalise their appeal. A formalised appeal must be submitted within seven days of the assessment decision or of the disciplinary decision having been communicated to the student.

### **ACADEMIC APPEALS:**

Students appealing an assessment or RPL outcome will be given an opportunity for reassessment by a different Assessor, appointed by The Victorian Training Group (costs of the reassessment will be met by The Victorian Training Group). Re-assessment will occur within seven days of the appeal being lodged, and the student will be informed of the re-assessment outcome immediately.

### **GENERAL APPEALS:**

For Appeals which do not involve assessment, the Appeals Procedure determined by ACPET (Australian Council for Private Education and Training) will apply. All costs involved with an external appeal will be met by The Victorian Training Group.

For more information, please refer to ACPET's website at [www.acpet.edu.au](http://www.acpet.edu.au); choose "For Students" in the top bar menu, and then choose "Student Appeals". ACPET advises on their website that the Turnaround time for Appeals will be within 1 month of lodgement.

## **FEEDBACK TO VTG**

VTG is always striving to improve the quality of their training and assessment and client services, and consider it extremely useful to receive feedback from employers and students. You will be provided with Student Feedback Forms at various stages of your training.

You may be contacted by a VTG representative via telephone. Do not be concerned by this feedback as a random sample of students is selected for a brief telephone audit. Please feel free to offer your genuine feedback. All feedback received is strictly confidential.

Students during their training may also be contacted by the National Centre for Vocational Education and Research (NCVER) to complete a survey in relation to their training.

## **FEES AND REFUND POLICY**

As a student, you pay an agreed fee upon commencement of a course in which you are enrolled.

### **Cancellation of a Course or Program by VTG:**

Should VTG cancel a course for any reason, students enrolled at the time the cancellation is announced will be entitled to a full refund of any fees paid, and this will incur no administrative charges or penalties.

Students who have units that have already been assessed as competent will be issued a Statement of Attainment and have the cost of these units deducted from the refund. For example, if five units from a total of ten units have been completed, then a deduction of 50% will apply.

### **Withdrawal prior to course commencement:**

If a student withdraws from a course before commencement, full refund of the fees will be made, less a \$250 non-refundable administration fee.

### **Withdrawal after course commencement:**

Once enrolled and the student has commenced training, a refund will not apply. A student is considered to have commenced training once they have received any training materials or attended their first training session.

### **Withdrawal due to extraordinary circumstances:**

VTG will take into consideration refunds under exceptional circumstances. Exceptional circumstances may include:

- Serious illness that results in extended absences
- Injury or disability that prevents the student from completing the program of study
- Other exceptional reasons at the discretion of the Operations Manager.

### **Cancellation of training for disciplinary reasons:**

Students removed from training for disciplinary reasons will forfeit any right to a refund. See Disciplinary Policy elsewhere in this document for further information.

*Students are entitled, at no additional cost, to a formal Statement of Attainment on withdrawal, cancellation or transfer, prior to completing the qualification.*

## **How to apply for a refund:**

Applications for refunds must be made in writing on a Request for Refund Form, available from Head Office, and submitted to the Operations Manager.

VTG will, upon receipt of the Request for Refund Form, respond within the following 14 day period, from the date of receipt of correspondence.

The refund request will be investigated and processed within 14 days. Notification of the outcome will be forwarded to the student, with a cheque where applicable.

Any appeals regarding refunds are to be referred to the Complaints and Appeals Policy, listed elsewhere in this document.

VTG will maintain membership of the Australian Council of Private Education and Training (ACPET)'s Australian Student Tuition Assurance Scheme (ASTAS) to protect student fees paid in advance.

