

Edmund Rice Education Australia- Flexible Learning Centre Network



Learner Handbook 2010

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INTRODUCTION

In order to offer Training Package qualifications, the Edmund Rice Education Australia -Flexible Learning Network Centre (EREA-FLCN) is recognised as a Registered Training Organisation and is able to deliver, assess and issue within its **Scope Of Registration** . The scope of registration indicates the vocational area, level of qualification and period of registration.

CODE OF PRACTICE; RIGHTS AND RESPONSIBILITIES

As a registered Training Organisation, The EREA -FLCN has agreed to operate within the Principles and Standards of the Australian Quality Training Framework. This includes a commitment to recognise the training qualifications and statements of attainments issued by other Registered Training Organisations. The mission of the EREA- FLCN as a RTO is to deliver quality training and assessment within its scope of registration . EREA-FLCN reserves the right to amend the **code of practice** to suit the needs of clients as required. All amendments will be in accordance with legislation governing RTO's. Clients will be teachers of VET in schools or other professionals working with VET clients, and students in the Flexible Learning Network schools. Clients are expected to behave in a manner which respects the rights of all individuals in the training program.

ACCESS AND EQUITY

The EREA-FLCN is committed to access and equity principles and processes which relate to admissions, delivery methods, assessment and support arrangements for clients with literacy and numeracy needs. Client selection is non-discriminatory and equity principles are applied through the fair allocation of resources and the opportunity for all clients to participate in VET training without discrimination. Qualified support staff are available to assist clients with special needs and all staff and students are required to adhere to the RTO's access and equity policies.

All clients will be informed of the requirements of curriculum or National Training Packages. Our Access and Equity Policy ensures that client selection decisions comply with equal opportunity legislation.

Appropriately qualified staff will assess the extent to which the client is likely to achieve the stated competency standards and outcomes of the course, based on their qualifications and experience.

Learners will have access to their records through application via the VET Manager.

QUALITY MANAGEMENT FOCUS

The EREA-FLCN has a commitment to providing a quality service and a focus on continuous improvement. We value feedback from clients, staff and industry representatives for incorporation into future programs.

- ❑ An **Internal Audit** will be conducted annually to ensure that Policies and Procedures for the AQTF standards are implemented and adhered to. This will be conducted by the CEO and an appointed audit team.
- ❑ **Internal Quality Review (IQR)** meetings will be held each year for this industry area. Dates of meetings will be placed on the EREA-FLCN calendar and representatives invited to review operations and make recommendations for improvement. Sample agenda and IQR checklist available from the CEO and minutes of meetings will be filed and stored in the central RTO filing area.

- ❑ Recommendations for improvement and implementation timelines from the IQR will be forwarded to the CEO and signed off by the CEO. The induction meeting will be used to inform trainers/assessors of recommendations and the VET Consultant and the CEO will place suggestions for improvements on the agenda of a general meeting. Meetings will be held at least six monthly and the implementation of recommendations noted. Recommendations will be available to the external audit team.
- ❑ DETA will conduct external reviews for the purpose of registration, compliance and in relation to complaints. The external audit will show if the EREA-FLCN, as an RTO, is AQTF compliant and state if rectification is required or if the EREA-FLCN needs to show cause why registration should be continued.
- ❑ The trainer/assessor will be responsible for obtaining course evaluation details from clients.
- ❑ The documents stored will be required to show a continuous improvement approach.
- ❑ The trainer/assessor will be required to be familiar with complaints and appeals policies, access and equity procedures and the provision of client support services in the form of welfare and guidance services, literacy and/or numeracy support and tutorial opportunities.

CLIENT SERVICE

We have sound management practices to ensure effective service to clients. In particular we have service standards to ensure timely issue of client assessment results and qualifications. These will be appropriate to competence achieved and issued in accordance with national guidelines.

