



TRAINING INFORMATION HANDBOOK

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CONTACT DETAILS

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Please list the contact details for your Program Manager.

Name:	
Phone:	
Email:	

When making a general enquiry you may be asked to provide your course information. Please list the details in the space provided to help guide your query to the correct person.

Program Number:	
Course Code:	
Course Title:	

CONTENTS

About Acacia	5
The Organisation	5
The People.....	5
Code of Conduct	6
Training Delivery	6
 Definition of Terms	 7
 Training & Assessment Information.....	 11
1 - Overview of the Vocational Education Sector.....	11
1.1 - Competency based training	11
1.1.1 - Certificates.....	11
1.2 - The Aim of Workplace Learning and Assessment.....	12
1.2.1 - Completing Workplace Learning and Assessment (Cheers with Peers)	12
1.3 - Australian Qualifications Framework.....	13
1.4 - The Role of the Employer	14
1.4.1 - Developing and Moderating.....	14
1.4.2 - Third Party Reports.....	14
1.4.3 - Validation/Continuous Improvement	15
1.4.4 - AQTF Employer Survey	15
1.5 - The Role and Responsibility of the Learner	15
1.5.1 – Language, Literacy and Numeracy (LLN)	16
1.5.2 – Get the most out of your training	16
1.5.3 – Learner Support.....	18
1.6 - The Role and Responsibility of the RTO	21
1.6.1 – Assessment.....	22
1.6.2 – Objectives of the assessment process	22
1.6.3 – What evidence will be required?	23
1.6.4 – Attendance.....	23
1.6.5 – Certificates and Statements of Attainment	23
1.6.6 – Program Monitoring.....	23

2 - Quality Policy	24
3 - Client Fees and Refunds	24
4 - Recognition of Qualifications and Recognised Prior Learning (RPL) Policy	25
4.1 - AQF qualifications and Statements of Attainment issued by other RTOs	25
4.2 - Recognised Prior Learning (RPL).....	25
5 - Occupational Health and Safety Policy	26
5.1 – Learners have a right to:	26
5.2 – Privacy Policy	26
5.2.1 - Collection of Information	26
5.2.2 - Use and Disclosure	27
5.2.3 - Data Quality.....	27
5.2.4 – Security.....	27
5.2.5 – Openness.....	27
5.2.6 - Access and Correction.....	27
5.3 - Learners are protected during training and workplace learning by:.....	27
6 - Complaints and Appeals Policy and Procedure	28
6.1 - Application.....	28
6.2 - Options	28
6.3 - Formal Procedure.....	29
6.4 – Other Considerations	30
7 - Plagiarism Policy	31
8 - Disciplinary Policy	31
Traineeship Information	32
Eligibility	32
Employer Obligations	32
Link	32

ABOUT ACACIA

Acacia Learning Solutions welcomes you to our program. We would like to take this opportunity to encourage you to use this guide as an important resource as you make your way through your training.

The Organisation

Acacia Learning Solutions is a commercial training organisation with extensive expertise in the following areas: logistics, health, road transport, business administration, retail, business, sport and financial services.

We are a Registered Training Organisation that is committed to the delivery of quality training and assessment. We offer innovative and creative training programs that are flexible to suit the needs of learners, employers and industry. Training facilities and equipment are usually provided by the employer; however specialist training materials and additional equipment will be supplied by Acacia Learning Solutions.

A nationally accredited qualification follows a set of competency standards endorsed by the Council of Australian Governments (COAG). Acacia Learning Solutions is accredited by the Australian Standards Quality Authority (ASQA) to deliver and assess against the industry standards to enable learners to receive the qualification. Although the delivery and many of the assessment tasks have been customized for specific needs it is important to note that the national standards must be met to achieve competency and receive the qualification.

Programs delivered are nationally recognised by VET Quality Framework. VET qualifications provide people with practical skills and information to enable them to competently perform their workplace roles. VET qualifications are part of the Australian Qualification Framework that links all recognised education and training nationally.

The People

Acacia Learning Solutions will guide you through the process with regular contacts from your facilitator, along with input from employers and industry.

This model is an effective strategy to ensure you achieve the best outcomes from the training program.

Program managers will be in contact with learners through the duration of the training program. Alternatively program managers can be contacted via head office.

- Tel: (03) 9091 3100
- Fax: (03) 9091 311
- Email: info@acacia.com.au

Our services are tailored to suit the needs of learners along with the requirements of the accredited training program in which learners are enrolled.

We look forward to working with you to ensure an enjoyable and rewarding relationship.

Code of Conduct

Acacia Learning Solutions staff and learners have a responsibility to:

1. Demonstrate integrity and avoid all forms of discriminatory practice, including those relating to race, gender, religion, politics or any other group protected under the Anti-Discrimination Act
2. Have regard to the interest of the individual client and society in carrying out the policies of Acacia Learning Solutions
3. Not injure or attempt to injure, maliciously or recklessly, directly or indirectly, the professional reputation, prospects or business of others
4. Respect the confidentiality of information, which comes to themselves in the program of their duties
5. Engage in continued learning to improve managerial and technical competence and pursue new ideas and advances in technology
6. Accept only such work, as they believe they are competent to perform and as necessary obtain expert advice

Training Delivery

New Apprenticeship training and programs are delivered through the utilisation of a number of training strategies:

The **flexibility** in training delivery incorporates options that best suit your needs:

- Workplace Delivery / Observation
- Research Projects
- Self-paced Instruction
- Supervised Learning
- Practical Demonstration
- Observation
- Team-group work

Facilitators/Program Managers will be available at all times to visit you on site or to discuss your needs and to support you through your training program.

