

<b>CODE</b> <b>P095-v1-IT</b>	<b>Online Service Standards</b> <b>Policy &amp; Procedure</b>
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<b>Applies to:</b> Trainers & Assessors of Inclusion Training who deliver and assess programs delivered with an online component.
<b>Specific responsibility:</b> Compliance & Administration Officer for Inclusion Training

<b>Version:</b> 1
<b>Date approved:</b> 10/09/2018
<b>Next review date:</b> 10/09/2020

Policy context:	
Standards or other external requirements	AQTF VRQA standards for RTO's Skills First minimum performance standards ISO 9001:2015
Legislation or other requirements	Refer to legislation compliance table.
Contractual obligations	VRQA VTG Skills First Victoria Department of Health Human Services

## OBJECTIVE

Inclusion Training offers courses that are delivered partly online. Inclusion Training is committed to delivering quality education and support for all students undertaking any online study with us. This document outlines our online service standards in relation to how Inclusion Training will strive to achieve this.

## POLICY STATEMENT

Inclusion Training is committed to administering courses and training in a manner that meets the needs of our students and is compliant with the requirements of the AQTF, Higher Education and Skills Service Agreement, Skills First Minimum Performance Standards, the Disability Discrimination Education Standards 2005 and other applicable State & Commonwealth legislation and regulation including the Charter of Human Rights & Responsibilities Act 2006 (Vic); Disability Act 2006 (Vic); Occupational Health & Safety Act 2004 (Vic).

## PROCEDURES

### 1. Student Entry Requirements & Eligibility

Students must meet the Victorian Training Guarantee and Higher Education and Skills Group requirements in order to enrol in an Inclusion Training course. To meet these requirements, an individual must be an Australian citizen, a holder of a permanent visa or a New Zealand citizen.

At the interview stage, the student is to complete Evidence of Student Eligibility and an Inclusion Training *Enrolment and Student Agreement* form. Identification is photocopied in colour and signed as

a true copy and placed in the student's personal file. This is to be performed by an authorised delegate; the Manager, Inclusion Training or the Administration and Compliance Officer. A copy of the relevant referral form must be retained for audit or review purposes for the following Initiatives/Programs:

- Asylum Seekers and Victims of Human Trafficking Initiative
- Workers in Transition Program
- Single and Teenage Parents Training Initiative
- Young People Transitioning from Care Initiative

Inclusion Training Staff may refer to Guidelines about Determining Student Eligibility and Supporting Evidence, Victorian Student Statistical Collection Guidelines and Standards for NVR Registered Training Organisations.

### **Non-Eligibility**

An individual is not eligible for government subsidised training under Schedule 2 of the Service Agreement if the individual is:

- a. A student enrolled in a school (excluding a School Based Apprentice/Trainee), and undertaking accredited vocational education and training (VET) that has been arranged by the school. Government schools are responsible for funding these opportunities for VET through their Student Resource Package (SRP) allocation, including targeted VET in Schools funding. Non-government schools make similar decisions for students on the basis of the resources available to them. This, of course, does not preclude an individual of school age accessing VET opportunities separate to and outside of their school education.
- b. A prisoner within the meaning of the Corrections Act 1986 who is held at any one of the following custodial settings as outlined in the Service Agreement.
- c. A person who is detained under the Mental Health Act 1986 or the Crimes (Mental Impairment and Unfitness to be Tried) Act 1997 or the Sentencing Act 1991 at the Thomas Embling Hospital.
- d. A person who is detained (other than on weekend detention) under the Children, Youth and Families Act 2005 or the Sentencing Act 1991 or who is held on remand in one of the following youth justice facilities as outlined in the Service Agreement.
- e. Enrolled in more than two VTG courses.

Inclusion Training conducts a comprehensive pre-training review assessment on all prospective students to determine the students individual needs and suitability to the course. As part of the pre-training review an interview is undertaken as well as an assessment tool to determine the students level of digital literacy. Inclusion Training will discuss the pre-training review with the student and make recommendations as to whether the course is suitable to them as well as identify any additional support that the student might require.

## 2. Student Engagement

Inclusion Training provides an online learning experience that is engaging and interactive for students. Information is provided in a variety of ways to facilitate this, including:

- PDF Documents
- Videos
- Web links
- Forum discussion

## 3. Student Support

Inclusion Training provides study support for all of its online students through:

- Trainers and assessors are available to answer any questions at any time via email within a 24 hour time frame.
- Monthly forum discussions where all students are available to chat and ask trainers questions. A schedule of these will be provided to learners upon commencement of their course.
- Any technical enquiries that students may have can be directed to IT Administration staff during Monday – Friday between 9:00 – 16:00.

## 4. Learning Resources & Assessments

Students will be provided with access to learner and assessment workbooks, as well as online resources. Information provided online is made available for students to download to be accessed at any time that is most convenient to them.

Assessments are to be completed in a workbook and submitted through the online Learner Management System (LMS) that students are enrolled in. Students are given the opportunity to resubmit work if it was found to not be competent at first submission.

Feedback will be provided to students regarding their assessments, as well as any other required engagement through forums, quizzes or placements.

If a student is unable to submit their assessments within the required timeframe, they are required to contact their Trainer & Assessor to notify them and provide a valid reason for a request for extension. A student is only eligible to one extension for a period of no more than 4 weeks. If a student is still unable to submit the required assessments within the extended timeframe, then they will be deemed not yet competent and will need to re-enrol into the unit to complete at a later date.

If a student would like to appeal their result for an assessment, please refer to the student handbook which outlines the procedures for application to appeal.

**5. Trainers & Assessors**

All trainers and assessors that deliver online learning have the required qualifications as well as industry experience required and outlined in accordance with AQTF standards.

Any further information that a student may require can be found in the Student Handbook, which is provided to all students upon enrolment, as well as is available on the Inclusion Training website.

**DOCUMENTATION**

Documents related to this policy	
Related policies	Inclusion Training RTO Administration Policy
Forms, record keeping or other organisational documents	Inclusion Training Student Handbook

Policy review and version tracking			
Review	Date Approved	Approved by	Next Review Due
1	10/10/2018	<i>Judith Price</i>	10/10/2020
2			
3			