Our quality focus includes a Recognition of Prior Learning Policy, a fair and equitable Refund Policy, a Complaints and Appeal Policy, an Access and Equity policy and client welfare and guidance services. Where necessary, arrangements will be made for those clients requiring literacy and/or numeracy support programs. We will take every opportunity to ensure that this information is disseminated, understood and valued by staff and clients.

Information relating to all fees and charges, course content, assessment procedures and vocational outcomes will be outlined prior to enrolment and during their induction course at the beginning of each course offered. For the Certificate IV courses, as payment is made on completion of course, no refund will be applicable but a non-attendance fee will be charged.

For Certificate IV, students will be assisted to complete any work outstanding after the workshop for a period of 6 months. If work is not submitted within 12 months a Statement of Attainment will be issued and clients invited to participate in an upgrade workshop. Students in the Flexi-school environment will receive support over the period of their enrolment.

Internal Review

The central office of the EREA -FLCN will facilitate a system of internal review annually. Meetings will be held with representatives from the relevant industry area, clients, staff, community representatives and administration. Reports are tabled and feedback documented. The internal review process assists in the development of quality training and assessment.

External Review

The EREA-FLCN has agreed to participate in external monitoring and audit processes required by the Department of Education, Training and the Arts Qld. This covers random quality audits, audit following complaint and audit for the purposes of re-registration.

Management and Administration

The EREA-FLCN has policies and management strategies, which ensure sound financial and administrative practices. Management guarantees the organisation's sound financial position. We have a Refund Policy, which is fair and equitable. Client records are managed securely and confidentially and are available for client perusal on request. The EREA-FLCN has adequate insurance policies.

Marketing and Advertising

The EREA-FLCN will market vocational education and training products with integrity, accuracy and professionalism, avoiding vague and ambiguous statements. In the provision of information, no false or misleading comparisons are drawn with any other training organisation or training product. All subjects advertised are within the Scope of Registration.

Training and Assessment Standards

The EREA-FLCN has personnel with appropriate qualifications and experience to deliver the training and facilitate the assessment relevant to the training products offered. Assessment will meet the National Assessment Principles (including Recognition for Prior Learning and Credit Transfer). Adequate facilities, equipment and training materials will be utilised to ensure the learning environment is conducive to the success of clients.

International Clients

Although it is not expected the course will be offered to international clients/teachers, the EREA-FLCN will be bound to the Educational Services for Overseas Clients (Registration of Providers Financial Regulations) Act 1991.

Sanctions

The EREA-FLCN will honor all guarantees outlined in the Code of Practice. We understand that if we do not meet the obligations of this Code or supporting regulatory requirements, we may have our registration as a Registered Training Organisation withdrawn.

LEGISLATIVE REQUIREMENTS

The EREA-FLCN will meet all legislative requirements of State and Federal Government. All relevant Commonwealth and State legislative requirements are to be followed by teachers and administrators in relation to:

- ◆ Occupational Health And Safety
- ◆ Anti-Discrimination including equal opportunity, racial vilification, disability discrimination
- ◆ Workplace harassment, victimisation and bullying
- ◆ VET Acts including Vocational Placement
- ◆ Work Experience
- ◆ Copyright
- ◆ National principles for registration and mutual recognition
- ◆ Privacy

WELFARE AND GUIDANCE SERVICES

Clients/students, who need welfare and guidance support should contact one of the career and guidance counsellors in the Colleges or schools administered by EREA-FLCN. Career, guidance and pathway advice can be accessed from the DEEWR site, the DETA site and the QSA site. Clients/clients who, for personal or extenuating circumstances, cannot complete the course as outlined, should contact the trainer to arrange for alternative times or modes of delivery. Clients will be informed of the Code of Conduct and given an opportunity to discuss any grievances with the facilitator and made aware of the appeals process.

