

Student Handbook

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Advance respects and values everyone regardless of their gender, sexual orientation, disability, age, ethnicity, race or religion.
We are committed to child safe practices and equality for all.

RTO Registration Number: 4016

Welcome from the Advance team

Welcome to Advance Community College and congratulations on taking this important step in the development of your vocational skills and knowledge.

Advance is a non-profit, community-based, registered training organisation that has been providing training services across the Mornington Peninsula since 1980. Our prime focus is to encourage and support engagement in education and learning by providing opportunities to enhance current skills, learn new skills and improve career prospects for the most disadvantaged members of our local community. We have sites in Rosebud, Hastings and Mornington.

Advance offers a range of nationally recognised qualifications including Individual Support, Community Services, Transport and Logistics, Horticulture, Hospitality and short courses providing pathways to employment and/or further study.

Advance also provides career development services, traineeship and apprenticeship training and job seeking support.

Advance is a member of the Learn Local Mornington Peninsula Network and has strong links with government and community sectors.

Mission

As a provider of high quality training and support services Advance Community College Programs will align with industry, community demands and workforce needs consistent with the objectives of all levels of Government. **Aims and Objectives**

Advance is focussed on:

- Supporting and actively promoting the principles and practice of Australian democracy, including a commitment to:
 - The elected government;
 - The rule of law;
 - Equal rights for all before the law;
 - Freedom of religion;
 - Freedom of speech and association; and
 - The values of openness and tolerance.
- Providing accessible, dynamic learning opportunities within the Mornington Peninsula community;
- Meeting individual needs while providing quality, innovative pre-accredited and accredited learning experiences that reflect community aspirations;
- Research, development and innovation;
- Building partnerships with industry, community members and other bodies who have mutual or complementing interests; and
- Fostering a sense of belonging to a caring community in which members and participants are accepting and supportive of each other.

Advance Values

- Respect
- Belonging
- Diversity
- Engagement
- The individual

Quality Assurance

Advance guarantees the excellence of its services by ensuring that quality assurance is an integral part of our daily operations. This enables the organisation to consistently meet the needs and expectations of our funding bodies, industry and most importantly, our clients.

Advance is committed to a rigorous, continuous improvement process that focuses on increasing customer satisfaction with the marketing, recruitment, induction, training, assessment, evaluation and support services associated with the delivery of our programs. Client and staff feedback is highly valued and is used to improve our procedures, policies, methods of operation, materials, trainer/assessor performance, facilities and information services.

The team at Advance will provide you with advice, support and assistance throughout the program.

If you have any questions or concerns regarding any aspect of the course please contact our Student Support Officer.

We look forward to working with you and wish you every success.

Yours sincerely,

The Advance Team

CONTENTS

1.	Student Services, Facilities and Equipment.....	5
1.1	Customer Service	5
1.2	Food and Beverages.....	5
1.3	Toilets.....	5
1.4	Smoking	5
1.5	Personal Possessions	5
1.6	Parking	5
1.7	Mobile Phones	5
1.8	Messages to Students.....	5
1.9	Student Records.....	6
1.10	Student Support.....	6
1.11	Language, Literacy and Numeracy (LLN)	6
1.12	Disability Support Services	6
1.13	Attendance and Punctuality	7
2.	Support Services	7
3.	Funding, Fees and Charges.....	7
3.1	Fees and Charges	7
3.2	Eligibility for Funding – Victoria.....	8
4.	Refunds/Withdrawals.....	8
5.	Re-issue of Certificates or Statements of Attainment	8
6.	Additional Fees.....	9
7.	Administration	9
8.	Course Delivery	9
9.	Staffing.....	10
10.	Qualifications	10
11.	Training Environment	10
12.	Access and Equity	11
13.	Marketing	11
14.	Student Selection	11
15.	Complaints and Appeals Process.....	12
16.	Assessment	12
16.1.	Definitions.....	12
16.2.	Quality Evidence	12
16.3.	Your Role in the Assessment Process	13
16.4.	Gathering Evidence.....	13
17.	Recognition of Prior Learning (RPL)	14
18.	Privacy	15
19.	Evaluations.....	15
19.1.	National Student Outcome Survey	15
19.2.	Quality Indicator Data.....	16
19.3.	Audits.....	16
20.	Code of Conduct	17
21.	Emergency Procedures	18

22.	Legislation Requirements	18
22.1.	National Legislation	18
22.2.	State Legislation.....	19
22.3.	Equal Opportunity and Discrimination Legislation.....	19
22.4.	Occupational Health and Safety Legislation	20
22.5.	Working with Children Check and Police Check	20
22.6.	Child Safe Standards	20
23.	Workplace Training	20
23.1.	Eligibility – Victoria	21
23.2.	Timeframes	21
24.	School Based Apprenticeship and Traineeships (SBATs).....	22
24.1.	Eligibility.....	22
25.	Qualifications and Courses.....	23
26.	Advance Training Locations	24

1. Student Services, Facilities and Equipment

1.1 Customer Service

Our friendly Customer Service staff are more than happy to answer your queries you may have. Our hours of operation are typically 8.30am - 4.30pm weekdays. Please check individual sites as hours of operation may vary.

