inclusiontraining

RTO 6406

inclusiontraining

Student Information Handbook

Registered Training Organisation No. 6406

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Contents

Introduction

Inclusion Training is a registered training organisation which operates within a disability support 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 or those seeking a qualification or career within the disability sector. In doing so we follow the below principles:

- o To be honest to ourselves and our students
- 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 the qualifications specified in Item 1 and/or Item 2 of Schedule 1 of VRQA Guidelines for VET Provides (https://www.vrqa.vic.gov.au/VET/Pages/standards-and-guidelines-for-training-organisations.aspx#link97).

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 classroom Disability Support Professionals (DSP) are directed and supervised by Inclusion Training Trainers and Assessors.

Inclusion Training offers accredited and pre-accredited courses to learners from all backgrounds. Training is delivered by qualified Trainers and Assessors who support people with intellectual disability wishing to gain life and employment skills.

The accredited courses currently on our scope of registration are as follows:

CHC33015 – Certificate III in Individualised Support (Disability)

22471VIC – Course in Initial General Education for Adults

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

22567VIC – Certificate I in Transition Education

22566VIC – Certificate I in Work Education

22554VIC - Course in Initial Adult Literacy and Numeracy

22555VIC - Certificate I in Initial Adult Literacy and Numeracy

Inclusion Training also offers pre-accredited programs, including:

- o Word Wise
- o Personal Hygiene
- o IPad for Learning - employment pathway
- o 1,2,3 Cook

Courses are delivered throughout our campuses located at Malvern East, Armadale and Sunshine.

We are conveniently located in the Phoenix Park Community Centre (Malvern East) and Visy Cares Hub (Sunshine). Training is also delivered at our Armadale Head Office, in conjunction with online learning.

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).

Class Structure

Classes are run by a qualified Trainer and Assessor. In most classes there is a Student Support Officer and up to four Volunteer Tutors to support the class. If you want to know more about the class structure please contact the Manager of Inclusion Training on 9509 4266.

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 references to those expressing their interest in its programs and the term *"student"* in reference to those enrolled and participating in its programs.

Placement with Inclusion Training

Currently the Manager, Inclusion Training and Lead Trainer and Compliance Officer 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

Inclusion Training has an enrolment process for the intake of all learners. This process is documented in an enrolment flowchart.

Currently, courses delivered by Inclusion Training do not have prerequisites. However, we do require all learners to take the following steps prior to course commencement:

- o   All learners must make contact with the Inclusion Melbourne Intake Officer.

- o   All learners should meet with a member of Inclusion Training staff to discuss suitability of the courses on offer.

- o   A pre training review and Learning Literacy and Numeracy Assessment will take place to ensure that the learner will be enrolled in the most suitable course.

- o   Enrolment paperwork must be fully completed and identification verified to determine funding eligibility.

Victorian resident learners that are Australian citizens, permanent residents or hold and approved Visa may be eligible for a Skills First funded place.

Check your eligibility for Skills First funding on:
https://www.skills.vic.gov.au/victorianskillsgateway/Students/Pages/vtg-eligibility-indicator.aspx
or, contact us on (03) 9509 4266

Entry procedure

To register your interest in a course, module or unit of competency and to start the enrolment process, please contact the Intake Officer on (03) 9509 4266.

Student Enrolment Process Map is available on our website.

1.   *Information Session*

Learners will be invited to attend a campus tour which gives them an overview of the course of their interest such as learning outcomes, course structure and requirements, reasonable adjustments, learning support programs provided and length of the course.

Learners will be explained the following:

- Any fees and methods of payment
- Government funding eligibility
- Government subsidised payments
- Recognition of Prior Learning (RPL)
- Credit Transfer (CT)

Should learners decide to continue with the enrolment, they will need to complete the **Enrolment Form** and provide the required identification documents.

Please see *Student Enrolment Information Checklist* on our website.

2. *Enrolment Pack*

Should learners decide to continue with the enrolment in the course of their choice, they will receive an Enrolment Pack containing course information and required enrolment forms and documents they need to complete and return to Inclusion Training.

3. *Pre-Training Interview and Learning, Literacy and Numeracy (LLN) test*

Following the information session, learners will have a one on one interview with the official Inclusion Training staff member. During this Pre–Training Interview they will discuss their learning aspirations, their most suitable method of learning, their learning and health support needs.

Learners will then complete an LLN test. This is designed to identify learners' current LLN abilities and to support trainers in developing individual Learning Plans and in delivering effective training.

4. *Confirmation of enrolment*

Enrolment form, identification documents, Pre-Training Interview and LLN test will be checked. Enrolment details are entered into the Data Management System (VETtrak) and student enrolled into suitable course and units of delivery.