DEFINITION OF TERMS

Assessment

Assessment means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard expected in the workplace, as expressed by the relevant endorsed industry/enterprise competency standards of a VET accredited course.

Assessor

See Trainer/ Assessor

Client

Client means a learner, enterprise or organisation that uses or purchases the services provided by an RTO.

Client services

Client services mean the services provided by an RTO to clients in order to assist and support the successful achievement of learning outcomes.

Competency

Competency means the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.

Competency is a broad concept that describes a person's ability in a range of areas. It covers:

- Task skills (performing individual tasks)
- Task management skills (managing a number of different tasks within a job)
- Job or role environment skills (dealing with the responsibilities and expectations of the workplace)

Competency Based Assessment

Competency Based Assessment is a process of collecting evidence and making judgments on whether competence has been achieved. This is based upon the learner being informed about the assessment process and includes the provision of information detailing the requirements for successful performance to be assessed.

Competency Based Training

Competency Based Training is aimed at providing learners with the skills, knowledge and understanding to demonstrate competence against standards, usually nationally Industry endorsed Competency Standards.

Competency Standards

Competency Standards reflect the knowledge and skill and the application of that knowledge and skill to the standard of performance required in employment and against the same standards. Learners are not compared with one another. Standards are developed by industrial parties, based on the organisation of work, expressed in terms of workplace outcomes and regularly reviewed to ensure their continuing relevance to the workplace.

Continuous improvement

Continuous improvement means a planned and ongoing process that enables an RTO to systematically review and improve its policies, procedures, products and services in order to generate better outcomes for clients and to meet changing needs. It allows an RTO to constantly review its performance against the VET Quality Framework and to plan ongoing improvements to its performance. Continuous improvement involves collecting, analysing and acting on relevant information collected from clients and other interested parties, including the RTO's staff.

Employee (Existing)

- A person who has been working for the employer more than three months full time
- An employee who has been working part time more than twelve months

Employee (New)

- A person who has been working for the employer less than three months full time
- An employee who has been working part time less than twelve months

Facilitator

The facilitator is an industry expert who provides industry knowledge during training sessions.

Learner

Learner means an individual who is receiving, responding to and processing information in order to acquire and develop competence. This incorporates the processes of preparing and presenting for assessment.

Program Manager

See Trainer/Assessor

Qualification

Qualification means a formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes or competencies relevant to identified individual, professional, industry or commercial needs.

Reasonable adjustment

Reasonable adjustment means adjustments that can be made to the way in which evidence of candidate performance can be collected. Whilst reasonable adjustments can be made in terms of the way in which evidence of performance is gathered, the evidence criteria for making competent/not yet competent decisions (and/or awarding grades) should not be altered in any way. That is, the standards expected should be the same irrespective of the group and/or individual being assessed; otherwise comparability of standards will be compromised.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) means an assessment process that assesses an individual's formal, non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of, a VET qualification.

Record

Record means a written, printed, or electronic document providing evidence that activities have been performed.

Registration

Registration means formal registration by the National VET Regulator under the Act. A person covered by the Act must be registered in order to deliver and assess nationally recognised training and issue nationally recognised VET qualifications.

RTO (Registered Training Organisation)

A training organisation registered to deliver Nationally Recognised Training programs.

Trainee

A trainee is a learner who is enrolled in a traineeship for funding purposes.

Trainer/Assessor

The trainer/assessor is responsible for the training and assessing of training materials.

Training and assessment strategy

Training and assessment strategy means a framework that guides the learning requirements and the teaching, training and assessment arrangements of a VET qualification. It is the document that outlines the macro-level requirements of the learning and assessment process.

Training Package

Training Package means a nationally endorsed, integrated set of competency standards, assessment requirements, Australian Qualifications Framework qualifications, and credit arrangements for a specific industry, industry sector or enterprise.

Unique student identifier

Unique student identifier means a unique national VET student number for all nationally recognised training. (Note: The system and details are yet to be implemented.)

Unit of competency

Unit of competency means the specification of industry knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace.

Workplace Training

Workplace Training is training that is undertaken in the workplace and may include structured training and/or assessment, observation of work practices, case study or completion of work tasks.

TRAINING & ASSESSMENT INFORMATION

1 - Overview of the Vocational Education Sector

Vocational education and training (VET) provides skills and knowledge for work through a national training system. This system provides nationally consistent workplace training across Australia.

