inclusiontraining

student
information handbook

Registered Training Organisation No. 6406

67 Sutherland Road, Armadale VIC 3143

Contents

Introduction

Inclusion Training is an education provider within a disability organisation. We believe that education is the key to growth socially, developmentally and economically. Our aim is to be the best education provider for people with a disability, as well as for other members of the community. In doing so we concentrate on what we know we are good at and we follow these principles:

- o To be honest to ourselves and our learners
- o To treat everyone respectfully and courteously
- o To do things well
- o To never think that you can stop learning
- o To always strive to do better

All Trainers and Assessors hold a minimum TAA401104 – Certificate IV in Training and Assessment qualification and some hold higher education qualifications in Adult Education.

Our Trainers and Assessors also have extensive and current vocational competences and have the experience to support learners through their training programs whilst ensuring they have an enjoyable learning experience.

All Disability Support Professionals (DSP) are directed and supervised by Inclusion Training Trainers and Assessors. No external DSPs are used unless they are to replace an absent DSP. This will ensure all DSPs have been checked and approved by Inclusion Melbourne before commencement of any shift.

Inclusion Training offers accredited and pre-accredited courses to learners from all backgrounds. It is delivered by qualified Trainers and Assessors to support people with disability wishing to gain employment skills that will help them in their educational journey towards employment.

The RTO accredited Courses offered are:

CHC33015 – Certificate III in Individualised Support specialising in Disability
CHC24015 – Certificate II in Active Volunteering
22471VIC – Course in Initial General Education for Adults
22476VIC – Certificate I in General Education for Adults (Introductory)
22301VIC – Certificate I in Transition Education
22294VIC - Course in Initial Adult Literacy and Numeracy
22293VIC - Certificate I in Initial Adult Literacy and Numeracy

These courses are delivered in Malvern East, Armadale and Sunshine.

Inclusion Training also offers pre-accredited programs, including:

- o Wise words
- o Personal Hygiene
- o IPad for Learners
- o Introduction To Active Volunteering
- o Education & Job Readiness Course (new program)

We are conveniently located in the Phoenix Park Community Centre (Malvern East) and
Visy Cares Hub (Sunshine).

Class Structure

Classes are run by a qualified Trainer and Assessor. In most classes there is a Disability Support Professional and up to four Volunteer Tutors to support the class. If you want to know more about the class structure please call 9509 4266.

Registered Training Organisation Registration

Inclusion Training is a nationally recognised training organisation, providing training and assessment for its learners. Inclusion Training welcomes your interest and encourages you to familiarise yourself with the contents of this Handbook.

Services provided to learners follow the policies and procedures developed to meet the standards of the Australian Quality Training Framework (AQTF) and the Victorian Registration and Qualifications Authority (VRQA).

Registered Training Organisation Compliance

As part of its obligations as an RTO, Inclusion Training will:

o   Maintain adequate and appropriate insurance, including public liability and WorkCover.

o   Advise State and National Training Authorities in writing of any changes to information contained in the application for registration.

o   Allow the State and National Training Authorities access to training records and staff details for the purpose of auditing performance or verifying compliance with the conditions of registration.

o   Supply VRQA and Higher Education & Skills with delivery details for each course on it's Scope of Registration, in accordance with AVETMISS requirement.

o   Resolve any complaints raised by learners in a timely and fair manner according to the procedure.

In the event of Inclusion Training ceasing operations, all records of learner results will be sent to the State Training Authorities for archiving.

Terminology

Throughout this Handbook, Inclusion Training uses the term "learner" in all references to those accessing training through its RTO.

Placement with Inclusion Training

Currently the Lead Trainer and the Training Manager of the RTO will oversee both accredited and pre-accredited training.

The courses offered are currently on Inclusion Melbourne's Scope of Registration. All or part of these may be offered in any given year. Most courses will take one to three years to complete.

Inclusion Training offers training in small classes with carefully constructed programs and times that cater for the individual needs of the learners.

Entry requirements for all courses

- o Learners should be able to work in a small group setting and follow simple instructions
- o All learners will attend an interview before starting
- o Classes at this level are specifically designed to suit people with disability who have left school and wish to continue their education.

Learners may be eligible for a Victorian Training Guarantee Placement if undertaking Foundation Skills course.

To be eligible the learner must:

Be Australian, or have Australian citizenship, or have an approved Visa (please ask for more information), and reside in Victoria

Ref: Victorian Training Guarantee 2017 Evidence of Learner Eligibility and Learner Declaration.

Entry procedure

> To start the process and to register your interest in a course, module or unit, please contact Inclusion Training on (03) 9509 4266

Learners will be then invited to attend an interview to discuss eligibility, the enrolment procedure, and the courses selected. To continue with the enrolment, the **Enrolment Form** will need to be completed.

Following the interview, confirmation of enrolment will be sent to the learner. This will also advise the course commencement date.

This Handbook outlines the number of hours needed to attend in order to complete each course/module/unit. Assessments will be explained at the beginning of the course or module or unit. These may vary according to what has been selected to study in any given year.

Prior to commencing training, prospective learners attend an interview, during which the following issues will be discussed:

- o training they are interested in.

- o Special needs or access requirements will be identified and discussed, that may include appropriate alternative formats and adaptive technologies required before a learner can start.

- o LLN SMARTER Part 1 will be conducted in a safe and secure environment in accordance with the rules set out in training and assessment strategy.

- o Absences will be discussed and what to do if you will be away.

- o Safety and wellbeing issues will be identified and a profile will be developed.

- o Procedure for making a complaint discussed

- o Fees and methods of payment discussed

- o Fees to be charged and an explanation of government subsidised payments will be outlined in a document provided to learners.

- o Withdrawal from the course discussed

Pre-enrolment assessment

Prior to commencing a course learners will undertake a pre-enrolment language, literacy and numeracy (LLN) assessment to determine the most appropriate course. Recommendations of courses will be based on the following results of the assessment:

Below LLN level 1:

Learners will be advised to take an LLN skill bridging course or pre-accredited training with a literacy and numeracy focus. Or may be advised to enrol in Course in Initial Adult Literacy and Numeracy or Certificate I in Initial Adult Literacy and Numeracy.