1.2 Food and Beverages

In all our training sites we are pleased to offer students access to our free coffee and tea, and use of our kitchen facilities.

It is expected that students will not eat in classrooms. We ask that you help maintain our buildings by disposing of all rubbish thoughtfully.

1.3 Toilets

Toilet locations, including disabled access, will be discussed during orientation.

1.4 Smoking

All Advance premises are non-smoking sites. Please speak to your Trainer regarding designated smoking areas.

1.5 Personal Possessions

Please note that personal possessions are your responsibility and it is in your best interest that they not be left unattended.

1.6 Parking

All Advance sites have free, unlimited parking available.

1.7 Mobile Phones

Mobile phones are to be switched off or silent during class time. If you are expecting incoming calls of an urgent nature, please discuss this with your Trainer.

1.8 Messages to Students

We are only able to relay messages of an urgent nature to students.

1.9 Student Records

Students are able to gain access to their records at any time. Please speak to your Trainer or Manager on how to submit your request. Students should allow five business days from the time the request is submitted for the records to be located and transferred to the relevant site.

Advance will retain records of qualifications and statements of attainment issued for a period of 30 years. Where a qualification or statement of attainment is recorded in the Unique Student Identifier (USI) scheme, Advance will not need to retain additional records to demonstrate this, as the records required will exist within the USI scheme.

1.10 Student Support

Advance staff are available to discuss issues with students and provide referrals either within our organisation or to appropriate external organisations or professionals to assist those experiencing difficulties. Students may find the following websites useful:

- Rights in the Workplace: <http://www.youthcentral.vic.gov.au>
- Legal Aid: <http://www.legalaid.vic.gov.au>
- Income Information: <http://www.centrelink.gov.au>
- Victorian General Welfare rights: <http://www.welfarerights.org.au>
- Victorian Government: <http://www.vic.gov.au>
- Federal Government: <http://australia.gov.au>
- Drug and alcohol services: <http://www.ysas.org.au>
- Crisis help line: <https://www.lifeline.org.au>
- Youth Mental Health: <https://www.eheadspace.org.au>
- Reading Writing Hotline: <http://www.readingwritinghotline.edu.au>

1.11 Language, Literacy and Numeracy (LLN)

Advance acknowledges that all vocational education and training includes language, literacy and numeracy tasks. Our trainers provide materials, resources and assessment tasks at the level of complexity required in the workplace for that competency only.

Students will be provided with the opportunity to participate in foundation skills training and/or repeated and supported practice as required.

Language, literacy and numeracy support options will be discussed individually with each student when a need is determined, or at any time upon request.

1.12 Disability Support Services

Advance follows the Disability Standards for Education 2005 (Vic) and is dedicated to providing fair and equitable opportunities for all, including people with a disability. This can include, but is not limited to:

- Disability adaptive services, e.g. large print;
- Individualised learning strategies; and
- Referral advice.

1.13 Attendance and Punctuality

Students are expected to attend all scheduled training sessions. If you are unable to attend a scheduled training session, please notify your trainer directly or contact the relevant Advance office.

As a courtesy to trainers and other students, you are expected to arrive at class 10 minutes prior to the scheduled start time to ensure that classes begin on time.

2. Support Services

Advance acknowledges that each student is an individual and therefore their individual circumstances will be unique to them. Advance is dedicated to ensuring that all students have every reasonable opportunity to complete their training program.

Advance has a nominated Student Support Officer who will be available, on an appointment basis during normal business hours, to discuss individual support needs and provide you with appropriate organisations to contact for other support services.

3. Funding, Fees and Charges

3.1 Fees and Charges

Advance calculates student fees in accordance with the Skills First 2017 Guidelines about Fees. Fees will be levied based on the number of nominal enrolled hours and using a set hourly rate for each qualification and will be calculated based on individual circumstances at enrolment. An Advance representative will be able to confirm fees based on individual student circumstances during the pre-enrolment process.

A full list of fees and charges can be accessed from the Advance website.

Student tuition fees are subject to change given individual circumstances.

For Government-funded courses (Skills First)

Funding, fees and charges change from time to time in line with changes in the Commonwealth or State Government contracts under which Advance operates.

For students who are not eligible to receive Government funding

A full tuition fee applies. Advance accepts an enrolment deposit, but does not accept more than \$1,500 paid in advance of services provided. Payment plans are available. Please discuss at time of enrolment. For further information please refer to our Fees, Charges and Refund Policy.

