

**MHS TRAINING PTY LTD**

# **STUDENT HANDBOOK**

**RTO Id: 90690**

**ABN: 29 095 709 523**

# WELCOME

The Management and Staff of MHS Training Pty Limited would like to extend a warm welcome to you.

MHS Training is committed to high standards in the provision of vocational education and training and other client services. We strive to maintain a happy, congenial atmosphere in which to learn and work and to assist clients achieve the best possible outcome.

MHS Training will ensure that you will receive the opportunity to fulfill your personal potential during your training, and every endeavor will be made by staff to accommodate your individual needs.

The contents of the Student Handbook will be discussed with you during the induction program.

Therefore, it is important to bring this handbook with you to the induction and keep it safe during your training, as it will provide additional guidance and answers as you progress throughout your training.

In this handbook, you will find information about MHS Training policies and procedures together with forms and documents that you may have to refer to.

We sincerely hope your time at MHS Training is a memorable and productive learning experience.

## MHS TRAINING CONTACT DETAILS

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Document Title	Authorising Officer	Version No.	Date of Issue
Student Handbook	General Manager	II	May 2008

## INDEX

WELCOME.....	2
Code Of Ethics.....	5
About MHS Training Pty Ltd (RTO).....	5
Scope of Registration for Nationally Recognised Training.....	6
Australian Apprenticeships (Traineeships).....	6
Further Training Services - .....	6
Client Selection .....	6
User Choice .....	7
Ethical Marketing and Advertising.....	7
Recognition of Prior Learning (RPL) or Recognition of Current Competencies (RCC).....	7
RPL/RCC Appeals: .....	8
MUTUAL RECOGNITION: .....	8
Student Policies And Procedures.....	9
Educational Standards .....	9
Enrolments .....	9
Course Orientation .....	10
Change of Enrolment.....	10
Cancellation & Refund Policy.....	10
Student Induction & Orientation.....	10
Flexible Delivery .....	11
Conduct.....	11
Privacy .....	11
Access to Records .....	12
Replacement of Certificates .....	12
Health .....	12
Drugs & Alcohol.....	12
Occupational Health & Safety.....	12
Access and Equity .....	12
Harassment .....	13
Complaints Policy.....	14
Complaints Procedure.....	14
Choices for Resolution .....	15
Complaints Hierarchy: .....	15
Resolution Processes .....	15
Student Support Services.....	16
Counselling Services & Support.....	16
<input type="checkbox"/> <b>Vocational Counselling</b> .....	16
<input type="checkbox"/> <b>Additional support and services include</b> .....	16
<input type="checkbox"/> <b>Personal Counselling services</b> .....	16
<input type="checkbox"/> <b>Language, Literacy and Numeracy (LLN) Support</b> .....	16
<input type="checkbox"/> <b>Post Program and Exit Counselling Services</b> .....	17
Attendance Procedures .....	17
Absenteeism Policy .....	17
Plagiarism.....	18
Training Delivery and Assessment .....	18
Reflecting Diversity .....	18
Classroom Training .....	18
Classroom Assessment .....	18
Workplace Training and Assessment .....	19
Re-Scheduled Assessment Policy & Procedure .....	19
Conditions Apply to Assessments: .....	19
Conditions Apply to Re-scheduled Assessments: .....	19
Reassessment Procedure .....	19
Assessment Appeals Process.....	20
Issuing of Certification.....	20
What are Competencies?.....	20
Your Responsibilities as a Learner.....	20
Competency Assessment Processes .....	21

Document Title	Authorising Officer	Version No.	Date of Issue
Student Handbook	General Manager	II	May 2008

How competencies are assessed .....	21
What if you successfully demonstrate competencies in some areas and not in others? .....	21
Trainers Responsibilities .....	21
General Information.....	22
Discipline .....	22
Dress Code.....	22
MHS Training's Property .....	22
Client Equipment List .....	23
Travel Concession Forms .....	23
Feedback and Quality Improvement .....	23
Legislative Base For MHS Training P/L Operations.....	24
Attachment 1:.....	25
For Australian Apprenticeships (Traineeships) engaged in Workplace Based Training .....	25
INTRODUCTION .....	25
Section 1 – General Information .....	25
Study at Work.....	25
On The Job Training .....	26
Employer & Trainee Responsibilities .....	26
Employer Responsibilities: .....	26
Trainee Responsibilities: .....	26
Section 2 – Assessment & Evidence.....	26
EVIDENCE GATHERING.....	26
Section 3 – General Trainee Information .....	27
Work Experience .....	27
Other Interests or Skills .....	28
other Education or Training completed to date .....	28
Attachment 2:.....	29
Appendix Three: Course Selection.....	30
<b>Course Pre-requisites</b> .....	30
CHC30102 Certificate III in Aged Care Work.....	30
CHC40102 Certificate IV in Aged Care Work .....	30
HLT30102 Certificate III in Pathology Specimen Collection.....	30
BSB30201 Certificate III in Business Administration .....	30
BSB40201 Certificate IV in Business Administration .....	30
Attachment 4:.....	31

Document Title	Authorising Officer	Version No.	Date of Issue
<b>Student Handbook</b>	<b>General Manager</b>	<b>II</b>	<b>May 2008</b>

## **CODE OF ETHICS**

MHS Training shall act at all times with integrity when dealing with all students and members of the community.