LLN Level 1:

Learners will be advised to enroll in accredited course 22471VIC - Course in Initial General Education for Adults or 22294VIC - Course in Initial Adult Literacy and Numeracy

Above minimal requirements for Level 1:

Learners will be advised to enroll in one or two of:

22476VIC – Certificate I in General Education for Adults (Introductory)

22301VIC – Certificate I in Transition Education
22294VIC - Course in Initial Adult Literacy and Numeracy
22293VIC - Certificate I in Initial Adult Literacy and Numeracy

Pre-delivery Considerations

Prior to enrolment you should advise Inclusion Training of any specific needs you may have in order that we can assist you with or refer you to appropriate assistance for:

- Client Support Services including LLN
- Recognition of Prior Learning (RPL)
- Learning Pathways
- Assessment Procedures & Process
- Delivery Options.

Development of Individual Learning Plan/Training Plan

Each learner will have an Individual Learning Plan/Training Plan developed after enrolment. This plan will list the units to be achieved. All resources available will be discussed with the learner at commencement of the module/unit. This plan will be continually reviewed during the training program so re-negotiation can be arranged on any aspect of the plan throughout the year.
Inclusion Training aims to ensure that an individual's prior learning is recognised, irrespective of where or how the learning has taken place. To apply, the learner will be required to complete an RPL application form and supply further documentation, which may include evidence such as:

o A certified copy of qualification/s
o Verification from another training provider of the learner's results – on official letterhead
o Documented evidence of the learner's current work including samples on request

Please discuss RPL application with the Training Manager or your Trainer for the relevant course.

Exiting the Program

If the learner wishes to exit the course early, then the learner is asked to have a meeting with the relevant staff to discuss the reasons. A Course Withdrawal Form is to be completed as appropriate.

Service Initiating Exit from courses

There are several factors that would cause Inclusion Training to review the service offered to a learner. These are as follows:
- It is agreed that the learner's needs /choices cannot be met by Inclusion Training
- When the support, resources and staff are no longer available to provide for the safety and wellbeing of the learner

- When the learner's behaviour (following implementation of intervention and management strategies) continues to significantly interfere with the rights and safety of others.
- Unacceptable and proven incidents of physical and /or verbal abuse. This may involve the necessary reporting to DHHS.

Disability Support Professionals and Personal Care

Inclusion Training provides Disability Support Professionals or Personal Care where needed. If assistance is needed, this must be discussed and organised with the assistance of the learner's Support Coordinator or carer or family member. All Disability Support Professional are employed by Inclusion Melbourne and have fulfilled the required recruitment and training requirements.

Inclusion Training prefers all support in training venues to be provided by Inclusion Training staff. However, in the case that a learner or their family desires to utilise the support of a third party support professional or external provider, the following guidelines must be met:

Support agencies approved/accepted by Inclusion Melbourne must:
- Be qualified or trained
- Evaluate their programs or presentations
- Be cost effective
- Enhance the role of the trainer, not replace it
- Align with current practice, principles and research
- Consider socioeconomic, cultural and/or religious issues

It is a requirement for Inclusion Melbourne staff to be present with learners at all times in training rooms.

External providers must:
- Have formal qualifications or relevant experience
- Where relevant, be eligible or hold registration in professional associations
- Use performance indicators to evaluate the effectiveness of their programs
- Have a good knowledge of appropriate resources
- Be adept in working with CSOs and Registered Training Organisations

External Providers will have an understanding of current practice, approaches and research:
- Link learning with educational outcomes as outlined in the training plans
- Engage in planning with the trainer as required
- Enhance the central role of the trainer
- Be guided by the trainer at all times

External Providers are to consider socioeconomic, cultural and religious issues:
- Become familiar with aspects of the organisation and its mission, vision and learning philosophy
- Use information about student cultural experiences to create an atmosphere respectful of cultural diversity
- Have well-established and acceptable positions on issues which are consistent with the values promoted by the organisation

<u>Process for making a request</u>

1. A request for a Third Party to be permitted to attend a training campus for the purpose of conducting observation for their learner or for the purpose of determining or supporting the educational needs of the learner shall be made in writing to the Manager, Inclusion Training, for review and approval.

2. The written request shall include an outline from the Third Party which sets out the following:
   - The purpose of the desired visit.   If it is for classroom support, it must be clear what is required from this professional activity. The person should be from a professional governing body or accredited organisation of which the third party or their supervisor is a member.
   - Any proposed use of technology requires discussion with, and approval from, the Trainer. The use of the technologies will be measured against the expectations of privacy of the staff and learners.
   - The nature of the activities which the third party wishes to observe, such as behaviour in the classroom, interaction with others and learning techniques.
   - The proposed time of visit(s). These are to be discussed and agreed to by all parties.

3. The Third Party will provide:
   - The name of their Professional accreditation
   - A Crim Safe check which is no more than 6 months old.   Such a certificate must set out any records of offences
   - Regular written notes pertaining to the supports and/or therapies provided to the learner. Frequency and content of written reports will be discussed with the trainer.

For more information about Third Party Disability Support Providers and responsibility for transport, please see the External Providers Policy and Procedure, available at the Inclusion Training website.

Transport

If possible, Inclusion Training encourages learners to use public transport to and from the program. Inclusion Training **will not be responsible for transport** to and from training venues.

