



2019

RTO 40548

staff handbook

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WELCOME

Welcome to the IVET Group (IVET), we are excited that you have decided to study with us and that we can support you with your learning journey, no matter where your career path leads to.

The IVET Group consists of three registered training organisation (RTO's):

IVET Institute PTY Ltd – RTO ID 40548;
TAE Training Academy – RTO ID 32413 and
IVET Trades – RTO ID 32275.

In 2009, IVET started from humble beginnings of providing high quality training and assessment resources to schools to aid the delivery of their VET programs.

In 2011 IVET became a Registered Training Organisation and started to provide high quality accredited training and assessment services to satisfy our client's requirements.

IVET provides a range of high quality Sport, Fitness & Recreation, Community Services, ICT, Creative industries, Health and Business courses designed to expertly prepare clients for Higher Education or employment.

Our courses are designed by highly qualified staff with extensive industry and teaching experience to enable students every opportunity for success in their course.

We at IVET believe in supporting students towards higher levels of personal achievement in their learning and improving levels of student satisfaction with all aspects of their learning experience.

We draw on our established relationships with business; industry and government stakeholders to ensure our study programs; resources, structures and facilities are appropriate to the demands of our students and consistently meet their expectations.

Quality is maintained in compliance with the National VET Regulator's Standards for RTO's 2015, and improved via our continuous improvement system.

We continually strive to improve our reputation as a premium quality provider of Vocational education at competitive prices and we achieve this through the careful planning and implementation of country specific marketing strategies and ensuring the consistent quality delivery of all services to all stakeholders.

We wish you all the best with your studies and if you need anything, please don't hesitate to get in touch.

Regards,

Matthew Trounce
IVET Group CEO

IVET VALUES

Quality

IVET believes in quality training, delivery, resources and assessment. It is vital to our organisation and our ongoing success as an organisation to ensure that our students are achieving the best possible outcomes through ensuring continuous improvement of all facets of our organisation.

IVET is also committed to assisting the industry to set benchmarks for a skilled, knowledgeable and exciting workforce, through regular industry consultation and feedback.

Connectedness

IVET believes in positive relationships and the importance of developing connections with our entire VET in school's teacher/trainers and students.

Integrity

IVET believes in honesty and having the best interests of our students at the forefront of our organisation.

Learning

IVET is committed to assisting students to achieve their educational best through a range of support services and innovative and engaging course materials and training delivery.

IVET STAFF

Currently all of the staff at IVET are qualified and experienced VET in school teachers and or VET practitioners who understand the needs of today's learners and the importance of delivering training that is engaging, realistic and relevant to the learner and their future pathway.

IVET understands the demands that many students experience and our trainers and staff are available to assist students over the duration of the course. For any queries, questions or assistance that you may have during your training our staff are always accessible by contacting our office.

Office Contact Details

Address: Office 26/131 HYDE STREET, YARRAVILLE VIC 3013

Phone: 1300 004 838

Email: admin@ivet.edu.au

Hours of Operation

Our office is open from 08:30AM to 18:30PM Monday to Friday (Australian Eastern Standard Time)

VET Quality Framework

The Vocational Education and Training sector is heavily regulated because the provision of quality training significantly impacts the economy in general, industry and individuals lives. IVET operates in several sectors and therefore must operate in compliance with several regulatory frameworks and pieces of legislation including:

The [National Vocational Education and Training Regulator Act 2011](#)

VET Quality Framework

- Standards for Registered Training Organisations 2015
- Data Provision Requirements 2012
- Fit & Proper Person Requirements 2011
- Financial Viability Risk Assessment Requirements 2011
- Australian Qualifications Framework.

The [National Vocational Education and Training Regulator Act 2011](#)

The Australian Skills Quality Authority (ASQA) is the national regulator for Australia's vocational education and training sector. ASQA regulates courses and training providers to ensure nationally approved quality standards are met. The main part of the Act that guides IVET in its activities is the National VET Regulators Standards for Registered Training Organisations 2011. There are another 3 main parts of the act that impact and guide IVET practice. This sets out the standards and provides guidance on IVET practice. IVET policies and procedures and operating practices are in compliance with this regulatory framework. The Framework and relevant IVET policies and procedures will be explained to you during orientation so that you are aware of your role and IVET obligations.

Standards for Registered Training Organisations 2015

<http://www.comlaw.gov.au/Details/F2014L01377>

The VET Sector (Vocational Education and Training) & Training Packages

The VET accredited courses being delivered by IVET require IVET to also adhere strictly to the Federal and State bodies which develop and oversee the delivery of the national curriculum. The VET sector is characterised by the use of Competency Based Training – being competent in this context means having the skills, knowledge and attitudes to be able to perform tasks to pre-established industry standards. The majority of VET sector courses are now being delivered as “Training Packages” – which means that a more integrated approach to curriculum development has occurred (clustered competencies as compared with individual learning outcomes), and which are specifically developed around nationally developed standards and assessment guidelines.

It is of utmost importance (and contractual responsibility) that when performing duties all staff must strictly follow policy and procedure. In doing so we can ensure that students are receiving high quality training, assessment and support services and IVET is operating in compliance with the various pieces of legislation. IVET is regularly audited by the various regulatory bodies and there are severe penalties for non-compliance including revoking our registration.

Legislative Requirements

IVET is subject to Commonwealth and State or Territory legislation pertaining to training and assessment, as well as business practices.

These include, but not limited to:

- ➔ *National Vocational Education and Training Regulator Act 2011*
- ➔ *Skilling Australia's Workforce Act 2005*
- ➔ *Fair Work Act 2009*
- ➔ *Copyright Act 1968*
- ➔ *Age Discrimination Act 2004*
- ➔ *Disability Discrimination Act 1992*
- ➔ *Education Services for Overseas Students Act 2000*
- ➔ *Racial and Religious Tolerance Act 2001*
- ➔ *Charter Of Human Rights And Responsibilities Act 2006*
- ➔ *Disability Act 2006*
- ➔ *Education and Training Reform Act 2006*
- ➔ *Equal Opportunity Act 2010*
- ➔ *Fair Trading Act 1999*
- ➔ *Financial Management Act 1994*
- ➔ *Freedom of Information Act 1982*
- ➔ *Privacy and Data Protection Act 2014*
- ➔ *Occupational Health and Safety Act 2004*
- ➔ *Working With Children Act 2005.*

All staff, whether it be trainers and assessors internally or through third parties and general staff, must comply with these legislative acts also.

Duty of care

IVET is committed to providing a high standard of vocational education and training and recognises its legal responsibility to do so in a fair, efficient and equitable manner.

IVET and its partner school staff have a duty of care to all students under our supervision and training and will address individual student needs and optimise each student's chance of successfully completing the qualification throughout the course and will ensure learner needs are the main focus of the training.

A duty of care must always be taken to ensure the "safe participation" of all students within the training environment including on or off the premises training.

IVET policies and procedures

It is important that Trainer/ assessors have a working knowledge of IVET's policy and procedures and legislative framework.

If at any time the teacher and or school have any questions regarding IVET's policies or the Vet Quality Framework they are encouraged to contact IVET directly.

Trainer/ assessors are to familiarise themselves with the following (and all other) policies and procedures:

- ➡ Client information policy
- ➡ Enrolment policy
- ➡ Training and Assessment policy
- ➡ Staff recruitment policy
- ➡ Staff professional development policy
- ➡ Continuous Improvement Policy
- ➡ Fees and Refunds Policy
- ➡ Complaints and Appeals policy
- ➡ Student support policy
- ➡ Academic misconduct policy
- ➡ Marketing policy
- ➡ Records management policy
- ➡ Version control policy.
- ➡ Monitoring of Course Progress policy

IVET's partner school staff have access to upon request, all of IVET's other policy and procedures and are asked to contact the Training Manager directly for access and clarification to and regarding these documents.

Training and Assessment

Learning & Assessment strategies

A variety of approaches will be used when developing and assessing student knowledge and skills. The Vocational Education Sector operates under a competency-based system of learning and assessment.

Competency-based assessment is the process of collecting evidence and making judgements on whether the required level of knowledge and performance has been achieved. This means that students need to be able to demonstrate or show that they are able to do certain tasks and understand certain information to the levels required by the subject. This approach may also allow students to input into negotiating how the evidence about performance will be gathered.