3.2 Eligibility for Funding – Victoria

Skills First is a Victorian Government initiative aimed to improve the training system and encourage individuals to gain higher qualifications. This Government guarantees all eligible Victorians a government subsidised place in a vocational education training program through Skills First.

If you are applying for a government subsidised place you will be required to provide information to establish your eligibility.

Please speak to an Advance representative for details about eligibility or you may prefer to visit the Department of Education and Training website

<http://www.education.vic.gov.au/training/learners/vet/pages/funding.aspx> for a full list of eligibility criteria.

4. Refunds/Withdrawals

Refunds based on deferment or cancellation of a course by Advance

Advance reserves the right to defer or cancel a course, change course start dates, or change course curriculum/programs at any time. In the case where Advance cancels a course prior to its commencement date all monies paid to Advance will be refunded within 10 working days.

Where Advance cancels a course before its expected end date, the balance of fees paid for that portion of the course not yet delivered will be refunded within 10 working days.

In the case of a course start date being deferred, and the new date is unacceptable to the student, all monies paid to Advance will be refunded within 10 working days of notice of the rescheduling.

Refunds based on student requests

If a student withdraws, by written notice, at any time up until four weeks after the scheduled commencement date of the course, Advance will refund all fees and charges paid by or on behalf of the student.

If a student withdraws from only part of an enrolment, then Advance is required to refund only the portion of the fees applicable to that part of the training.

If a student has paid a fee for tuition that is no longer required because of RPL, Advance must refund an amount equal to the difference between the tuition fee paid and the tuition fee payable for the adjusted hours of tuition that are to be undertaken.

For further information please refer to our Fees, Charges and Refunds Policy.

5. Re-issue of Certificates or Statements of Attainment

An \$11 fee applies for a replacement Certificate or Statement of Attainment.

6. Additional Fees

Additional fees and charges may be levied for items such as amenities or materials. These fees will be discussed during your pre-enrolment interview and will be outlined on your Enrolment Form and Student Acceptance Agreement.

A full list of fees and charges can be accessed from the Advance website.

7. Administration

Advance maintains systems for recording student enrolments, attendance, completion, assessment outcomes (including Recognition of Prior Learning), results, qualification issued, grievances and the archiving of records. In the event that Advance ceases operations, all records of student results for training covered by the registration will be sent to the relevant regulatory and funding bodies.

We supply the relevant, regulatory and funding bodies with delivery details for each course or qualification and module or unit of competency in the Scope of Registration. These details also include student details including enrolments, participation and completions, in accordance with relevant regulatory and funding bodies, and AVETMISS requirements.

Advance maintains and ensures confidentiality of all records and maintains adequate and appropriate insurance including Public Liability and Work Cover.

Advance is required to report to relevant regulatory and funding bodies of significant changes to its operations. From time to time regulatory and funding bodies, or their agents, require access to training records, delivery locations and staff for the purpose of auditing performance or verifying compliance with the VET Quality Framework.

8. Course Delivery

Advance ensures that a current copy of the accredited course curriculum or endorsed Training Package and information regarding the program of study is available to students.

Training and assessment occurs in accordance with the requirements of the accredited course or endorsed Training Package, and where appropriate the state or national guidelines for customising courses.

Course curricula are developed and constantly updated with input from industry representatives ensuring that the learning content and the standards set continue to be relevant and responsive to the needs of industry and the individual enterprise.

9. Staffing

Advance ensures that Trainers and Assessors have:

- Certificate IV in Training and Assessment (TAE40110);
- Demonstrated relevant competencies at least to the level of those being delivered; and
- Industry experience that is current and relevant to the particular courses/Training Packages or modules/units of competence that they are involved in delivering.

Assessments (including those for recognition of prior learning) are undertaken by assessors who have up-to-date qualifications or demonstrated equivalent competencies.

At Advance the management and co-ordination of training delivery, assessment, staff selection and professional development is clearly identified and undertaken by appropriately qualified and experienced staff.

10. Qualifications

Advance issues certificates and/or statements of attainment to students who satisfactorily complete the requirements of the accredited course or qualification, and who have provided us with their USI number. Information on the USI is provided at enrolment. Certificates and statements of attainment meet the requirements of the Australian Qualifications Framework (AQF). In addition to this, Advance also maintains records of certificates and statements of attainment that have been issued, and can reproduce documents for a small fee.

Certification documentation will not be issued unless all payments owing have been finalised.

Certification documentation cannot be issued, by law, without a USI number. Please visit www.usi.gov.au for a step by step guide.

Advance will issue students with a full, nationally recognised, Australian Qualifications Framework (AQF) Certificate, within 30 days, subject to all requirements of the qualification being met.

Advance will issue a Statement of Attainment, within 30 days, when a student has achieved competence in some units and subsequently withdraws from the program.

Advance accepts and recognises the Qualifications and Statements of Attainment awarded by other RTOs and learning institutions.