Courses and Modules Offered

22301VIC Certificate I in Transition Education

Upon successful completion of the 22301VIC Certificate I in Transition Education a participant will have:
- identified their individual future options for further training, work or community activities including identifying the goals and strategies to achieve them
- explored and accessed a range of support services and facilities including community and local government resources
- knowledge and skills which will enhance their continued further training, work and community participation
- developed interpersonal and self-confidence skills relevant to participation in the community
- gained an understanding of the nature of travelling independently and the support resources
- knowledge and skills related to using technology safely
- knowledge and skills related to working safely

Unit Code	Unit Title	Core / Elective	Nominal Hours
VU21776	Develop and document a learning plan with support	Core	150
VU21777	Enhance self-development	Core	150
VU21778	Participate in travel activities	Core	150
VU21779	Investigate future options for further training, work or community activities	Core	150
VU21780	Participate in the community	Core	150
VU21781	Use technology for a range of purposes	Core	150
VU21044	Use recipes to prepare food	Elective	10
VU21786	Participate in creative activities	Elective	50
VU21783	Access the media	Elective	50
VU21316	Identify Australian environmental issues	Elective	60

22471VIC Course in Initial General Education for Adults

This course provides learners who have low literacy and numeracy skills the opportunity to build confidence, re-engage with learning and develop a pathway. The language, literacy and numeracy outcomes of this course align to Level 1 of the Australian Core Skills Framework.

Code	Unit	Core/ Elective	Nominal Hours	Concession	Government Subsidised
VU21282	Develop a learning plan and portfolio with support	Core	20	$4.32	$21.60
VU21283	Engage with short simple text for personal purposes	Core	20	$4.32	$21.60
VU21284	Engage with short simple text for Learning purposes	Core	20	$4.32	$21.60
VU21285	Engage with short simple text for Employment purposes	Core	20	$4.32	$21.60
VU21287	Create short simple text for personal purposes	Core	15	$3.24	$16.20
VU21288	Create short simple text for learning purposes	Core	15	$3.24	$16.20
VU21289	Create short simple text for employment purposes	Core	15	$3.24	$16.20
Four of:					
VU21291	Recognise numbers and money in simple, highly familiar situations.	Core	25	$5.40	$27
VU21292	Recognise, give and follow simple and familiar oral directions	Core	25	$5.40	$27
VU21293	Recognise measurements in simple, highly familiar situations.	Core	25	$5.40	$27
VU21294	Recognise shape and design in simple, highly familiar situations.	Core	25	$5.40	$27
VU21295	Recognise and locate simple numerical information in short, simple highly familiar texts.	Core	25	$5.40	$27
VU21296	Recognise and locate numerical information in simple, highly familiar tables and graphs.	Core	25	$5.40	$27

22476VIC Certificate I in General Education for Adults (Introductory)

Code	Unit	Core	Nominal Hours	Concession	Government subsidised
VU21297	Develop and document a learning plan and portfolio with guidance	Core	20	$4.32	$21.60
VU21298	Conduct a project with guidance	Core	20	$4.32	$21.60
VU21299	Engage with simple texts for personal purposes	Core **Reading**	25	$5.40	$27
VU21300	Engage with simple text s for learning purposes	Core **Reading**	25	$5.40	$27
VU21301	Engage with simple texts for employment purposes	Core **Reading**	25	$5.40	$27
VU21303	Create simple texts for personal purposes	Core **Writing**	25	$5.40	$27
VU21304	Create simple texts for learning purposes	Core **Writing**	25	$5.40	$27
VU21305	Create simple texts for employment purposes	Core **Writing**	25	$5.40	$27
VU21307	Work with numbers and money in simple familiar situations	Core **Numeracy**	30	$6.48	$32.40
VU21308	Work with and interpret directions in simple, familiar situations	Core **Numeracy**	30	$6.48	$32.40
VU21309	Work with measurements in simple, familiar situations	Core **Numeracy**	30	$6.48	$32.40
VU21310	Work with simple design and shape in familiar situations	Core **Numeracy**	30	$6.48	$32.40
VU21311	Work with an interpret statistical information in simple familiar texts	Core **Numeracy**	30	$6.48	$32.40
VU20007	Prepare for employment	Special Interest **Elective**	30	$6.48	$32.40
VU21314	Apply basic computer skills to language learning	Special Interest **Elective**	20	$4.32	$21.60
VU21317	Communicate with others in familiar and predictable contexts	Special Interest **Elective**	15	$3.24	$16.20

22293VIC Certificate I in Initial Adult Literacy and Numeracy

Code	Literacy and Numeracy units : 22293VIC Course in Initial Literacy and Numeracy	Nominal hours	Concession	Government subsidised
VU21737	Read phrases	85	$92.65	$18.53
VU21738	Write phrases	85	$92.65	$18.53
VU21739	Communicate orally using phrases	80	$87.20	$17.44
VU21740	Read simple sentences	70	$76.30	$15.26
VU21741	Write simple sentences	70	$76.30	$15.26
VU21284	Engage with short simple texts for learning purposes	20	$21.80	$4.36
VU21745	Count and use numbers from 1 to 100	20	$21.80	$4.36
VU21746	Count to 50 by multiples of 2	20	$21.80	$4.36
VU21754	Use coins and notes	25	$27.25	$5.45
VU21755	Use simple addition skills	40	$43.60	$8.76
VU21756	Use simple subtraction skills	40	$43.60	$8.76
VU21743	Give and follow simple directions	25	$27.25	$5.45

22294VIC Course in Initial Adult Literacy and Numeracy

Code	Literacy units 22293VIC Certificate I in Initial Adult Literacy and Numeracy	Nominal hours	Concession	Government subsidised
VU21724	Recognise and use letters of the alphabet	40	$43.60	$8.76
VU21726	Read simple words	80	$87.20	$17.44
VU21727	Communicate using pictures and symbols	40	$43.60	$8.76
VU21728	Write simple words	80	$87.20	$17.44
VU21729	Communicate orally using single words	40	$43.60	$8.76
	Numeracy units			
VU21730	Recognise and use whole numbers from 1 to 10	20	$21.80	$4.36
VU21735	Recognise coins and notes	40	$43.60	$8.76