ENROLMENT AND ADMISSION PROCEDURES

- For Certificate IV courses, workshops will be advertised to teachers, managers and support staff of VET in Schools, and will be offered according to viability of numbers and the availability of physical and human resources. The EREA-FLCN has a commitment to educating in a Catholic ethos. Courses will be marketed to independent schools, state schools and Catholic schools, and no teacher, manager or support staff member will be excluded from participating if human and physical resources are available.

Students in Flexi-Schools will be enrolled in accordance with the policies and procedures of an accredited Queensland school. VET courses will be outlined as part of this enrolment procedure.

- The RTO collects information on learner's details such as; LUI number, prior education level, DOB, address, indigenous status and language spoken at home. This information is stored in an AVETMISS compliant database and forwarded to DETA for national data collection purposes.
- For the Certificate IV courses, an enrolment / application form will be completed with personal details and special needs documented (full and frank disclosure and supporting documentation to be provided).
- A course outline indicating units of work, units of competency, assessment requirements, examples of materials to bring to the workshops/student sessions, for recognition of prior learning, materials and equipment required and a training plan will be provided prior to each workshop or at the beginning of each school course.
- A client induction will take place at the beginning of each workshop or school course, where the trainer will explain: the RPL processes and complaints and appeals procedures; the code of practice; details relating to assessment and reporting procedures, vocational outcomes and opportunities, certification and support services and the availability of credit transfers to further study.

During the period of instruction the trainer/assessor will be responsible for the following:

- ◆ Attendance records
- ◆ Delivery procedures and methods of delivery
- ◆ Assessment instruments, solutions and marking schemes
- ◆ Client profiles and the recording of evidence gathered
- ◆ Units of competency recorded on the EREA-FLCN database at the end of each workshop or study period
- ◆ For Certificate IV clients, electronic communication with clients who complete assessment tasks on return to their school or workplace.

COURSE DELIVERY AND ASSESSMENT

To ensure quality delivery and assessment procedures the following principles must be adhered to:-

- The Training and Assessment Plans must meet the Training Package requirements and the needs of all clients.
- Clients will be provided with assessment criteria and details prior to undertaking assessment.
- Assessment instruments must meet the requirements of the relevant training programme and must be consistent with a range of variables:
 - ⇒ Able to address all performance criteria at the appropriate level
 - ⇒ Appropriate to the method of delivery
 - ⇒ Varied and provide practical and theory opportunities
 - ⇒ Holistic in nature, where possible
 - ⇒ Valid, reliable, flexible and fair
 - ⇒ Opportunity provided for reassessment

- ❑ Documentation relating to RPL must be provided to clients, and advice provided on the types of evidence which could be used for RPL.
- ❑ Results of assessment must be recorded in the client profile, and on the client database that is specific to the RTO.
- ❑ For Certificate IV courses, the trainer/assessor is required to communicate electronically with clients who complete assessment subsequent to the workshop and on return to their school or workplace.

On exit (during or at the end of the course)

- ❑ Competencies are updated on client database and register of certificates and statements of attainment maintained..
- ❑ A Certificate or statement of attainment is issued and copy placed in the client file within 21 working days. For Certificate IV courses, the client must submit all required course work and payment of tax invoice for workshop within the 21 days. Replacement certificates will attract a small fee.
- ❑ The RTO will collect information on learner enrolments and results. Where required, the RTO will forward this information to DETA for use in national data collection processes as well as to bank learner results with the Queensland Studies Authority towards the issue of the Queensland Certificate of Education (QCE).

WHAT IS COMPETENCY BASED ASSESSMENT?

Competency based assessment is a system for assessing a person's knowledge and skills. Assessment is based on actual skills and knowledge a person can demonstrate in the workplace or in other relevant contexts. This is different from some other assessment systems which only measure knowledge and not the application of that knowledge.

Competency based assessment is also a system for providing portable qualifications and statements of attainment against nationally recognised competency standards. In a competency based assessment system, it is recognised that learning can come from a variety of sources, both on the job and off the job, formal and informal. Recognition is given for prior learning and for skills and knowledge which can already be shown.