A Confirmation of Enrolment Letter will be sent to learners as soon as all enrolment documents are provided and fulfil compliance requirements. The Confirmation of Enrolment Letter will also advise the course commencement date, training session days, class location and trainer's name. Statement of Fees will be provided to students and a copy will be filed in student's individual file.

5. *Cooling off*

Learners have 10 business days cooling off time from the date of the Confirmation of Enrolment Letter. Learners have to inform us either via email or phone should they decide not to start the program.

Development of Individual Training Plan

Each learner will have an Individual Training Plan developed based on their learning targets and LLN abilities. This Training Plan will detail the units of competency to be achieved, the proposed timeframe and the methods of delivery and assessment.

The **Training Plan** is a living document which 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 for **Recognition of Prior Learning** (RPL) 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 request the RPL Assessment Tool-Kit for further information and discuss RPL application and fees with the Training Manager or your Trainer for the relevant course.

Should you require **Credit Transfer** for units of competency successfully completed prior to enrolling, please fill in the Credit Transfer Application form and submit it along with original Statement of Attainment.

Development of Individual Learning Plan

Based on information gathered from the enrolment form, the Pre-Training Interview and the LLN Test, a learning plan is developed for individual applicants according to Training and Assessment Policy and Procedure.

Individual Learning Plan is developed by students and their trainer and assessor collaboratively.

Exiting the Program

When a student wishes to withdraw from a course before this course is completed, they will be asked to fill in and submit the withdrawal form.

If the student has partially completed their course, they will be issued with a Statement of Attainment for the units/modules successfully completed at the time of withdrawal. The relevant evidence will be retained for seven years.

Service Initiating Exit from courses

There are several factors that would cause Inclusion Training to review the service offered to a student. These are as follows:

- It is agreed that the student'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 student
- When the student'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 the NDIS Quality and Safeguard Commission.

When the RTO initiates the withdrawal and the service exit or when a student deceases Inclusion Melbourne Service Exit Policy and Procedure applies.

Disability Support Professionals and Personal Care

Inclusion Training provides Student Support Officers **f**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 Student Support Offices 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 student 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 Training staff to be present with student 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's 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 for a Third Party**</u>

1. A request for a Third Party to be permitted to attend a training campus for the purpose of conducting observation for their student or for the purpose of determining or supporting the educational needs of the student 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 students.
- 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 student. Frequency and content of written reports will be discussed with the trainer.

For more information about third party support providers, please see the *External Providers* Policy and Procedure, made available upon request.

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

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. Students will receive a timetable that shows unit/module start date and assessment due date.
At the start of each unit/module the students will be informed about the assessment methods and the resources and materials needed. This information is provided verbally by trainers and in writing in each unit/module Assessment Pack.

Students are recommended to attend at least 80% of scheduled sessions of each unit/module in order to enable them to achieve the skills and the knowledge required.
Students must not attend a class for more than 8 hours a day. Inclusion Training 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, Inclusion Training adheres to the Principles of Assessment, the Rules of Evidence, and the Dimensions of Competency to ensure students have the skills and knowledge to a level that meets the learning 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 written short answer questions. 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 students to learn at their own pace and under varying conditions, which best suit their individual situations and characteristics.

To be awarded a Certificate of course completion or Statement of Attainment for the units/modules they are enrolled in, students must complete all required assessment tasks satisfactorily in order to be deemed competent.

Students are required to be Competent in all Units in their Training Plan to achieve the 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, students 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 student presents a case that Inclusion Training feels is valid. In such circumstances, Inclusion

Training may seek assistance from an outside source (counsellor, tutor, etc.) or redesign a student's Training Plan.

Where a student has been assessed three times and is still Not Yet Competent (NYC), a meeting with the student and their individual support representative will be organised and possible further training strategies will be discussed.
Inclusion Training may decide to stop further training and assessment if it feels there is little chance of the student becoming Competent.

The student may appeal this decision in writing to the Inclusion Trainings Compliance Officer or Training Manager who will consider the matter and advise the student 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
- Trauma
- Other 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.

Reasonable Adjustment

An adjustment is any measure or action that a participant requires because of their disability, and which has the effect of assisting the participant to access and participate in education and training on the same basis as participants without a disability. An adjustment is reasonable if it achieves this purpose while taking into account factors such as the nature of the participant's disability, the views of the participant, the potential effect of the adjustment on the participant and others who might be affected, and the costs and benefits of making the adjustment.

Reasonable adjustments may be made to accommodate the needs of individual participant in conjunction and in line with the training package.