## **RESPONSIBILITIES**

### **Student's Responsibilities**

As a student, you have a responsibility to:

- Advise your Trainer if you have previous skills and knowledge that you believe may be relevant
- Maintain monthly contact with your Trainer via face to face visits, phone or email to keep them advised of your progress (if applicable)
- Gather a range of evidence as you progress through your course
- Complete the training and assessment tasks set for you, in particular, those detailed in the assessment process and ensure you bring this information to any appointment with your Trainer
- Maintain a log of the learning activities and practice skills in the workplace and maintain a log of these activities which will be completed during the Workplace Withdrawal (if applicable)
- Seek feedback from your workplace supervisor (if applicable) and the Trainer / Assessor on your progress
- Meet attendance and behaviour requirements
- Comply with workload expectation, and notify appropriate staff if difficulties are experienced

### **Attendance and Behaviour**

VTG encourages all students to see themselves as responsible, active participants in the learning process and should:

- Treat Trainers / Assessors, VTG staff and fellow students with politeness and respect at all times
- Reject inappropriate behaviour or statements associated with disability, ethnicity, culture, gender, age, marital status, sexual orientation or other aspects of diversity
- Respect the adult learning environment and behave appropriately

While you are participating in a training program your attendance at each session becomes critical to the overall benefit you may gain.

As a student you are responsible for notifying your Trainer if you are unable to keep any appointment may jeopardize your ability to keep track with your training. **IF YOU HAVE TO CANCEL A TRAINING SESSION, YOU HAVE A RESPONSIBILITY TO NOTIFY YOUR TRAINER / ASSESSOR OR VTG REPRESENTATIVE ON 1300 305 977.** We require 24 hours notice.

Students are required to ensure all work they submit for assessment is their own work. Students confirm the authenticity of work submitted as being their own as part of the terms and conditions of enrolment.

For the health, safety and well being of our students VTG does not schedule any classes for more than eight hours in length, students should also not exceed eight hours in any given day for self paced or online studies

### **Mobile Phone Policy**

VTG recognises that there are times when it is genuinely appropriate and useful for students to have access to a mobile phone - for example, to be contact in the case of an emergency. It is not necessary, nor acceptable however, for mobile phones to be answered or used during class. There will be scheduled breaks and calls and other arrangements can be made in this time.

The following 'common sense' rules apply with respect to mobile phones:

- Courtesy, consideration of and respect for others, are paramount at all times.
- Mobile phones must be placed on silent or switched off during lessons and during assessments. They should not be used in any manner or place that is disruptive to the normal routines of the lesson or to other people. This includes the sending and receiving of text messages or data.
- They are the owners responsibility, and used entirely at the owner's risk. VTG cannot accept any responsibility for theft, loss, damage or health effects (potential or actual) resulting from mobile phone use. Parents and students should ensure that such phones are properly and adequately insured as personal property.

Trainers reserve the right to restrict or withdraw mobile phone privileges if they feel they are not being observed, or breaches of these rules are occurring.

### **Plagiarism Policy**

The integrity of learning depends on governing of good practice and acceptable academic behaviour. One of the most important and common elements of good practice, involves acknowledging carefully the people whose ideas we have used, borrowed, or developed.

There is nothing wrong with a student using the work of others as a basis for their own work and idea development, nor is it evidence of inadequacy on the student's part, provided they do not attempt to pass off someone else's work as their own.

A STUDENT WILL BE GUILTY OF PLAGIARISM if they do any of the following in any piece of work which is to be assessed, without clearly acknowledging their source(s) for each quotation or piece of borrowed material:

- a) copy out part(s) of any document or audio-visual material, including computer-based material;

- b) copy out or take ideas from the work of another student, even if they put the borrowed material in their own words;
- d) submit substantially the same final version of any material as a fellow student. On occasions, a student may be encouraged to prepare their work with someone else, but the final form of the assignment must be their own independent endeavour.

## **Disciplinary Policy**

A student can be suspended or removed from a program if they fail to adhere to any of the student responsibilities outlined in this guide. A student will be given a first and second verbal warning; where the issue remains unresolved following the second warning, a written warning will be issued.

The written warning will outline a final date for review and if the issue has not been resolved by this date, the student will be exited from the course without further notice. In this instance, no refunds will apply. A student is free to appeal at any time during this process.