1.1 - Competency Based Training

Competency based training focuses on the ability of a learner to apply the relevant skills, knowledge and behaviours to the standards determined by industry. Learners will be able to:

- Work within industry and workplace standards
- Work to the appropriate AQF level (certificate I – Advanced Diploma) for their job role
- Undertake and specialise in a task
- Manage a number of different tasks
- Implement contingency plans
- Transfer skills and knowledge to different environments

Once you have been assessed against the standards you will receive a grade of “C” for Competent or “NYC” for Not Yet Competent. Not Yet Competent means that you have not met the requirements and will be given the opportunity to fill any competency gaps to obtain Competency. If you do not complete all requirements you will receive a statement of Attainment instead of a qualification.

1.1.1 - Certificates

Learners who successfully complete all requirements of their training program will receive a Certificate indicating that they have achieved a nationally accredited unit/s within a program.

The correct program title and code, along with the NRT logo will also be displayed on the certificate.

In cases where a learner does not complete the full requirements of the qualification, a Statement of Attainment will be issued.

1.2 - The Aim of Workplace Learning and Assessment

Workplace learning provides an opportunity to apply skills and knowledge in meaningful ways. As learners in this course are currently within a management role, the workplace assessment criteria allows

- experienced employees to demonstrate their industry competency
- apply new knowledge and skills

On average employers should expect approximately five hours a week to be allocated to learning and assessment. The assessor may require written documentation as evidence of workplace practice.

The aims of workplace learning and assessment are:

- To receive feedback and support from an industry expert or supervisor
- Apply theory to practice
- Demonstrate the ability to work effectively with management, staff and clients
- Demonstrate the ability to model appropriate behaviours
- To complete the workplace assessment outcomes

1.2.1 - Completing Workplace Learning and Assessment (Cheers with Peers)

Completion of your qualification is a very satisfying and rewarding experience.

The 'Cheers with Peers' session provides an opportunity to celebrate your achievement and acknowledge your hard work, and the friends you have made.

If you have successfully completed your assessments prior to 'Cheers with Peers', you will be awarded your certificate by Acacia staff. Your qualification is nationally recognised. This means that employers, industry associates and other training organisations throughout Australia will recognise that you have formally met the course requirements. Not only looks great hanging on your wall. It is an achievement you can be proud of.

1.3 - Australian Qualifications Framework

The Australian Qualifications Framework provides guidelines on the content of all qualifications and accredited courses. At Acacia Learning Solutions we offer the following AQF levels¹:

Level	Certificate II	Certificate III	Certificate IV	Diploma
Summary	Skills and knowledge <ul style="list-style-type: none"> • defined context 	Skills and knowledge <ul style="list-style-type: none"> • theoretical • practical 	Skills and knowledge <ul style="list-style-type: none"> • theoretical • practical • specialised 	Skills and knowledge <ul style="list-style-type: none"> • specialised • paraprofessional
Knowledge	In a defined area of work and learning knowledge is: <ul style="list-style-type: none"> • factual; • technical ;and • procedural. 	A range of knowledge in a specific area of work <ul style="list-style-type: none"> • cognitive • technical • procedural • some theoretical 	Knowledge of a specific area is: <ul style="list-style-type: none"> • broad; • factual; • technical ; • some theoretical; or • a broad field of work and learning. 	Knowledge of a specific area is: <ul style="list-style-type: none"> • technical; • theoretical; or • a broad field of work and learning
Skills	Basic skills: <ul style="list-style-type: none"> • cognitive • technical • communication Apply appropriate methods: <ul style="list-style-type: none"> • tools; • materials ;and • readily available information . Undertake defined activities, provide limited solutions to predictable problems	Range of skills <ul style="list-style-type: none"> • cognitive • technical • communication Apply a specialised range of: <ul style="list-style-type: none"> • methods, • tools • materials • information Complete routine activities to provide and transmit solutions to predictable and unpredictable problems	Broad range of skills <ul style="list-style-type: none"> • cognitive • technical • communication Select and apply a range of: <ul style="list-style-type: none"> • methods • tools • materials • information Complete a variety of problems: <ul style="list-style-type: none"> • routine • non-routine • provide and transmit solutions 	Broad range of skills <ul style="list-style-type: none"> • cognitive • technical • communication Analyse information to: <ul style="list-style-type: none"> • complete a range of activities • provide and transmit solutions to complex problems • transmit information and skills to others
Application	Demonstrate autonomy in: <ul style="list-style-type: none"> • structured and stable contexts ; and • narrow parameters. 	Demonstrate autonomy and judgement: <ul style="list-style-type: none"> • take limited responsibility in known and stable contexts within established parameters 	Demonstrate autonomy, judgement and limited responsibility in known or changing contexts within established parameters	Demonstrate autonomy, judgement and defined responsibility in known or changing contexts and within broad but established parameters.

¹Based on AQF, first edition July, 2011

1.4 - The Role of the Employer

1.4.1 - Developing and Moderating

Employers and staff who contribute to each learner's training and assessment will be involved in the development, delivery and monitoring of the training and assessment through a strong business partnership between the employer and Acacia Learning Solutions.

Acacia Learning Solutions will seek to

- establish your needs
- support learners with special needs.
- Appeal to a range of learning styles.

The partnership will provide an avenue for feedback and continuous improvement to meet your learner's needs and industry requirements. This may be a funding requirement in some states. This provides industry feedback on the quality and consistency of the learning outcomes in relation to workplace expectations.

For further information on customising your course, please talk with your Acacia Learning Solutions Representative.