CHC33015 Certificate III in Individual Support specialising in Disability

Code	Unit	Core	Nominal Hours
CHCCCS015	Provide individualised support	Core	30
CHCCCS023	Support independence & well being	Core	80
HLTAAP001	Recognise healthy body systems	Core	70
CHCLEG001	Work legally & ethically	Core	55
HLTWHS002	Follow safe work practices for direct client care	Core	25
CHCDIV001	Work with diverse people	Core	40
CHCCOM005	Communicate and work in health or community services	Core	30
CHCDIS001	Contribute to ongoing skills development using a strengths-based approach	Elective	40
CHCDIS002	Follow established person-centred behaviour systems	Elective	50
CHCDIS003	Support community participation & social inclusion	Elective	60
CHCDIS007	Facilitate the empowerment of people with disability	Elective	100
CHCCCS025	Support relationships with carers and families	Elective	70
CHCHCS001	Provide home and community support services	Elective	50
	Placement program	Core	120

CHC24015 Certificate II in Active Volunteering

Code	Unit	Core	Nominal Hours
CHCD1V001	Work with diverse people	Core	40
CHCVOL001	Be an effective volunteer	Core	25
HLTWHS001	Participate in workplace health and safety	Core	20
BSBCMM201	Communicate in the workplace	Core	40
FSKDIG03	Use digital technology for routine workplace tasks	Elective	15
FSKRDG10	Read and respond to routine workplace information	Elective	15
BSBCUS201B	Deliver a service to customers	Elective	40
	Placement	Core	20

Course Delivery

Inclusion Training ensures that training and assessment occurs according with the requirement of the course. All training is provided in fully equipped training rooms. Delivery methods will be fair, equitable, valid, flexible and reliable.

All delivery and assessment will be in line with course outlines. The learners will be informed of what assessments need be done. Resources and materials will be identified in the module/unit outline when the learner enrols in the course.
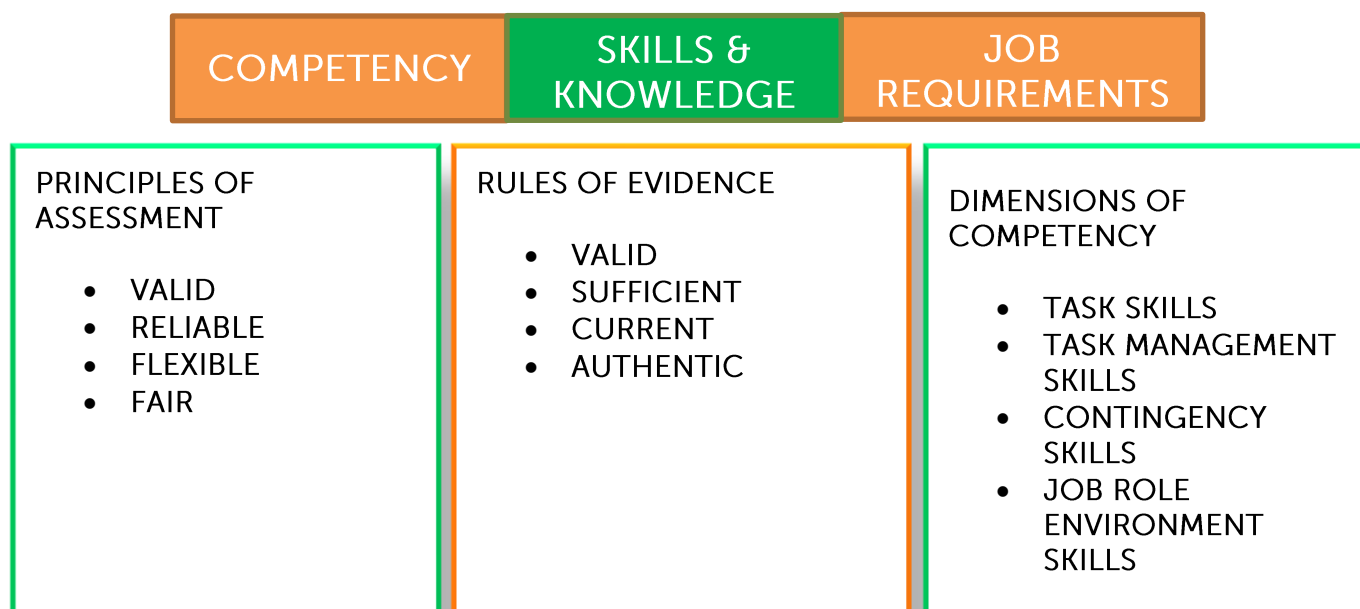
Learners must have an attendance rate of at least 80% to be awarded a Certificate of Attainment for the modules they are enrolled in.

Learners must not attend a class for more than 8 hours a day. Inclusion Melbourne's RTO does not operate outside the hours of 8.30am and 5pm.

Plagiarism and cheating is not permitted. See section on Plagiarism and Cheating

Assessing Competency

When assessing competency RTOs like Inclusion Training must adhere to the Principles of Assessment, the Rules of Evidence, and the Dimensions of Competency to ensure learners have the skills and knowledge to a level that meets the job requirements. These requirements are specified in the Units of Competency (UOCs).

COMPETENCY	SKILLS & KNOWLEDGE	JOB REQUIREMENTS
PRINCIPLES OF ASSESSMENT • VALID • RELIABLE • FLEXIBLE • FAIR	**RULES OF EVIDENCE** • VALID • SUFFICIENT • CURRENT • AUTHENTIC	**DIMENSIONS OF COMPETENCY** • TASK SKILLS • TASK MANAGEMENT SKILLS • CONTINGENCY SKILLS • JOB ROLE ENVIRONMENT SKILLS

Flexible Assessment

All assessments conducted by Inclusion Training will conform to the assessment guidelines for Nationally Endorsed Training Packages or the assessment criteria attached to specific courses.

Assessment usually takes place by way of observation checklist, verbal questioning and portfolio. However these are flexible and at the Inclusion Training trainer's discretion in some courses as long as they meet VRQA guidelines and the minimum requirements for competency for the specific course is obtained. Flexibility allows learners to learn at their own pace and under varying conditions, which best suit their individual situations and characteristics.

Learners are required to be Competent in all Units to achieve a qualification.