MHS Training shall adopt such policies and practices to ensure the quality of vocational education and training programs offered are relevant and in accordance with:

- (a) NSW Vocational Education and Training Accreditation Board (VETAB)
- (b) Australian Quality Training Framework (AQTF) National Standards for Registered Training Organisation
- (c) Commonwealth/State legislation and regulatory requirements.

MHS Training will ensure:

- (a) The provision of adequate facilities in which to conduct training programs, if based in a classroom like setting by MHS Training
- (b) The employment of qualified staff and maintenance of staff training sufficient to deliver training programs
- (c) The accuracy of any marketing and promotional advertising material
- (d) Compliance with an acceptable refund policy
- (e) Compliance with current Occupational Health & Safety and Duty of Care requirements
- (f) The maintenance of adequate records and security of all current and archival records
- (g) Student access to their records upon request
- (h) The maintenance and continual improvement of a Quality Assurance System

MHS Training undertakes to maintain quality training and to uphold the highest ethical standards.

MHS Training undertakes to ensure that all employees, agents and representatives are familiar with and agree to comply with this code of ethics.

MHS Training shall refrain from associating with any enterprise, which could be regarded as acting in breach of this code of ethics.

## **ABOUT MHS TRAINING PTY LTD (RTO)**

MHS Training was created in 2003 to provide clients and their staff the opportunity to gain access to quality, nationally accredited training.

MHS Training services extend to staff within All Recruiting Services and external clients who may approach the organisation independently.

As an RTO MHS Training is subject to regular checks and audits by registration authorities to ensure the maintenance of standards for training conducted under the Australian Quality Training Framework. The registering authority for MHS Training Pty Ltd is VETAB – the Vocational Education Training Accreditation Board, based in NSW. VETAB may be contacted on (02) 9244 5335.

Document Title	Authorising Officer	Version No.	Date of Issue
<b>Student Handbook</b>	<b>General Manager</b>	<b>II</b>	<b>May 2008</b>

## SCOPE OF REGISTRATION FOR NATIONALLY RECOGNISED TRAINING

MHS Training's scope of registration for nationally recognised training includes:

- Certificate III and IV qualifications in Business Administration;
- Certificate III Aged Care Work and Certificate IV Aged Care Work
- Certificate III in Pathology

### AUSTRALIAN APPRENTICESHIPS (TRAINEESHIPS)

Many of the nationally recognised qualifications above are included in Australian Apprenticeships (traineeships) schemes, attracting government employment and training incentives. MHS Training staff can advise you on local Australian Apprenticeship Centres, the authority for detailed information regarding apprenticeship and traineeship eligibility and incentives.

### FURTHER TRAINING SERVICES -

Additional services to clients include the provision of Occupational Health and Safety training and OHS Management System and site audits and Swinburne University Centre for Occupational Health and Safety First Aid courses.

## CLIENT SELECTION

MHS Training is committed to offering quality training and assessment services to all potential students, without discrimination, and is bound by legislation to do so.

There is no formal education or course pre-requisite for MHS Training nationally recognized courses. Enrolment to any MHS Training course is open to anyone who wishes to apply. Some considerations need to be taken, however. As programs are conducted in English, for example, a basic level of literacy and numeracy will be required to complete course requirements. Please see the notes about specific courses, included as an appendix to this document.

MHS will provide advice on appropriate courses to meet client needs, considering previous skills, experience, educational background and vocational goals. MHS will also advise on course pathways, unit selection and mandatory course requirements including pre-requisites, when necessary, in order to gain qualifications.

MHS Training collects information at enrolment for statistical reasons and to better understand prospective client needs. The information you provide helps us develop a training plan relevant to your experience and needs. Prospective clients are asked to self identify special needs, in order that MHS can make the necessary adjustments or organize the necessary support to accommodate those needs, in keeping with our access and equity policy.

Prospective clients are also asked about health, including back injuries or work limitations and immunization status. The reason for these questions is to ensure that any clinical placement does not put clients at risk of further injury and to determine if immunization should be recommended (e.g. Hepatitis B vaccination for aspiring Pathology Collectors). All information on enrolment forms is maintained under MHS Training's Privacy policy and National Privacy Principles.