11. Training Environment

Advance complies with all laws relevant to the operation of training premises including occupational health and safety and fire safety regulations.

Training in a classroom may involve group discussion, demonstration, activities, role plays and workplace simulations. These sessions are designed to establish the knowledge and skills that the student will need to practice and develop before undertaking any assessments.

The trainer will discuss all of the assessment activities that must be completed and will give full support and assistance to every student to help them achieve competence.

12. Access and Equity

Advance is an organisation that is firmly committed to achieving best practice in the provision of training services.

Advance acknowledges that this commitment is dependent on non-discriminatory and inclusive access to services and comparable educational outcomes by all groups in society. By providing accessible and equitable training services all community members will be able to develop opportunities that will make a positive impact on their lives.

We aim to:

- Foster a culture which values and responds to diversity;
- Provide equal employment opportunity by identifying and removing barriers to participation and progression in education, training and employment;
- Offer programs and employment opportunities which aim to overcome past disadvantage for members of staff and student equity groups; and
- Enhance the quality of learning and employment satisfaction for all students through the provision of culturally, socially and gender inclusive education.

13. Marketing

Advance is committed to ensuring ethical marketing and advertising of training and assessment products and services are implemented. Advance ensures that marketing processes properly inform and protect students by providing accurate and factual information regarding training and assessment services provided.

14. Student Selection

Advance advises prospective students of the following details prior to enrolment:

- name and contact details of the RTO;
- title of qualification;
- application process;
- application of Recognition of Prior Learning (RPL) or Credit Transfer;
- competencies/modules to be obtained;
- scheduled hours for competencies to be obtained;

- timeframe for achieving competencies;
- fees and costs involved in training;
- delivery modes to be used;
- training to be undertaken;
- assessment details and arrangements;
- those responsible of the delivery and/or assessment of each competence; and
- student support services.

15. Complaints and Appeals Process

Advance has in place fair and equitable processes for dealing with complaints. If you have a concern please discuss it with your Trainer or Manager.

Details regarding the complaints and appeals process are located at <http://advance.vic.edu.au/About>.

You may also choose to lodge a complaint with the RTO registering body, ASQA, at www.asqa.gov.au or with the relevant state Training Ombudsman.

16. Assessment

16.1. Definitions

You may need to understand some terminology used in competency based assessment, including:

- Competency – in relation to training, competency can be defined as using skills and knowledge to perform a job task to the required standard;
- Assessment – is a measurement of your performance. This measurement is made by gathering evidence; and
- Evidence – is the material proof that you have performed the task to the required standard. It may take many forms and your assessors will use a range of evidence to support their judgement of your competency.

16.2. Quality Evidence

The assessors are obliged to gather evidence that is:

- authentic (your own work);
- valid (assesses the skills and knowledge required of that unit of competency);
- current (shows your competency now); and
- sufficient (there is enough evidence to demonstrate competency).

The evidence must be gathered over a period of time and, therefore, assessors may ask you to undertake a range of tasks, over multiple occasions, so that you can demonstrate your competency *consistently*.

The forms of evidence required are likely to vary from unit to unit. The assessors will set assessment tasks designed to give them quality evidence of your ability to:

- perform tasks to the required standard;
- demonstrate your understanding of underpinning theory; and
- demonstrate your ability to use key skills to get the task done (e.g. communicate and work with others, decision making skills, gather and analyse information needed to complete the task).

16.3. Your Role in the Assessment Process

You can provide evidence of your competency in the job role, by:

- making sure you attend class (for on-site courses);
- keeping appointments with your assessor (for trainees and apprentices on the job); and
- completing set tasks and participating in activities so that your skills and competence can be observed and measured over a period of time.

You must complete assessment tasks by the set deadlines, or speak with your assessors, well in advance, to let them know if you are having difficulties.

The assessors can only assess your competence on the evidence you present to them. The quality of the evidence you provide to your assessors is entirely your responsibility.

16.4. Gathering Evidence

Assessment tasks are designed to gather evidence that a person is competent in a unit. Evidence needs to demonstrate that performance criteria have been met and that skills and knowledge relevant to the unit have been demonstrated to industry standards. Whatever forms of evidence are to be gathered for particular units, you are entitled to understand what criteria are being used to assess you. Make sure you check with your assessors if you need clarification on any aspect of assessment.