Students will be considered competent when they are able to apply their knowledge and skills to successfully complete work activities/ assessment tasks in a range of situations and ideally a range of environments which might include the workplace. Thus, competency:

- ➔ Emphasises outcomes (the achievement of specific learning outcomes and skill levels as identified in the Unit outline)
- ➔ Focuses on what is expected of an employee in the workplace
- ➔ Highlights the application of skills and knowledge
- ➔ Focuses on what you can demonstrate that you are able to do
- ➔ Includes the demonstration of the ability to transfer and apply skills and knowledge to new situations

Students should be able to demonstrate both specific competencies (related to the course of study that they are undertaking) and more generic “key competencies”.

The key competencies are:

- ➔ Collecting, analysing and organising information
- ➔ Communicating ideas and information
- ➔ Planning and organising activities
- ➔ Working with others and in teams
- ➔ Solving problems
- ➔ Using mathematical ideas and techniques
- ➔ Using technology.

Students are not required to simply memorise information. Students must be able to demonstrate that they can use that information and apply it in a practical way. Students will be required to use an “active” learning style, both in individual learning tasks and in group learning tasks within and outside the classroom.

An active learning style involves:

- ➔ Undertaking practical and applied tasks (for example, using a computer program to produce the outcome required)
- ➔ Thinking and questioning
- ➔ Analysing information, and putting related ideas together
- ➔ Setting and solving problems
- ➔ Discussing and contributing ideas using logical arguments
- ➔ Participating actively in the class and undertaking research outside the class
- ➔ Experiential learning, or learning by doing.

Trainer and Assessors

Trainers are responsible for ensuring that an environment exists in their classes that will enable quality outcomes to occur. Student participation in class is to be encouraged, and standards with regards to punctuality, attendance, student behaviour and the submission of work should be identified and explained to students. Students should not be eating in class, nor should they interrupt the class with mobile telephones. Mobile phones are required to be turned off in all classes. We expect that classrooms are kept in a clean and workable manner for all classes who use the rooms.

Professionalism

Trainers are expected to work in an ethical, professional and sensitive manner in their interaction with students and staff. Our students are adult students from a wide variety of backgrounds. We are also required from time to time to be accommodating of other student/stakeholder needs. As a private Education Provider, customer service obligations as well as academic integrity are of critical importance.

Maintaining accurate records of assessment results, providing support and feedback to students

The Training Manager will provide you with information as to the procedures that need to be followed to ensure that there is accurate recording and storage of student results. This will mainly require you to:

- ➡ Keep a list of all students/ trainees in your class/ classes
- ➡ Provide feedback and results in a timely manner to students with regards to completed assessment tasks (standard IVET documentation is to be employed)
- ➡ Record assessment results for those students progressively, as the assessment tasks are completed.
- ➡ Counsel students who are not making satisfactory progress and provide opportunities where appropriate and when in line with the assessment procedures, for students to re-sit/ re-submit assessment tasks
- ➡ Inform the Training Manager if you feel that students are at risk of not making satisfactory academic progress or if you feel that the student may require additional support (e.g. LLN support)
- ➡ At the end of each week, provide the details of assessment results (if any) to the Administration Manager in the manner required
- ➡ Maintain your own copy of these results for the duration of your employment at IVET, in the case that students may wish to question or appeal the result.

Trainer and Assessor

The trainer's role is to ensure trainees are presented with information, resources and guidance to develop and hone the required skills to a level considered competent. Trainers draw upon a range of vocational experience to assist student understanding of the detailed material by highlighting relevant concepts and providing practical examples.

Trainers often set practical projects for student learning, encouraging teamwork and presentation of learning to demonstrate key competencies. This hands-on approach will involve assessing satisfactory completion of practical tasks to develop content for delivery of reports and other tangible outcomes which students can provide to employers in demonstrating their acquired skills. Industry standards are adhered to in every possible situation.

A wide range of books, journals, magazines, hand-outs, newspaper articles are utilised as well as role play, simulations, pair and group work and whole class activities.

The role of an assessor is to objectively assess and judge a candidate's evidence against a set of standards. In order to do this effectively, an assessor must have a sound knowledge of, and be skilled in, the relevant industry area. In addition, the assessor must have acknowledged competency in assessment itself and hold an appropriate training and assessment qualification or equivalent.

An assessor must:

- Interpret and understand the assessment criteria;
- Ensure that evidence meets the standards;
- Ensure that evidence is valid, authentic, reliable, consistent, current and sufficient; and
- Use expertise to make fair and objective judgements.

The training and ongoing professional development of assessors must include such areas as:

- Roles, responsibilities and ethics;
- Procedural and administrative duties;
- Performance and knowledge evidence gathering and presentation;
- Interpretation and usage of standards;
- Selecting and using appropriate methods of assessment; and
- Requirements regarding processing and recording of results, progress and feedback.
- It is crucial that assessors always understand and practise fair, objective, unbiased and flexible assessment processes.

Assessment Tasks

Details about the assessment tasks, demonstration of competence and dates for these tasks will be given to students in the delivery and assessment schedule at the commencement of the subject/ unit.

In order to be identified as competent and to be able to pass a subject/ unit, students must be able to demonstrate that they have achieved the learning outcomes/ competencies set down for the subject/ unit.

Students must:

- Complete ALL the assessment tasks for the subject/ unit
- Submit the tasks on or before the due date specified by the trainer
- Satisfy the trainer that the work completed/ submitted is the students own work.

Students are permitted 3 attempts to demonstrate competency for each assessment task/question.

Each assessment attempt will be graded as; S – Satisfactory performance or U – Unsatisfactory performance and each assessment question will be marked C – Correct and IC – Incorrect.

Principles of Assessment and Rules of Evidence

For an effective assessment system in a competency environment, some basic principles must apply:

Rules of Evidence	
Validity	<p>The assessments actually assess what they claim to assess and what they have been designed to assess.</p> <p>Validity of assessment is achieved when:</p> <ul style="list-style-type: none"> ➤ Assessors are fully aware of what is to be assessed, as indicated by the standards of competence, including clearly defined performance criteria ➤ Appropriate evidence is collected from activities that can be clearly related to the units of competency.
Sufficiency	<p>Evidence of competency should be sufficient to cover all the elements, performance criteria and required range of variables in the standards against which assessment is to be carried out.</p> <p>A tendency of many candidates is to provide more (or less) evidence than is actually required to prove competency against the standards. An effective assessment system ensures that candidates are clearly advised regarding the amount and form of evidence, which is sufficient to prove competency. This should avoid the situation where masses of evidence are provided, requiring trainers/ assessors to spend more time than necessary per candidate, or too little evidence, making it difficult to judge competence.</p>
Authenticity	<p>The evidence collected is authentic - that is, it is actually derived from valid sources and is directly attributable to the individual.</p>
Currency	<p>Under an effective system, assessment evaluates whether or not the individual's skills and knowledge are current and can be applied in today's workplace. As a general rule, competencies that have not been demonstrated within the past 3 years are not usually accepted as "current". However, a trainer/ assessor, under some circumstances may make exceptions to the specified period.</p> <p>There may be specific situations where individual skills have not been directly applied for a longer period, but these skills are in fact still current for the individual. In cases such as this, evidence from earlier periods may be admissible, and assessed for currency, within an appropriately flexible assessment system.</p>

Principles of Assessment	
Flexibility	<p>Every portfolio or set of candidate evidence is unique. Each candidate will identify and develop his or her own specific set of evidence to prove competency against the standards. This set will be based on the workplace experience of the candidate and will comprise diverse types and forms of relevant and appropriate evidence.</p> <p>Trainers/ assessors must be capable of taking a flexible approach to the assessment of evidence. Clearly, this approach must always take time and cost into account – both to ensure the best use of trainer/ assessor time and from the viewpoint of the candidate and his or her employer.</p>
Validity	<p>The assessments actually assess what they claim to assess and what they have been designed to assess.</p> <p>Validity of assessment is achieved when:</p> <ul style="list-style-type: none"> ➤ Assessors are fully aware of what is to be assessed, as indicated by the standards of competence, including clearly defined performance criteria <p>Appropriate evidence is collected from activities that can be clearly related to the units of competency.</p>
Reliability	<p>Reliable assessment uses methods and procedures that ensure that the competency standards are interpreted and applied consistently from person to person and from context to context.</p> <p>The following are important to ensure that assessment produces consistent outcomes:</p> <ul style="list-style-type: none"> ➤ Clear, unambiguous, well-documented assessment procedures and competency standards; ➤ Clear, consistent and specific assessment criteria; ➤ Effectively trained, briefed and monitored trainers/ assessors; ➤ Adequate trainers/ assessors across industries and a hierarchy of assessment which ensures a quality outcome; and ➤ Assessment is carried out within a system flexible enough to cope with multiple and diverse forms of evidence.
Fairness	<p>An assessment system and its processes must not disadvantage any person or organisation. All eligible candidates must be guaranteed access to assessment, which does not discriminate on any basis. Assessment guidelines must include an approach for working with candidates who have special needs.</p> <p>To achieve these principles, the assessment system must exhibit the following characteristics:</p> <ul style="list-style-type: none"> ➤ The standards, assessment processes and all associated information are straight forward and understandable; ➤ The characteristics of potential candidates are identified, to enable all potential assessment issues to be identified and catered for; ➤ The chosen processes and materials within the system of assessment do not disadvantage candidates; ➤ An appropriate and effective review and dispute resolution mechanism is in place to investigate, examine and redress any issue of unfairness or disadvantage identified, involving access, assessment, certification or any other related issue; and ➤ Where potential disadvantages are identified, the system is amended to avoid or counter them, or appropriate steps taken to overcome them including reassessment if required.