Examples of where disciplinary action may be required include:

- Violent or aggressive behaviour
- Damage to property
- Consistent offensive language
- Disrespect to Trainers / Assessors, other students, or members of the general public
- Plagiarism (any attempt by a student to submit assessable work that is not their own)
- Harassment in any form

## **Drug and Alcohol Use**

The Victorian Training Group has a zero tolerance view to drugs and alcohol. Drugs and / or alcohol are not to be brought to class FOR ANY REASON WHATSOEVER, and will be confiscated immediately.

Any student believed to be under the influence of any type of drug or alcohol will be asked to leave the class immediately, and may result in disciplinary action.

## **Role of the RTO (VTG):**

As a Registered Training Organisation, VTG has the responsibility to:

- Develop and sign off a Training Plan with the student and employer (if applicable)
  - Deliver structured training according to the Training Plan to the student
  - Ensure competencies can be achieved by the student in the workplace (if applicable)
  - Support the workplace supervisor and students (if applicable)
  - Provide information to the supervisor on their roles and responsibilities
  - Assist the supervisor in providing workplace training
  - Provide training resources to the student
  - Monitor that students are withdrawn from routine work duties as outlined in the Training Plan (if applicable)
  - Provide quality training, assessment and supervision
- 
- Ensure that the facilities and resources needed for training and assessment are adequate
  - Visit the student in the workplace to monitor the Training Plan (if applicable)
  - Assess the student's competence
  - Liaise with the employer during the traineeship period (if applicable)

- Maintain records of the student's progress and any problems
- Issue a Certificate or Statement of Attainment to the student when competencies are achieved
- Keep a record of training outcomes and qualifications issued according to AQTF requirements

### **Employer's Responsibilities:**

The employer has the responsibility to:

- Provide a workplace where the learning can occur
- Provide support and feedback to ensure that the student is able to acquire all the skills and knowledge necessary for achieving competency in accordance with the Training Plan
- Meet any of the associated costs with on the job training.
- Notify VTG in the event of any change of circumstances such as cancellation of student or closing down of business, etc.
- Allow trainees to be withdrawn from routine work for structured workplace training.
- Designate a Workplace Supervisor / Mentor for the student that is responsible for providing training and coaching in the workplace

### **Workplace Supervisor / Mentor's Responsibilities:**

Workplace supervisors / mentors act as a role model and coach to the student in the workplace. The student will look to you for guidance and help in learning to do their job.

You will need to organise and record training activities undertaken in the workplace, as well as to help to provide assessment evidence to the RTO assessor.

You will also need to assist the student in gaining access to equipment or training as required.

The workplace supervisor / mentor has the responsibility to:

- Familiarise the student with the workplace health and safety requirements
- Explain your role to the student
- Give clear instructions on work to be completed
- Coach the student to complete tasks
- Provide feedback
- Monitor progress
- Liaise with the RTO regarding structured training requirements
- Keep records
- Discuss the Training Plan with the student

## **TRAINING PROCESS**

### **Enrolment and Pre-Training Review**

Prior to commencement, VTG will require the student to complete an Enrolment Form and Pre Training Review Form. A representative from VTG will complete an LLN Review Form in discussion with the student.

In conjunction with the student and employer (if applicable), the Trainer will then develop a Training Plan consistent with the qualification to be attained and customised to meet the needs of the student and the workplace (if applicable). The Training Plan outlines the units to be attained and proposed training and assessment timeframe. This timeframe may alter to accommodate changing needs throughout the training and assessment program.

### **Recognition of prior learning (RPL)**

Involves the assessment of previously unrecognised skills and knowledge a student has achieved outside the formal education and training system. It is a process that assesses the student's informal learning to determine the extent in which that participant has achieved the required learning outcomes or competency outcomes. Any RPL is factored into the cost of the course.

**Credit transfer (CT)** is where a student has previously received training in a module or unit of competency and has a transcript or certificate showing competency in the module or unit of competency. The trainee must be able to present an original certificate, or certified copy, with competencies containing Nationally Recognised codes to be eligible for credit transfer. If any of these unit codes identically match the units that they are enrolled in, the student must be granted a Credit Transfer for that particular unit.

Course participants applying for RPL must provide evidence to the satisfaction of the Assessor. This evidence must clearly indicate that the applicant is able to demonstrate all the required skills and knowledge.