The process can start by a client assessing themselves against the competency standard. At this stage the client may compile a portfolio of evidence containing notes about things they can do to demonstrate competence. For example, the TAA40104 course portfolio may contain evidence of training and assessing already conducted such as items designed by the client: assessment instruments, learning and assessment plans, client profiles, resources. Evidence might also include professional development attended, references, certificates and third party reports.

For Certificate IV courses, a portfolio of evidence will be collected to document skills and knowledge already acquired. This will be added to through a variety of assessment methods including:

- ◆ **Short Answer**
Questions which need answers of a single word, a few words, a sentence or paragraph
- ◆ **Project**
A task related to developing documents for delivery and assessment of a vocational qualification.
- ◆ **Group Discussion**
A means of generating information on a client's ability to interpret and communicate ideas.
- ◆ **Case Study**
Allows opportunity for clients to display process and problem-solving skills in a set of integrated tasks in a simulated context.
- ◆ **Practical Exercise**
A task which involves an application of knowledge.

◆ **Observation**

Involves observing the demonstration of a client's performance.

NOTE:

- All assessment instruments must be supported by documentary evidence. For example **observation** instruments must be supported by a checklist.
- All clients must be given the opportunity to revisit units of competency to obtain competency.

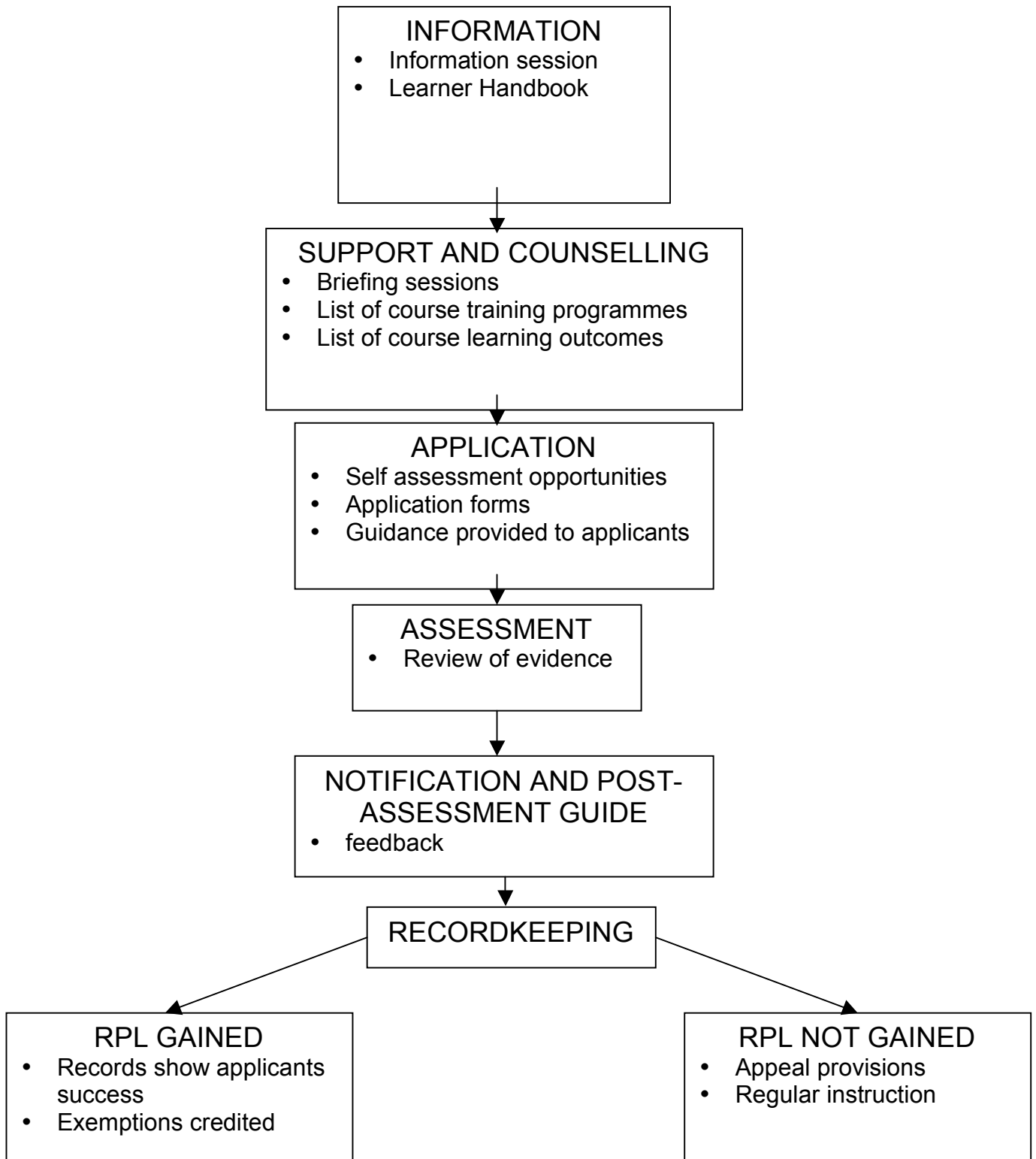
Through a portfolio of documentary evidence, if the client can show competence against the required competencies and performance criteria, the qualification is awarded.

