Student Information Handbook

Workplace Training Strategies

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Workplace Training Strategies

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FOR FURTHER INFORMATION ABOUT UNIQUE STUDENT IDENTIFIERS, INCLUDING ACCESS, CORRECTION AND COMPLAINTS, GO TO HTTP://WWW.USI.GOV.AU/STUDENTS/PAGES/STUDENT-PRIVACY.ASPX. **51**

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Company Profile

About Us

Workplace Training Strategies (WTS) is a Registered Training Organisation (RTO) registered to deliver and assess accredited training. WTS delivers Nationally Recognised training programs, which are issued under the Australian Qualifications Framework (AQF). WTS also has Government Contracts in Victoria and Queensland to provide subsidised training to eligible students.

We deliver accredited training across the areas Food Processing, Retail, Hospitality, Business, and Employment Pathways. Please see the qualifications we are accredited to deliver on http://training.gov.au/Search - our TOID code is 21859.

We also provide non-accredited short courses and customer service training designed to produce motivated employees who have sound knowledge, abilities and the confidence to succeed.

Who Are We?

The team at WTS is composed of qualified trainers and leaders in a variety of industries. Our team members have real employer and management experience and understand all facets of training delivery.

Together
Everyone
Achieves
More

All members of the WTS team are trainers themselves; with exceptional people skills and outstanding product knowledge. The team has industry experience and can be placed in any work environment with minimal fuss and disruption to productivity. WTS provides total quality management thanks to a diverse and highly qualified team of project managers, trainers, management and support staff.

WTS customizes courses to provide clients with greater choice and flexibility. A client selects a program to suits their industry, to support their individual needs and to be delivered at a time and place that complements their requirements.

Why Choose Workplace Training Strategies

Benefits To The Student

Group training, individual coaching or a combination – we will work with students to structure a practical, flexible learning plan that they will enjoy.

- Nationally Recognised Qualifications
- Flexible quality training
- Access to a range of support staff and services
- On-the-job or off-the-job training that does not disrupt other commitments
- Recognition of prior skills
- Monthly contact on the job (apprenticeships & traineeships)
- Scheduled, skill based workshops
- Supplied training resources
- A training program that suits student needs
- Access to industry contacts and support

Benefits To The Employer

Nationally recognised training systems combined with a variety of delivery modes provide students with more choices and flexibility.

- Increased productivity
- Motivated workers
- Improved quality and services
- Access to cost effective training solutions
- Assistance in the form of government incentives and subsidies
- Flexible training options
- Access to part time and school-based employees
- New training opportunities

Training Hours

Our training hours range from 7.00 am to 10.00 pm.

Students leaving premises after scheduled classes must ensure they are personally responsible for adequate transport arrangements. If you have concerns about your safety please consult with your Trainer or Assessor.

1. All students should take care to avoid walking or cycling after dark in poorly lit areas, especially if alone.
2. If walking at night, carry a torch.
3. Walk on the lit walkways on campus.
4. Don't walk alone; get a friend to go with you especially at night.
5. Make sure someone knows where you are and when you expect to be back.
6. Try to get a lift from a friend (or bus or public bus) - wait for it with a friend.
7. Don't accept lifts from strangers.

Apprenticeships & Traineeships

- Our organisational values are Respect, Dignity, Innovation & Integrity
- Our primary focus is the delivery of Nationally Recognised Qualifications through Apprenticeships and Traineeships to an Employer's existing workforce.
- The purpose of these traineeships is to up skill the existing workforce to meet benchmark standards in their industry.
- Training is delivered to eligible trainees with the aid of State Government Funding.
- Workplace traineeships are competency-based programs tailored for in-house delivery (workplace delivery). Training and assessment is completed on the job in order to maintain a focus on real work situations and experiences.
- Competency based training allows students to exhibit skills and knowledge developed on the job, in areas relevant to their role and the daily duties and tasks their role incorporates.
- This gives students a chance to hone the specific work skills required to perform their job effectively and successfully.
- Upon completion of a traineeship/apprenticeship, students are awarded a Nationally Recognised Qualification.

Program Induction

The trainee is selected by their employer to participate and benefit from a traineeship or apprenticeship training program as part of their employment progression pathway.

Our trained consultant will complete a needs analysis for the student's workplace to identify suitable training programs.

Prior to enrolment in your training program you will attend an Induction Session with the appointed Account Manager and the Industry Training Consultant who will conduct an induction session to explain your training program, the assessment activities and the responsibilities of all the people involved.

You will be asked to complete a Pre-training Review and a Language, Literacy and Numeracy (LLN) assessment prior to your enrolment to assist us in determining your individual needs and enable us to tailor your training program so that you can achieve the best possible outcomes. This induction session is designed so that you can feel confident in your ability to complete the training in the agreed time frame or before.

Our appointed Account Manager and Industry Training Consultant can also give you an indication in this session of whether you can shorten your training period with a Recognition of Prior Learning (RPL) pathway or through Credit Transfers.

A training program will be developed to fit the trainee and employer's needs.

WTS will complete eligibility checks for the trainee/apprentice and you will be provided with a Program Description and a Statement of Fees outlining all costs, cancellation policies and includes details of potential government funding for the course and the impact this may have on your ability to access funding in the future.

Enrolment Process

- The apprentice/trainee will attend an enrolment, induction and orientation session to be conducted by Workplace Training Strategies (WTS) and, for workplace Apprentice and Traineeships the Australian Apprenticeship Centre (AAC) This session will take 2 hours.
- The Australian Apprenticeships Centre (ACC) and Workplace Training Strategies (WTS) will complete an eligibility assessment for possible Government subsidised funding as part of the Victorian Training Guarantee funding as part of the Australian Apprenticeship Incentives Programme.
- Completion of required Referral Forms (If applicable).
- A training calendar & training plan will be produced for the duration of the traineeship
- You will be provided with a Training Record Book (if applicable)

Training Record Book

(Victorian School Based Apprentices/ Trainees only)

What is the purpose of the Training Record Book?

The Training Record Book documents the students' ability to successfully perform and demonstrate to their workplace supervisor, work tasks that are directly related to the qualification competencies as outlined and agreed upon in their Training Plan.

What are my responsibilities as a Student?

The apprentice or trainee must:

- Hold the Training Record Book and produce it to their employer and their WTS trainer at <u>every</u> monthly training session**; and** or when requested by an apprenticeship field officer
- If changing employers, take it with them

The student must work with their workplace supervisor to ensure that they can successfully demonstrate (3) times their ability to perform all work tasks for each unit.

Upon completion of the On-the-job (practical) work tasks for each unit of competency, the Workplace Competency Based Completion – Confirmation can be signed by the apprentice/trainee and the workplace supervisor. The apprentice/trainee's and the workplace supervisor's signature supports that he/she agrees he/she has the ability to competently perform the workplace tasks.

Workplace Training Strategies strives to provide environmentally friendly solutions. This Training Record Book is a large and important document distributed at commencement of a qualification; it must be kept in good condition and be readily available at all times. In the situation where this book is damaged or misplaced, Workplace Training Strategies will charge a re-print fee of $20.

What are the responsibilities for the Employer?

The employer must direct and mentor the apprentice/trainee, to ensure that they can successfully demonstrate (3) times all work tasks listed for each unit.

The employer must check, review and update the Training Record Book prior to *every monthly training session*; this will ensure the apprentice/trainee progresses through the qualification.

Regular checks allow all parties the opportunity to discuss gaps and ensure the apprentice/trainee is receiving the full range of work tasks and progressing satisfactorily.

Upon completion of the On-the-job (practical) work tasks for each unit of competency, the Workplace Competency Based Completion – Confirmation will be signed by the employer/supervisor:

- The employer's signature supports that the apprentice/trainee is competent in the workplace, industry and company standards.

What are the RTO Responsibilities?

Within **14 days** of the training plan being finalised, WTS must provide the apprentice/trainee with a Training Record Book, to record evidence of progression of training through the demonstration of On-the-job (practical) work tasks.

At *every monthly training session*; the WTS trainer must ensure that the apprentice/trainee produce their Training Record Book, they will inspect it to ensure compliant progression and record completed training. Regular checks allow parties the opportunity to discuss gaps in training and ensure the apprentice/trainee is receiving the full range of work and progressing satisfactorily.

Upon completion of the On-the-job (practical) work tasks and Completed Unit Assessed/Theory/ Workbook activities for each unit of competency, the Workplace Competency Based Completion – Confirmation and Completed Unit Overview will be signed by the WTS Trainer:

- The training organisation's signature supports that successful completion of off-the-job training in the underpinning knowledge and skills.

During your Training with Workplace Training Strategies there may be a need to make changes to your program or your scheduled delivery. We will endeavor to ensure you are notified in a timely manner as soon as we are aware of the change. If it is a notable change that will impact the outcomes of the program we will discuss this with you prior to actioning and provide alternatives as much as practicable.

How do I use the Training Record Book? (Student and Supervisor Instructions)

Once you receive your Training Record Book, complete the 'Supervisor Details' table. As you progress through your training, you may have more than one Supervisor, so please update the table on page 6, by adding all qualified Supervisors who sign off your Training Record Book.

Complete the 'Contact Details (All Parties)' page 7 ; then speak to your Supervisor so you can start working together to plan and practise the required On-the-job (practical) work tasks for each unit in your Training Record Book. The units in this book are listed in the order of your Training Plan, as you progress through your Training Record Book, you will be practising the on-the-job skills you need to be competent in the workplace, in preparation for being assessed by your WTS Trainer.

Your on-the-job (practical) work tasks start on the **Unit Sign-Off** page, read through the Unit Descriptor at the start of each unit and write your name in the STUDENT NAME field (on each page).

Discuss the on-the-job (practical) work tasks for the unit with your Supervisor, then start practising the work tasks listed. As you practice the On-the-job (practical) work tasks, have your Supervisor observe you, and date each time you successfully complete the task. Each On-the-job (practical) work task should be completed three (3) times to demonstrate your consistent performance to meet your workplace standards. When you have completed the work tasks for each unit, you and your Supervisor will sign the **Workplace Competency Based Completion – Confirmation**

It is important that you show your updated Training Record Book to your WTS Trainer at each monthly training session, so they can check your progress. When you have successfully completed all On-the-job (practical) work tasks in the Training Record Book and Assessment Activities (training delivery/workbooks), your WTS Trainer can then assess you as competent in that unit. At each training session, you will update your Training Plan; this allows you to keep track of your progress as you progress through the qualification.