VTG recognises the AQF Qualifications and Statements of Attainments issued by any other Registered Training Organisation. An original qualification (including transcript of results) or Statement of Attainment must be provided as verification before a Credit Transfer can be granted.

If you believe you may be eligible for RPL or Credit Transfer, please discuss this with VTG at your pre-training review.

## **TRAINING AND ASSESSMENT**

### **Training and Assessment Process**

The workplace requirements of industry are defined as competency standards. They describe the application of knowledge and skills in the workplace and the standard of performance required.

Under a competency based training system, assessment is defined as the process of collecting evidence and making judgments as to whether competency has been achieved.

Training and assessment will take place in the workplace or training area. During the assessment process you will be required to provide evidence of your skills and knowledge through a variety of methods which may include: written work; work samples; oral questioning; observation; role plays and workplace projects.

Reasonable adjustment refers to measures or actions taken in order to provide candidates with disability, cultural or linguistic needs the same opportunities for assessment as their co-workers. VTG provides reasonable adjustment on a case-by-case basis.

Should a student present evidence for assessment that does not meet the required standards, the student is permitted to present further evidence for assessment. This process can be undertaken up to three times.

If a participant does not achieve competence after three assessment attempts, VTG will consult with the student and employer (if applicable) to assess the situation. There may be a recommendation at this point that the student undertake the unit of study again.

You have the right to appeal an assessment decision if you believe it to be unfair. Please refer to the Complaints and Appeals Policy elsewhere in this document.

### **Existing Worker Fee For Service Traineeship Agreement**

A student training under an existing worker fee for service traineeship arrangement will not be disadvantaged in any way, regardless of the financial arrangement between their employer and The Victorian Training Group. If the student, for any reason, leaves their employment, the student will be issued with a Statement of Attainment for units successfully completed. Likewise, on successful completion of their traineeship, the student will be issued with a Certificate and Transcript of Results.

## **PREPARATION OF ASSESSMENT MATERIALS**

### **Study techniques**

Studying at Vocational Education and Training (VET) level may be different from other study students have done. VET study is concerned with thinking, analysing and explaining key concepts and theories and applies these to your field of study. Even though your trainers are there to assist you in your learning process, the emphasis in adult education is on the student taking control and managing their own learning.

### **Time management**

Most students spend relatively little time in the actual classroom and have a lot of materials to go through and further develop ideas on their own. Time management is very important to ensure you are still ensuring that you can fit in work, family, friends, sports and social activities. A hint to doing this is setting out a time table of your week, listing all the activities you have in the week then slotting in study time. Students should be specific in what they would like to achieve, breaking down larger tasks into smaller achievable tasks.

### **Planning and preparing your assessments**

Setting out a plan of attack for assessments ensures that the best outcome is achieved and a systematic approach is achieved. Here are some steps that may help you in your assessment process. Most of these steps are often done automatically in order to complete an assessment. Stopping and thinking about this process will help you develop your assessment skills and the final product.

#### *Step 1: Understand the purpose of the assessment*

This may sound quiet obvious, but it is important that you truly understand the questions. Students need to ensure that they not only understand the question but also what they should achieve and gain by undertaking it.

#### *Step 2: Understand the Topic or Question*

Start by underlining key words in the questions, if unsure of any meaning consult a dictionary. If the question is long or complex, students should brake down the questions into sections.

Certain terms will normally appear in your assessments, these terms direct students to the type of response that is expected. Some of these terms may be;

Summarise: To give a concise account of the main points in your own words, leaving out the detail

Explain: To make the meaning of the concept clear, looking at the particular reason, cause and effects

Discuss: To present a point of view using description and interpretations, with evidence to support your argument.

Compare: To examine and discuss similarities and differences.

Define: To provide concise, clear meaning details are not necessarily required, but briefly mention the boundaries and limitations

### *Step 3. Preliminary Reading.*

By reading through some general text books you should gain an enhanced understanding of the topics the assessment relates to. Students may be given a separate list of suggested further reading or often materials will have suggested readings.

### *Step 4. Prepare a reading list*

Write a list of all books/resources you think may be useful for your assessment.