Forms of evidence

In general, basic forms of skills evidence include:

Direct performance evidence - current or from an acceptable past period - from:

- Extracted examples within the workplace;
- Natural observation in the workplace; and
- Simulations, including competency and skills tests, projects, assignments.

Supplementary evidence from:

- Oral and written questioning;
- Personal reports; and
- Witness testimony.

Appropriate and valid forms of assessment utilised for both skills and knowledge may include:

- Evaluation of direct products of work;
- Natural observation;
- Skill tests, simulations and projects;
- Evaluation of underpinning knowledge and understanding;
- Questioning and discussion; and
- Evidence from prior achievement and activity

Assessment Re-submissions

If a student is not able to demonstrate the attainment of the required competencies of the unit, the following options exist:

- A “Not Yet Competent” will be recorded
- A “Not Yet Competent” will be recorded, and students may need to repeat the unit. At the discretion of the trainer/ trainer and in consultation with the Training Manager, further assessment could occur.

Absenteeism

If students are absent from an assessment due to illness or other circumstances and they can provide documentation to explain the absence (for example, a medical certificate), students should arrange a time with the trainer to re-sit/ re-submit the assessment.

Students who do not provide acceptable evidence to explain their absence from an assessment task will be awarded an unsatisfactory performance grade in that task.

If students do not complete assessment tasks, and/or reach competency standards by the due date

- Late work will only be accepted if it is submitted within 14 days of the due date, and the trainer has granted an extension
- Any work submitted outside the one-week extension period will only be assessed if the trainer agrees to accept the work or grant a re-sit/ re-submit
- Please note that trainers are under no obligation to accept late work where prior approval for the work being late has not been given
- Resubmissions of assessment tasks that have been graded as; U- Unsatisfactory performance are to be arranged with their assessor.

Candidates with Special Needs

One fundamental principle of an assessment system is that each candidate must have access to fair and open assessment. Candidates with special needs should be offered the same opportunities as any other candidate.

As special needs extend to more than identifiable physical or learning difficulties, a trainer/ assessor will also need to consider the best approach when dealing with candidates with needs such as low literacy, lack of confidence or non-English speaking background.

A trainer/ assessor must take special needs into consideration from the planning stage onwards and adopt particular assessment methods as appropriate. Depending on any specification given in the standards, the trainer/ assessor may be able to accept alternative evidence from a candidate with special needs.

If there is uncertainty, the trainer/ assessor should call on other trainers/ assessors or a verifier for assistance and guidance, as required. In such a case, the situation must be fully documented, with appropriate feedback being provided to the candidate at all stages.

Reasonable Adjustment

An open mind, common sense and tailoring to individual circumstances will, as often as not, ensure individuals achieve the standards employers and training providers expect. Reasonable adjustments need only be that – reasonable. It is about identifying what adjustments might reasonably be made and how they may be put into place. Training and assessment can be made more appropriate and fair for a person who has a disability through attitude, preparation and application.

For further information on training and assessment for people with specific needs, the DEEWR website has information about the Disability Coordination Officer Programme, which ‘provides information, co-ordination and referral services for people with a disability interested in or enrolled in post-school education and training’ (www.deewr.gov.au).

There are some of the practical things as below that can be done as part of providing reasonable adjustment to learners with specific support needs to enable them to undertake training and assessment. Clearly, each case will be different and will need to be discussed with the person and in some cases expert help will be needed, at least in the initial stages.

TYPE OF DISABILITY	REASONABLE ADJUSTMENT
Acquired brain injury	Memory aids (posters, notes etc.) Reflective listening skills Stress minimisation Time and patience
Hearing impairment	Audio loops for people using hearing aids Plain English documents Fire and alarm systems with flashing lights Sign language interpreters Telephone typewriters
Intellectual disability	Additional time Assessment which is appropriate to the skill (i.e. avoiding written assessment for practical tasks) Mentors Plain English documents Practical learning sessions Repetition of learning exercises

Mobility impairment	Access to aids such as for holding documents Adjustable tables Lifting limits Note taking support Oral rather than written presentations Personal computer Wheelchair access
Psychiatric disability	Identification and avoidance of stresses Ongoing rather than formal assessments Reflective listening skills
Speech impairment	Information summaries Stress minimisation Time and patience Written rather than verbal opportunities
Vision impairment	Additional writing time for assignments/tests Audio tapes Braille translations Enlarged computer screen images Enlarged text and images Good lighting or reading lamps Guide dog provision Informing the person before moving furniture Voice synthesisers on computers

Backing-up work

Students are expected to back-up all work that they submit for assessment. Students should back-up files on a USB (Memory stick), External Hard Drive, online via (Dropbox or OneDrive and/or take photo copies of all work submitted. Neither loss of files, computer malfunction nor corruption of data is an acceptable excuse for work not being handed in on time. This is extremely important as it is not an acceptable excuse that work has been "lost".

Results

The classroom trainer will give students feedback about their ongoing assessment tasks and course progress. If they have concerns about their results/ feedback students should speak with their trainer about this. Student results are to be recorded and maintained by the trainer. Students should keep copies of all assessed work which has been completed and assessed until the completion of the subject/ unit.

Appeals

- ➡ If students have concerns about their results, they can speak to their trainer first
- ➡ Trainers must act in a consistent and fair manner and employ marking guidelines at all times.
- ➡ If students do not feel that the matter has been resolved satisfactorily, then they should notify the Training Manager in writing about the matter using the complaints and appeals form.
- ➡ The assessment appeal will be processed in accordance with IVET Complaints and appeals policy and procedure
- ➡ If the appeal is upheld you will be provided with another opportunity to attempt the assessment. Only one assessment appeal is permitted.

Academic integrity

It is the role of the trainer/ assessor to ensure that academic integrity is maintained in all learning and assessment activities. Trainers must create opportunities to re-inforce students understanding of what cheating, plagiarism and collusion is and what will be the outcome if they undertake such practices. The Institute treats this matter very seriously and it is one of the most important roles of a trainer/ assessor to ensure academic integrity.

All trainers/ assessors must consistently implement and perform their duties in accordance with the IVET Training and assessment and Academic misconduct policies and procedures. Induction training and ongoing professional development opportunities will be provided to trainer/ assessors to enable them to develop practice in this area.

As outlined in the Code of Conduct students are expected to approach learning and assessment activities in an ethical manner. At IVET our students almost always conduct themselves with integrity and do not engage in collusion, plagiarism or cheating. Plagiarism, collusion and cheating can occur over confusion about what the definitions of each actually are. The following information is intended to provide guidance.

Cheating

Cheating is the use of any means to gain an unfair advantage during the assessment process. Cheating may be (but not limited to) copying a friends answers, using mobile phones or other electronic devices during closed book assessments, bringing in and referring to pre prepared written answers in a closed book assessment and referring to texts during closed book assessments amongst others.

Plagiarism

Plagiarism is the submission of somebody else's work as your own. This may include copying all or part of another person's thoughts or ideas and representing them as your own. If a student fails to identify the original source of some or all of the submission this also constitutes plagiarism.

If a student copies another student's work and passes this off as their own then this is also a form of plagiarism and cheating.

During assessment students will read about ideas and gather information from many sources. When students use these ideas in assignments they must identify who produced them and in what publications they were found. If students do not do this they are plagiarising. If students are including other people's work in submissions e.g. passages from books or websites, then reference should be made to the source.

For further information on what constitutes plagiarism please refer to: <http://www.plagiarism.org/> or contact the Chief Operating Officer at admin@ivet.edu.au

Submitting plagiarised work during assessments will result in the student's assessment submission being invalidated.

Collusion

Collusion is the presentation by a student of an assignment as his or her own which is in fact the result in whole or in part of unauthorised collaboration with another person or persons. Collusion involves the cooperation of two or more students in plagiarism or other forms of academic misconduct or cheating. Both collusion and plagiarism can occur in group work.