PLEASE NOTE: Do not lose your Training Record Book (replacement cost is $20) – you are required to complete these on-the-job (practical) work tasks before you can complete each unit in this qualification. If you do not produce this completed Training Record Book to your WTS Trainer, you will not be deemed as Competent and you will need to complete the on-the-job (practical) work tasks again. Make sure you keep your Training Record Book in a safe place; you may also be asked to produce it for your apprenticeship field officer.

Facts For Apprentice/Trainees

- Commit to a minimum of 13 hours (Victoria) per week employment (this includes your monthly training session).
- The School Based trainee can either work or learn outside school hours or be released from school 1 day per week (the student must commit to an average of 13 hours per week employment for Victorian students.
- Attend work, do their job, and follow their employer's instructions, as long as they are lawful.
- Work towards achieving the qualification stated in their Training Contract and undertake any training and assessment contained in their Training Plan
- Training Logs (Trainees must record their structured training withdrawal on a monthly basis)
- Trainees must be withdrawn from routine work duties to undertake structured training for a minimum number of hours a week and averaged over a 4 week period (if Trainees are undertaking a school based traineeship it is averaged over the period of the traineeship).
    - A Full-time employee undertaking a Certificate II or III qualification is withdrawn from routine work for 3 hours per week.
    - A Part-time employee undertaking a Certificate II or III qualification is withdrawn from routine work for 1 ½ hours per week

Classroom Based Students (Non-Apprenticeships & Traineeships)

- Our organisational values are Respect, Dignity, Innovation & Integrity
- Our primary focus is the delivery of Nationally Recognised Qualifications through intensive classroom workshops with both theory and hands on practical tasks to maintain a focus on real work situations and experiences.
- The purpose of these classroom-based programs is to give students skills to be able to start a new job or gain new skills for a change of industry.
- Training is delivered to eligible trainees with the aid of Victorian Government Funding.
- These workshops are competency-based programs tailored for classroom delivery with a focus on real work applications. Training and assessment is completed throughout the program by our industry qualified trainer/assessors.
- Competency based training allows students to exhibit skills and knowledge developed through both theory and practical practice of skills over the course of the program and to be familiar with the daily duties and tasks they will perform in the workplace.
- Upon completion of a program students are awarded a Nationally Recognised Qualification.

Workplace Training Strategies

Eligibility Assessment Checklist

Information required prior to enrolment

To assess a participant's eligibility to participate in this government funded program, WTS will require Identification Evidence. Prior to enrolment the following evidence is required: Legal Name, Date of Birth, Permanent Residency, Australian, New Zealand Citizenship, Permanent Residency and Concession Card. Some of these documents could include; driver's license, passport, birth certificate, green Medicare card, health care/pension card.

(all ID documents must be current at time of enrolling and not expired)

Program Induction

Purpose of Workplace Induction

- Employer/Workplace Supervisor Responsibilities
- Variations to DELTA Contract

- required training to be delivered within the duration of nominal dates on the DELTA Contract

- if unable to complete the structured training prior to completion date, Application for Approval

- to Vary a Training Contract to be completed and provided to AASN provider.
- Key Features of the Training Plan (any amendments to be endorsed by signatures)
- Credit Transfer/RPL
- The workplace induction will be recorded.

Enrolment Session

At enrolment, our qualified trainers and support team will guide participants through the enrolment process, WH&S, culture, attendance expectations, training calendar and housekeeping. The training team will then conduct an interactive session to provide the participants with a program overview; this overview will outline the content of each unit and examples of the types of classroom and hands on activities. Participants will have the opportunity to talk with the training and support team; familiarise with the training environment, training calendar and resources.

Benefits to You

- An individual training and support plan and calendar is developed with each individual
- Our retail staff are all academy graduates
- The program has been designed with input from employers, industry experts, job active agencies, people who 'talk the talk' and 'walk the walk'
- All training is conducted on site; it's a live retail bakery
- You have access to employers who will drop by and talk about their employment opportunities and importantly, what they are looking for in a new employee
- The qualification is nationally recognised
- Our support team, work in the retail bakery space every day and are there to help
- We support every student through the job seeking process and schedule interviews and job trials

What To Bring To Enrolment

When attending for an enrolment workshop, please bring with you the following;

- Evidence of your citizenship/residency status; Australian Birth Certificate, Current Australian Passport, Current New Zealand Passport, Naturalisation Certificate, Temporary Protection Visa, Current Green Medicare Card or Formal documentation issued by the Australian Department of Immigration and Citizenship confirming Permanent Residence
- Evidence of your age
- Evidence of your current residential address
- Current Drivers Licence, Current Learners Permit, Proof of Age Card or Keypass Card
- Any Concession Cards that you may hold: Commonwealth Health Care Card, Pensioner Concession Card or Veterans Gold Card (or evidence you are a dependant spouse or dependent child of a person who holds one of the above cards with your name listed on this card)
- Any Referral Forms or letters that have been issued to you by an Employment Services Provider (ESP) e.g. Job active Provider or from the Department of Human Services (DHS) that have been filled out previous to your arrival
- For participants wishing to apply for an eligibility exemption, evidence to support this application must be provided
- For participants under 18 years of age, please bring your parents to sign consent forms (Apprentices and trainees only)

Unique Student Identifier – USI.

At enrolment we will be required to take a copy/photo of your id documents and concession documents to enable us to verify your eligibility, apply the Concession fee for your training and to apply for a Unique Student Identifier (USI) on your behalf if required.

From 1 January 2015, we, Workplace Training Strategies can be prevented from issuing you with a nationally recognised VET qualification or statement of attainment when you complete your course if you do not have a Unique Student Identifier (USI). In addition, we are required to include your USI in the data we submit to NCVER. If you have not yet obtained a USI you can apply for it directly at http://www.usi.gov.au/create-your-USI/ on computer or mobile device.

Please note that if you would like to specify your gender as 'other' you will need to contact the USI Office for assistance. All participants that undertake training with Workplace Training Strategies (with the exception of participants under fee exemption initiatives) incur an enrolment fee which will be paid by your Employer or a Third Party (e.g. Job Agency), unless prior arrangements have been made.

In accordance with section 11 of the Student Identifiers Act 2014, Workplace Training Strategies will securely destroy personal information which we collect from individuals solely for the purpose of applying for a USI on their behalf as soon as practicable after we have made the application or the information is no longer needed for that purpose.

WTS Statement of Fees gives you all details regarding the enrolment fees charged for all courses; a copy of this is also available on our website www.wts.edu.au/about-us/

How do I give permission to my Training Organisation to view my USI Transcript online to apply for Credit Transfer?

A student's USI transcript contains training outcome data submitted to the national collection by the student's RTO as a true record of the training undertaken by the student since 2015, including completions and non-completions. As such, a student's USI transcript is a valid way to authenticate the training undertaken by a student, comparable to calling the issuing RTO.

RTOs can directly view a USI transcript online via the USI transcript Service (www.usi.gov.au) for any student who has activated permission for them to do so in the USI Registry System. Students are able to activate this permission online at any time using a smartphone or any internet connected device (theirs or their RTOs).

https://www.usi.gov.au/documents/how-do-i-give-permission-my-training-organisation-view-my-usi-transcript-online

The Skills First Program

You may be eligible for government-subsidised training. This is only offered by training providers who have a contract with the Victorian Government to deliver government-subsidised training. If you are eligible, the government will contribute to the cost of training.

Your eligibility will be determined by your training provider when you enrol, but the eligibility checker below will give you an indication of your eligibility.

Think carefully about the course you choose

Think carefully about the course you choose because you won't necessarily be eligible for another government-subsidised place at the same level if you change your mind and decide you want to do a different course. You need to be aware of how enrolling in training and assessment will impact your access to further government funded training.

If you complete a Certificate III in Aged Care, for example, and then find you don't like the work or there are no jobs in your area, you probably won't be eligible for another government subsidised place in a different Certificate III course. Make the most of your opportunity and choose carefully.

Am I eligible for a Skills First government-subsidised training place?

In 2018, you may be eligible for a government-subsidised training place if you are:

- an Australian citizen; or
- a holder of a permanent visa; or
- a New Zealand citizen;

and are **any** of the following:

- under 20 years of age
- over 20 years of age (as at 1 January in the year of commencement of training) and enrolling in nationally recognised training as an Apprentice (not Trainee);
- over 20 years of age (as at 1 January in the year of commencement of training) and enrolling in nationally recognised training in a course that is at a higher qualification level than the highest qualification held at the time of the scheduled commencement of training.

School students enrolling in VET

If you are enrolled at a school, you will not be able to receive a government-subsidised training place for a course through the Skills First program, unless you are undertaking the course as part of a School-Based Apprenticeship or Traineeship. The Government supports schools in other ways to offer vocational training to their students, so you should discuss all your options with your school

You can also check what you may be eligible for using the interactive Victorian Skills Gateway Eligibility Indicator
http://www.skills.vic.gov.au/victorianskillsgateway/Students/Pages/vtg-eligibility-indicator.aspx

How many courses am I eligible for?

You are eligible to commence a maximum of two subsidised courses at the same qualification level in your lifetime. This restriction applies whether or not you complete the courses. For example, this means if you have already commenced two courses at the Certificate III level, you may only commence courses at the Certificate IV level (or above).

This restriction does not apply to courses on the Foundation Skills List or to students recommencing training in the same qualification (at the same or a different provider).

Under exceptional circumstances students may apply for an exemption to the rule allowing only two commencements at the same level, enabling them to enrol in a further qualification at the same level. See the Frequently Asked Questions (http://www.education.vic.gov.au/training/learners/vet/Pages/fundingfaq.aspx) for information about this. No exemptions are available for any other eligibility criteria.

In addition, eligible students can begin up to two subsidised courses in a year as long as you are not doing any more than two courses at a time.

Apprenticeships

If you are seeking to enrol in an apprenticeship (not a traineeship) and you have already commenced two courses in that same year, you will be eligible for government subsidised training under the Skills First Program if either of the two courses you previously commenced are included on the Higher Education and Skills Pre-Apprenticeship and Pathway qualifications list

For more information, please visit http://www.skills.vic.gov.au/victorianskillsgateway/Students/Pages/vtg-eligibility-indicator.aspx

Impact On Access To Further Subsidised Training

At enrolment if you are eligible to receive government subsidised training you are made aware of circumstances where you are accessing your training entitlement and that this may impact your access to further government subsidised training. More information can be found at:

For Victorian students: http://www.education.vic.gov.au/victorianskillsgateway/Pages/home.aspx

Refer to the Statement of fees for current eligibility criteria, course fees and cancellation/refund policy. This document outlines in detail all student eligibility requirements in order to receive government funded training.