### *Step 5. Develop a rough plan/draft*

This is an important step no matter what format your assessment will take. A good way to do this is to make a short list of headings and subheadings. This can then be used as the framework to build your assessment around, ensure that you cover all sections of the topic. This draft can be done on paper or on a computer, this framework and heading may also be changed and developed throughout the process.

### *Step 6. Gathering information*

From the reading list students created, information can now be gathered for the heading and subheadings. Always attempt to gather information that is current and up to date (within the last five or so years)

### *Step 7. Drafting the assessment*

At this stage students have put together a first draft. It is important that the assessment flows naturally and does not jump around from one part to another. Make any changes to improve clarity, expression and organisation.

It is always a good idea to get another point of view, if you are doing a presentation/written response or project present it to someone before completing, this will ensure that it is understood and students can improve on any areas required.

If you have any doubt or are unsure of what you should do to meet the criteria of an assessment it is important to check with the trainer prior to due date.

## **Project/ Written Responses**

### *Introduction/purpose*

The introduction/purpose introduces the reader to the topics that will be discussed. It should be a concise statement outlining the main purpose of the study. It should be as interesting as possible to captivate the reader. A good way of writing an introduction/purpose is to reflect on what the question or topic is asking.

### *Body of the project/written responses*

The organisation of the body can differ greatly depending on the nature of the topic and length of the piece submitted.

In general the piece should be developed around clearly defined sections. It might be necessary to use headings and subheadings in your piece to allow the reader to remain clearly focused.

As trainers have a large amount of corrections to do it is proffered that all projects are typed and 1.5 spacing between lines, this allows them to be easily read.

If projects /written response are hand written students needs to ensure that it is clear and legible.

\* use correct referencing through out piece (referencing explained later)

### *Conclusion*

Sum up all the main points and make reference to underlying themes

## Reference List

Students are required to reference any resources used, this ensures integrity of the work and that no plagiarism claims occur. The purpose of the referencing is to allow the reader to identify and locate the work being used as a source. It is therefore important to provide references in a clear concise form, so all the necessary information can be easily found.

The list should include all sources cited in you work. This means all books, websites, journals, paper etc you have mentioned in your work.

Source should be listed in alphabetical order according to author's name.

The essential elements are:

- Names of author or authors
- Date of publication
- Title
- Place of publication
- Page number(s)

### *Example of referencing*

#### Books

(Authors surname, initials, year, title of book, publisher, place of publication)

Scoble, J. & Nickelson, B. (1992) A Guide to being amazing, Puffin Publication, Australia

#### Internet References

Authors Name (or company), Title of page, URL: website address, date of viewing.

The Victorian Training Group, About The Victorian Training Group (VTG), URL: [http://www.vtg.edu.au/about\\_vtg.html](http://www.vtg.edu.au/about_vtg.html), 22/07/2010

#### Acts of Parliament

The children & Young Persons Act 1989

## **ISSUE OF QUALIFICATIONS**

All students who have undergone training with VTG and have been deemed competent in all the requirements of the Qualification will be issued with a AQF Certificate of Qualification with Transcript of Results. Students that have not completed the full Qualification for whatever reason will be given a Statement of Attainment, for any competent units that may have been achieved.

The Issue of Certificates and Statement of Attainments upon conclusion of a course will be at no additional cost to the student. VTG will issue the certifications within 30 days after the completion of the training.

If students request an additional copy of Certificates or Statement of Attainments a fee of \$15 may apply, for administration and processing. Students should also allow 10-20 working days for an additional copy to be sent.

### **Employability Skills**

Employability skills are embedded in all training and assessment packages. Information on the Employability Skills relevant to any training package qualification can be obtained by visiting <http://www.employabilityskills.training.com.au> and keying in the national code for the training package qualification.

### **Certificate of Qualification**

Individuals who complete all of the requirements for the qualification will receive a Certificate. The Certificate will include the qualification code and qualification title, as well as the student's details.

Individuals issued with a Certificate will also receive documentation that identifies the units of competency that have been achieved, in the form of a Transcript of Results. VTG will be responsible for providing and maintaining records for a period of at least 30 years in relation to the above.