Elements that may also be included (depending on the course) in the assessment process are:

- Underpinning Knowledge for the course unit requirements
- Practical ability
- Verbal and non-verbal communication
- Personal presentation appropriate to the environment
- Problem solving. For example: learning to learn, decision making, creative thinking
- Respect for the understanding of all cultures and beliefs
- Working with others in teams
- Organising own schedules to achieve goals

As a rule of thumb, learners will generally be given three (3) opportunities to be assessed for competency in a given course or program. However, Inclusion Training may allow for further assessment opportunities where it feels there are special circumstances which are negatively affecting the outcome of assessment or where the learner presents a case that Inclusion Training feels is valid. In such circumstances, Inclusion Training may seek assistance from an outside source (counsellor, tutor, etc.).

Where a learner has been assessed three times and is still Not Yet Competent (NYC), Inclusion Training may refuse further assessment if it feels there is little chance of the learner becoming Competent.

The learner may appeal this decision in writing to the Inclusion Trainings Quality Officer or Training Manager who will consider the matter and advise the learner in writing of the outcome. This process is outlined in Inclusion Training Complaints process document, available upon request.

A flexible assessment process will be undertaken to consider the requirements of people with special needs or situations including:

- Disability
- Cultural background
- LL&N difficulties
- Other trauma or reasons

In this case, flexibility must not lessen the overall value of a course program but should be seen as a willingness to take different avenues to reach results with the qualification while retaining the same worth and value.

Student Absence, Health and Wellbeing and Safety

The *Service User Absence, Health and Wellbeing* policy and procedure, the *OHS* policy and procedure and *Freedom from Abuse and Neglect* policy and procedure of Inclusion Training aim to protect learners, staff, and others at its workplace and training venues. Inclusion Training complies with all relevant safety legislation. Please ask to see a copy of the Policy.

Phoenix Park in Malvern East and the Visy Cares Hub in Sunshine both have:
   o   Compliance with 9B specifications
   o   Emergency plans
   o   Allocated fire wardens
   o   Inclusion Training staff as members of the venues' OHS committees

When delivering training and assessment, Inclusion Training is responsible for safety issues and has to abide by workplace safety responsibilities. If required, Inclusion Training will review the workplace and make any recommendations to amend any problems.

Trainers and all persons delivering training to the learners will share responsibility for the safety of all. They will actively take steps to identify hazards, which may cause harm in their area of control and take prompt action to remove or control, or alternatively report them to another person who has the authority and capability to take action.

The Manager, Lead Trainer and Trainer and Assessors may delegate safety duties or activities to others, but responsibility remains with them.

Learners must take care of their own health and safety and that of their fellow learners to the extent of their capability. This means they must follow all safety rules during their day to day training activities.

Inclusion Training Code of Practice

Inclusion Training maintains a learning environment that is conducive to the success of learners. Inclusion Training has the capacity to deliver the course/s, modules and units on its Scope of Registration, methods and resources used in the Inclusion Training, training will be appropriate to the outcomes to be achieved.

Inclusion Training will maintain systems for recording and archiving learners' information including, attendances, completion of units of work, assessment outcomes, samples of work, Certificate of Attainment, Recognition of Prior Learning (RPL) requirements and complaints.

Inclusion Training treats all personal records of learners confidentially. Please contact the Manager if you require further information or access to any records.

Responsibilities of the Learner

Learners with support will be required to take responsibility for:

   o   understanding about their course
   o   advising the Trainer/ Manager of previous skills and knowledge and seeking recognition of this prior learning
   o   attending all training sessions as required
   o   completing assessments

- o meeting with the Trainer/s to review progress
- o discussing any concerns regarding the training course, session activities and the ability to learn with their Trainer/s
- o advising the Trainer/s if any special adaptive equipment or support for training is required
- o participating in course evaluation and providing feedback through surveys each year.

Learner Absences: What to do if you are going to be away.

If you are going to be away you must ensure you contact Inclusion Training Reception on **9509 4266.** If you don't speak to a staff member please ensure you leave a message with your name and the training venue that you attend. Also let your trainer know that you will be away. This will prevent unnecessary concern if you don't turn up to class.

Contact Inclusion Training to see the RTO Learner Absence policy and procedure.

Damage to Assets

Where an item has been damaged by a learner, volunteer, or external staff member, they will be required to make a contribution or cover costs to recover the item. The Manager, Inclusion Training will be guided by the replacement / repair cost of the item to determine an appropriate charge for the damage.

Inclusion Training staff and volunteer are required to inform the Inclusion Melbourne Office Manager of any damage they have identified. The Office Manager will establish whether it is necessary to repair or replace the item, or whether Inclusion Training can continue to operate effectively without the asset.

Contact Inclusion Training to see the Asset Maintenance and Repairs Policy & Procedure

Rights of the Learners

All learners have the right to:

- o a safe and healthy learning environment
- o be treated with respect
- o have all legislation affecting the learning environment followed
- o have the opportunities to practice the skills and knowledge gained
- o have training and assessment outcomes are recorded
- o have access to their files, which can be accessed if required and the Education Manager can assist
- o have relevant training materials and that other resources as recommended provided
- o have been adequately prepared for assessments to the extent that they can complete them when they are ready
- o have skills and knowledge assessed
- o feedback given on their progress
- o appeal via the complaints process if unhappy with the result, or any other issues

Qualified and Professional Staff

All Trainers and Assessors have:

- o Demonstrated competencies at least to the level of the qualification they are delivering.
- o Demonstrated and achieved at least Certificate IV in Training and Assessment Standards or their equivalent (TAE 40110)
- o Current Industry experience that is relevant to the particular courses/modules and units they are delivering.
- o A teaching qualification, usually a Bachelor of Education (Primary).
- o A Professional Development Plan.

All Trainers and Assessors attend professional development events and meet on a regular basis to ensure they are up to date with relevant assessment practices and requirements. Trainers and other RTO staff have quarterly supervision with the Training Manager.

Access and Equity

Inclusion Training actively supports and encourages people of all abilities to participate in their training programs.