Unauthorised collusion during assessments will result in the student's assessment submission being invalidated.

Cheating and/ or plagiarism and/ or collusion during assessments will be treated as a breach of the Code of Conduct and is deemed to be 'Academic Misconduct' and may lead to the student being removed from the course and their student visa being cancelled. No refund is available to the student in such circumstances.

All students have access to the Code of Conduct and Academic Misconduct Policy and Procedure. The Code of Conduct is printed in the Student prospectus and Student handbook and a copy of the Academic misconduct policy and procedure is available on request by contacting the Training Manager at any time.

If students have been found to have colluded, cheated or plagiarised, there are penalties and processes that are followed. Students may be penalised by any of the following ways as:

- ➡ Be reprimanded
- ➡ Be required to repeat the assessment or complete a new assessment task
- ➡ Fail all or part of the assessment
- ➡ Be suspended from studies
- ➡ Have their enrolment cancelled.

Maintaining the integrity of the assessment process

Any trainer/ assessor who colludes with students during the assessment process will be in breach of the conditions of the IVET Code of Conduct and the IVET Agreement with their school. This is considered a serious breach of conditions of the IVET and school agreement and may lead to disciplinary action from the trainer's employer and the removal of the trainer from the IVET program.

It is each trainer/ assessor's duty to ensure the integrity of all assessment materials they use. This means that any PC where assessment materials may be accessed must be secured prior to leaving the workstation.

Ensure that:

- ➡ Under no circumstances should computers be left unattended and with access unsecured.
- ➡ Staff rooms should be locked when unattended.
- ➡ Filing cabinets where hard copy assessments are stored must be locked at all times.
- ➡ Access to PC's must be password controlled and for authorised personnel only.
- ➡ Access to areas where completed assessments are archived must be locked at all times and access to these areas is by authorised personnel only.
- ➡ No assessment materials must be left unattended classrooms at any time.
- ➡ IVET assessment materials may not be passed to a third party under any circumstances.
- ➡ Trainer/ assessors report any non-compliance with any of the above guidelines immediately to the Training Manager or CEO.
- ➡ Model answers/ assessor guides must not be left in classrooms or any other area outside of the staffroom in any circumstance.
- ➡ If trainers/ assessors are unsure about their responsibilities or any of the information in this section they are to contact the Training Manager immediately for clarification.

PRE-ENROLMENT

Prior to applying to undertake a course, students are encouraged to think about their individual learning needs. Clients should then consider all the information provided in this handbook and decide whether the course, training and assessment methods and support mechanisms are appropriate for addressing their individual learning needs. Learning needs can mean different things to different people. Some examples of individual learning needs may relate to/ be the result of:

- ➡ Intellectual, psychological, physical or medical conditions or have vision or hearing impairments.
- ➡ Family, work or personal commitments that impact study
- ➡ Poor experiences encountered when undertaking previous studies at school
- ➡ Why you want to undertake the intended course e.g. to access further study or employment opportunities
- ➡ The amount of time you have available to study per week or the duration of time you have to complete a course e.g. 1 year.
- ➡ Preferred learning style/ s. Some people learn best through reading, listening or watching, some through working independently as opposed to in groups with others. Some people learn best when completing practical activities and/ or learning on the job. Some people learn best when undertaking a variety of learning methods identified above.
- ➡ Existing knowledge, skills and experience relevant to their intended course of study

Prior to submitting an enrolment application all students should read this handbook in full. Particular attention should be paid to the sections that outline how IVET and the specific course in which you are interested could address your learning needs. e.g. Read the section on the type of academic support that is available to support students who have problems understanding the terminology in a subject and/ or with homework.

Course information pages (which accompany this document) provide details on e.g. course aims, course durations and course demands per week, types of learning and assessment methodologies, and further study and employment opportunities on successful course completion. Clients should think about whether the course and support mechanisms address their learning needs.

Clients should note that course delivery and assessment methodologies, duration and many other aspects of a course can be amended (where feasible) to address individual learning needs.

Clients should consider whether the support mechanisms outlined in this handbook are appropriate for supporting their individual learning needs. e.g. Sometimes being provided access to modified training materials address specific needs or being provided extra time to complete a task allows students to appropriately address the assessment requirements.

During enrolment, students will be asked to identify any individual learning needs that require support during their course. It is recommended that students provide IVET full details that will enable us to identify whether we can appropriately address your individual needs and if so how this can be achieved.

IVET encourage students to contact them and discuss any specific learning needs they may have and if/ how these can be supported during their studies.

Recognition of Prior Learning (RPL)

All students are provided with the opportunity to have their prior learning and experience assessed and gain recognition for this (Recognition of Prior Learning). This experience may have been gained from employment, previous formal training undertaken or life experiences. The RPL process will match a student's experience to the requirements in a unit of competency and be assessed to see if recognition can be granted.

Students may apply for RPL by submitting evidence of competency against the unit of competency performance criteria, knowledge and skills requirements. The CT/RPL application form is available on request from the Training Manager of IVET.

Credit Transfer (CT)

IVET recognises qualifications and statements of attainment issued by other Registered Training Organisations. Students who have successfully completed whole units of competency with another Institute can apply for credit transfer.

Both processes allow the candidate to reduce the time, study load and cost associated with achieving a qualification.

Students may apply for Credit Transfer by submitting a Credit Transfer application form along with original certificates/ statements of attainment to the Training Manager. The CT/RPL application form is available on request from the Training Manager.

Further information on the RPL/ CT process can be accessed by contacting the Training Manager.

*** Please note that RPL and CT applications can only be considered for whole units of competency and that the Training Manager of IVET will assess all requests for RPL not your teacher/trainer.*

Language Literacy and Numeracy

To ensure that we are catering for individual learning needs all students will complete a Language, Literacy and Numeracy (LLN) skills assessment as part of the enrolment process in accordance with regulatory guidelines. This process is completed as part of the Pre-training review. The LLN assessment is included in the Pre-training review form/process.

At IVET we are aware and understand that this can be a delicate matter. Our delivery and assessment methods can be adjusted to accommodate students with LLN needs where feasible.

IVET provides advice, support and help for any student requiring language, literacy and numeracy assistance. We also have relationships with agencies that can assist students who have LLN needs that cannot be accommodated by our staff and where appropriate we will work with school's support systems to assist students in this area.

We welcome students with LLN needs and encourage potential or current students to contact the Training Manager for further information.

All delivery, assessment and instruction are carried out in English unless otherwise stated. There may be the opportunity available for you for "reasonable adjustment" concerning the assessment process, depending on the level of support you require.

Pre-Training Review

To ensure students are placed in a course with an appropriate delivery and assessment strategy we review their existing knowledge, skills, experience and qualifications relevant to the course for which they are applying. Clients are asked to complete this Pre-training review during the application process by providing details of their existing knowledge, skills and experience relevant to the course.

Clients Language, Literacy and Numeracy ability is also assessed in conjunction with their knowledge, skills, experience and qualifications.

The results of the Pre-training review are used to determine if the student possesses the required LLN skills and knowledge, skills and experience to address course requirements and confirm whether the course is suitable for addressing their learning needs.

The Pre-training review and Enrolment forms are used to collect the information that will be analysed to determine if the course is appropriate for addressing the students learning needs.

Clients are encouraged to contact the institute if they require clarification of any terminology or information in this document or to discuss their learning needs.

Course information

Course information can be found at www.ivetadvancedtraining.com.au or www.ivetinstitute.com.au or by speaking directly with IVET or your school. This includes information on content, length, mode of study, entry requirements and pathway information.

Academic Progress

IVET systematically monitors all VET courses and Third-Party progress. IVET will review all results on a monthly basis and engage with individual Trainers/Students if any concerns arise with.

IVET will send out regular monthly reports to all Third-party providers. These reports will show you how your courses are tracking, individual student progress and any recommendations for improvement from IVET (if applicable).

Trainers can view individual student progress at any-time throughout the course, by going to the course progress dashboard on the IVET Connect Portal.

Access to appropriate supports services is provided to assist students to successfully complete their course within the scheduled duration. IVET may refer students to external sources if they or the students home school are unable to sufficiently provide support for the students learning needs. IVET may refer students to external organisations if they are experiencing personal/ welfare issues that are affecting their course progress.

IVET takes all reasonable and feasible steps to assist students so they can successfully complete their course within the course schedule

Student support

Complaints and Appeals

If students have an issue with any aspect of their training course they should bring this to the attention of their trainer or another IVET staff member. IVET staff will attempt to resolve this in an informal manner to the student's satisfaction.