Providing reasonable adjustment for participants is based on legislative and regulatory requirements, as well as on the purpose of the organisation providing vocational education and training (VET). The term 'reasonable adjustment' in legislation relates only to people with a disability. However, all participants will benefit from inclusive practice that tailors practice to individual participant requirements.

Inclusion Training uses reasonable adjustment that can be applied for students in accordance with their Training Plan and may include, but are not limited to examples below:

Students that has difficulty with:	Adjustment Examples
Concentration	- Additional time - Split sessions – break the assessment into appropriate component parts which can be undertaken separately

	• Rest breaks in long periods
Expressing knowledge in writing / not able to write	• Oral assessment • A Trainer & Assessor to scribe • Additional time • Visuals aides • Electronic device
Numbers and numerical concepts	• Oral assessment • Calculator (if capable) • Mobile phone (if capable) • Computer (if capable) • Visual aides
Understanding spoken information and instructions	• Rest breaks or split sessions • Step by step instructions • Repetition of information given • Paraphrasing to check understanding-ask the student to repeat what she/he is required to do • Demonstration of what is required • Additional time • Simple direct language • Rephrase question
Verbal communication	• Additional time • Ask the student to write down what she/he is trying to convey on paper or assisted technology • Visuals • Electric devices
Physical task (not able to write)	• A Trainer & Assessor to scribe on behalf of the student through oral / verbal assessment

Student Absence, Health and Wellbeing

The *Inclusion Training Student Absence, Health and Wellbeing* policy and procedure, the *Occupational Health and Safety* policy and procedure and *Freedom from Abuse and Neglect* policy and procedure aim to protect students, staff, and others at its workplace and training venues. Inclusion Training complies with all relevant safety legislation.

All training sites 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 must 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 students 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.

Students must take care of their own health and safety and that of their fellow students 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 students. 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 students' 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 students confidentially. Please contact the Manager if you require further information or access to any records.

Student's Responsibilities

Students 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.

Student 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 staff at the campus you are attending:

If you are unable to 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 do not turn up to class.

The *Inclusion Training Student Absence, Health and Wellbeing* policy and procedure is available on the Inclusion Melbourne website, under the Training section.

Damage to Assets

Where an item has been damaged by a student, 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 Business Support Coordinator of any damage they have identified. The Business Support Coordinator will establish whether it is necessary to repair or replace the item, or whether Inclusion Training can continue to operate effectively without the asset.

You may contact Inclusion Training to request the *Asset Maintenance and Repairs* Policy & Procedure.

Student's Rights

All students 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 resources 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 results, 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 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.
- o One of the approved Training and Assessment qualification:
- • TAE40116 – Certificate IV in Training and Assessment (or its successor)
- • TAE40110 – Certificate IV in Training and Assessment, **and one of the following:**
    - • TAELLN411 – Address adult language, literacy and numeracy skills (or its successor)
    - • TAELLN401A – Address adult language, literacy and numeracy skills,

      and one of the following:
    - • TAEASS502 – Design and develop assessment tools (or its successor)
    - • TAEASS502A – Design and develop assessment tools
    - • TAEASS502B – Design and develop assessment tools.
- • a diploma or higher-level qualification in adult education.

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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 staff have quarterly supervision with the Manager, Inclusion Training or their direct supervisor.

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.
Individual Learning Plans and Training Plans are developed to support learners to achieve their highest potential.

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 students are bound by Anti-discrimination Legislation, the Disability Service Act 2006 and other relevant State, Commonwealth Privacy legislation. The organisation also has a *Sexual Harassment and Assault* Policy and Procedure which applies to all stakeholders, as well as a *Bullying, Harassment and Discrimination* Policy & Procedure.

In accordance with Sexual Harassment Legislation; harassment, bullying and intimidation will not be accepted in the workplace, or in the training environment.

Support Services for Literacy, Numeracy and Special Needs

Inclusion Training is committed to assisting students with differing abilities to succeed. Students' 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 student 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 us at the interview stage. Students 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.

Students Records and Privacy

In accordance with relevant State and Commonwealth Privacy Acts, Inclusion Training is committed is protecting each student's privacy and personal information. It is necessary for Inclusion Training to collect personal information about the student with the student'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.

With consent, Inclusion Training may use student images, likeness or representation for photographs, film footage, audio material, publications, quotations and events. Inclusion Training will seek to ensure that all material displays the individual in the most positive and appropriate manner. All students are presented with an option to give p*ublications consent or not, within their Publications Consent form* presented to them during intake to ensure their rights are respected regarding publications and marketing collateral.