1.4.2 - Third Party Reports

Employer and industry knowledge is a valuable part of workplace learning and assessment. A third party report is an assessment where the feedback from the employer is recognised and gathered as evidence towards workplace learning.

This is a valuable opportunity for you and your employee to have a discussion about applying theory to your workplace. It is a chance for the learner to be mentored into developing their skills and knowledge.

The third party report is a series of questions about an Action Learning Project. These projects make up a large section of the assessments. Learners are required to discuss their project with a supervisor or mentor to ensure their methods of completing a new task meets their organisation guidelines. The third party report provides evidence that this meeting occurred. It is the learner's responsibility to organise these meetings.

Please tick the questions on the report (yes/no) and provide feedback to the learner. A 'no' response will not automatically mark a learner as not yet competent, but rather recognise the area for improvement, and allow you to suggest how improvements should be made for their personal development.

1.4.3 - Validation/Continuous Improvement

Validation involves reviewing assessment processes, tools and evidence. The key benefit is to ensure assessments reflect current practice. Improvements to training materials will include opportunities for external validation.

External validation provides employers an opportunity to improve the course. Any information collected regarding an improvement to training and assessment may be used for validation and/or continuous improvement.

1.4.4 - AQTF Employer Survey

At the end of each course you will have the opportunity to complete an AQTF Employer Survey on the quality of training and assessment the learners received. Completion of the survey is voluntary.

1.5 - The Role and Responsibility of the Learner

Throughout the delivery of our training programs learners are encouraged to take responsibility for their learning and to be active in the learning and assessment process.

The program is designed to be interactive and involve all learners in discussion and activities. Your contribution, thoughts and experiences as employees in the workplace are vital to the success of the program. Training will be a combination of on and off the job and will range from one-on-one, small groups and larger group based sessions.

Workplace learning and assessment provides an opportunity to improve workplace practice through theoretical and practical development.

The learner is responsible to:

- meet assessment timelines
- attend and participate in sessions
- apply theoretical knowledge to their workplace practice
- maintain discretion and sensitivity towards their employer's values and codes of ethical practice, and client needs
- maintain employer and client confidentiality
- seek feedback and clarification from their supervisor/employer in application of theoretical knowledge
- notify their Program Manager of any concerns with attendance, content, assessments, extra learning support

Those not completing all units will receive a Statement of Attainment for those units that they have achieved competency in instead of a qualification.

1.5.1 - Language, Literacy and Numeracy (LLN)

As part of the induction process, Acacia will conduct a Language, Literacy & Numeracy review with each learner. This is a requirement of the New Apprenticeship scheme, and is not intended as a test or entrance examination, or meant to imply that learners may have literacy deficiencies.

If however, you have any difficulties with reading, writing, and/or calculations or have a disability that requires some additional assistance, this will assist by informing us as soon as possible so that we may accommodate any issues. Where Acacia cannot provide the required support, we will refer you to appropriate services as relevant.

Included with this handbook is a Trainee Service Directory, specific to your state, providing information related to a range of resources including information regarding:

- Language, Literacy and Numeracy
- Occupational Health & Safety
- Equal Opportunity
- Workplace Services
- Education & Training Service

1.5.2 – Get the most out of your training

Training in an adult environment is very different from training in a school setting. First, training is about learning skills and knowledge that apply to a particular industry, such as sport, health, management or administration. This means that you will be able to achieve higher personal and work goals, by using skills effectively.

Just like a fitness program, the more effort you put in to learning and improving your skills you will be able to get more out of the course. You need to motivate yourself to learn, and not be afraid to ask for help from the trainer or program manager.

In an adult learning environment, you are expected to:

- Be prepared
 - Understand the course requirements
 - Be responsible for your learning
 - Know the dates, times and locations for your sessions
 - Be punctual
 - Bring notebooks, pens, and required materials to each session
 - Set a regular time and place to reflect on your progress and complete assessments
 - Complete assessments on time

Continued on next page

- Be an active learner
 - Ask and answer questions
 - Listen to others
 - Contribute to discussions
 - Participate in all activities
 - Be a team player
 - Be positive about learning new things
 - Learn from mentors, coaches and work colleagues
 - Ask for help if required

- Solve problems
 - Industry focussed
 - Using visual, listening and creative skills to solve problems

- Demonstrate your skills and knowledge
 - Role plays, observation tasks
 - Demonstrate workplace skills with support from your employer (third party)
 - Apply your learning to workplace and life skills

- Continuously improve
 - Ask yourself “What do I want to get out of this course?”
 - Reflect on your skills and knowledge
 - Apply your new skills and knowledge to work or personal goals
 - Listen to feedback, and try to make positive changes to work and life skills
 - Keep making positive changes and being open to learning after the course is completed

***Remember, we don't learn without mistakes
But, when you get it right, congratulate yourself!***

1.5.3 - Learner Support

- Modifications can be made for disabilities. Please inform an Acacia Learning Solutions staff member if you require any adjustments.
- Reference material will be made available to all learners
- Referrals to professional counselling will be arranged if the needs of the learner cannot be met by Acacia Learning Solutions staff

Kids Helpline

Kids Helpline is a free counselling service for Australian children and young people aged between 5 and 25 years. It is open 24 hours a day, 7 days a week via phone, email, or online.