If the student is not satisfied with the outcome of the informal complaint they may lodge a formal complaint by completing the formal complaints and appeals form contained in appendix one of this handbook. This will be dealt with in accordance with the complaints and appeals policy, also located in appendix one of this handbook.

Students have the right to appeal the outcome of a complaint or the outcome of assessment decisions if they are dissatisfied and feel they have been dealt with unfairly. This can be done by completing the complaints and appeals form located in appendix one of this handbook. The appeal will be dealt with in accordance with the complaints and appeals policy and procedure located in appendix one of this handbook.

If submitting a formal complaint or appeal form students must provide reasons and supporting evidence justifying their grounds for the complaint or appeal.

If the student is still dissatisfied by the outcome of an internal appeal they have the right to the external complaints or appeals process.

An external party to IVET will review the case to identify if IVET has followed the correct process as stated in the complaints and appeals policy in handling the complaint or appeal. The external party does not review the outcome of the complaint or appeal.

Students have the right to seek advice from and be represented by external parties at any time during the complaints and appeals process. The cost of this will be borne by the student.

Academic Support

Students who are experiencing difficulties with any aspect of their course are encouraged to contact their trainer or any other member of staff. Trainers are expected to provide academic support to facilitate student's successful completion of their course. If you feel that the student requires a level of support that you cannot provide please consult the Training Manager. In certain circumstances he/she may refer the student to external agencies for support.

Welfare Support

We understand that our students sometimes require extra support to help them cope with their training course. Sometimes there can be personal issues that impact their successful course completion. Our relationships with professional welfare services ensure that our students are provided with access to services if required. If a student approaches you with personal/ welfare issues follow the guidance in the Student Support policy and procedure.

English Language Support

Students who experience difficulties with English language are provided support by our student services department. If a student is having difficulty understanding lessons, reading and or submitting written work to an appropriate standard they should be referred to the student services department. Contact the student services department for further information.

Access & equity

IVET staff treats all students fairly, equally and without discrimination. All staff activities and practice is guided by our Code of Conduct. IVET provides access and equity to candidates with special learning needs.

As special needs extend to more than identifiable physical or learning difficulties, our trainers also consider the best approach when dealing with candidates with needs such as low literacy, lack of confidence or non-English speaking background.

IVET trainers take special needs into consideration from the planning stage onwards and adopt particular delivery and assessment methods as appropriate.

Pastoral Care

In addition to their formal classroom teaching, trainers are asked to assist students with more general pastoral care matters that could be affecting the ability of the student to manage their studies. Trainers should also encourage feedback from students, and where appropriate respond to feedback that would improve the teaching/ learning environment for students. We have found that a sympathetic ear, advice and encouragement from the trainer are vital in the process of helping to solve student difficulties. Trainers should report issues that they feel are more serious to the Training Manager.

Trainers should be familiar with IVET Complaints and Appeals Procedure. This process requires that students see their trainer in the first instance about any aspect of their teaching/learning program that concerns them.

Learner and employer feedback

As part of IVET's continuous improvement policy the provision of gathering data is a valuable tool in this process. All schools entering into this agreement must understand the importance of data and feedback to the IVET and must be aware of the methods used to gather data.

When requested by the IVET the school staff will administer learner questionnaires to students undertaking the Certificate III in Sport and Recreation and provide this data to IVET for administration.

Upon request, the school will administer employer questionnaires to relevant staff members including the teacher, VET coordinator, assistant principal or principal and IVET will use this data to improve their processes.

Staff Qualifications and Professional Development

The minimum requirement for the teaching of Certificate, Diploma and Advanced Diplomas within non-university providers of VET courses is a Certificate IV in Training and Assessment TAE40110 (including additional units) or the TAE40116, together with demonstrated evidence of having relevant vocational competencies to at least the level of the units being delivered or assessed. Trainer/ assessors must also maintain currency of knowledge and skills through professional development activities on an ongoing basis.

So that trainers are both broadly experienced in their teaching discipline and familiar with work place practices in that discipline, we are seeking both demonstrated relevant teaching experience and relevant work experience. Trainers must remain abreast of issues in the workplace that are relevant to the teaching they undertake.

In the main, a trainer's professional responsibility will be around the delivery and assessment of the units of competency allocated. Trainers will also be required to become familiar with Standards for Registered Training Organisations 2015 and to undertake administration duties to support the training and the reporting requirements of IVET. There will also be professional development activities that are required around Standards for RTO's 2015, teaching practice and other current sport, fitness and recreation practice.

A basic requirement of the Standards for Registered Training Organisations 2015 is that each trainer/ assessor must be competent in the subject/ topic to the level being taught. Vocational competency must be demonstrated at least the level of the unit/s being delivered along with relevant current industry experience.

All trainers/ assessors are required to undertake on-going Professional Development. They should discuss their individual needs with the IVET Training Manager. From time to time, trainers will be required to attend Professional Development and Meetings outside of scheduled teaching times.

Staff are to refer to the Professional development policy and procedure in this handbook for further details. A professional development plan will be negotiated on completion of your induction.

Summary of requirements

In order to comply with legislative requirements IVET must ensure that trainers/ assessors who are delivering and/ or assessing the units of competency in each course possess:

- TAE40110/TAE40116 Certificate IV in Training & Assessment (or higher level relevant qualification identified in the Standards for RTO's 2015).
- Vocational competencies at least to the level being delivered and assessed;
- Current industry skills directly relevant to the training and assessment being provided; and
- Current knowledge and skills in vocational training and learning that informs their training and assessment.

Vocational competence matrices

All trainers/ assessors identified in this agreement must ensure their qualifications and industry experience are current and relevant to the units of competency they deliver and assess. Trainers/ assessors are to demonstrate this by maintaining a Vocational competence matrix.

Professional Development

IVET is committed to providing the best service, training and support to students. The professional development of trainers is of therefore prime importance to the management of the IVET.

All trainer/ assessors delivering IVET courses will be provided with continuous opportunities to undertake professional development, develop their knowledge and skills and maintain currency of practice. Professional development activities will relate to training and assessment, fitness, sport and recreation industry practice, skills and knowledge.

IVET will review the units of competency on their scope of registration every two months to ensure what they are approved to deliver is the current version of each unit. If any unit requirements have changed they will investigate the nature of the change and as soon as possible update their scope of registration. IVET will also identify all current staff affected by a unit change and work with trainers/ assessors to enable them to satisfy the requirements of such a change.

IVET trainers whose currency of qualifications and/ or industry experience must be updated and advise them on ways they can further develop their skills, knowledge and maintain current practice for a specific program.

Teachers in secondary schools are mandated to complete annual professional development plans (PDP) and a copy of these PDP plans must be given to IVET upon request. These plans will be added to staff files to ensure all staff members are continuously improving and updating skills. Activities must ensure that the requirements to maintain currency of vocational competence are satisfied.

IVET has outlined a professional development program for the trainers/ teachers identified in this agreement and unless negotiated otherwise with the IVET CEO, trainers are required to attend and provide input to the development of their programs as well as complete the required documentation.

IVET requires teachers attend a minimum of 5 days professional development throughout the year.

IVET will provide all school staff additional external opportunities to develop their vocational skills in all of the VET related sectors including:

- Ability to attend Industry specific professional development run by peak bodies
- VET workshops run by industry
- VET in Schools workshops run by VCAA
- Assessment writing workshops run by VCAA
- Assessment writing workshops run by IVET
- Monthly IVET newsletters (called IVET news) to all schools and teachers updating them on what's happening in the VET sector
- Recommendations for professional development activities to maintain currency of vocational knowledge and skills

Validation of training and assessment strategies and materials

IVET systematically reviews its training and assessment strategies and materials to ensure they address Training Package, industry and student requirements. This is facilitated by implementing the IVET Continuous improvement policy and procedure. The process involves reviewing the strategies implemented when delivering and assessing each unit and the materials employed to ensure the consistently address the relevant requirements.

Training and assessment moderation

IVET systematically reviews its training and assessment practices and assessor judgements during assessment to ensure they address Training Package, industry and student requirements. This is by implementing the IVET Continuous improvement policy and procedure.

IVET will review trainer's delivery of units of competency to ensure they are developing the required knowledge and skills in accordance with the training strategy. The review is also undertaken to ensure trainers are appropriately supporting students and preparing them for summative assessment.

IVET systematically review assessor's judgements during the assessment process. Assessor judgements are reviewed by comparing and evaluating their assessment decisions against the marking criteria for each assessment and by reviewing, comparing and evaluating the assessment decisions of trainers against each other to ensure consistency.