If at any stage the student's personal details change throughout the course of the student'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 student'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 Melbourne website under the Training section:

Inclusion Training Information Request Form: Use this form to view your student 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, students and volunteers.

Plagiarism and Cheating

Referencing is not required in the courses offered by Inclusion Training. However, it is best practice that students acknowledge their sources of information.

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

Plagiarism occurs when a student 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 student (collusion);
- 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 student 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 student's works has been assessed as requiring resubmission for cheating, the Inclusion Training assessor must advise the student concerned in writing of the reasons for the decision and advise the student that they may appeal this decision in writing to the Inclusion Training Compliance Officer within ten (10) working days. Upon receipt of a written student 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 student, the original Inclusion Training assessor, and the Inclusion Training Compliance Officer.

Fees and Refunds

Students may be asked to pay a tuition fee, and a supports fee. The current *Schedule of Fees* is on the Inclusion Training website.

Inclusion Training charges students according to the following guidelines:
- The Schedule of Fees outlines **Course** fees and government contribution for funded courses. **Support** fees are charged under an NDIS plan according to the individual students' support needs. Course and Support Fees will be invoiced as separate items as students with government funding, eg. an NDIS plan, are not permitted to use this package to cover course fees. When applicable, course fees will therefore be invoiced directly to students. Please contact the Inclusion Training office for more information.
- Fees do not cover transportation to and from the venue, meals or individuals specialised materials that may be required. .
- Inclusion Training has a *Fees and Refunds* policy and procedure. If the student wishes to withdraw from training after commencement of the course, please advise the Manager and/or Trainer and Assessor. Requests must be submitted formally, using the *Withdrawal and Refund Form*. In cases of financial hardship, students may apply for an exemption or reduction of fees using the *Financial Hardship Form,* available on the website. Please discuss this with the Manager, Inclusion Training, at the time of enrolment.

Student cancellation

Students who cancel their enrolment must notify us in writing at the soonest opportunity using the *Withdrawal and Refund Form*. Refunds for course fees are issued at the discretion of the Manager, Inclusion Training.

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

All requests for cancellations, refunds, changes or transfers must be requested in writing to learn@inclusiontraining.org.au

Course Cancellation (Initiated by Inclusion Training)

Where Inclusion Training is forced to cancel a course, students will be entitled to transfer to another Inclusion Training course if available or receive a full refund of course fees.

Inclusion Training Responsibility

Inclusion Training will guarantee:

- To deliver training and assessment as specified in the Training and Assessment Strategy to all students
- Deal with all students 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 students 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 students with respect and dignity
- To transition students from superseded course/units, per case, within 12 months from the change announced in National Training Publication Service

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 student that delivery of the course cannot be continued and provide details as to why.
Step 2: Inclusion Training will inform the student 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 students 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 students. 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 and Student Complaints and Appeals* policy and procedure.

- Service delivery
- Support of people with a disability
- Interaction with staff and volunteers
- Management of student 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*.

All complaints relating to Bullying, Harassment, Discrimination and Sexual Harassment shall follow the process specified in the Bullying, Harassment and Discrimination Policy and Procedure and the Sexual Harassment Policy and Procedure. Issues requiring disciplinary action will follow the *Staff Discipline* Policy and Procedure.

Complaint processes are open to an appeals process stipulated in the stated policy and procedure documents.

3. Operational grievances

Where a grievance results from an interaction between students and Inclusion Training staff, between a student and another student within the RTO, or between Inclusion Training staff (where the complaint arises from a matter relating to training or RTO management), students and Inclusion Training staff are to follow the procedures as outlined in the *Student Complaints* flowchart.

If a complaint is unable to be 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 RTO Manager will document complaints using a *Complaints Investigation Form*.

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

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

1. Student or advocate of student 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 student or advocate still believes that the matter requires reassessment, the student 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 student /advocate still believes the mark is not accurate, the student or assessor may request a review of the initial assessment by another trainer.

4. If the additional trainer determines that the student is competent, the Lead Trainer or Training Manager will approve the mark before entering it into the Student Management System.

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

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

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

Industry Partners

Inclusion Training engages with industry partners for training validation and moderation processes.

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 Inclusion Design Lab, offer training to the wider community regarding various subjects within the disability sector.

More information regarding partnerships can be found on the Inclusion Melbourne website.

Continuous Improvement

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

The organisation's policies and procedures are updated as per their review schedule, 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

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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:

- 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 Standards
- Standards for Registered Training Organisations (RTOs) 2015

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 students to demonstrate that they can do a task, activity or exercise well enough to be assessed as competent. Students 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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Ask for Intake Officer

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