Student Contacts

Contact Details

All students are provided with their trainer's mobile number and email address and they are encouraged to contact their trainer if they need assistance with their training. Trainers will also make contact with the students between training sessions to check if they need any support. Students are also encouraged to contact our office if they have any issues they would like to discuss.

Monthly contact will be made by WTS trainers by SMS, phone or email for a progress report on the training program.

Our staff can assist students to contact their Employers, Australian Apprenticeship Centre AAC, Skills Victoria, Job Watch, Wage Line etc.,

Students can contact Workplace Training Strategies on the following numbers if they require assistance:

CHARMAINE OLIVER – CEO

Mobile 0407 322 880 **Email** info@wts.edu.au

TRAINING IMPLEMENATION COORDINATOR

Telephone 03 9591 8300 or 1800 987 969 **Email** trainers@wts.edu.au

ADMINISTRATION/CLIENT SERVICES

Telephone 03 9591 8300 or 1800 987 969 **Email** info@wts.edu.au

Access And Equity

Workplace Training Strategies' commitment to the principles of the Department of Education and Training is responsible for national policies and programs that help Australians access quality and affordable vocational education and training.

In keeping with this commitment Workplace Training Strategies strives to ensure that its training and assessment programs are relevant, fair and inclusive. WTS provides traineeships for the community in a manner that includes and reflects the diverse population of clients. WTS ensures that all prospective students are well informed of the options available to meet their individual training needs.

Workplace Training Strategies implements fair educational programs and geographic resource allocation practices to maximise the participation of target groups. Workplace Training Strategies provides culturally inclusive literacy and numeracy training that meets individual, community and industry needs.

Additional Resources Fee (Optional)

WTS provides all Students/Trainees with print-based workbooks with electronic reading materials via student portal. Students may request hard copy print of reading materials which will incur an additional charge of $20.00 per unit/per unit cluster for all programs. (Please enquire about this charge with our Training Department)

National Recognition & Credit Transfer

National Recognition

a. recognition by a registered training organisation (RTO) of the Australian Qualifications Framework (AQF) qualifications and statements of attainment issued by all other RTOs, thereby enabling national recognition of the qualifications and statements of attainment issued to any person;

b. recognition by each state and territory's registering body of the training organisations registered by any other state or territory's registering body and of its registration decisions; and

c. recognition by all state and territory course-accrediting bodies and registering bodies of the courses accredited by each state or territory's course-accrediting body and of its accreditation decisions.

Credit transfer

Credit transfer is a process that provides students with agreed and consistent credit outcomes for components of a qualification based on identified equivalence in content and learning outcomes between matched qualifications.

This is underpinned by the AQF definition of credit as follows:

Credit is the value assigned for the recognition of equivalence in content and learning outcomes between different types of learning and/or qualifications. Credit reduces the amount of learning required to achieve a qualification and may be through credit transfer, articulation, recognition of prior learning or advanced standing.

Recognition of qualifications issued by other RTOs

National Recognition and Credit transfer and a granted application for mutual recognition are essentially administrative processes. These are not formal enrolments in the normal sense, because they involve neither delivery nor assessment of the student's knowledge. However, National Recognition and Credit Transfers need to be recorded and reported, firstly to exempt the student from the need to enrol in the unit, and secondly for the purposes of provider and systems calculation of qualification eligibility.

Upon application by the client, the provider consults curriculum documents or official lists to determine the extent to which the client's previously achieved course or subject is equivalent to the required learning outcomes, competency outcomes, or standards in a qualification they are now undertaking.

- Candidates will be eligible for National Recognition and Credit Transfer for units completed that are exact units being offered in the qualification.
- Candidates may also be eligible for National Recognition and Credit Transfer for units of competency that are equivalent to units being offered in the qualification. An original or certified copy of the previous qualification documentation is required within 12 days of signing the enrolment form.
- For qualifications issue after 1 Jan 2015, you can seek WTS to directly view a USI transcript online via the USI transcript Service (www.usi.gov.au) for any student who has activated permission for them to do so in the USI Registry System. Students are able to activate this permission online at any time using a smartphone or any internet connected device (theirs or their RTOs).

There is no charge for credit transfers.

Recognition of Prior Learning (RPL)

Recognition of prior learning (RPL) is defined in the AQF as follows:

Recognition of prior learning is an assessment process that involves assessment of an individual's relevant prior learning (including formal, informal and non-formal learning) to determine the credit outcomes of an individual application for credit.

This assessment determines 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 qualification.

WTS offers Recognition of Prior Learning to all learners and encourages all learners to apply. Information is made available prior to sign up regarding RPL. RPL may result in:

- entry to a course with pre-requisites
- recognition for part of a course/qualification
- issuing of a qualification

WTS RPL process includes:

- Pre-training assessment prior to enrolment
- Student will be taken through normal enrolment process and identified as suitable for RPL
- The Training Implementation Coordinator allocates the student to an assessor
- The Assessor will contact the student in regards to set up an interview and assist student in the following:
    - advice and assistance with evidence gathering
    - evidence submitted assessed against competency standards results discussed
    - recognition given or not given
    - feedback given regarding the overall assessment opportunity for re-assessment on appeal

Indication that you will apply for RPL should initially be made on the Training Needs Analysis form at the time of the information session. Your trainer will then notify the administration team and you will be forwarded the Application for Recognition of Prior Learning document tailored to the units you are applying for.

Applications for RPL may be supported by (depending on specific requirements):

- Copies of statements pertaining to employment or community work
- Copies of work experience reports
- Copies of school certificates or any other formal qualifications or training
- Relevant work samples, such as completed work products
- Copy of Position descriptions/resumes
- Any other relevant material supporting the application e.g. References, letters or recommendation

Following RPL Assessment you may be award the qualification in full or may require additional training in any remaining unit to achieve the qualification.

If you believe you are a suitable candidate for RPL please discuss this with your WTS representative.

What Are The Benefits Of Recognition?

- You will be recognised for what you already know, and may complete training in a shorter period of time
- You don't have to undertake training where you can prove you already have the skills and knowledge to do the job
- You can apply for 100% recognition if you already have the skills and knowledge that you would learn from an entire course
- You have the ability to update your existing qualification to ensure that you can obtain formal recognition for your current competence

You can find out more about WTS RPL process by contacting WTS directly on **03 9591 8300.**

Compliance With Legislation

WTS complies with government laws including Commonwealth and State legislation as follows:

Commonwealth: http://www.comlaw.gov.au

- A New Tax System (Goods and Services Tax) Act 1999 https://www.legislation.gov.au/Details/C2018C00102
- Age Discrimination Act 2004 https://www.legislation.gov.au/Details/C2018C00102
- Australian Human Rights Commission Act 1986 https://www.legislation.gov.au/Details/C2018C00050
- Competition & Consumer Act 2010 https://www.legislation.gov.au/Details/C2017C00375
- Copyright Act 1968 https://www.legislation.gov.au/Details/C2017C00414
- Corporations Act 2001 https://www.legislation.gov.au/Details/C2018C00131
- Disability Discrimination Act 1992 https://www.legislation.gov.au/Details/C2018C00125
- Fair Work (Registered Organisations) Act 2009 https://www.legislation.gov.au/Details/C2017C00147
- Freedom of Information Act 1982 https://www.legislation.gov.au/Details/C2018C00016
- National Health Act 1953 https://www.legislation.gov.au/Details/C2018C00052
- National Vocational Education and Training Regulator Act 2011 https://www.legislation.gov.au/Details/C2017C00245
- Ombudsman Act 1976 https://www.legislation.gov.au/Details/C2018C00158
- Privacy Act 1988 https://www.legislation.gov.au/Details/C2018C00034
- Racial Discrimination Act 1975 https://www.legislation.gov.au/Details/C2016C00089
- Sex Discrimination Act 1984 https://www.legislation.gov.au/Details/C2017C00383
- Work Health and Safety Act 2011 https://www.legislation.gov.au/Details/C2017C00305

- Student Identifiers Act 2014, https://www.legislation.gov.au/Details/C2017C00038
- Standards for NVR Registered Training Organisations (RTO) 2015 https://www.legislation.gov.au/Details/F2017C00663
- Student Identifiers Regulation 2014 https://www.legislation.gov.au/Details/F2014L01204

Victorian www.legislation.vic.gov.au

- Audit Act 1994
- Charter of Human Rights and Responsibilities Act 2006 (Vic)
- Children, Youth and Families Act 2005
- Corrections Act 1986 (Vic)
- Crimes Act 1997
- Disability Act 2006
- Education and Training Reform Act 2006
- Electronic Transactions (Victoria) Act 2000
- Equal Opportunity Act 2010
- Evidence Act 2008 (Vic)
- Information Privacy Act 2000
- Mental Health Act 1986 (Vic)
- Occupational Health and Safety Act 2004
- Payroll Tax Act 2007
- Penalty Interest Rates Act 1983
- Professional Standards Act 2003 (Vic)
- Public Records Act 1973 (Vic) (PR Act)
- Racial and Religious Tolerance Act 2001
- Sentencing Act 1991 (Vic)
- Working with Children Act 2005 (Vic)
- Commission for Children and Young People Act 2012

Other governing bodies you may come in contact with through your training contract:

- National Skills Standards Council [NSSC] www.nssc.natese.gov.au
- Australian Qualifications Framework [AQF] www.aqf.edu.au
- Australian Skills Quality Authority (ASQA) www.asqa.gov.au
- Victorian Registration and Qualifications Authority [VRQA] www.vrqa.vic.gov.au
- Australian Apprenticeship Centre [AAC] www.australianapprenticeships.gov.au
- Department of Education and Training (Victoria) www.education.vic.gov.au/about

Working With Children/Blue Card

In Victoria the main purpose of the Working with Children Act is to assist in protecting children from sexual or physical harm by ensuring that people who work with, or care for and have their suitability to do so checked by a government body.

For more information visit http://www.justice.vic.gov.au/workingwithchildren/home/

Our trainer and assessors are required to have the relevant Working with Children Check for practical training undertaken as part of an educational or vocational course.

Should a student require a copy of a Working with Children Check for a trainer or assessor please contact our office.

The Charter of Human Rights and Responsibilities

This is one simple but important law that sets out our freedoms, rights and responsibilities. This formal recognition of our human rights protects people from injustice and allows everyone to participate in and contribute to society. The *Charter of Human Rights and Responsibilities Act 2006* (the Charter) is a Victorian law that sets out the basic rights, freedoms and responsibilities of all people in Victoria. It is about the relationship between government and the people it serves.