All teachers are required to contribute to IVET's training and assessment validation and moderation activities. With prior agreed notice IVET and the school ensure all relevant staff will contribute to the validation and moderation processes for the units they deliver and assess.

A validation and moderation schedule for each unit delivered and assessed will be negotiated with each school prior to the agreement being completed. Validation and moderation processes must be completed for each unit delivered and assessed during the duration of the course.

One of the main roles of IVET as the registered training organisation is to continually monitor all assessment material by its trainers.

Upon submission of students work, the IVET will internally moderate the assessment and will send the school a detailed report and the submitted assessment material.

If there are any areas that need rectification the IVET will notify the trainer as soon as possible to rectify areas of non-compliance.

Roles and responsibilities for each stage of the Partnering agreement

Pre-agreement checklist

Each Trainer/ assessor will:

- ➔ Review all documentation provided by IVET (relevant to their role) and confirm their understanding of their roles and responsibilities and/ or seek clarification from IVET on any issue.

IVET will provide the trainer and assessor with:

- ➔ Training and Assessment Strategy for the course they will deliver
- ➔ Partner agreement policies and procedures
- ➔ This Staff handbook

The trainer and Assessor must provide IVET with:

- ➔ A completed Staff file checklist
- ➔ Vocational competence matrix
 - The matrix allow you to demonstrates the vocational competency, requirements for trainers/ assessors (Certificate IV TAE40110/TAE40116 in Training & Assessment) and currency of skills and knowledge of each trainer/ assessor and provide supporting evidence.
- ➔ Professional development log including a record of professional development activities completed within the last year and any planned for the coming year (PD must relate to units delivered and training and assessment practice)
- ➔ Certified copies of qualifications attained
- ➔ Copies of trainer/ assessor CV (signed and dated by staff)
- ➔ Evidence of reference checks being completed
- ➔ Copy of VIT registration
- ➔ Working with children's check

Trainers and Assessors must:

- ➔ Participate in an induction. This will be conducted after vocational competency and requirements for trainers and assessors have been verified.
- ➔ Agree to undertake professional development activities to maintain the currency of their skills and knowledge for VET and in relation to the units they deliver.
- ➔ Agree to participate in the IVET validation and moderation activities.
- ➔ Confirm they understand and agree to effectively perform the trainer/ assessor roles and responsibilities indicated in this handbook.

Duty Statement for Trainers/ assessors

GENERAL REQUIREMENTS OF THE POSITION

The Trainer/ Assessor is required:

- To plan and ensure they are fully prepared for all classes.
- To contribute to the planning of courses, delivery strategies and materials development.
- To deliver approved courses of study in line with the learning outcomes/ competencies for the unit/s as per the unit details and its accrediting body.
- To deliver a unit that is in line with the competency standards required of the course and so that the required hours of contact for the unit is achieved.
- To provide students with an approved copy of the unit outline in the first teaching week of the delivery of the unit.
- To deliver appropriate assessments in line with the learning outcomes of the unit. The learning outcomes/ competencies should be clearly specified to the students, and how these learning outcomes/ competencies will be tested by the assessment set.
- Details of assessment should be provided to the students by the second week of the delivery of the unit.
- To provide on-going feedback to students with regards to their class performance and their assessment.
- To identify and counsel students who are at risk with regards to their academic progress, participation and/ or attendance requirements.
- To initiate the intervention strategy for any students you identify as at risk.
- To mark and record results of any assessment within 2 weeks of the assessment being undertaken and provide feedback both to the class and individuals about performance on the assessment.
- Each teacher is required to keep accurate and up to date records of every student and their assessment results. Record keeping will be in accordance with IVET systems/procedures.
- To maintain accurate participation records for every student in accordance with IVET systems/procedures.
- To discuss any concerns about student participation and course progress with the Training Manager before final results are determined and distributed to the students.
- To maintain accurate and detailed records of student academic progress for each unit being taught.
- To provide details of student results to the Training Manager as per IVET policy and procedure
- To provide students with final details of their results in the unit delivered in line with procedure
- To inform the Training Manager, if you will be absent as early as possible (ideally the day/evening) prior to the absence.
- To provide any work or student submissions to the Training Manager in the event of known or extended absence.
- To attend and contribute to moderation meetings for the units they deliver/ assess.
- To attend and contribute to validation meetings for the units they deliver/ assess.
- To attend and contribute to course meetings
- Ensure tasks are completed within designated timeframes and to the desired standards
- Liaise with management, students and other relevant stakeholders to facilitate the effective performance of duties.
- Ensure documentation is archived in compliance with policy and procedure
- Attend relevant meetings
- Undertake professional development activities to maintain current competency in relation to the units delivered
- Perform duties in compliance with policy and procedure
- Maintain current knowledge of the appropriate sections of the Australian Qualifications Framework, relevant aspects of the Standards for RTO's 2015, and National Skills Standards Council (or replacement) directives that relate to the performance of duties as identified in this position description.
- Contribute to activities that relates to the performance of duties as identified in this position description that will maintain compliance with regulatory frameworks

- Contribute to the preparation that relates to the performance of duties as identified in this position description for internal and external audits
- Contribute to remedial actions to be undertaking that relate to the performance of duties as identified in this position description as the result of internal and external audits
- Trainers/ Assessors must be able to demonstrate how they are continuing to develop their VET knowledge and skills as well as maintaining their industry currency and trainer/ assessor competence.
- Trainers/ Assessors must contribute to the performance review process every 12 months and undertake appropriate professional development activities as a result of this review process.

Code of Conduct

IVET practices are directed by our code of conduct. The code of conduct is guide to ensure we consistently provide the highest possible quality services to all our stakeholders and ensure we act in manner that respects their rights.

Access & Equity

IVET ensures that:

- All students and staff are treated in a fair and equitable manner regardless of age, race, religion, gender, sexuality, disability or origin
- We employ a systematic, fair and equitable approach to enrolling students
- All staff will perform their duties in a fair, equitable and respectful manner
- All training and assessment staff employ language that facilitates learning and achievement and does not exclude sections of the student body
- All staff are aware of there responsibilities with respect to equity and access
- Staff activities are evaluated for continuous improvement purposes
- Staff are culturally aware and sensitive to differing norms, beliefs and values
- Systems are employed to receive feedback on its application of this policy
- Staff and students are required to comply with access and equity requirements at all times.

Management

IVET ensures that:

- The provision of high quality training and assessment is its principal purpose
- All decisions will be informed by appropriate stakeholders to ensure that high quality training & assessment is consistently provided
- We adopt appropriate governance arrangements to guide the implementation of its strategic and business plans
- Suitably qualified staff contribute to informed decision making in management, academic and support services
- All staff are aware of their responsibilities to IVET and the student body
- It employs a fair and equitable systematic approach to recruitment, induction and professional development of its staff
- A safe learning environment is provided both on and off site to facilitate student learning
- It maintains appropriate insurances
- It will inform the regulator of any significant changes to the control, senior management and scope of IVET.
- It provides the regulator with the required data in soft and hard copy when requested (free of charge).
- It will fully cooperate with all regulator during audits
- Courses delivered are current and in accordance with training package requirements
- It will implement new training packages/ accredited courses within 12 months of their introduction
- It communicates all appropriate information relating to academic and support services to students in a timely manner.

Administration management

IVET ensures that:

- AVETMISS & academic records are stored for a period of 30 years
- Original copies of assessments are stored for a period of 6 months from the date a student completes their course
- It collects, stores and reports Unique Student Identifier data for each enrolled student
- Enrolment and administrative documents relating to the student undertaking their course is stored for a period of one year from the date a student completes their course
- Personal records are treated as confidential and stored on and off site
- It maintains appropriate systems to record and store student details relating to attainment, attendance AVETMISS details and related correspondence
- It adopts an AVETMISS compliant student management system
- Staff and students are to be able to access their own records at no cost
- Statements of attainment and certificates are awarded to students who successfully complete courses
- Statements of attainment and certificates are provided in a timely manner
- Statements of attainment and certificates contain the required information
- It employs unique student identifiers where required

Training & assessment

IVET ensures that:

- All learning and assessment materials are their own or permission obtained from publishers for use
- Courses are delivered in accordance with AQF training package requirements or those prescribed for non accredited courses.
- Learning and assessment strategies are employed for each course in accordance with regulatory requirements
- Suitable learning and support resources are employed to guide staff and students
- The opportunity for recognition of prior learning and credit transfer are provided to students
- All accredited courses provided are in accordance with its scope of registration
- Appropriate academic and personal support services are provided to students
- Language, literacy and numeracy needs are assessed and accommodated where appropriate
- Course delivery is no longer than 8 hours per day
- Training occurs between 8.00am and 9.00pm weekdays and 8.00am and 6.00pm on weekends
- All course learning and assessment material is systematically validated internally and externally
- All learning and assessment strategies are systematically validated internally and externally
- Course and IVET information is provided to students pre enrolment and at orientation
- Appropriate learning and assessment facilities are provided to facilitate achievement
- Learning and assessment facilities comply with appropriate legislation