Inclusion Training ensures the access and equity principles and practices are applied when dealing with learners and the community.

Learners will not be denied access to services where they are deemed eligible for such a service and where the organisation has the appropriate resources to provide quality services. If adequate and appropriate resources and/or staffing are no longer available then the learner may need to exit the program.

Learners will be individually interviewed and assessed on their eligibility for the service being provided. Selection will comply with equal opportunity legislation.

Inclusion Training is an Equal Opportunity Organisation

As an Equal Opportunity Employer, Inclusion Training and its staff will treat every learner fairly and without discrimination in the training environment. Training services will be offered to people from all backgrounds regardless of cultural differences, including those from CALD backgrounds and Aboriginal or Torres Strait Islanders, and regardless of gender and sexuality. Staff will be professional and supportive at all times in their approaches to learners.

Anti-Discrimination, Sexual Harassment, Bullying, Assault

Trainers, staff and learners are bound by Anti-discrimination Legislation, the Disability Service Act 2006 and other relevant State, Commonwealth Privacy legislation.

In accordance with Sexual Harassment Legislation, harassment, bullying and intimidation will not be accepted in the workplace, or in the training environment. Professional development of staff will be reviewed at least annually, aimed at addressing this and other discriminatory behaviours. Inclusion Melbourne has a zero tolerance to this type of behaviour.

Support Services for Literacy, Numeracy and Special Needs

Inclusion Training is committed to assisting learners with differing abilities to succeed. Learners individual needs will be assessed prior to training. Requirement such as alternative format, adaptive technology and adjustment for other disability will be identified and provided where practicable. Should any learner require any special assistance with LLN skills such as literacy or numeracy help, disability access, assistance to navigate personal crises (such as family crises or addiction), or other physical or learning needs, please inform the Manager at the interview stage. Learners who receive Inclusion Melbourne's personalised support services are also able to receive support to help navigate such matters from their support coordinator and the Manager, Personalised Supports.

Learner Records and Privacy

In accordance with relevant State and Commonwealth Privacy Acts, Inclusion Training is committed is protecting each learner's privacy and personal information. It is necessary for Inclusion Training to collect personal information about the learner with the learner's consent. Inclusion Training stores enrolment forms and training records of assessment results confidentially and in locked filing cabinets. The information will only be used for statistical and reporting purposes. We will not disclose, sell or pass on any personal details in any way other than the purpose stated without consent.

All learners are presented with a Publications Consent Form at enrolment to ensure their rights are respected regarding representation of their image, voice or likeness in Inclusion Training publications and marketing collateral.

If at any stage the learner's personal details change throughout the course of the learner's training, the trainer/assessor is to be informed so that records can be amended. Should any other information need to be added to the learner's file about medication or health, please discuss this with the Manager.

Please see the following forms and documents for more information. They are available on the Inclusion Training website at the RTO Information page:

RTO Information Request Form: Use this form to view your learner records or other personal information.

Privacy Charter: A summary of our Privacy and Records Management procedures.

Privacy and Confidentiality policy and procedure: Inclusion Melbourne's procedure for engaging with the privacy and confidentiality of all staff, learners and volunteers.

Plagiarism and Cheating

Vocational Education and Training allows for 'copy and paste'. In best practice learners should acknowledge their sources of information. However referencing is not a requirement.

Plagiarism is a form of cheating and is a serious offence which may result in a penalty such as a learner's assessment being declared 'Not Competent/Satisfactory' or their exclusion from a course.

Plagiarism occurs when a learner claims ownership for written words/data, ideas or inventions which are not their own. Examples of plagiarism that are not acceptable as per Inclusion Training Policies are:

- Submitting assessments substantially similar to, or copied from another learner;
- Submitting assessments that use the exact words of another without using quotation marks and citing the original source;
- Presenting any work of another individual or group as one's own work;

Cheating means seeking to obtain an unfair advantage in an examination or in other written assessments or practical work required to be submitted or completed by a learner for assessment.

If there are no substantial factors to indicate that plagiarism was accidental or unintentional, plagiarism will be treated as cheating. An Inclusion Training assessor who has reasonable grounds to believe that cheating has occurred will mark the assessment as requiring resubmission and report the matter to the Inclusion Training Compliance Officer.

Where a learner's works has been assessed as requiring resubmission for cheating, the Inclusion Training assessor must advise the learner concerned in writing of the reasons for the decision and advise the learner that they may appeal this decision in writing to the Inclusion Training Compliance Officer within ten (10) working days. Upon receipt of a written learner appeal, the Inclusion Training Compliance Officer will assign an independent Inclusion Training assessor to consider the appeal. The independent Inclusion Training assessor will provide written advice regarding the outcome of the appeal to the learner, the original Inclusion Training assessor, and the Inclusion Training Compliance Officer.

A learner found copying the work of others in practical assessments will also be considered as cheating. At the time of such an incident, the Inclusion Training assessor will advise the learner of their misconduct and that the assessment will need to be resubmitted and will report the incident to the Inclusion Training Compliance Officer. The Inclusion Training assessor will confirm the incident and this advice in writing to the learner concerned and advise the learner they may appeal this decision in writing to the Inclusion Training Manager within ten (10) working days. Upon receipt of a written learner appeal, the Inclusion Training Manager will assign an independent Inclusion Training assessor to consider the appeal. The independent Inclusion Training assessor will provide written advice regarding the outcome of the appeal to the learner, the original Inclusion Training assessor, and the Inclusion Training Compliance Officer.

Fees and Refunds

Learners may be asked to pay a tuition fee, and a support s fee. The *Schedule of Fees* is on the Inclusion Training website.