- <http://www.kidshelp.com.au/teens/>
- 1800 55 1800

Department of Health Services

The Department of Human Services provides public, social housing, disability supported accommodation services and support for those most in need.

- <http://www.dhs.vic.gov.au/for-individuals/housing-and-accommodation/start-here>

Hanover

Hanover is a leading Melbourne-based agency which provides services to people experiencing homelessness or housing crisis.

- <https://www.hanover.org.au/content/view/19/32/>

Melbourne Crisis Network

Follow this link for issues relating to counselling, drug and alcohol information, gambling issues, housing, abuse, material aide, mental health and youth services throughout Victoria.

- <http://www.melbourne.homeless.org.au/>

Family & Community Services (NSW)

Community Services promotes the safety and wellbeing of children and young people and works to build stronger families and communities. We provide child protection services, parenting support and early intervention, foster care, adoption services and help for communities affected by disaster

- http://www.community.nsw.gov.au/welcome_to_docs_website.html

Lifeline

Lifeline's 24 hour telephone crisis support service is available to anyone needing emotional support on one national number.

- 13 11 14.
- <http://www.lifeline.org.au/>

Mission Australia

Mission Australia is committed to creating a fairer Australia by standing up for people in need and helping them to get back on track.

- <http://www.missionaustralia.com.au/>

PACFA

Psychotherapy and Counselling Federation of Australia (PACFA) National Register (Family and Relationship Therapy)

- Tel. (03) 9486 3077

AARC

Australian Association of Relationship Counsellors

- Tel. 1800 806 054

Relationships Australia

- Tel. 1300 364 277

beyondblue info line

- Phone: 1300 22 4636
- Email: infoline@beyondblue.org.au

The beyondblue info line provides information on depression, anxiety and related disorders, available treatments and referrals to relevant services. You can call the info line for the cost of a local call or send an email. If you require a translator, the info line operator will request one through the Translating and Interpreting Service (TIS).

National Relay Service

If you are deaf or have a hearing or speech impairment, call through the National Relay Service:

- TTY: Ph 133 677 and ask for **1300 22 4636**.
- Speak and Listen (SSR): Ph **1300 555 727** and ask for **1300 22 4636**.
- Internet Relay: connect to **www.relayservice.com.au** and ask for **1300 22 4636**.

- <http://trainingsupport.otte.vic.gov.au/default.cfm>

Training Support Network; this site contains Victorian Implementation Guides as well as assessment tools, mapping tools, training plans for qualifications and learning and assessment strategies. All are free of charge. The site also provides access to PowerPoint files to assist practitioners to design and deliver professional development programs.

- <http://www.aqf.edu.au/>

Australian Qualifications Framework: The Australian Qualifications Framework (commonly known as the AQF) is a unified system of national qualifications in schools, vocational education and training (TAFEs and private providers) and the higher education sector (mainly universities). The site outlines qualifications and pathways, and how to issue certificates and statements of attainment.

- <http://www.deewr.gov.au/>

Federal Department of Education, Employment and Workplace Relations; Primary web site for national VET policy, commonwealth funding and the Australian Quality Training Framework including documents and information on implementation the standards.

- <http://www.training.gov.au/>

This site contains information on all training packages and other nationally endorsed courses, plus a database of all Registered Training Organisations that includes contact details, scope of registration, etc.

- <http://www.natinfo.com.au/>

Australian Apprenticeships Training Information Service; Provides training package information to Australian Apprenticeship Centres (AAC's) and is a good resource when researching training packages. Use this site to obtain qualification recognition status in each state/territory, nominal duration of qualification by state/territory and numbers of learners signed up in each state/territory.

- <http://www.training.com.au>

This is the point of access to vocational education and training information and resources, products and services in Australia including information for employers, learners and registered training organisations.

- <http://www.skills.vic.gov.au/>

Victorian State Training Authority; Contains all information required about the Victorian training system, RTO requirements, Victorian Training Package Implementation Guides, Access to web claim, etc. All Victorian members must be familiar with this site.

- <http://www.det.nsw.edu.au/trainingmarket/>

New South Wales State Training Authority; NSW members can access a wide range of state specific information, including a full listing of all NSW publicly funded traineeships and apprenticeships.

- <http://www.lawmap.com.au/>

Guide to online legal resources in Australia, access to all Commonwealth and State Legislation

- <http://www.comlaw.gov.au/>

Access to all Commonwealth of Australia Law

- <http://www.ncver.edu.au/>

The National Centre for Vocational Education Research (NCVER) is Australia's national vocational education and training research and development centre. NCVER is also responsible for the collection of national vocational education and training statistics (AVETMISS) and for managing employer, learner and graduate surveys relating to vocational education and training outcomes and performance.