Assessors use a variety of methods to enable you to provide evidence including:

- Observation with questioning or discussion – the assessor will watch you perform or undertake particular tasks relating to the performance criteria. This observation often involves questioning you, e.g. “What would you do if ...?” “Why did that occur?” etc. The assessor uses a checklist during the observation to record those elements of the performance criteria that have been observed. Role plays may be used as a basis for observations;
- Demonstration – this is similar to an observation, however, you take on the role of “assessor” by demonstrating the task to another person or your assessor as though you are training them in that task. This allows you to truly demonstrate your skills and knowledge by allowing you to step through the task and explain as you go, just as you would do if you were training another person;
- Practical tasks – these allow you to demonstrate task management skills and problem solving ability in the processing of work routines. The tasks, such as case studies, are designed to allow you to demonstrate the performance criteria to the required standard;

- Questions – allow you to demonstrate your understanding of underpinning knowledge (theory) by giving short answer responses, multiple choice or true/false to written questions that relate to the performance criteria for the unit. Tests are usually completed within a set time with the supervisor present, but on occasion, the test may be “open book” which means you have access to resources for assistance.
- Portfolio – a popular assessment method used by assessors, because it allows you to gather evidence from a range of sources and assemble them into a folder for presentation. Portfolios are particularly useful for units involving computing skills or practical tasks;
- Third party report – a third party is someone in a position to be able to verify that you have completed a particular task or performed to a particular standard. Third party verification is often required when it is not practicable for the assessor to observe you directly, and may be required in tandem with other methods of assessment (e.g. you are required to present a portfolio of work which needs to be verified by another person that it is your work); and
- Project – often used to allow you to demonstrate a range of competencies, possibly across more than one unit. A project allows you to “go out and do it” and allows the assessor to create a realistic simulation that enables them to see you apply a range of skills and knowledge to complete the task. A project may require you to work within a small group.

17. Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) is a process used to recognise what you have already learned from other courses, life experiences, work experience, and from any training provided at work. Your current skills and knowledge are then measured against learning outcomes for the course of study you are undertaking or want to undertake. If what you have learned at work or elsewhere is relevant to the course, you may not have to do those parts of the course again.

It is important to apply for RPL if you think your previous study and/or experiences might be relevant to the subject(s) in which you are enrolling.

The advantages of successful RPL applications are:

- You won't have to repeat units you have already successfully completed; and
- You may complete your course quicker.

Should you wish to apply you will be provided with contact details for local RTOs who provide this service (fees may apply). Students are required to pursue RPL independently and advise Advance of the outcome.

Students who are eligible for Skills First funding will be referred to a Skills First, RPL Preferred Provider who will carry out the RPL process. Advance is not a Skills First, RPL Preferred Provider and is only permitted to assess RPL applications for fee for service students

18. Privacy

Advance is committed to protecting your privacy and confidentiality and recognises the serious responsibility of collecting and maintaining your personal information.

We are bound by the relevant Privacy Legislation (Commonwealth Privacy Act 1988, Privacy Amendment (Enhancing Privacy Protection) Act 2012, Privacy Regulation 2013) and the Australian Privacy Principles, which set out a number of principles concerning the protection of your personal information.

We collect personal information in order to provide you as a client, with access to our training and associated services, and so we can better understand how we can improve our provision of services to you now and the future. Additionally, a large component of what we do as an RTO requires us to collect personal information for mandatory statistical data as prescribed by government regulators.

You have the right not to provide us with personal information if you choose, however if you decline, unfortunately we may not be able to enter into a business relationship with you or provide you with our services.

Advance will only collect personal information that is required for the purposes of employment, training or education, or in meeting government reporting requirements. It will only be used for the specific purposes for which it was collected.

Advance does not sell its mailing lists to third parties for marketing purposes and will not use your information for purposes of direct marketing unless you have given your permission for this to occur. We may use client testimonials on our website but we will not identify you by name unless your express permission has been given.

19. Evaluations

Advance welcomes open communication and encourages feedback from all stakeholders to ensure that we are providing the highest quality outcomes to students, employers and industry and to guide on-going improvement of our services.

We appreciate feedback in regard to your opinions, satisfaction, or other views about Advance operations, policies, procedures, and training delivery and assessment. This feedback enables us to continue to improve our services.

19.1. National Student Outcome Survey

The National Student Outcomes Survey is an annual survey that collects information on vocational education and training (VET) students' reasons for training, their employment outcomes, satisfaction with training, and further study outcomes.

Students included in the survey are those who completed their vocational training in the previous calendar year and have an Australian address.

The survey cycle begins in March through to May where the National Centre for Vocational Education Research (NCVER) randomly selects a sample of students. Contact details of selected students are then provided directly to a contractor by state training authorities or the Unique Student Identifiers (USI) Office. At no time do NCVER have access to student contact details.

From June to September a personalised cover letter and an information page is mailed to the student. The letter includes students' training details and instructions on how to complete the survey online. Each letter contains a unique login code and a personalised QR code for accessing the online survey.

Emails and SMS reminders are sent to those students with a valid email address and/or mobile number who have not responded to the survey at various times.

Telephone interviews are conducted with a selection of those who have not responded from mid-July.

The information is used by national and state/territory bodies, along with local training providers, to ensure vocational training is of a high quality and relevant to Australian workplaces. The survey highlights both the positive and negative outcomes from training and monitors the effectiveness of the VET system.