Inclusion Training charges learners according to the following guidelines:

- The above fees represent combined tuition and non-tuition charges. Tuition and Support Fees will be invoiced as separate items as learners with government funding, eg. an individual support package (ISP), are not permitted to use this package to cover tuition costs. Tuition costs will therefore be invoiced directly to learners. Please note, however, that tuition costs are a small fraction of the fee structure. Please contact the RTO administration for more information.
- Inclusion Melbourne's fees for pre-accredited courses comprise only a non-tuition component, i.e. fees for amenities and support only, as tuition fees are waived for all learners undertaking pre-accredited courses.
- The non-tuition component of the fee structure covers learning materials and certificates, and reasonable personal and learning support. It does not cover transportation to and from the venue, meals or some specialised materials or supports that may be required.
- Where a fee is applicable, learners are expected to pay for the course in accordance with payment requirement. Invoices will be raised by the Finance Manager and should be paid within one month of commencement of the program. The payment will be receipted.
- Inclusion Training has a refund policy with special conditions. If the learner wishes to withdraw from training after commencement of the course please advise the Manager and/or Trainer. In cases of financial hardship, learners may apply for an exemption or reduction of fees. Please ask at the time of enrolment and discuss this with the Manager.

Learner cancellation

Learners who cancel their enrolment part way through a training program must notify us in writing or by phone at the soonest opportunity however Inclusion Training does not issue refunds unless evidence of extenuating circumstances has been provided.

Inclusion Training is entitled to retain fees for any component of the course completed up until the point of cancellation notification by the learner.

All requests for cancellations, refunds, changes or transfers to enrolments must be requested in writing to admin@inclusion.melbourne.

Course Cancellation (Initiated by Inclusion Melbourne)

Where Inclusion Training is forced to cancel a course, learners will be entitled to transfer to another Inclusion Training course if available or receive a full refund. Where a learner opts to transfer to another course the options as detailed in the Cancellations and Transfers Table will apply.

Inclusion Training Responsibility

Inclusion Training will guarantee:

- To deliver training and assessment as specified in the Training and Assessment Strategy to all learners
- Deal with all learners fairly and ethically, recognising particular needs and circumstances including: beliefs, ethnic background, cultural and religious practices
- To provide opportunity for feedback on services provided
- Provide access to learners own records on request
- To provide a clear understanding of, and access to, our complaints process
- A safe learning environment free from danger, abuse or harassment
- To treat all learners with respect and dignity

In the event that Inclusion Training is no longer able to provide the training and assessment services as initially agreed, then Inclusion Training will arrange for the training and assessment to be completed through another RTO if available. This will be undertaken via the following steps:

Step 1: Inclusion Training will inform the learner that delivery of the course cannot be continued and provide details as to why.
Step 2: Inclusion Training will inform the learner of the details of the alternate course delivery.
Step 3: Inclusion Training will organise the transfer to the new provider.
Step 4: Inclusion Training will document the process and provide details to the registering authority.

Certificates awarded

On successful completion of training, Inclusion Training will issue a Certificate of Attainment or Participation. Information recorded will be in line with the National Training Authority guidelines. Certificates are presented to learners at the end of year at a Presentation Ceremony.

All certificates will be printed on anti-fraud paper with parchment number printed on the certificate in line with the AQF guidelines, www.aqf.edu.au.

If you require a replacement certificate this can be provided to you for a fee of $30.00

Complaints

Inclusion Training recognises four complaints processes in its engagement with staff, volunteers and learners. These are:

1. General operational complaints

Complaints about any of the following aspects of Inclusion Melbourne's operations will be engaged according to Inclusion Melbourne's *Stakeholder Satisfaction, Feedback or Complaints policy and procedure.*

- Service delivery
- Support of people with a disability
- Interaction with staff and volunteers
- Management of learner placements

- Inappropriate behaviour of people associated with the organisation in relation to the provision of services

2. Bullying, harassment, discrimination, sexual harassment and assault.

Complaints relating to bullying, harassment, discrimination, sexual harassment and assault will be engaged according to Inclusion Melbourne's *Bullying, Harassment and Discrimination policy and procedure* and *Sexual Harassment and Assault policy and procedure*.

Both of the above complaints processes are open to an appeals process stipulated in the stated policy and procedure documents.

3. RTO operational grievances

Where a grievance results from an interaction between learners and RTO staff, between a learner and another learner within the RTO, or between RTO staff (where the complaint arises from a matter relating to training or RTO management), learners and RTO staff are to follow the *RTO Learner Complaints Procedure* flowchart. All complaints will be noted and recorded within 5 days of receiving the complaint. If the complaint can be resolved in discussion with RTO staff within 5 days then nothing more needs to be done. It will be filed and recorded as resolved. If it is not resolved then it needs to be put in writing and given to the Manager to investigate. At this point the learner may bring a representative with them to support them through this process.

If the complaint is still not resolved then the Complainant will be referred to the Disability Ombudsman or Commissioner or the Victorian Registration and Qualifications Authority (VRQA) to investigate the matter further and an independent arbitrator will be used to resolve the complaint/s.

The Training Manager will document complaints using a *Complaints Investigation Form*.

4. Appeals related to a learner's assessment result(s)

A learner may wish to contest a Not Yet Competent mark conferred by a trainer and assessor. If a learner believes that they have not received a fair and accurate assessment mark then the following process applies:

> 1. Learner or advocate of learner will discuss concerns with the Trainer and Assessor to initially discuss the assessment. This must occur within 5 days of the concern being raised.
>
> 2. If after discussing the problem with the Trainer and Assessor, the learner or advocate still believes that the matter requires reassessment, the learner or advocate will bring the matter to the Lead Trainer or Training Manager for further discussion and conciliation. This will be classed as an **Appeal.**
>
> 3. If the matter cannot be resolved at this level or the learner/advocate still believes the mark is not accurate, the learner or assessor may request a review of the initial assessment by another trainer.
>
> 4. If the additional trainer determines that the learner is competent, the Lead Trainer or Training Manager will approve the mark before entering it into the Learner Management System.

5. If an additional trainer also determines that the learner is Not Yet Competent, the Lead Trainer or Training Manager will communicate this outcome to the learner or advocate in writing.

6. If the learner or advocate wishes to contest this decision, Inclusion Training will request that the learner formally appeals to the VRQA to receive a completely independent review.