CREDIT TRANSFER

If a client has obtained equivalence in a particular unit of competency in another certificate, the client can **cross credit** this unit. Documentary evidence, ie copy of the assessment instrument/s of competency needs to be submitted. The client's profile needs to be noted and signed by the Trainer/Assessor. Clients who have already commenced a course with another provider, can obtain credit transfer of units of competency completed. A Statement of Attainment or Certificate must be used as documentary evidence.

RECOGNITION OF PRIOR LEARNING

STAGES IN THE RPL PROCESS



PROCESS FOR APPEALS

Should a client seek to appeal an assessment, the following procedure will be followed:

Grounds for an appeal in relation to summative assessment may include:

- Insufficient evidence being considered when making an assessment decision
- A belief that another assessor could reach a different decision.

- Step 1** The client may make an informal approach to the trainer/assessor when the issue will be discussed. Documented notes will be kept. Negotiations may result in accepted outcome.
- Step 2** Should such not resolve the appeal, the client may initiate a formal appeal to the CEO. Written details of the complaint are to be completed on the Complaints and Appeals Form. This should be given to the CEO who will make a written reply to the issues raised.
- Step 3** After exchanging these documents the parties to the dispute need to meet to consider whether an accepted outcome has or can be reached.
- Step 4** Should a positive outcome not be reached, an independent body (two members and a chair) will review the appeal. This body appointed by the CEO may consist of a subject expert, teacher, member of the leadership team, board or an industry representative. All documentation will be provided to the appeal body that may choose to hear from the parties/witnesses orally.
- Step 5** After reviewing and evaluating all the evidence the independent body will:
- (i) confirm the decision
 - (ii) substitute another assessment
 - (iii) nominate a different assessor to conduct and replace the assessment
 - (iv) allow for and apply an alternative assessment method
- Step 6** Outcomes of the appeals process will be documented and signed by the Chair and a copy provided to the parties and placed on the client's file.