The Charter requires public authorities, such as Victorian state and local government departments and agencies, and people delivering services on behalf of government, to act consistently with the human rights in the Charter.

Twenty fundamental human rights are protected in the Charter because the Victorian Parliament recognises that, as human beings, we have basic rights, including the right to be treated equally, to be safe from violence and abuse, to be part of a family and to have our privacy respected.

For more information visit http://www.humanrightscommission.vic.gov.au/

Freedom of Information Act

The purpose of this Act is to ensure the Australian community access to information held by the Government of the Commonwealth by;

a) requiring agencies to publish information; and
b) providing for a right of access to documents.

For more information visit http://www.comlaw.gov.au/Details/C2011C00803

Individuals have the right to request access to documents from Australian Government ministers and most agencies under the *Freedom of Information Act 1982* (FOI Act).

The FOI Act was reformed in 2010. These reforms placed new pro-disclosure requirements on agencies and ministers and provided greater review and complaint rights for individuals.

Disability Act

The purpose of this Act is to enact a new legislative scheme for persons with a disability which reaffirms and strengthens their rights and responsibilities and which is based on the recognition that this requires support across the government sector and within the community.

For more information in Victoria visit http://www.dhcs.act.gov.au/disability_act

Sexual Harassment

Workplace Training Strategies is firmly committed to providing equal employment opportunities and educational outcomes for all staff and students. We recognize that these achievements are dependent on the elimination of sexual harassment from the working and learning environment.

Workplace Training Strategies recognizes that it is the legal responsibility of management to take all reasonable steps to ensure that staff and students are not subject to sexual harassment.

For more information about workplace harassment refer to:

http://www.humanrightscommission.vic.gov.au or *Charter of Human Rights and Responsibilities Act 2006*

Racism

Workplace Training Strategies is firmly committed to providing a working, teaching and learning environment which is free from racism. Racism not only denies a person's fundamental human right to respect, it diminishes their opportunity to gain a fair share of society's valued resources, such as education and employment.

Workplace Training Strategies recognizes that the achievement of equal employment opportunities and equal educational outcomes is dependent on the provision of a discrimination and harassment free environment.

Workplace Training Strategies recognizes the community's racial and ethnic diversity and acknowledges that people from a non-English speaking background and Aboriginal people, in particular, have experienced and continue to experience institutional disadvantage, racial prejudice and discrimination.

Workplace Training Strategies expresses unconditional rejection of racist behavior and is committed to eliminating racism in its organizational structure through the provision of training programs which are equitable, accessible and culturally inclusive

For more information about workplace harassment refer to:
http://www.humanrightscommission.vic.gov.au

Equal Opportunity Act

The purpose of this Act is to:

a. eliminate discrimination, sexual harassment and victimization, to the greatest possible extent;
b. further promote and protect the right to equality set out in the Charter of Human Rights and Responsibilities;
c. encourage the identification and elimination of systemic causes of discrimination, sexual harassment and victimization;

d. promote and facilitate the progressive realization of equality, as far as reasonably practicable, by recognising that –
   i. discrimination can cause social and economic disadvantage and that access to opportunities is not equitably distrusted throughout society;
   ii. equal application of a rule to different groups can have unequal results or outcomes;
   iii. the achievement of substantive equality may require the making of reasonable adjustments and reasonable accommodation and the taking of special measures;

e. enable the Victorian Equal Opportunity and Human Rights Commission to encourage best practice and facilitate compliance with this Act by undertaking research, educative and enforcement functions;

f. enable the Commissioner of the Victorian Equal Opportunity and Human Rights Commission to resolve disputes about discrimination, sexual harassment and victimization in a timely and effective manner, and to also provide direct access to the Victorian Civil and Administrative Tribunal for resolution of such disputes.

For more information visit www.justice.vic.gov.au/home/your+rights/equal+opportunity.

Public Records Act

The purpose of this Act is to ensure the preservation, management and utilisation of the public records of the state.

Workplace Training Strategies complies with the relevant legislation that applies to records, especially legislation governing retention or destruction of records.

Workplace Training Strategies systems for recordkeeping will cover the essential recordkeeping functions:

- capture records
- classify and control records
- store records over time
- protect the integrity and authenticity of records
- ensure appropriate security
- enable access and use of records

For more information visit
www.legislation.vic.gov.au

Access To Personal Records

Learners have timely access to current and accurate records of their participation and progress.

Should the student wish to access their personal records they can contact their Trainer directly or the Training Department on 03 95918300.

OH&S Code Of Practice & Behavioural Standards & Expectations

Whist the trainer is representing and conducting training on the behalf of Workplace Training Strategies it is our expectation that the trainer will follow Occupational Health & Safety Code of Practice/Behavioral Standards. At all times we expect the trainer upholds and ensures the safety of all its students.

The trainer is expected to represent the Workplace Training Strategies at all times in a professional and safe manner upholding a duty of care to their students, their employer and themselves.

At the commencement of the first training session the student will be inducted by the Trainer with the following:

- First Aid kit
- Emergency exits
- Location of fire extinguisher and blanket
- Evacuation procedures and note designated meeting point
- Any other identified risks or hazards

When the training is being conducted:

- Duty of care will be provided to all students at all times.
- Students will conduct themselves in a professional and safe manner at all times; adhering to safe work practices at all times.
- Students will not put themselves or other students in a position that may cause harm or injury.
- If a student does observe another student or staff member behaving in an unsafe manner, this student must raise the issue with their trainer or assessor.
- The Trainer must complete an Industry Incident Form which will be submitted to the Training Implementation Coordinator at Workplace Training Strategies

Support Services for Students

Workplace Training Strategies provides protection for the health, safety and welfare of its students and, without limiting the ordinary meaning of such expression this may include adequate and appropriate referral to support services in terms of academic and personal counseling.

Language & Literacy Support

Students requiring any assistance or support with language, literacy or numeracy may speak confidentially with their trainer. Our experienced staff can discuss different ways of conducting training

and assessment to assist students and where required assist students to access additional tutoring / specialist training in language, literacy and numeracy.

Flexible Learning & Assessment

We take responsibility for ensuring that the student's individual needs are met by evaluating the methods of learning and assessment that are most effective. A combination of written assessment, workplace observation, role play and demonstrations are used by WTS to guarantee that all learning styles are catered for.

Assistance For Disabled Students

The Australian Government provides assistance to employers of physically and intellectually disabled students. Assistance includes Disabled Australian Apprentice Wage Support (DAAWS), Workplace Modifications, Tutorial Assistance and Mentor/Interpreter Assistance. More information is available at their Australian Apprenticeship Centre AAC. People with disabilities are encouraged to participate in training.

Useful support links

Victorian Registration & Qualifications Authority (VRQA)

- Apprenticeship Administration Information Line 1300 722 603
- Vrqa.apprenticeships@edumail.vic.gov.au
- www.vrqa.vic.gov.au

Trainees can contact an Apprenticeship Field Officer at Skills Victoria for the following:

- If the trainee is harassed or discriminated against at work or in training
- If the trainee believes they are not treated fairly at Work
- If the trainee has a dispute with their employer that cannot be resolved
- If the trainee is not happy with the training they are receiving
- If the trainee not being released for training by their employer

Workplace Authority

Regarding employer issues

- www.workplaceauthority.gov.au
- 1300 363 264

Victorian WorkCover Authority

Any questions relating to safety at work

- www.workcover.vic.gov.au
- 1800 136 089

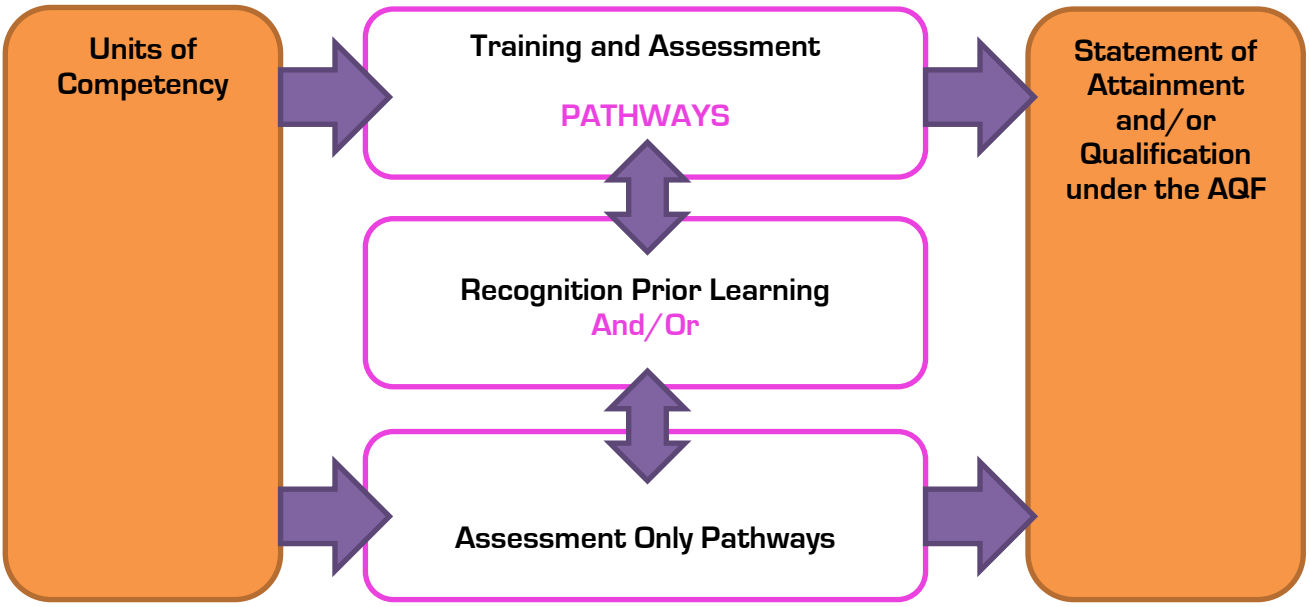
Work Safe Victoria Advisory Service

Issues regarding occupational health and safety

- www.worksafe.vic.gov.au
- 1800 136 089 (toll free)

Assessment Pathways

Training Packages incorporate a number of assessment pathways that lead to the recognition of competencies and the issuing of a Qualification or Statement of Attainment under the AQF. These pathways are illustrated in the following diagram:



As indicated, assessment under the Training Package leading to an AQF qualification or Statement of Attainment may follow a training and assessment pathway, an assessment only pathway, or a combination of the two. All assessments, by any pathway, must comply with the AQTF assessment requirements for RTO's. Each of these assessment pathways leads to full recognition under the AQF - the critical concern is that the student is competent, not how the competency was required. Each of these pathways is detailed below.