All appeals and complaints will be lodged in the Inclusion Training Feedback Register, stored on the Inclusion Melbourne server.

Marketing

Inclusion Training will market the training provided with integrity, accuracy and professionalism, in according with Policy for Promotional Material, Certificates and Statements of Attainment.

Industry Partners

Inclusion Training is part of the *ACE Disability Network* which meets quarterly. Other Industry partners are:

- Holmesglen TAFE
- Higher Education & Skills
- La Trobe Life Skills
- Mental Illness Fellowship of Victoria
- Glen Eira Adult Learning

Inclusion Training also engages in validation and moderation processes with some of these partners.

Inclusion Training also has an affiliation with Neighbourhood House Learning Centres and attends Educational Forums organised by Adult Community of Further Education.

Inclusion Melbourne, in conjunction with the ACE Disability Network, run workshops for Learning Centres and Neighbourhood Houses and other training facilities on inclusion, planning, disability action plans and how to teach and work with people with disability.

Continuous Improvement

Inclusion Training continuously strives to improve its services. We conduct surveys annually and encourage all learners and staff to complete them. The results are collated into a report that is presented to management and Trainers who will then make recommendations and determine actions and changes needed. All staff are encouraged to comment and add to the Continuous Improvement Register. These are identified at regular planning team meetings and acted upon where necessary.

All policies and procedures and management instructions are reviewed annually to ensure they are current and relevant. All documents are version controlled.

Legislation and Standards

Inclusion Training is an Equal Opportunity Organisation engaged in the provision of Nationally Recognised Training as an NVR RTO under the Victorian Regulatory Qualification Authority (VRQA). Inclusion Melbourne's policy dictates a strict adherence to relevant State legislation relating to safety, industrial relations and access and equity. All Nationally Recognised Training courses/qualifications will be delivered in line with the standards set by the Victorian Regulatory Qualification Authority and relevant State authorities. All Inclusion Training staff members are expected to promote and embrace Inclusion Melbourne's standards, policies and procedures. At Inclusion Training we meet the relevant State legislation requirements as well as the VRQA standards. The relevant legislation and standards include:

Legislation:
- Vocational Education, Training and Employment Act 2000
- Vocational Education, Training and Employment Regulation 2000
- Privacy Act 1988 (Commonwealth)
- Copyright Act 1968 (Commonwealth)
- Racial Discrimination Act 1975
- Disability Services Act 2006
- Human Rights and Equal Opportunity Commission Act 1986
- Anti-Discrimination Act 1991
- Work Health Safety Act 2011
- Work Health Safety Regulation 2011
- Apprenticeship and Traineeship Act 2001
- VRQA Guidelines for VET Providers
- Education and Training Reform Act 2006
- AQTF

Glossary of Terms

RTO	Registered Training Organisation
VET	Vocational Education and Training
Training Package	A training package is a set of nationally endorsed standards and qualifications for recognising and assessing people's skills in a specific industry, industry sector or enterprise. They are developed by national Industry Skills Councils (ISCs). Training packages are designed to enable diverse and relevant vocational learning outcomes, and to regulate training outcomes through nationally recognised qualifications. Despite the name, training packages do not describe how people should be trained. Rather, they provide the nationally endorsed industry standards against which training can be developed and flexibly delivered to meet particular local, individual, industry and enterprise requirements. In short: Training packages are groups of vocational education and training (VET) qualifications required for jobs within an industry. There are over 70 training packages and hundreds of qualifications.
Accredited Course	Accredited courses address industry, enterprise, educational, legislative or community needs that are not covered in nationally endorsed Training Packages. Accredited courses can respond to changing skill requirements, including changes to the needs of emerging and converging industries and sectors.
Qualification	Australia has a system of qualifications called the Australian Qualification Framework (AQF). The AQF ensure national recognition and consistency and common understanding across Australia, of what defines each qualification. There are 10 levels of qualifications ranging from Certificate I through to Doctoral Degree. Qualifications are made up of individual units of competency (like subjects). The units that are included in a qualification are guided by the packaging rules of the qualification. They are made up of core (mandatory) and elective subjects (which are usually selected for you by the RTO or you may have flexibility to select your own – in line with the packaging rules)
Competency	Competency Based Training requires learners to demonstrate that they can do a task, activity or exercise well enough to be assessed as competent. Learners are assessed against a benchmark 'Unit of competency' and they must be successful at the given tasks related to this unit to complete the unit and be deemed 'competent'.
Unit of competency	Your course is made up of a number of 'units of competency'. Each unit is an area of work relevant to your industry or the job role related to your studies. These units contain the benchmarks or criteria that you will be assessed against.

Assessment	You will be issued with assessments that you will need to complete in order to be deemed competent in each unit of competency you are enrolled in. Assessment could include: • Verbal Questioning • Portfolio • Observation Checklist
Satisfactory	When assessing your work your assessor will form or make an assessment decision on each assessment you submit. When you receive feedback for an individual assessment task (e.g. your theory assessment) your assessor will assess if your work is 'satisfactory' or 'not satisfactory'. If your assessment met the required criteria – you will be given a 'satisfactory' result.
Not Satisfactory	If based on the scenario above your assessment submission did not meet the criteria you will be given a 'not satisfactory' result. You will be provided with constructive feedback and the opportunity to go back and revise your submission in line with feedback provided.
Competent	Once your assessor has collected all of the evidence for all of the assessment tasks relating to the specific unit of competence only then will they make a decision of whether you are 'competent' or 'not competent' against the unit requirements. If you meet the requirements your assessor will determine that you have been deemed 'competent' in that unit.
Not Competent	If you have not yet met the requirements for the unit of competency and your assessor needs further evidence to prove your competence you will be deemed 'not competent'. In this event you will be allowed further time to achieve competency. Competency based training must allow for more than 1 attempt at achieving competency – Inclusion Training allows 3 attempts.
RPL	Recognition of Prior Learning
RCC	Recognition or Current Competency
LLN	Language, Literacy and Numeracy
WHS	Work Health and Safety

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