1.6 - Role and Responsibility of the RTO

Throughout the training program, Acacia Learning Solutions has the responsibility to:

- Develop and sign off a training plan with the learner and employer
- Deliver structured training according to the training plan to the learner
- Ensure competencies can be achieved by the learner in the workplace (if applicable)
- Provide training resources to the learner
- Monitor that learners are withdrawn from routine work duties as outlined in the Training Plan (if applicable)
- Provide quality training, assessment and supervision
- Ensure that the facilities and resources needed for training and assessment are adequate
- Assess the learner's competency
- Liaise with the employer during the traineeship period (if applicable)
- Maintain records of the learner's progress and any problems
- Issue a Certificate of Attainment to the learner when competencies are achieved
- Keep a record of training outcomes and qualifications issued according to VQF and AQF requirements

1.6.1 - Assessment

Acacia Learning Solutions works towards facilitating learners to achieve success. This is achieved through a number of strategies:

- Provision of user friendly learning resources
- Consultancy services that are focused on assisting the learner
- Availability of additional support when required
- Provision of information relating to the requirements of the training program, including assessment details
- Developing assessment tools that are closely linked to both the training program requirements and the workplace

1.6.2 - Objectives of the assessment process:

The objectives of assessment process are:

- To confirm that learners have acquired the competencies identified in the learning modules
- To demonstrate that learners are competent to the agreed industry standard

Assessment methods include but are not limited to:

- Observation
- Projects/assignments
- Oral questioning
- Role plays
- Practical demonstration
- Case studies
- Multiple choice question and answers
- Simulations

In keeping with the principles and practices of competency-based assessment the determination of competence will be made on an aggregate of evidence, not on isolated assessment activities or events.

Once you have been assessed against the standards you will receive a grade of "C" for Competent or "NYC" for Not Yet Competent. Not Yet Competent means that the learner has not yet met the requirements and will be given the opportunity to fill any competency gaps to obtain Competency. If the learner does not complete all requirements they will receive a Statement of Attainment instead of a qualification.

1.6.3 - What evidence will be required?

Trainers/facilitators will gather evidence of competencies over the duration of the program.

Throughout each program there will be a variety of assessment tasks and the learner will be consulted to ensure that any additional supports or alternative assessments required is taken into consideration.

More formal assessment strategies are used to consolidate the evidence bank developed.

1.6.4 - Attendance

Facilitators will prearrange training and assessment visits/sessions at a time that is mutually convenient. If learners are unable to attend, they must notify the facilitator or telephone the office as soon as possible.

1.6.5 - Certificates and Statements of Attainment

Learners who successfully complete all requirements of their training program will receive a certificate indicating that they have achieved a nationally accredited program. The correct program title and code, along with the NRT logo will also be displayed on the certificate.

In cases where a learner does not complete the full requirements of the qualification, then a Statement of Attainment will be issued.

1.6.6 - Program Monitoring

All New Apprenticeship trainees are appointed a facilitator who is responsible for the delivery and monitoring of training.

Learners who feel that they may be disadvantaged in the learning environment as a result of disability, language, culture, gender, age or other perceived barriers would discuss this with their individual facilitator.

Learners experiencing any difficulty that may be affecting their studies should discuss this with the Program Manager or contact Acacia Learning Solutions.

Review and evaluation processes will occur at scheduled intervals over the duration of the program. Learners are encouraged to provide feedback to assist in the quality assurance process.

2 - Quality Policy

Acacia Learning Solutions Pty Ltd is a Registered Training Organisation committed to the delivery of nationally accredited training programs and other training services and advice of a high standard to our clients and their staff. Our values incorporate recognised quality principles and meet National and State Training Authority requirements.

We value our reputation as a provider of value for money effective training and advice and believe the key to our success is in being customer focused.

Our objectives are to consistently provide the level of services agreed with our clients and deliver training programs which meet client requirements for their staff in an efficient and timely manner.

All Acacia Learning Solutions staff who liaise with our clients or deliver our training programs must be well qualified and knowledgeable in the relevant areas they cover. Acacia Learning Solutions has a commitment to on-going staff development. Staff are chosen on the basis of their in-depth knowledge and presentation skills.

To assure our clients that we will make every endeavour to provide consistent quality service, we will utilise and abide by the VET Quality Framework (VQF).

3 – Client Fees and Refunds

Tuition Fees

Refer to the documentation provided upon sign up for details of fees charged and Government Funding available.

Refund Policy

Acacia Learning Solutions will refund all payments made by a learner if the program is cancelled or program commencement is postponed by more than four (4) weeks, unless alternative arrangements are made that are acceptable to the learner.

Prior to program commencement, each learner is required to give a minimum of two (2) weeks notice of withdrawal from a program to obtain a full refund, minus \$50 for administration fees.

4 - Recognition of Qualifications and RPL Policy

4.1 - AQF qualifications and Statements of Attainment issued by other RTOs

Where the unit code/s is identical to the qualification, Acacia Learning Solutions recognises AQF qualifications and Statements of Attainments issued by any other RTO as a direct credit transfer.

4.2 - Recognised Prior Learning (RPL)

Where the unit code/s is not identical to any units in the qualification, Acacia Learning Solutions recognises relevant AQF qualifications and Statements of Attainments issued by other RTOs as a pathway to RPL. All prior learning, both formal and informal will be considered where the learning:

- Meets the requirements of the relevant training package or accredited course
- Is in accordance with the principles of assessment and the rules of evidence
- Meets workplace, and any other regulatory requirements

Learners interested in pursuing RPL should contact their Program Manager or Acacia Learning Solutions representative for more information about the RPL process prior to course commencement.