Staff

IVET ensures that training and assessment staff:

- Possess relevant current vocational experience for the course/s they deliver
- Hold appropriate vocational qualifications
- Possess a TAE 40110 Certificate IV in Training and Assessment or equivalent
- Engage in professional development activities relevant to their teaching
- Follow IVET policies and procedures when training and assessing
- Treat all students in a fair and equitable manner
- Treat students in a non-discriminatory manner
- Are fully informed of their roles and responsibilities

Marketing & enrolment

IVET ensures that it:

- ➔ Provides appropriate pre enrolment information to students to enable them to make an informed choice of course
- ➔ Does not provide false or misleading information about IVET or its courses
- ➔ Performs marketing activities with integrity and accuracy
- ➔ Identifies all AQF accredited and non accredited courses in all its materials
- ➔ Identifies IVET name and number on all its materials
- ➔ Only places students in courses appropriate to their needs
- ➔ Assesses applications for funded applications in compliance with the Enrolment policy and procedure
- ➔ Systematically reviews its marketing materials to ensure currency and accuracy
- ➔ Employs a systematic, fair and equitable approach to enrolling students

Student support services

IVET ensures that:

All students will be supplied information pre enrolment on the following:

- ➔ Course information
- ➔ Enrolment process/ requirements
- ➔ Course delivery arrangements
- ➔ Course demands
- ➔ Assessment arrangements
- ➔ Recognition of prior learning/ credit transfer
- ➔ Qualifications issued
- ➔ Academic support
- ➔ Personal support
- ➔ Literacy and numeracy requirements
- ➔ Staff contacts
- ➔ Facilities and equipment
- ➔ Employment and training pathways
- ➔ Course fees
- ➔ Course withdrawal/ cancellation fees and terms
- ➔ Complaints and appeals policy and procedure

In addition students will be provided access to appropriate academic and personal support services during their course

Student code of conduct

All students have the:

- ➡ Right to be treated in a fair, equitable and respectful manner regardless of age, race, gender, religion, sexuality, disability or origin
- ➡ Right to learn in an environment free from intimidation and interference from others
- ➡ Right to access all services and facilities as identified in pre enrolment information
- ➡ Right to suitably qualified and experienced trainers
- ➡ Right to seek academic advice and support from their trainers
- ➡ Right to learn in a safe and clean environment that facilitates achievement
- ➡ Right to access the Complaints and Appeals policy to resolve disputes/ complaints

All students are expected to:

- ➡ Approach learning and assessment activities in an ethical and cooperative manner
- ➡ Not engage in collusion, cheating or plagiarism
- ➡ Submit work when required
- ➡ Meet the terms of enrolment
- ➡ Attend all classes
- ➡ Participate in course learning and assessment activities
- ➡ Follow all IVET instructions during learning and assessment activities
- ➡ Treat other students and staff in a fair, equitable and respectful manner regardless of age, race, gender, religion, sexuality, disability or origin
- ➡ Pay the full amount of all course related fees when requested

Code of Conduct

IVET practices are directed by our code of conduct. The code of conduct is guide to ensure we consistently provide the highest possible quality services to all our stakeholders and ensure we act in manner that respects their rights.

Access & Equity

IVET ensures that:

- all students, teacher/trainers and IVET staff are treated in a fair and equitable manner regardless of age, race, religion, gender, sexuality, disability or origin
- we employ a systematic, fair and equitable approach to enrolling students
- all IVET staff and teacher/trainers will perform their duties in a fair, equitable and respectful manner
- all training and assessment staff and teacher/trainers employ language that facilitates learning and achievement and does not exclude sections of our students
- all IVET staff and teacher/trainers are aware of their responsibilities with respect to equity and access
- IVET staff and teacher/trainer's activities are evaluated for continuous improvement purposes
- IVET staff and teacher/trainers are culturally aware and sensitive to differing norms, beliefs and values
- systems are employed to receive feedback on its application of this policy
- IVET staff, teacher/trainers and students are required to comply with access and equity requirements at all times.

Management

IVET ensures that:

- the provision of high quality training and assessment is its principal purpose
- all decisions will be informed by appropriate stakeholders to ensure that high quality training & assessment is consistently provided
- we adopt appropriate governance arrangements to guide the implementation of its strategic and business plans
- suitably qualified staff and teacher/trainers contribute to informed decision making in management, academic and support services
- all staff and teacher/trainers are aware of their responsibilities to students of IVET
- it employs a fair and equitable systematic approach to recruitment, induction and professional development of its staff and teacher/trainers
- a safe learning environment is provided to facilitate student learning
- it maintains appropriate insurances
- it will inform the regulator of any significant changes to the control, senior management and scope of IVET
- it provides the regulator with the required data in soft and hard copy when requested. (free of charge).
- it will fully cooperate with all regulator during audits
- courses delivered are current and in accordance with training package requirements
- it will implement new training packages/ accredited courses within 12 months of their introduction
- it communicates all appropriate information relating to academic and support services to students in a timely manner

Administration management

IVET ensures that:

- AVETMISS & academic records are stored for a period of 30 years
- personal records are treated as confidential and stored on and off site
- it maintains appropriate systems to record and store student details relating to attainment, attendance AVETMISS details and related correspondence
- it adopts an AVETMISS compliant student management system
- IVET staff, teacher/trainers and students are to be able to access their own records at no cost.
- statements of attainment and certificates are awarded to students who successfully complete courses
- statements of attainment and certificates are provided in a timely manner
- statements of attainment and certificates contain the required information
- it employs unique student identifiers where required

Training & assessment

IVET ensures that:

- all learning and assessment materials are their own or permission obtained from publishers for use
- courses are delivered in accordance with AQF training package requirements or those prescribed for non-accredited courses.
- learning and assessment strategies are employed for each course in accordance with regulatory requirements
- suitable learning and support resources are employed to guide staff, teacher/trainers and students
- the opportunity for recognition of prior learning and credit transfer are provided to students
- all accredited courses provided are in accordance with its scope of registration
- appropriate academic and personal support services are provided to students
- language, literacy and numeracy needs are assessed and accommodated where appropriate
- all course learning and assessment material is systematically validated internally and externally
- all learning and assessment strategies are systematically validated internally and externally
- course and IVET information is provided to student's pre-enrolment and at orientation
- appropriate learning and assessment facilities are provided to facilitate achievement
- learning and assessment facilities comply with appropriate legislation
- agreements and Training Plans are negotiated and implemented for all VET in school's students
- all training delivery is conducted within the partnering schools timetable

Staff

IVET ensures that

- training and assessment staff and teacher/trainers:
- possess relevant current vocational experience for the course/s they deliver
- hold appropriate vocational qualifications
- possess a Certificate IV in Workplace Training and Assessment or equivalent
- engage in professional development activities relevant to their teaching
- follow IVET policies and procedures when training and assessing
- treat all students in a fair and equitable manner
- treat students in a non-discriminatory manner
- are fully informed of their roles and responsibilities

Marketing & enrolment

IVET ensures that it:

- provides appropriate pre-enrolment information to students to enable them to make an informed choice of course
- does not provide false or misleading information about IVET or its courses
- performs marketing activities with integrity and accuracy
- identifies all AQF accredited and non-accredited courses in all its materials
- identifies IVET name and number on all its materials
- systematically reviews its marketing materials to ensure currency and accuracy
- employs a systematic, fair and equitable approach to enrolling students

Student support services

IVET ensures that:

All students will be supplied information pre-enrolment on the following:

- course information
- enrolment process/ requirements
- assessment arrangements
- recognition of prior learning/ credit transfer
- qualifications issued
- academic support
- personal support
- literacy and numeracy requirements
- staff contacts
- facilities and equipment
- complaints and appeals policy and procedure

In addition, students will be provided access to appropriate academic and personal support services during their course (in consultation with our partnering school).

All students and schools will be continually updated via email and text messages throughout their course on their progress in units of competency.