Training & Assessment Pathways

For most students, assessment and training are integrated, with assessment evidence being collected progressively and feedback being provided to the student. The student may undertake a structured program of training and assessment while on the job, while off the job, or in a combination of on the job and off the job environments.

This pathway is particularly suited to Australian Apprenticeships, as trainees can be provided with a mix of formal training, structured workplace experience, and formative assessment activities. Through this combination of training and assessment the student can acquire and demonstrate the practical skills and knowledge identified in the relevant units of competency.

Child Safe Code Of Conduct

Purpose

WTS is committed to the safety and wellbeing of all children and young people and embrace the values of the Child Safe Standards. WTS believes that children have the right to feel safe and be safe from sexual, physical and emotional abuse all of the time. Our Child Safe Policy, Procedure and Code of Conduct has been developed to create a culture and environment that is supportive and protective of children and young people.

WTS has zero tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently with our robust policies and procedures.

We have legal and moral obligations to contact authorities when we are worried about a child's safety, which we follow rigorously.

WTS is committed to preventing child abuse and identifying risks early and removing and reducing these risks and has robust human resources and recruitment practices for all WTS representatives.

WTS is committed to regularly training and educating our employees and contractors on child abuse risks and we have specific policies, procedures and training in place that support our leadership team, employees and contractors to achieve these commitments.

This policy is intended to empower children who are vital and active participants in our organisation. We involve them when making decisions, especially about matters that directly affect them. We listen to their views and respect what they have to say.

We promote diversity and tolerance in our organisation, and people from all walks of life and cultural backgrounds are welcome. In particular, we:

- promote the cultural safety, participation and empowerment of Aboriginal children
- promote the cultural safety, participation and empowerment of children from culturally and/or linguistically diverse backgrounds
- ensure that children with a disability are safe and can participate equally.

This policy guides our employees and contractors on how to behave with children in our organisation.

All of our employees and contractors must agree to abide by our Code of Conduct which specifies the standards of conduct required when working with children. All employees and contractors, as well as children and their families, are given the opportunity to contribute to the development of the code of conduct.

Training and education is important to ensure that everyone in our organisation understands that child safety is everyone's responsibility.

Our organisational culture aims for all employees and contractors (in addition to parents/carers and children) to feel confident and comfortable in discussing any allegations of child abuse or child safety concerns. We train our employees and contractors to identify, assess, and minimise risks of child abuse and to detect potential signs of child abuse.

We also support our employees and contractors through ongoing supervision to: develop their skills to protect children from abuse; and promote the cultural safety of Aboriginal children, the cultural safety of children from linguistically and/or diverse backgrounds, and the safety of children with a disability.

New employees and contractors will be supervised regularly to ensure they understand WTS's commitment to child safety and that everyone has a role to play in protecting children from abuse, as well as checking that their behaviour towards children is safe and appropriate (please refer to this organisation's code of conduct to understand appropriate behaviour further). Any inappropriate behaviour will be reported through appropriate channels, including relevant child safety and protection agencies and Police, depending on the severity and urgency of the matter.

We take all reasonable steps to employ skilled people to work with children. We develop selection criteria and advertisements which clearly demonstrate our commitment to child safety and an awareness of our social and legislative responsibilities. WTS understands that when recruiting employees and contractors we have ethical as well as legislative obligations.

We actively encourage applications from Aboriginal peoples, people from culturally and/or linguistically diverse backgrounds and people with a disability.

WTS takes reasonable precautions to protect children including the requirement that all people engaged in child-related work, must hold a current Working with Children Check (Victoria) and must provide evidence of this Check prior to commencing employment.

We conduct employment screening and carry out reference checks and police record checks to ensure that we are recruiting the right people. Police record checks are used only for the purposes of recruitment and are discarded after the recruitment process is complete. We do retain our own records (but not the actual criminal record) if an applicant's criminal history affected our decision-making process. If during the recruitment process a person's records indicate a criminal history, then the person will be given the opportunity to provide further information and context.

The safety and wellbeing of children is our primary concern. We are also fair and just to personnel. The decisions we make when recruiting, assessing incidents, and undertaking disciplinary action will always be thorough, transparent, and based on evidence.

Students should report any safety concerns to WTS by completing a Complaints Form or by emailing either Michelle Armstrong (WTS Child Safety Officer) on michelle@wts.edu.au or Charmaine Oliver (WTS CEO) on charmaine@wts.edu.au or by calling our office on 03 9591 8300 or 1800 WTS WOW and asking for either Michelle or Charmaine.

If an allegation of abuse or a safety concern is raised, we will investigate and provide updates to children and families on progress of the investigation and any actions we as an organisation take. As part of the Reportable Conduct Scheme, we will also report allegations of reportable conduct to the Commission for Children and Young People (CCYP) within 3 business days and provide a detailed report to the CCYP within 30 days on the outcome of the investigation.

All personal information considered or recorded will respect the privacy of the individuals involved, whether they be employees, contractors, parents or children, unless there is a risk to someone's safety. We have safeguards and practices in place to ensure any personal information is protected. Everyone is entitled to know how this information is recorded, what will be done with it, and who will have access to it.

WTS takes our legal responsibilities seriously, including:

- Failure to disclose: Reporting child sexual or physical abuse is a community-wide responsibility.
- Failure to protect: People of authority in our organisation will commit an offence if they know of a substantial risk of child sexual or physical abuse and have the power or responsibility to reduce or remove the risk, but negligently fail to do so.

In addition to general occupational health and safety risks, we proactively take reasonable precautions to manage risks of abuse to our children. We have risk management strategies in place to identify, assess, and take steps to minimise child abuse risks, which include risks posed by physical environments (for example, any doors that can lock). We also conduct regular observations of our Trainers during training sessions and make regular contact with students, employers and parents/carers as appropriate.

This policy will be reviewed every year and following significant incidents if they occur. We will ensure that families and children have the opportunity to contribute. Where possible we do our best to work with local Aboriginal communities, culturally and/or linguistically diverse communities and people with a disability.

WTS takes all allegations seriously and has practices in place to investigate thoroughly and quickly. Our employees and contractors are trained to deal appropriately with allegations. We work to ensure all children, families, employees and contractors know what to do and who to tell if they observe abuse or are a victim, and if they notice inappropriate behaviour. We all have a responsibility to report an allegation of abuse if we have a reasonable belief that an incident took place. If a WTS representative has a **reasonable belief** that an incident has occurred, then they must report the incident. There is an allegation of reportable conduct where a person has a reasonable belief that there has been:

- a sexual offence, sexual misconduct or physical violence committed against, with or in the presence of a child under 18;
- behaviour causing significant emotional or psychological harm to a child under 18; or
- significant neglect of a child under 18,

or misconduct involving any of the above, whether or not the person the allegation relates to provides services to children, and even if the allegation arises outside the person's employment. Only conduct by an adult against a child under 18 is reportable under the Scheme (child to child conduct is not reportable).

Examples of reasonable belief may be:

- a child states they or someone they know has been abused (noting that sometimes the child may in fact be referring to themselves)
- behaviour consistent with that of an abuse victim is observed
- someone else has raised a suspicion of abuse but is unwilling to report it
- observing suspicious behaviour.

Workplace Training Strategies

FOUR CRITICAL ACTIONS

Responding to Incidents, Disclosures and Suspicions of Child Abuse

All WTS employees and contractors must comply with this Code of Conduct and **must** act if there's a suspicion/reasonable belief, even if unsure and have not directly observed child abuse (e.g. if the victim or another person tells you about the abuse). The WTS Four Critical Actions process must be followed if an incident is witnessed, receives a disclosure or forms a reasonable belief that a child has, or is at risk of being abused. A child or young person is defined as a person under the age of 18 years.

1. Responding to an emergency

- **If a child is at immediate risk of harm you must ensure their safety by:**
  - separating alleged victims and others involved
  - administering first aid
  - calling 000 for urgent medical and/or police assistance to respond to immediate health or safety concerns
  - identifying a contact person in your organisation for future liaison with Police.
- **If there is no risk of immediate harm go to Action 2.**

2. Reporting to authorities

- As soon as immediate health and safety concerns are addressed you **must** report all incidents, suspicions and disclosures of child abuse as soon as possible. Failure to report physical and sexual child abuse may amount to a criminal offence.
  - all instances of suspected child abuse must be reported to Victoria or Queensland Police, and;
- If the source of the suspected abuse comes from within the family or community and if a child is considered to be:
  - in need of protection from child abuse
  - at the risk of being harmed (or has been harmed) and the harm has had or is likely to have, a serious impact on the child's safety, stability or development,
- The suspected abuse must **also** be reported to DHHS Child Protection (Victoria) or Child Safety Services (Queensland) and to CCYP (Commission for Children and Young People) within 3 business days if the allegation has been made against a WTS Employee or Contrator.

3. Contacting Parents/Carers

- The relevant WTS staff member must consult with the relevant child protection agencies or Police to determine what information can be shared with parents/carers. They may advise:
  - not to contact the parents/carer (e.g. in circumstances where the parents are alleged to have engaged in the abuse, or the child is a mature minor and does not wish for their parent/carer to be contacted)
  - to contact the parents/carers and provide agreed information (this must be done as soon as possible, preferably on the same day of the incident, disclosure or suspicion).

4. Investigation and providing ongoing support

- WTS must provide support for children impacted by abuse. This should include a Student Support Plan developed in consultation with a Student Wellbeing professional/Counselling staff. Strategies may include development of a safety plan, direct support and referral to wellbeing professionals.
- If the allegation is against a WTS Employee or Contractor, the CEO will investigate and report to the CCYP within 30 days using the online form.
- You **must** follow the Four Critical Actions every time you become aware of a further instance or risk of abuse. This includes reporting new information to authorities. If you believe that a child is not subject to abuse, but you still hold **significant concerns** for their wellbeing you must still act.

Workplace Training Strategies

CONTACT INFORMATION:

POLICE

Dial 000 or your local police station.