5 - Occupational Health and Safety Policy

Acacia Learning Solutions aims to provide a workplace/learning environment free of harassment and discrimination, to protect the safety and well being of individuals.

No person shall be directly or indirectly disadvantaged due to his or her gender, race, pregnancy, political or religious belief, disability, age, marital status, parental or career status, physical features, personal association or sexual preference, being a rural worker or from a non-English speaking background, or any other group protected by the Anti-Discrimination Act.

5.1 - Learners have a right to:

- Work and learn in conditions that meet the Occupational Health and Safety Act
- Feel safe in the workplace
- Refuse to administer first aid without sufficient training and supervision (unless it is included in their job role under the responsibility of the employer)
- Refuse to work and learn where inadequate security mechanisms exist
- Refuse to drive company vehicles or transport staff or clients in their own vehicles for workplace learning purposes.
- Refuse to operate machinery without sufficient training, safety equipment and/or supervision
- Refuse to operate machinery where the equipment is not specific to the course outcomes

5.2 - Privacy Policy

Privacy Amendment (Private Sector) Act 2000

Privacy provisions set out how Acacia Learning Solutions will collect, use, keep, secure and disclose personal information which it has obtained. This also gives the individual learner the right to know what information Acacia Learning Solutions holds about them and establishes a right to correct that information if it is incorrect.

5.2.1 - Collection of Information

Can only be gathered if it is deemed necessary and the learners need to be aware of:

- How to contact Acacia Learning Solutions
- How to contact the relevant person
- Why the information was gathered
- Who else will have access to the information

Information will only be taken from the learner directly. The questions will be restricted to lawful, fair and not unreasonably intrusive ones.

The information gathered can only be used for the purpose for which it was collected.

5.2.2 - Use and Disclosure

Disclosure of all or part of the information gathered can only be made with the specific consent of the individual learner.

5.2.3 - Data Quality

Acacia Learning Solutions will endeavour to take all reasonable steps to ensure that the information is accurate, complete and up to date.

5.2.4 - Security

Acacia Learning Solutions will endeavour to take all reasonable steps to protect personal information from misuse, loss or unauthorised access, modification or disclosure.

5.2.5 - Openness

Acacia Learning Solutions policy on privacy and the handling of personal information is available in full on our Website www.acacia.com.au

5.2.6 - Access and Correction

Acacia Learning Solutions will provide access to information gathered for the correction of information if the learner identifies that is not accurate, complete or up-to-date.

Access by learners will be granted to all information collected or disclosed to a third party i.e. State or Commonwealth Government.

By enrolling in a training program you accept the terms and conditions of this privacy policy.

5.3 - Learners are protected during training and workplace learning by:

- Victoria: Occupational Health and Safety Act (2004)
- NSW: Work Health and Safety Act (2011)
- Equal Opportunity Act (1995)
- Information Privacy Act (2000)

6 - Complaints and Appeals Policy and Procedure

Acacia Learning Solutions is committed to ensuring a fair and just learning environment. Acacia ensures staff and learners have access to processes that allow for complaints, appeals, disputes, or problems to be resolved.

The procedures that arise from this policy deals specifically with complaints and appeals related to the learning environment. This policy applies to all staff and learners and covers disputes, and problems affecting the learning environment such as:

- Complaints over working or learning arrangements
- Where the complainant disagrees with the result from an assessment or unit outcome
- Decisions or conditions affecting the complainant
- Academic and administrative operations
- Involve other learners
- Bullying, psychological abuse, abuse of power or coercive management practices
- Interpersonal issues
- Harassment and discrimination, for example on racial or sexual grounds
- Vexatious complaint

6.1 - Application

These procedures will apply in any complaint where the complainant or the respondent is an Acacia Learning Solutions learner or staff member.

6.2 - Options

- *Informal resolution:* A complainant is strongly encouraged to resolve the matter directly with the respondent, and assistance will be given to facilitate this. However, the complainant is not obliged to do so before applying these procedures.
- *Formal resolution:* A complainant may apply formal procedures as outlined below to resolve a complaint or appeal.
- *External agencies:* A complainant may use an external agency to resolve a complaint; however, Acacia Learning Solutions is committed to facilitating the resolution of complaints without the need to make recourse to external agencies.

If a complainant has applied these procedures and subsequently chooses to use an external agency then:

- The Operations Manager must be notified in writing;
- The Operations Manager, in consultation with the Chief Executive, will determine whether or not formal proceedings will cease. In the event of cessation of proceedings before a resolution is achieved, all decisions and agreements arising from these procedures will be void and all records will be annotated accordingly.

6.3 - Formal Procedure

Level 1 - Early conciliation and informal resolution

The complainant will advise the Operations Manager in writing of the nature of their complaint or appeal and the form of resolution they seek. The Operations Manager may facilitate the process and refer the complainant to support services where appropriate.

Where agreed to by the complainant, the Operations Manager may elect to handle the complaint in the first instance by discussions with the respondent to facilitate the resolution of the complaint or appeal.