All enquiries outside of the school should be directed to IVET CEO – Matthew Trounce 1300 004838 or matthew@ivet.edu.au

***Please note that all course fees and course withdrawal/ cancellation fees and terms is provided to your school and can be discussed in more detail with your teacher/trainer or school office.*

Students Code of Conduct

All students have the:

- ➔ right to be treated in a fair, equitable and respectful manner regardless of age, race, gender, religion, sexuality, disability or origin
- ➔ right to learn in an environment free from intimidation and interference from others
- ➔ right to access all services and facilities as identified in pre-enrolment information
- ➔ right to suitably qualified and experienced trainers and VET in school teacher/trainers
- ➔ right to seek academic advice and support from IVET trainers and their teacher/trainer
- ➔ right to learn in a safe and clean environment that facilitates achievement
- ➔ right to access the Complaints and Appeals policy to resolve disputes/ complaints

All students are expected to:

- ➔ approach learning and assessment activities in an ethical manner
- ➔ not engage in cheating or plagiarism
- ➔ submit work when required
- ➔ meet the terms of enrolment
- ➔ pay all tuition and other fees when requested by their school
- ➔ attend all classes
- ➔ participate in course learning and assessment activities
- ➔ follow all IVET instructions during learning and assessment activities
- ➔ treat other student, staff and teacher/trainers in a fair, equitable and respectful manner regardless of age, race, gender, religion, sexuality, disability or origin

General Information

Support service contacts

Emergency Services	Phone 000 to report any emergencies
Translating and Interpreting Service	Phone 131 450
Life Line <i>24-hour Counselling Services</i>	Phone 13 11 14
Doctor	Speak to your teacher/trainer at your school to find the closest service
Dentist	Speak to your teacher/trainer at your school to find the closest service
Counsellors	<p>Life Resolutions Suite 614, 530 Little Collins Street, Melbourne (03) 9380 4444 or Speak to your teacher/trainer at your school to find the closest service or utilise your schools support services.</p> <p>Anglicare WA Suite 614, 530 Little Collins Street, Melbourne (03) 9380 4444 or Speak to your teacher/trainer at your school to find the closest service or utilise your schools support services.</p>
Legal assistance	<p>Law Institute of Victoria 470 Bourke St, Melbourne, VIC 3000, Hotline: (03) 9602 5000</p> <p>Victorian Legal Aid</p>

	Phone 9269 0120 Legal Aid WA Phone 1300 650 579
Academic support	Phone 1300 004 838 or speak to your school to utilise the services they have on offer
Access to records	Phone 1300 004 838
Academic Director	Phone 1300 004 838
Training staff	Speak to your teacher/trainer at your school or contact IVET on: 1300 004 838
Australian Apprenticeships (Victoria)	GPO BOX 2960, Melbourne VIC 3001 Phone 9651 9999 Speak to your school to utilise the services they have on offer

Occupational Health and Safety

IVET conducts regular Health & Safety reviews covering all IVET operations to ensure our equipment, materials and practices comply with all OHS legislation. We also ensure that our VET in school's facilities complies with both IVET standards as well as OHS legislation. Our staff and teacher/trainers will deliver training and assessment activities in a manner that removes or controls any hazard/ risk.

Students must also act in a manner that safeguards their own health and safety and that of their fellow classmates. When IVET staff and teacher/trainers are providing OHS information it is important that this is understood and instructions followed. If a student spots a potential hazard please report this to a member of staff and they will take the appropriate action.

Further information on OHS can be found at the following websites:

<http://australia.gov.au/topics/health-and-safety/occupational-health-and-safety>

<http://www.safeworkaustralia.gov.au/Pages/default.aspx>

Student Safety

We are committed to providing a safe, secure and supportive environment for our students. Security and personal safety is an important issue for everyone, and relies on all of us working together. When you are out and about it is important to be alert and aware of your personal safety.

Attendance

All students is required to attend all classes. If a student is absent they must inform their school of the reason for this absence, which must be recorded in accordance with IVET's policy and procedure and or the schools internal policy.

IVET recognises that sometimes students may be unable to attend due to unforeseen circumstances. If a student is aware that they are going to be absent prior to the day (ie: interschool sports days, medical appointment etc) they are required to inform their teacher/trainer who may give them work or study to complete at home.

Absences on days of assessment tasks being due will require a medical certificate, which must be provided within two days of the student returning to school.

IVET will monitor student's attendance and provide appropriate support to facilitate successful completion within the scheduled period.

Privacy

IVET will treat all student personal information confidentially and will not disclose any details to a third party without the student's prior written consent**

**Except where required to provide details under its commitment to provide details to the regulatory body or by Law.

Access to Records

Students may access their personal records free of charge at any time by contacting the Training Manager on admin@ivetinstitute.com.au (Attention Training Manager). The Training Manager will arrange an appointment within 5 working days to view the records and ask the student to bring confirmation of identity.

Academic Misconduct

Students are also required to adhere to IVET code of conduct. If a student is found to have acted in a way that IVET deems to be misconduct, it may impact their successful completion of the course.

As outlined in the Code of Conduct students are expected to approach learning and assessment activities in an ethical manner. At IVET our students almost always conduct themselves with integrity and do not engage in plagiarism or cheating. Plagiarism and cheating can occur over confusion about what the definitions of each actually are. The following information is intended to provide guidance.

Cheating

Cheating is the use of any means to gain an unfair advantage during the assessment process. Cheating may be (but not limited to) copying a friend's answers, using mobile phones or other electronic devices during closed book assessments, bringing in and referring to pre-prepared written answers in a closed book assessment and referring to texts during closed book assessments amongst others.

Cheating in any form during assessments will result in the student's assessment submission being invalidated.

Plagiarism

Plagiarism is the submission of somebody else's work as your own. This may include copying all or part of another person's thoughts or ideas and representing them as your own. If a student fails to identify the original source of some or all of the submission this also constitutes plagiarism.

If a student copies another student's work and passes this off as their own then this is also a form of plagiarism and cheating.

During assessment students will read about ideas and gather information from many sources. When students use these ideas in assignments they must identify who produced them and in what publications they were found. If students do not do this they are plagiarising. If students are including other people's work in submissions e.g. passages from books or websites, then reference should be made to the source.

For further information on what constitutes plagiarism please refer to: <http://www.plagiarism.org/> or contact the Training Manager at info@seedtraininggroup.com.au.

Submitting plagiarised work during assessments will result in the student's assessment submission being invalidated.

Collusion

Collusion is the presentation by a student of an assignment as his or her own which is in fact the result in whole or in part of unauthorised collaboration with another person or persons. Collusion involves the cooperation of two or more students in plagiarism or other forms of academic misconduct or cheating. Both collusion and plagiarism can occur in group work.

Unauthorised collusion during assessments will result in the student's assessment submission being invalidated.

Cheating and/ or plagiarism and/ or collusion during assessments will be treated as a breach of the Code of Conduct and is deemed to be 'Academic Misconduct' and may lead to the student being removed from the course and their student visa being cancelled. No refund is available to the student in such circumstances.

All students have access to the Code of Conduct and Academic Misconduct Policy and Procedure. The Code of Conduct is printed in the Student prospectus and Student handbook and a copy of the Academic misconduct policy and procedure is available on request by contacting the Training Manager at any time.

If students have been found to have colluded, cheated or plagiarised, there are penalties and processes that are followed. Students may be penalised by any of the following ways as:

- Be reprimanded
- Be required to repeat the assessment or complete a new assessment task
- Fail all or part of the assessment
- Be suspended from studies
- Have their enrolment cancelled

Complaints and Appeals

If students have an issue with any aspect of their training course they should bring this to the attention of their trainer, teacher/trainer or another IVET staff member. IVET staff will attempt to resolve this in an informal manner to the student's satisfaction.

If the student is not satisfied with the outcome of the informal complaint they may lodge a formal complaint by completing the formal complaints and appeals form contained in appendix one of this handbook. This will be dealt with in accordance with the complaints and appeals policy, also located in appendix one of this handbook.

Students have the right to appeal the outcome of a complaint or the outcome of assessment decisions if they are dissatisfied and feel they have been dealt with unfairly. This can be done by completing the complaints and appeals form located in appendix one of this handbook. The appeal will be dealt with in accordance with the complaints and appeals policy and procedure located in appendix one of this handbook.

If submitting a formal complaint or appeal form, students must provide reasons and supporting evidence justifying their grounds for the complaint or appeal.

If the student is still dissatisfied by the outcome of an internal appeal they have the right to the external complaints or appeals process.

An external party to IVET will review the case to identify if IVET has followed the correct process as stated in the complaints and appeals policy in handling the complaint or appeal. The external party does not review the outcome of the complaint or appeal.

Students' have the right to seek advice from and be represented by external parties at any time during the complaints and appeals process. The cost of this will be borne by the student.

If you require any further support and/or clarifications on the student handbook or IVET's operations, then you can contact

Matthew Trounce
CEO
matthew@ivet.edu.au