OTHER VICTORIAN CONTACTS:

DHHS CHILD PROTECTION

AREA

North Division **1300 664 9777**
South Division **1300 655 795**
East Division **1300 360 391**
West Division (Rural) **1800 075 599**
West Division (Metro) **1300 664 9777**

AFTER HOURS

After hours, weekends,
public holidays **13 12 78**

CHILD FIRST

www.dhs.vic.gov.au

CCYP – COMMISSION FOR CHILDREN AND YOUNG PEOPLE

In cases where the allegation of reportable conduct has been made against a WTS Employee or Contractor, the CEO will commence an investigation and notify the CCYP within three (3) business days using the CCYP online form https://ccyp.vic.gov.au/reportable-conduct-scheme/notify-and-update/

A report of the outcome of the investigation will be sent to the CCYP within 30 days, using the online form https://ccyp.vic.gov.au/reportable-conduct-scheme/notify-and-update/

Workplace Training Strategies

Complaints & Appeals

Complaints Procedure

Workplace Training Strategies believes that a student who has a complaint or an appeal has the right to raise their complaint or appeal and expect that every effort will be made to resolve it in accordance with our policy, without prejudice or fear of reprisal or victimisation.

Step 1 Discussion	If the student has a complaint, the student can discuss the issue with the Trainer first. The Trainer will attempt to resolve the issue. Where the student wishes to discuss with someone other than their trainer please call WTS on 03 9591 8300 and speak to the Training Implementation coordinator. If this does not resolve the issue a formal complaint can be made
Step 2 Lodge a complaint	The student or employer can lodge a complaint in writing using the complaints and appeals form. This can be submitted in writing to Workplace Training Strategies Pty Ltd 604 Hawthorn Road Brighton East 3187 www.info@wts.edu.au
Step 3 Acknowledgement	The complaint will be received by the Training coordinator who will record the complaint on the complaints and appeals register. An acknowledgment letter will be sent to the complainant within 7 days of complaint being received.
Step 4 Investigation	WTS will investigate the complaint and examine related evidence if applicable. This will be conducted by department managers at the direction of the CEO. An initial informal discussion will be help between parties to assess the nature of the problem. The aim of this meeting is to develop strategies that will satisfy the needs of all concerned.
Step 5 Resolution and response	Once a decision has been reached the complainant and all related parties will be informed of all outcomes in writing within 14 days of complaint being acknowledged. The complaints process and response should not exceed 21 days. The outcomes and resolution will be recorded on the complaints and appeals register and the item marked as archived.
Step 6 Appeal	Should the client, customer or staff member feel the process has not been satisfactorily resolved they can lodge an appeal.

APPEALS PROCEDURE

If a person is dissatisfied with the outcome of their complaint, or wishes to appeal against an assessment outcome, they have the right to appeal the decision and have the matter heard by a person independent of Workplace Training Strategies

Step 1 Lodge an appeal	WTS should be notified in writing on the Complaints and Appeals Form. This form should be addressed to: Workplace Training Strategies Pty Ltd CEO 604 Hawthorn Road Brighton East 3187 www.info@wts.edu.au
Step 2 Acknowledgement	The appeal will be received by the Training Implementation Coordinator who will record the complaint on the complaints and appeals register. An acknowledgment letter will be sent to the complainant within 7 days of appeal being received..
Step 3 Investigation	WTS will investigate the appeal and examine related evidence if applicable. This will be conducted by department managers at the direction of the CEO. The appellant has the right to represent their own case, or refer the matter to an independent third party. In cases where the appeal relates to a decision made by the Training Implementation Coordinator, the matter may be heard by an Independent Arbitrator or by the directors of Workplace Training Strategies. Workplace Training Strategies Pty Independent Arbitrator is: FMC Relationship Services Level 4, 1001 Nepean Highway Moorabbin, Victoria 3189 Telephone (03) 9556 5333 Fax (03) 9555 1765 fonu.emberson@mediation.com.au
Step 4 Formal Response Letter	The CEO or Independent Arbitrator will provide a written statement of the appeal outcome, including reasons for the decision with 14 days of acknowledgment. The appeals process and response should not exceed 21 days. A copy of this statement will be provided to all stakeholders affected by the appeal outcome.
Step 5 Resolution	The appeal is resolved and archived on complaints and appeals register If the student is not satisfied with the outcome of this process, the student may also apply to the appropriate regulating body to hear their complaint. ASQA - http://www.asqa.gov.au/complaints/making-a-complaint.html

Workplace Training Strategies

Complaint and appeals Form

Please complete this form and post it to:
Workplace Training Strategies Pty Ltd
604 Hawthorn Road
Brighton East 3184

Student/Client Name:			
Date:			
Address:			
Phone Number (W/H):		**Mobile:**	
Email:			
Please outline the nature of your complaint:			
If you are appealing the results of a complaint please outline the reason for your appeal:			
Please attach copies of any evidence you may have to support you complaint/appeal			
Signature:		**Date:**	
Internal Use Only			
Date received:			
Followed up by:			
Comments/Action taken/Method of resolution:			
WTS representative name:			
Signature		**Date:**	

(Reference: Complaints and appeals policy and procedure v3.1, June 2015)

Policy On Cheating, Plagiarism And Collusion

Copying another's work without acknowledgement and other forms of cheating are viewed seriously.

The way students present ideas and information in assessments must be totally their own. Students are expected to avoid cheating and plagiarism and to have learning integrity.

Plagiarism occurs when someone submits work that was written by someone else and claims it as their own.

Collusion occurs when more than one person work alongside another person on an assignment/assessment which is supposed to be done individually.

Cheating includes, but is not limited to:

- Copying the answers or other work of another person
- Sharing information or answers when doing take-home assignments, tests and Examinations except where the instructor has authorized collaborative work
- Impersonating a student on an examination or test, or being assigned the results of such impersonation
- Aiding Others to Cheat
- It is an offence to help others or attempt to help others to engage in any of the conduct described above.

The process for following up on the alleged complaint that will be managed by Workplace Training Strategies is:

- A student is clearly observed to cheat in an assessment
- Evidence of cheating is discovered after completion of an assessment and supported by a second facilitator's examination of the evidence.
- Assignments are submitted which indicate evidence of cheating or plagiarism, which is supported by a second facilitator's examination of the documents.

Penalty

As the relevant test or assignment will not be assessed, the student is considered not to have completed the subject requirements. A 'not yet assessed as being competent' result will be recorded and the student will be required to re-sit the test or assignment. Students found to have cheated, colluded or plagiarised during assessment will be listed on the data base and immediately place on probation.

If a second incident of cheating or plagiarising is proven then the student concerned will face expulsion from the course.

Workplace Training Strategies

Cheating, Plagiarism And Collusion Incident Form

Please complete this form and post it to:
Workplace Training Strategies Pty Ltd
604 Hawthorn Road
Brighton East 3184

If the student wishes to discuss the incident please contact the Training Coordinator on 03 9591 8300

In the event a Workplace Training Strategies employee, trainer, employer or student identifies or believes there is reason to investigate that a student has committed cheating and/or plagiarism the following report must be submitted to Workplace Training Strategies.

Name of Student:			
Employer (if applicable):			
Date alleged offence occurred:			
Please tick how you believe the cheating was conducted:			
❑ Copying the answers or other work of another person ❑ Sharing information or answers when doing take-home assignments, tests and examinations except where the instructor has authorized collaborative work ❑ Impersonating a student on an examination or test, or being assigned the results of such impersonation ❑ Aiding Others to Cheat			
It is an offence to help others or attempt to help others to engage in any of the conduct described above. It helps us investigate the alleged incident please describe how the event occurred:			
Name of person reporting:			
Signature:		**Date:**	

Student Discipline Policy and Procedure

Students have a right to:

- Be treated with respect and fairly
- Pursue their learning activities in a supportive and stimulating environment
- Learn in an environment free of discrimination and harassment
- Privacy of their personal information and student records held by WTS
- Lodge a complaint without fear of victimization

Students Responsibilities

- Treat other students and company staff with respect and fairness
- Follow any reasonable direction from company staff
- Not engage in plagiarism, collusion or cheating in any assessment activity
- Be punctual and regular in attendance
- Submit Assessment events by the due date or seek approval to extend the due date
- Refrain from using mobile phones or pagers in classrooms
- Return company equipment / materials on time
- Observe normal safety practices; e.g., wear approved clothing and protective equipment
- Refrain from swearing
- Refrain from smoking in company buildings and designated areas
- Behave in a responsible manner by not:
- Harassing fellow students or company staff
- Damaging, stealing, modifying or misusing property (including electronic records)
- Being under the influence of alcohol or drugs
- Engaging in any other behavior which could offend, embarrass or threaten others.

Breach of discipline means any conduct that impairs the reasonable freedom of other persons to pursue their learning or work, or is in breach of the Workplace Training Strategies' rules/code of conduct.

A student commits a breach of discipline if she/he:

- Assaults a person on the premises of the company
- Unlawfully removes damages or uses any property of another person or the company.
- Obstructs staff of Workplace Training Strategies in the performance of their duties
- Obstructs the teaching / training of a group or an assessment activity
- Commits or engages in any dishonest or unfair act in relation to an assessment activity
- Willfully disobeys or disregards any lawful order or direction given by a member of staff
- Enters part of the company's premises when directed not to do so by a member of staff
- Fails to leave part of the company's premises when directed to do so by a member of staff
- Fails to return company property or pay replacement costs when instructed to do so
- Fails to pay financial commitments to Workplace Training Strategies
- Enters part of the company's premises whilst under the influence of alcohol or a drug
- Engages in any unlawful activity on the company's premises such as using, possessing or supplying any prohibited drug, substance or weapon

- Discriminates against a person on the grounds of the person's age, race, sex, homosexuality, transgender, marital status, physical or intellectual disability or religion
- Incites hatred towards, serious contempt for, or severe ridicule of, a person or group of persons on the grounds of the person's age, race, sex, homosexuality, transgender, marital status, physical or intellectual disability or religion of the person or members of the group

Late cancellation of Training

(extract from Fees and refund policy)
WTS has strategies in place to ensure training sessions go ahead as scheduled including a Training Calendar, SMS's sent 3 days prior and on the day of training.

WTS reserves the right to charge the following fee if a training session is cancelled by an employer or student with less than 24 hours' notice.

- Late notification of training session cancellation - $250

WTS reserves the right to charge the following fees if the client requests additional* training sessions to be conducted:

- For courses at Certificate III level and below, this amount will be $250 per session
- For courses at Certificate IV level and above, this amount will be $400 per session

*additional to the calendared sessions scheduled for a course

Please note: this fee will not apply where additional sessions are required and scheduled due to the additional learning needs of the student as identified during their Pre-Training Review.