Level 2 - Further conciliation and/or investigation

Where a complaint or appeal is not resolved at level one of these procedures the complainant may lodge a written request for the Operations Manager to refer the matter to the Chief Executive and discuss the appropriate course of action with the Chief Executive.

Level 3 - Investigation and determination by panel

Where the complaint or appeal is not resolved at level two of these procedures the complainant may lodge a written application to the Operations Manager to implement a formal process to investigate the issue. The complainant will elect for this investigation to be undertaken by the Chief Executive or by an independent panel constituted by the Chief Executive. The panel will have an independent Chair and will include a senior staff member of Acacia Learning Solutions.

If you wish to pursue a complaint or appeal, please contact the Acacia Learning Solutions Operations Manager for more information regarding this procedure.

6.4 - Other considerations

Vexatious Complaints

If a complaint is found to be vexatious then appropriate action against the complainant may be considered.

Learner satisfaction

When a matter is resolved at the end of any of Levels 1, 2 or 3, persons involved in the complaint will be surveyed anonymously to monitor satisfaction and to obtain feedback on the effectiveness of these procedures. This survey will be conducted by the Operations Manager.

Duty of disclosure

By participating in these procedures, a complainant agrees that the nature of their grievance may be disclosed to the Chief Executive. Such disclosure is for the purpose of liability assessment and may be done anonymously.

Victimisation

Disciplinary action may be taken against any person who victimises another person because of their involvement in these grievance resolution procedures, or because of their support of a complainant or a respondent. Such victimisation could include, for example, harassing or bullying the respondent or complainant, making overt or implied threats about a person's academic or career progress, or bias in the assessment of a learner's academic work.

Complaint

A complaint is a real or perceived cause for complaint, disagreement, conflict, dispute or similar problem.

Complainant

A 'complainant' is an individual or several individuals who claim to have experienced a negative or unfavourable impact arising from a stated grievance.

Respondent

A 'respondent' is an individual or several individuals, who are alleged by a complainant to be responsible for the circumstances comprising the grievance.

Discrimination related matter

A 'discrimination-related' matter relates to unfair treatment based on irrelevant factors such as a person's race, disability, gender etc.

Right of Appeal

All learners have a Right of Appeal regarding their results. If you have any concerns or wish to discuss your results, please talk to your trainer. However, if you are not completely satisfied contact the Program Manager or Acacia Learning Solutions.

7 - Plagiarism Policy

Plagiarism is the use of someone else's work without acknowledging the people whose ideas we have used, borrowed or developed. Plagiarism is a form of cheating and can result in either failure of a competency or if it is a repeated offence, expulsion from the course.

A learner will be guilty of plagiarism where sources are not adequately acknowledged in the following circumstances:

- Copying parts of any document, including computer based material
- Copying or taking ideas from another learner, even if they have put the borrowed material in their own words
- Submit substantially the same final version of any material as a fellow learner

8 - Disciplinary Policy

Acacia reserves the right to suspend or remove a learner from a program if they fail to adhere to any of the learner responsibilities outlined in this guide. A learner will be given a first and second verbal warning, where the issue has not been resolved following the second verbal warning, a written warning will be issued. Where an issue has not be resolved by the date specified in the written warning the learner will be removed from the course. In this instance, no refunds will apply. The learner may appeal at any time during the process.

A learner may be suspended or expelled from their course in the following circumstances:

- Failure to uphold and maintain the Acacia Learning Solutions policies and regulations as set out in the handbook
- Sexual harassment of another learner or facilitator
- Plagiarism
- Misconduct that may place another learner or facilitator in fear of his or her safety
- Non payment of fees – courses are to be paid strictly in accordance with Acacia's enrolment terms and conditions
- Disrespect to trainers/assessors, other learners, or members of the general public
- Consistent offensive language
- Damage to property

TRAINEESHIP INFORMATION

Eligibility

A traineeship is a contract between an employer and an employee in which the employer provides training to the trainee in their occupation. Training is developed to suit the specific needs of your trainee and business. Training may be workplace based and off the job and includes structured training and supervision of trainees in the workplace. An Acacia Learning Solutions representative will discuss eligibility for traineeship application.

The structured training component of a traineeship is developed with the employer and the trainee and is set out in a training plan that is appropriate for the qualification selected and your workplace. The employer then supports the implementation of the training plan by providing:

- Appropriate facilities
- Experienced persons to facilitate training
- Supervision of trainees while at work

Employer Obligations

In meeting your obligations as an employer, it is helpful to have available for reference information about your workplace and trainee/s including:

- Reasons for undertaking traineeship
- Role description – regular duties
- Appropriateness of qualification
- Structured Training Withdrawal Plan
- Appropriate Supervision

Employers are required to allow trainees to be withdrawn from routine work duties for training purposes. If at any time you have any concerns as to whether you are meeting your requirements the following organisations are able to provide assistance.

- Apprenticeships Melbourne - your nominated Australian Apprenticeship Centre (AAC)
- Australian Field Officer (AFO)
- Skills Victoria

Acacia is committed to providing you with whatever assistance we are able to and to direct you to the appropriate organisation for further assistance if you have any ongoing concerns.

Link:

- <http://www.australianapprenticeships.gov.au>