19.2. Quality Indicator Data

Advance is committed to ensuring it is able to provide quality training and assessment services and will engage in seeking learner and employer feedback regularly.

There are two surveys which have been endorsed by the Council of Australian Government (COAG):

- Learner Engagement; and
- Employer Satisfaction.

As a student of Advance you will be asked to complete an evaluation regarding learner engagement to ensure that we continually improve our training delivery. If you are participating in an apprenticeship or traineeship your employer will also be asked to complete an online evaluation.

19.3. Audits

At various times Advance is audited by Commonwealth regulators and State funding bodies. At some stage during, or after, your training you may be contacted to provide feedback about Advance services. Please feel free to offer your genuine feedback should you be contacted by a representative of the departments. This contact is usually conducted through random sampling of students for a brief telephone audit.

20. Code of Conduct

Advance has carefully identified specific rights and responsibilities to ensure that all students receive equal opportunities and gain the maximum benefit from their time with us.

You have the right to:

- Receive high quality, customer service from all staff and high quality teaching from trainers;
- Be treated with respect and without discrimination or harassment, regardless of religious, cultural, racial and sexual difference, age, disability or socio-economic status;
- Be free from all forms of intimidation;
- Learn in a safe, clean, orderly and co-operative environment;
- Have personal property (including computer files and work) and Advance property protected from damage or other misuse;
- Have access to a proper process for the resolution of grievances if dissatisfied with any aspects of the administration or teaching of the course;
- Learn in a supportive environment that is conducive to success;
- Apply to have learning which was previously completed as part of an accredited qualification recognised;
- Privacy concerning records containing personal information, (subject to other statutory requirements and other agreed uses);
- Be given information about assessment procedures at the beginning of the unit and progressive results as they occur; and
- Express and share ideas and to ask questions

You have the responsibility to:

- Pay applicable course fees prior to enrolment or as per an agreed Payment Plan;
- Treat staff and fellow students with respect and fairness;
- Follow reasonable directions from a member of staff;
- Behave in a way that does not offend, embarrass or threaten others;
- Take care of facilities by not damaging, stealing, modifying or misusing property;
- Respect the right of other students to a pleasant, mature and undisturbed learning environment (this includes appropriate use of mobile phones);
- Act in a safe manner that does not place you or others at risk;
- Ensure personal details are current and correct;
- Participate in all assessment tasks as scheduled, honestly and to the best of your ability;
- Not smoke in non-smoking areas;
- Not be under the influence of alcohol or drugs;
- Attend all timetabled sessions on time;
- Participate in the course and allow others to participate, by sharing, listening and taking turns during discussion;
- Recognise that individual learning styles, needs and points of view bring and add value to the classroom; and
- Follow Advance policies and procedures.

Advance programs promote democratic principles in the classroom through our training and assessment practices, which include a commitment to fair treatment to all in class discussions which value freedom of speech, tolerance of the views of others and open communication.

The Code of Conduct provides a framework for student behaviour to ensure the safety, comfort and wellbeing of all within the Advance community through respectful and appropriate behaviour.

The Code of Conduct primarily applies to all students involved in our pre-vocational or publicly offered courses within any of our registered, training sites.

We strictly do not allow:

- Alcohol or illegal drugs, or anyone under their influence, on the premises;
- Weapons, or anyone holding them on their person or in their belongings, on the premises; and
- Plagiarism (taking someone else's work or ideas and passing them off as one's own) in our classes. Offenders will not be marked 'competent' and may be expelled. Any requirement for re-assessment due to plagiarism will be at the cost of the student.

Breaches of the Code of Conduct may result in disciplinary action according to Advance policies and procedures. This can include student removal from an Advance course, additionally ANY illegal activities will be referred to the police.

Advance appreciates all efforts to create a positive and harmonious learning environment. If you do not understand, or need further direction in relation to, these requirements, please discuss this with your Trainer.

21. Emergency Procedures

We ask that all Advance students take the time to familiarise themselves with the emergency evacuation procedures displayed in every classroom.

During your training you may be asked to participate in an emergency evacuation drill. Please follow Advance staff and your trainer's instructions.

22. Legislation Requirements

Advance is subject to the following regulatory and statutory obligations for students and staff:

22.1. National Legislation

National Vocational Education and Training Regulator Act 2011

Australian Skills Quality Authority: 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.

VET Quality Framework: The VET Quality Framework is aimed at achieving greater national consistency in the way providers are registered and monitored and in how standards in the vocational education and training (VET) sector are enforced.

The VET Quality Framework comprises:

- the Standards for Registered Training Organisations 2015;
- the Fit and Proper Person Requirements;
- the Financial Viability Risk Assessment Requirements;
- the Data Provision Requirements; and
- the Australian Qualifications Framework.