### **Statement of Attainment**

Individuals who complete only some of the requirements for the qualification will receive a Statement of Attainment. The Statement of Attainment will include a list of the whole units of competency that have been achieved.

## **ACCESS TO STUDENT RECORDS**

### **Access to Student Records Policy**

Students are entitled to access their recorded personal information at any time and provide any necessary corrections upon request.

In order to access their records, students must put their request in writing to the Operations Manager. They must also sign the Student Records Access Register, available from the VTG head office. Any request to access student records will be processed within five working days.

Students must be able to produce photographic identification before access to records will be provided.

## **CONCESSIONS AND ENROLMENT FEE EXEMPTIONS**

*Please note, concession only applies to government funded courses.*

### **VIC (Victoria)**

If you hold one of the following concession cards, or are a dependant spouse or dependent child of a card holder, you may be eligible for a concession for tuition fees.

- a) Commonwealth Health Care Card:**
- b) Pensioner Concession Card:**
- c) Veteran's Gold Card:**

### **NSW (New South Wales)**

Apprentices or trainees undertaking training may be eligible for exemption from payment of the fee if they fall into the eligibility categories currently applied by TAFE NSW. For further information on the fees charged by TAFE NSW and its exemption and refund policies go to [http://www.tafe.nsw.edu.au/applying\\_and-enrolling/e\\_moneymatter.htm](http://www.tafe.nsw.edu.au/applying_and-enrolling/e_moneymatter.htm)

# **TRAINEESHIP AND APPRENTICESHIPS**

## **Government Training Agreement Requirements**

Employers need to ensure that Trainees/Apprentices are provided with time during working hours to develop and learn skills, the time that is required to be allocated, is clearly defined by Government Training Agreement. Below are the hours that are required as per the level of qualification that is being undertaken by the Trainees/Apprentices.

### *Certificate III and above*

Employers must ensure Trainees/Apprentices which are undertaking workplace based training at AQF levels 3 and above are withdrawn from routine work duties for a minimum of 3 hours per week, averaged over a four week cycle, for the purpose of undertaking *structured training/learning activities* (pro rata for part time). The Employer, Trainees/Apprentices and RTO must ensure that a log is maintained to record details of the workplace structured withdrawal. (Vic only)

### *Certificate I and II*

Employers must ensure all Trainees/Apprentices undertaking workplace based training AQF levels 1 and 2 are withdrawn from routine work duties for a minimum of 1.5 hours per week, averaged over a two month cycle, for the purpose of undertaking *structured training/learning activities*. The employer, Trainees/Apprentices and RTO must ensure that a log is maintained to record details of the workplace structured withdrawal. (Vic only)

## **What needs to be done to meet this requirement?**

To show evidence that the Government Training Agreement is being met employers, Trainees/Apprentices and the RTO needs to capture the hours spent doing these Structured Training/Learning Activities. These activities are logged on the "WORKPLACE WITHDRAWAL FORM" on a weekly basis, to ensure that all hours are correctly captured. Forms will be collected at the end of each month by the Trainer and Assessor and this is done every month for the duration of the agreement.

Failing to submit or provide completed forms will result in the Government Training Agreement not being met and the qualification not being issued.

## **What is a Structured Training/Learning Activity**

Structured Training/Learning Activities can be any of the following (but is not limited to):

- Working on set projects and or / assessment activities
- Doing research on the internet, library or within the workplace
- Visits by VTG trainer to deliver new training, review progress and conduct assessment
- Training / instruction delivered by my workplace supervisor or other staff of my employer
- Practicing new skills on the job that I have learnt
- Discussing assessment tasks/ learning activities with my supervisor or other staff of my employer
- Reading and discussing workplace policies and procedures
- Spending time reading your learner guides and completing activities
- Attending staff meetings or information sessions

**For further information contact:**

**The Victorian Training Group**

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**1300 305 977**

f 03 5442 3310 e [info@vtg.edu.au](mailto:info@vtg.edu.au) w [www.vtg.edu.au](http://www.vtg.edu.au)

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