POLICY

1. Workplace Training Strategies is committed to the principle of ensuring that every student has the right to participate in training programs, free of inappropriate behavior that may impair the learning processes, or the well-being of individuals.
2. Both staff and students have an interest and a responsibility to prevent minor behavioral problems from becoming larger ones.
3. Attempts are to be made to solve behavioral problems of students through discussion and mediation before the provision of more formal procedures is involved.
4. Workplace Training Strategies' Training Support Coordinator may apply any of the following penalties where she/he is satisfied a breach of discipline has been committed and the penalty matches the seriousness of the breach:
    - A verbal or written reprimand
    - A requirement to attend counselling at a specified time and place
    - Payment of compensation by student for damages or loss of resources
    - Restitution of property removed or damaged
    - Use of specified equipment only in accordance with certain conditions (for a set period)
    - Exclusion form Workplace Training Strategies
    - Issue of testamur delayed until student has complied with the order
5. The student may appeal the penalty under Workplace Training Strategies' Grievance Policy.

PROCEDURE

1. A staff member who believes that a breach of discipline has occurred should report the breach of discipline to Workplace Training Strategies' Training Coordinator without delay.
2. If appropriate, the student can be ordered off the company's premises for the remainder of the day on which the breach takes place. Circumstances where it may be appropriate to exclude the student from the company's premises for the remainder of the day will include serious cases of breach of discipline such as violence, abusive behavior, discrimination, vandalism, willful disobedience of a staff direction, or blatant assessment cheating.
3. The staff member reports the breach to Workplace Training Strategies' Training Coordinator in writing with the following particulars:
    - Student name and program
    - Description of the breach of discipline
    - Damage or inconvenience caused by the breach
    - Level of cooperation given by the student
    - Witnesses to the breach
    - Evidence available to support the claim of a breach.

Note: in situations of greater urgency, such as cheating or violence an oral report will be made to Workplace Training Strategies' Training Coordinator in the first instance, followed by the written report as soon a practicable thereafter.

4. Within 5 days of the report, the Training Coordinator will speak to the student privately, in the presence of the relevant member of staff if possible and if not then in the presence of a third party chosen by the Training Coordinator. The Student will be cautioned and advised of the possible consequences and the grounds for such report. Confidentially of the meeting will be maintained.
5. Any penalty to be imposed will be communicated to the student in writing within 10 days of the above meeting. The student must also be advised of the right to appeal the penalty under Workplace Training Strategies' Grievance Policy.

Actions taken under this policy will be documented and archived for audit purposes.

Workplace Training Strategies' Training Coordinator will be the person responsible for the implementation and maintenance of the policy.

ASSESSMENT PROCESS

The Assessment Process will be**:**

Valid – it will measure what it is intended to measure
Reliable – it will provide consistent results in given contexts
Fair – it will not disadvantage any individual and allows the individual to appeal the result
Flexible – it can be adapted to meet different workplace contexts or special needs of individuals

Evidence collected will be**:**

Valid – assessor needs to ensure that the evidence provided by the student directly covers the unit(s) of competency for which they are seeking recognition
Current – it is critical that appropriate evidence is available or is obtained to show that the student is currently able to use the skills and knowledge for which recognition is sought
Sufficient – assessor needs to ensure that the student has provided enough evidence to make a confident judgment that competence has been achieved
Authentic – assessor needs to ensure that the evidence is actually the work of the student and not someone else.

National Recognition is the recognition and acceptance by a Registered Training Organisation of Australian Qualifications Framework qualifications and Statements of Attainment issued by other Registered Training Organisations, enabling individuals to receive national recognition of their achievements.

Recognition of Prior Learning (RPL) is a process whereby evidence is collected and a judgment made by an assessor or assessment team against the requirements of one or more endorsed units of competency from a relevant industry Training Package.

Validation involves checking to see if the process assesses what it is supposed to be assessed, while taking into account the student and the assessment context and the acting on the finding by changing or modifying the process as required

Training Definitions

All training programs are based on the principles of Competency-Based training. Some of the common training terms students will discover are described below:

Trainer / Assessor: the person responsible for assessment who will determine whether their student is competent. This person must be qualified. Assessment is organised by the RTO.

Competency: is a broad concept that describes a person's ability in a range of areas. Competency 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 Training is aimed at providing learners with the knowledge; understanding and skills to demonstrate competence against nationally endorsed Industry Standards.

Competency Standards reflect the students' knowledge and skill and the application of their knowledge and skill to the performance standard required in the workplace.

Standards are developed by industrial parties, based on the organisation of work, and are expressed in terms of workplace outcomes. These standards are regularly reviewed to ensure their continuing relevance to the workplace.

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.

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.

Recognition of prior learning (RPL) is the process of equating an individual's prior learning to the learning outcomes offered by Workplace Training Strategies. Only prior learning relevant to competencies to be assessed can be considered for recognition.

Prior learning is learning that has been achieved through work, life experiences or other non-formal process.

Learning and assessment strategies identify the proposed target groups, delivery and assessment modes, assessment validation processes and learning pathways for each training package qualification or accredited qualification. Learning and assessment strategies are to be developed for each training program within the scope of registration of Workplace Training Strategies and for qualifications that are the subject of an application for registration or extension to scope of registration.

Training plans are learning and assessment strategies for individuals being trained under a traineeship training contract and are to be signed by the student, employer and representative of Workplace Training Strategies. Training plans also include proposed commencement and completion dates for each unit of competence/module. Sample training plans are available via the Vic Skills Government Funded Training Program web site.

Assessment Procedure

The assessment procedure should consist of the three stages listed below. The procedure uses the information obtained from employers / industry when discussing the training and assessment strategy for the qualification.

Stage 1 -Prepare for delivery and assessment of training program

- Check information on assessment obtained from consultation with industry / employer prior to commencing the training.
- Define the place and time of the assessment
- Where the assessment method differs from those outline in the delivery and assessment strategies, this is to be documented on the Training Session Report – outlining the changes to the assessment methods, and is to be recorded on the student's training plan
- Collect assessment instruments
- Identify how evidence will be collected
- Identify how result will be recorded and reported
- Develop tailored training plan documenting the above information
- Develop a training calendar with scheduled dates and times of training sessions
- Issue student resources

Stage 2 - Conduct the delivery and assessment of training program

- Check that the student is prepared for the assessment to take place

- Engage the student in discussion and ask specific workplace questions as per assessment activities
- Ask any additional questions that follow from the answers from the student to clarify any points or issues
- Observe the student performing practical tasks as per the assessment activities
- Gather the evidence provided by the observation and answers to questions by the student
- Seek evidence and feedback from Workplace Supervisor about the performance of the student against the competency standards of the unit(s) being assessed
- Provide feedback to the student on what they have observed and answers given to their questions. Explain to the student where performance does not meet the required standards and discuss ways of improving performance.
- Provide the student with information on how to appeal the result.
- Update the student's records and training plan
- Ensure the student's student training log is completed and accurate
- Complete, sign, date and file assessment documents after each assessment
- When evaluating the evidence provided in a portfolio or third party report, use the criteria – Is it valid, reliable, authentic, current and sufficient?
- Submit completed assessment paperwork to WTS by the due date (as per date schedule provided)

Stage 3 - Review and validate all components of the training program assessment process

- Prepare an Employer Training Session Report for the client and cc to WTS Training Coordinator
- Gain feedback from all people involved in the assessment as to the successes and areas that need to be reconsidered or improved (collect this information throughout the entire process)
- Samples of assessments and copies of different versions of the assessment process components should be archived for audit requirements.
- Validation of the assessment process will be undertaken by WTS as one part of the continuous improvement process, collection of evidence and the judgment's made.

ASSESSMENT TOOLS USED BY WTS

Observation/ Demonstration	Observation/Demonstration is designed to assess competencies within the unit with specific reference to practical skills and knowledge that can be physically demonstrated. Students will be asked to demonstrate a task or series of tasks for their peers and/or assessor to observe. Clear outcomes or observable criteria must be understood by the assessor who is required to verify the students is competent in the practical skill or demonstrated knowledge.
Oral Questioning	Oral questioning is conducted between the student and the trainer to assess competency within the unit. Questions devised for oral question are designed to elicit a response from the student that demonstrates the application of specific knowledge that they may have learnt through: ▪ the theory/information contained in the accompanying reading material ▪ practical experience ▪ additional reading or research ▪ supplementary material provided by the trainer A list of the questions asked of the student and the student's responses must be recorded and mapped against relevant elements, performance criteria, critical aspects and/or required skills and knowledge.
Portfolio	Provision of a portfolio of evidence may be used to assess the students' competence against the elements, performance criteria, critical aspects and required skills and knowledge. Evidence must be specific to the individual student and their competence with regard to their roles and responsibilities within their relevant industry and/or organisation. Evidence must be verified by both the student and the trainer and mapped against the elements, performance criteria, critical aspects and/or required skills and knowledge as outlined in the portfolio requirements.
Written work	Written work is designed to assess competencies within the units which include required skills and knowledge, elements and / or performance criteria. Responses might be drawn from: ▪ the theory/information contained in the accompanying reading material ▪ additional reading and research ▪ supplementary materials provided by the trainer/assessor ▪ practical experience The student is required to present their written responses as directed by the assessor.

Project/Case Study	Project/ case study work enables students to display competency through the application of knowledge that might include critical aspects, elements, performance criteria and/or required knowledge. A projects/ case study are designed to provide an example of a situation or circumstance likely to occur in the student's relevant industry. Complementary questions or requirements elicit a response from the student that demonstrates the application of specific knowledge that they may have learnt through: ▪ the theory/information contained in the accompanying reading material ▪ practical experience ▪ additional reading or research ▪ supplementary material provided by the trainer
Formal Test	Formal testing may be conducted as a form of assessment. A combination of questions and case studies will be devised and presented in an exam format to elicit written responses based on critical aspects, elements, performance criteria and required skills and knowledge. Each question on the formal test will have an individual score attached to it and an overall score will be awarded to the student. A minimum pass rate must be achieved by the student in order to demonstrate competency.
Supervisor/ Third Party	The Supervisor/Third party method of assessment is conducted through a Supervisor/ Third party report provided in the workbook. This report is completed by the student's supervisor or an appropriate third party who closely observes and/or monitors the student in the workplace. The Supervisor /Third party report presents the individual unit elements and performance criteria in plain English and asks the Supervisor or Third party to confirm that they have observed the student performing associated tasks and demonstrating required skills and knowledge as outlined.
Peer Assessment	Peer Assessment is designed to assess competencies within the unit using an exercise that simulates a working environment whereby students work with colleagues and customers. Students may be asked to demonstrate a task or series of tasks or present written information for their peers to observe. Clear outcomes or observable criteria must be understood by the peers who are required to verify the students is competent in the practical skill or demonstrated knowledge.
Self Assessment	Self Assessment is designed to assess competencies within the unit through reflection of their skills and knowledge. Students may be asked to undertake a task or series of tasks or a written response. Clear outcomes or observable criteria must be outlined and understood by the student so they can reflect on their skills and knowledge and identify their personal strengths and weaknesses with regard to these skills and knowledge.
Presentation	Presentations are designed to enable holistic assessment of the unit of competency. Presentations are devised in the context of the specific industry sector and/or organisation and contextualised as necessary. Students are required to adapt and apply the required skills and knowledge and performance criteria as outlined in the presentation guidelines and may be required to provide a report alongside the presentation
Other	Should the student not be able to meet competency using the aforementioned assessment methods, the Trainer and Student may devise a method of assessment that meets the Students needs and can be mapped to the unit competency. Examples of Other assessment methods include research projects, outline and implementation of workplace plan, photographs, recorded visual demonstrations, practical tasks.