Standards for VET Accredited Courses: In addition to the VET Quality Framework, there are also Standards for VET Accredited Courses. The Standards for VET Accredited Courses apply to all courses regulated by ASQA, including those courses that were accredited by referring state and territory course accreditation bodies prior to the introduction of the new national arrangements.

More information about Quality standards can be found at www.asqa.gov.au.

AQF: Australian Qualifications Framework (AQF) is a quality assured, national framework of qualifications in the school, vocational education and training (VET), and higher education sectors in Australia. The Framework links together all these qualifications and is a highly visible, quality-assured national system of educational recognition which promotes lifelong learning and a seamless and diverse education and training system.

More information about AQF standards can be found at: www.aqf.edu.au.

22.2. State Legislation

Victoria

Higher Education and Skills Group (formerly Skills VIC): The Higher Education and Skills Group (HESG) facilitates participation and achievement in senior secondary and tertiary education and training by supporting partnerships between providers, employers and the community and advising on public funding and regulation. It manages the Government-funded training market, public provider governance and accountability, and the apprenticeship system.

More information can be found at www.education.vic.gov.au.

22.3. Equal Opportunity and Discrimination Legislation

This legislation makes discrimination and harassment in the provision of education, employment and the provision of goods and services unlawful on the basis of protected attributes.

These attributes are: Age; Disability; Industrial Activity; Gender Identify; Lawful Sexual Activity/Sexual Orientation; Marital Status; Parental Status or Status as a Carer; Physical Features;

Political Belief or Activity; Pregnancy; Religious Belief or Activity; Race; Sex; Employment Activity; Breastfeeding, Aid of an Assistance Animal.

More information about Equal Opportunity can be found at:

Victoria: www.humanrightscommission.vic.gov.au.

22.4. Occupational Health and Safety Legislation

Occupational Health and Safety (OHS) laws apply to the workplace at all times, including during periods of training. It is important to ensure that all students, trainees and apprentices understand principles of safety and health as they relate to the workplace.

More information about OHS laws can be found at:

Victoria: www.worksafe.vic.gov.au.

22.5. Working with Children Check and Police Check

All staff employed by Advance complete a Working with Children Check and Police Check. We comply with all relevant legislation to ensure the safety, welfare and wellbeing of children and students. We welcome the views and contributions of children and young people.

22.6. Child Safe Standards

Advance is committed to the Ministerial Order No. 870 Child Safe Standards. All of our staff and volunteers abide by our Child Safe Code of Conduct which specifies the standards of conduct required when working with children. All staff and volunteers, as well as children and their families, are given the opportunity to contribute to the development of the Code of Conduct.

23. Workplace Training

Workplace-based training is a great way to learn vocational skills. This approach to training is a combination of theory, instruction and structured learning on-the-job which allows hands-on practical application and practice of the theory.

Training is designed to suit employees wishing to learn new skills and improve existing skills whilst working productively in a job. Training delivered in a workplace can be contextualised to suit an individual organisation.

Workplace based training is often delivered through a **traineeship or apprenticeship** program.

Traineeships and apprenticeships use national training packages to facilitate this and when a trainee/apprentice successfully completes the program, Advance will issue a nationally recognised Certificate or Statement of Attainment.

Traineeships and apprenticeships are a contract between the employer (who agrees to provide support and on-the-job training) and the employee (who agrees to undertake the requirements of the learning and assessment). These contracts are administered by the Australian Apprenticeship Support Network.

In a traineeship/apprenticeship program, off-the-job structured training is provided by Advance according to an agreed schedule. At the same time, structured, on-the-job training is provided by the employer's workplace supervisor. Advance ensures that the course competencies are met and the workplace supervisor ensures that the workplace competencies are met. This two pronged approach to training provides the best combination of theory and practice.

Advance delivers the structured, off-the-job component either in a classroom or in an appropriate location in the workplace, away from the student's usual work area. The on-the-job learning is usually done at the student's work area as they work under supervision.

The traineeship program is available for full-time or part-time employees (subject to appropriate industrial relations arrangements being in place).

23.1. Eligibility – Victoria

To be eligible, trainees must:

- be an Australian citizen; or
- be a foreign national with permanent residency status; or
- hold a New Zealand passport and have resided in Australia for at least six months;

and be:

- an employee of the business – Australian traineeships and apprenticeships are not available for directors or owners of a business enterprise; and
- working a minimum of 13 hours per week for the employer (these hours can be averaged over one month) and being paid in accordance with a relevant award. For school based apprenticeships and traineeships different conditions apply.

Further information for Apprenticeships and Traineeships can be found on

www.education.vic.gov.au.

23.2. Timeframes

The length of time for a traineeship or apprenticeship will vary according to the qualification being undertaken and how quickly the assessment tasks are completed. The allowed time for most traineeships is between 12 and 48 months.