MANAGEMENT AND ADMINISTRATION

- ◆ At the commencement of each workshop or course clients will receive, a copy of the program for the workshop or course, all assessment instruments and information on RPL. The trainer/assessor is responsible for recording client progress on client profiles. A client folio is used to gather evidence in relation to competency (including assessment instruments, solutions and marking schemes, RPL records, observation sheets and credit transfer information). All records are to be kept up to date and secure.
- ◆ On completion of each course (eg workshop and subsequent completion of assessment), competencies are recorded manually by the trainer/assessor and then transferred to the database at EREA FLCN. Records are therefore recorded on the client profiles, and vocational database. Back up copies of the database are made as each change is made.
- ◆ The Administrative Assistant is responsible for accurate, up to date records being placed on the database and in the central hard copy filing system. The CEO is responsible for signing and ensuring the integrity of statements of attainment and certificates prior to being issued. AQTF and AQF guidelines are to be followed in relation to codes, units of competency attained, identification of the RTO and use of the Nationally Recognised Training Logo. Sample Certificates can be viewed at the DETA or the QSA websites.
- ◆ The archiving of records is the responsibility of the CEO. Hard copies and electronic copies of qualifications and statements of attainment are maintained and archived by the CEO. Client access to records after exiting is via the CEO. Only the client has access to his or her records.

Reference Material

Professional Communities

VETnetwork Australia

www.vetnetwork.org.au

Resources

Training Package Resources for VET in Schools; resources for delivering and assessing VET in schools, and conducting Internal Review and Internal Audit.

www.tpatwork.com

www.qsa.qld.edu.au

www.atpl.net.au

www.ntis.gov.au

www.qtac.edu.au

<http://www.curriculum.edu.au/vetis>

<http://www.flexiblelearning.net.au>

www.ibsa.org.au

www.deewr.gov.au

www.natinfo.com.au

www.resourcegenerator.gov.au

www.trainandemploy.qld.gov.au

CONTACT DETAILS

EDMUND RICE EDUCATION AUSTRALIA – FLEXIBLE LEARNING NETWORK CENTRES

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RPL APPLICATION FORM

Edmund Rice Education Australia-Flexible Learning Network Centre (31330)

RECOGNITION OF PRIOR LEARNING (RPL)

RPL APPLICATION FORM

Surname:	
First Name:	
Organisation Name:	
Qualifications: (verified qualifications to be attached)	
Name of Referee: (third party report)	
Employment or other History: (Place of employment over the last five years)	
For TAA clients: Main employment duties (Responsibilities, teaching areas)	



The EREA-FLCN
Vocational Education & Training

COMPLAINTS AND APPEALS FORM
(Sample Only)

Client's Name: _____

Organisation: _____ **Date:** _____

Nature of Complaint or Appeal

Please use specific detail (dates etc)

Complaint or Appeal Against _____

Client's Signature: _____

Accepted by: _____ **Position:** _____

PROGRAMME EVALUATION QUESTIONNAIRE
EDMUND RICE EDUCATION – FLEXIBLE LEARNING NETWORK
PROVIDER NUMBER 31330

Course name:

Date:...../...../.....

Scale	Not at all 1 Poor	Not very well 2 Fair	Fairly well 3 Good	Very well 4 Very good	Extremely well 5 Excellent
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If any question is not relevant to you please select not applicable (N / A).

Please put a mark in the box you agree with.

Improving client services.	1	2	3	4	5	N / A
Were your needs for Language, Literacy and Numeracy catered for?						
The information provided before enrolment was clear and accurate.						
The RPL process was clear and easy to follow?						
Learning material interesting?						
The support provided was satisfactory.						

Was the content of the course?	1	2	3	4	5	N / A
Useful for your work?						
Theory and practical activities well balanced?						
All fitted together well and making sense?						
Challenging enough?						
Relevant to your needs?						

Did the assessments of the course?	1	2	3	4	5	N / A
Have clear instructions about what you had to do?						
Assessment tasks challenging enough?						
Assessments marked in good time?						
Were comments and feedback helpful?						

Your trainer	1	2	3	4	5	N / A
Well prepared?						
Easy to understand?						
Encourage students to have their say?						

Any other comments?

Thank you for taking the time to complete this Evaluation Form.

Modification History,

19/5/2009. NRT logo removed from page 11.

24/11/2009: Date change on front page. Uploaded to website. Changes Client feedback form to be more 'client service' oriented.