Guidelines For Reasonable Adjustment

The Students capacity to undertake training is evaluated during a pre-training assessment and language, literacy and numeracy assessment. Any potential language, literacy and/or numeracy difficulties and/or any disability that a student may have are identified as well as any ensuing support requirements or special assistance.

Should it be identified during on-going training if the student cannot achieve competency using the assessment methods outlined for each unit as identified in the Integrated Competency and Assessment record, alternative assessment methods may be used. The students allocated Trainer will work in conjunction with the Resource department to adjust and/or devise new methods of assessment to fit with the learning needs.

Assessment Only Pathways

In some circumstances, an assessment only (recognition of prior learning) pathway will be warranted. The student provides current, quality evidence against the relevant units of competency, and the outcomes of the assessment process indicate that the student is competent and that structured training is not required.

This pathway can operate in both on the job and off the job environments. This pathway is most likely to be appropriate for individuals:

- enrolling for qualifications who want their prior learning or current competencies recognised
- existing workers
- individuals with overseas qualifications
- people returning to the workplace

Students wishing to take this pathway present evidence that they possess the skills and knowledge identified in the relevant units of competency, and then an assessor judges whether the student is competent. Summative approaches to assessment may be directed by the student (such as in the compilation of portfolios), or by the assessor (such as observation of workplace performance, requiring demonstrations of skills, and carrying out oral and written questioning).

Transition Requirements For Superseded Qualification And Expired Accredited Qualifications

The RTO must manage the transition from superseded Training Packages within 12 months* of their publication on the National Training Information Service. The RTO must also manage the transition from superseded accredited qualifications so that it delivers only currently endorsed Training Packages or currently accredited qualifications.

*(*18 months has been authorised for transition to SIR and SIT 2016 training packages)*

Workplace Training Strategies will inform its stakeholders and manage the transition from superseded qualifications and expired accredited qualifications.

The transition period for a superseded training package qualification to a new training package qualification must be completed within 12 months of the date the revised package or qualification is released on the appropriate government website.

The WTS policy is to 'teach out' the qualification to ensure minimal disruption to the student, training group and employer. WTS on an individual qualification basis will assess the cut off point for further enrolments to a superseded qualification and/or expired accredited qualifications where 'teach out 'is no longer a viable option.

WTS obligations in terms of complying with the transition policy:

1. WTS will review each student's status and progress to determine which students can complete their studies during the transition. In consultation and with approval from the student and employer WTS may revise the training calendar to ensure completion of the program prior to the expiry date.
2. Advise students and employers about the revised qualification and the requirement to complete studies within the transition period or transition to the new qualification. Ensure employers are aware that WTS cannot issue a qualification after the expiry of the "teach out" period, therefore a student must complete their studies or transition.
3. Provide additional support to the student to ensure that competency is gained in the program within the "teach out" timeframe. This support could be additional one on one delivery or on-the-job training coordinated and diarised by the employer.

Certificates & Awards

Workplace Training Strategies is responsible for issuing Certificate to its students upon successful completion of any accredited qualification.

A Statement of Attainment is issued where the student only partially completes a qualification.

All students who attend non-accredited workshops will receive a Statement of Attendance

Re-Issue Of Certificates

A $20 fee will apply for all re-issues of Certificates and Statements of Attainment. For all re-issues, students must apply in writing to:

Administration Team Leader
Workplace Training Strategies Pty Ltd
604 Hawthorn Road
Brighton East 3187
www.info@wts.edu.au

Training Evaluation

All students will receive a written feedback questionnaire during and at the completion of their qualification. This is to monitor the quality and relevance of the ongoing training and career pathway opportunities of students after they have completed each certificate.

Workplace Training Strategies is committed to facilitating a learning process that benefits both the student and the employer.

Workplace Training Strategies will ensure that feedback is used for the appraisal of training conducted and guides future training.

Feedback shall be sought from Trainers, students and industry at regular intervals during training by WTS management.

Feedback which indicates discrimination, anti-equal opportunity practices shall be acted upon by WTS management immediately.

Student feedback shall be used by WTS to enhance training resources and delivery.

Privacy Statement

Privacy Notice

Under the *Data Provision Requirements 2012*, Workplace Training Strategies is required to collect personal information about you and to disclose that personal information to the National Centre for Vocational Education Research Ltd (NCVER).

Your personal information (including the personal information contained on this enrolment form and your training activity data) may be used or disclosed by Workplace Training Strategies for statistical, regulatory and research purposes. Workplace Training Strategies may disclose your personal information for these purposes to third parties, including:

- School – if you are a secondary student undertaking VET, including a school-based apprenticeship or traineeship;
- Employer – if you are enrolled in training paid by your employer;
- Commonwealth and State or Territory government departments and authorised agencies;
- NCVER;
- Organisations conducting student surveys; and
- Researchers.

Personal information disclosed to NCVER may be used or disclosed for the following purposes:

- Issuing statements of attainment or qualification, and populating authenticated VET transcripts;
- facilitating statistics and research relating to education, including surveys;
- understanding how the VET market operates, for policy, workforce planning and consumer information; and
- administering VET, including programme administration, regulation, monitoring and evaluation.

You may receive an NCVER student survey which may be administered by an NCVER employee, agent or third party contractor. You may opt out of the survey at the time of being contacted.

NCVER will collect, hold, use and disclose your personal information in accordance with the *Privacy Act 1988* (Cth), the VET Data Policy and all NCVER policies and protocols (including those published on NCVER's website at www.ncver.edu.au).

Victorian Government VET Student Enrolment Privacy Notice

The Victorian Government, through the Department of Education and Training (the Department), develops, monitors and funds vocational education and training (VET) in Victoria. The Victorian Government is committed to ensuring that Victorians have access to appropriate and relevant VET services. Any personal information collected by the Department for VET purposes is protected in accordance with the Privacy and Data Protection Act 2014 (Vic) and the Health Records Act 2001 (Vic).

Collection of your data

WTS is required to provide the Department with student and training activity data. This includes personal information collected in the WTS enrolment form and unique identifiers such as the Victorian Student Number (VSN) and the Commonwealth's Unique Student Identifier (USI).
WTS provides data to the Department in accordance with the Victorian VET Student Statistical Collection Guidelines, available at
http://www.education.vic.gov.au/training/providers/rto/Pages/datacollection.aspx.

Use of your data

The Department uses student and training data, including personal information, for a range of VET purposes including administration, monitoring and planning. A student's USI may be used for specific VET purposes including the verification of student data provided by WTS; the administration and audit of VET providers and programs; education-related policy and research purposes; and to assist in determining eligibility for training subsidies.

Disclosure of your data

As necessary and where lawful, the Department may disclose VET data, including personal information, to its contractors, other government agencies, professional bodies and/or other organisations for VET-related purposes. In particular, this includes disclosure of VET student and training data to the Commonwealth and the National Centre for Vocational Education Research (NCVER).

Legal and Regulatory

The Department's collection and handling of enrolment data and VSNs is authorised under the Education and Training Reform Act 2006 (Vic). The Department is also authorised to collect and handle USIs in accordance with the Student Identifiers Act 2014 (Cth) and the Student Identifiers Regulation 2014 (Cth).

Survey participation

You may be contacted to participate in a survey conducted by NCVER or a Department-endorsed project, audit or review relating to your training. This provides valuable feedback on the delivery of VET programs in Victoria.
Please note you may opt out of the NCVER survey at the time of being contacted.

Consequences of not providing your information

Failure to provide your personal information may mean that it is not possible for you to enrol in VET and/or to obtain a Victorian Government VET subsidy

Access, correction and complaints
You have the right to seek access to or correction of your own personal information. You may also complain if you believe your privacy has been breached.

For further information, please contact Workplace Training Strategies by phone 03 9591 8300 or email info@wts.edu.au
For further information about the way the Department collects and handles personal information, including access, correction and complaints, go to http://www.education.vic.gov.au/Pages/privacypolicy.aspx.

For further information about Unique Student Identifiers, including access, correction and complaints, go to http://www.usi.gov.au/Students/Pages/student-privacy.aspx.

Who's Who In Training?

The National Code of Good Practice outlines the responsibilities of employers and trainees.
www.australianapprenticeships.gov.au/publications/national-code-good-practice-australian-apprenticeships

Employers

- meet legal obligations
- provide a safe working environment
- support the structured training i.e. videos, tests, evaluations
- provide supervision and support
- advise trainees of their rights and responsibilities.

Trainees

- commit to work and training responsibilities
- require consent from a parent/guardian if less than 18 years of age
- participate in developing a Training Plan
- maintain a record of training.

VRQA – Victorian Registration & Quality Authority

Regulates apprenticeships/traineeships in the state or territory. The VRQA monitors the quality of training, approves RTOs. In addition, the VRQA may:

- advise employers and apprentices/trainees on rights and obligations
- approve early completions, variations to Training Contracts, suspensions and cancellations
- provide field officers to solve problems between employers and their trainees.

Apprenticeship / Traineeship Field Officers

Skills Victoria provides Apprenticeship Field Officers to assist to solve problems between employers and their trainees.

ASQA – Australian Skills Quality Authority

Regulates Australia's vocational education and training sector, courses and training providers to ensure nationally approved standards are met.

- help you resolve a problem with your training provider
- assist you in obtaining a copy of previous qualifications/statement of attainments

Registered Training Organisation - RTO

- assist the employer and the new trainee to select an appropriate training program
- explain the requirements of the training program
- design a Training Plan
- provide training records and training materials
- train the trainee and assist the employer to make sure training is completed
- visit the workplace to check progress
- provide additional learning support if required
- issue qualifications.

Australian Apprenticeship Centers

Provide free information and advice on:

- available Commonwealth and State Government incentives
- completing and lodging incentive forms
- general information about apprenticeships/traineeships
- selecting the appropriate training
- selecting appropriate RTOs