Should more time be needed to complete the training, an application can be made to the Australian Apprenticeship Support Network for an extension. Usually approval will be given for extensions up to 3 months.

An application for a suspension can also be made if circumstances change and the employer or student is temporarily unable to meet the obligations of the traineeship or apprenticeship.

Advance will issue a nationally accredited Certificate within 30 days of the trainee/apprentice completion or issue a Statement of Attainment if the student has achieved competence in some units and subsequently withdraws from the program.

If a student enrolled under a traineeship/apprenticeship arrangement becomes unemployed, it may still be possible to complete the training program. Students should speak to their Trainer, RTO Manager or contact the Apprenticeships Info line on 1800 210 210 to discuss their options.

24. School Based Apprenticeship and Traineeships (SBATs)

School Based Apprenticeships and Traineeships (SBATs) were introduced in 1998 as a distinct pathway within Vocational Education and Training in Schools (VETiS). They are available to secondary school students over 15 years old who are enrolled in the Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL).

An SBAT offers students the option of combining school, part-time employment and training. Our training is delivered under a Traineeship program. Parent/guardian permission is required to undertake this program.

An SBAT must be an integral part of the student's school learning program and study timetable. Regular school attendance is combined with a minimum of one timetabled day a week of employment and/or structured training. The time requirements of work and training for the SBAT are undertaken at an average of 13 hours a week over each four month period each year. The VRQA is responsible for regulating the minimum hours per week for employment and training for SBATs. The full policy can be accessed at: <http://www.vrqa.vic.gov.au/appttrain/Pages/schemes.aspx> .

24.1. Eligibility

To be eligible, students must be:

- At least 15 years of age; and
- Australian citizens or permanent residents.

For further information please contact the RTO Manager on 5977 2976.

25. Qualifications and Courses

Advance has a wide range of accredited qualifications and courses. Please discuss with an Advance representative for enrolment information.

AHC20416	Certificate II in Horticulture
AHC20616	Certificate II in Parks and Gardens
AHC30716	Certificate III in Horticulture
AHC30916	Certificate III in Landscape Construction
AHC31016	Certificate III in Parks and Gardens
AHC31116	Certificate III in Production Nursery
BSB20115	Certificate II in Business
CHC22015	Certificate II in Community Services
CHC33015	Certificate III in Individual Support
CPC20211	Certificate II in Construction Pathways
FSK10113	Certificate I in Access to Vocational Pathways
FSK10213	Certificate I in Skills for Vocational Pathways
FSK20113	Certificate II in Skills for Work and Vocational Pathways
SIT20316	Certificate II in Hospitality
TLI41216	Certificate IV in Transport and Logistics (Road Transport – Car Driving Instruction)

Short Courses

Provide Responsible Service of Alcohol (RSA)

SITXFSA001 Use Hygienic Practices for Food Safety

Barista Basics

Pre-accredited Courses

Explore your Options – General, Horticulture and Hospitality (Vocational Support)

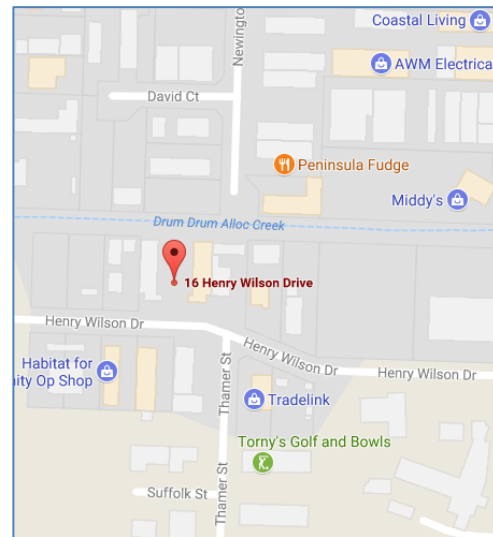
Intel Easy Steps 1 & 2 (Computers Made Easy)

Planning, Preparation and Pathways (P3) (Intensive Vocational Support)

26. Advance Training Locations

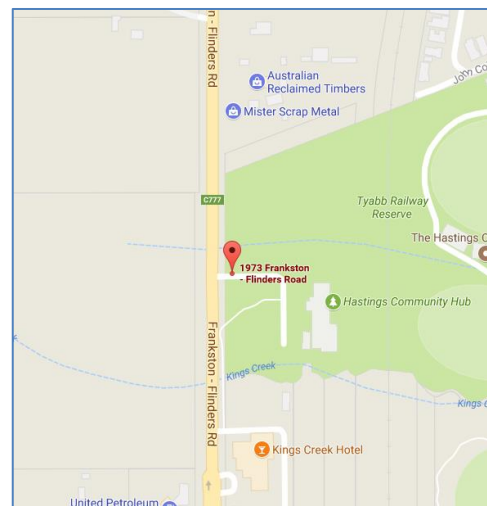
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Mornington

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