In the case of courses that are oversubscribed priority will be given by date order of applications. Applications are deemed to be an enrolment form accompanied by a deposit. In the case of oversubscription prospective clients will be offered placement on the next available course or their deposit fully refunded.

Document Title	Authorising Officer	Version No.	Date of Issue
<b>Student Handbook</b>	<b>General Manager</b>	<b>II</b>	<b>May 2008</b>

Government funded courses for specific purposes with targeted client funding will only be available to those meeting the funding criteria. In this sense they are not “public” courses.

MHS Training will make every effort to ensure the successful participation of students in training programs offered by MHS and will offer support if necessary. This support is outlined further in this document

#### USER CHOICE

MHS abides by the principles of “user choice” in the provision of training leading to nationally recognized qualifications, particularly in relation to Australian Apprenticeship (traineeship) programs.

Under User Choice arrangements you can select the private or public training provider of your choice and this allows you to negotiate the timing, location and nature of the training. This makes it easier in a number of ways:

- employers who operate in more than one State/Territory may be able to choose one provider that can meet all their training needs
- employers are able to negotiate with providers on aspects of the timing, location and mode of delivery, and about the trainer/facilitator who conducts the assessment
- as Training Packages become available there is also scope to negotiate aspects of the selection and sequencing of units of competence
- employers are able to negotiate purchase of flexible training over and above what is publicly funded

#### **ETHICAL MARKETING AND ADVERTISING**

MHS Training is committed to principles of Ethical Marketing and Advertising including accurately representing our training products, services and outcomes from engaging in training with MHS. MHS will seek permission of any person or organization before they are used in advertising and will hold written permission for that use. If you believe MHS has breached this undertaking please contact the national Training Manager (02 9722 1000 or E: [training@mhstraining.com.au](mailto:training@mhstraining.com.au))

#### **RECOGNITION OF PRIOR LEARNING (RPL) OR RECOGNITION OF CURRENT COMPETENCIES (RCC)**

MHS Training recognises equivalent Statements of Attainment and qualifications issued by any Registered Training Organisation (RTO) Australia wide. MHS also invites you to apply for recognition of your current skills or knowledge as they apply to your course, whether you already have a formal qualification Certificate or Statements of Attainment or not.

RPL or RCC is only available on provision of verification at the beginning of a course. Prospective Students should apply for RPL prior to enrolment. Granting of RPL/RCC may result in you not having to repeat units of work you already know you can perform, saving you time in gaining a qualification. RPL/RCC may reduce the cost of your program.

MHS Training does not charge for RPL/RCC assessments based on mutual recognition – i.e. the production of Certificates or Statements of Attainment that show you have equivalent competencies to those in your course. MHS will offer course discounts if RPL/RCC is granted in these circumstances. A small charge is applied where RPL requires the assessment of a portfolio of evidence submitted in support of an application.

If you know you are competent in the learning outcomes detailed in the unit you are enrolled in, you can apply for RPL or RCC. Recognition is granted as a result of identifying and assessing your previous and current formal and informal education and training,

Document Title	Authorising Officer	Version No.	Date of Issue
<b>Student Handbook</b>	<b>General Manager</b>	<b>II</b>	<b>May 2008</b>

work experience and/or life experience and knowledge. The details are measured against pre-determined performance criteria, which have been determined by industry, from a course unit element of competency listed in an accredited training package or course.

To prepare for recognition you should indicate your decision to apply for prior to enrolment.

Evidence for recognition of prior learning and/or current competencies may include:

- Evidence of current competence – *what you can do, now*.
- Certificates or Statements of Attainment that show you have equivalent competencies to those in your course

A full description of types of evidence and how to submit an application is in the **MHS RPL Kit** for your course. The Kit is in two parts and outlines:

- RPL/RCC Procedure and Application forms (RPL Kit Part One) for your course
- Elements of competency and performance criteria for your course (RPL Kit Part Two)

Your local MHS Training office can also provide:

- Further guidance on identifying, gathering and submitting evidence of achievements
- Further guidance as to possible sources of evidence
- Self-assessment opportunities based on the elements and related performance criteria
- Opportunities for further support and application assistance from a member of the Training staff
- The opportunity for refresher learning prior to assessment

If you think you may be eligible for RPL, as soon as possible prior to commencing the course, you should:

- Obtain a copy of the RPL Kit for your course
- Decide which unit(s) are to be recognised
- Provide an Evidence Portfolio in line with the Assessment Performance Criteria in the Kit.

The trainer/assessor will review the evidence you provide. It may be necessary for some further evidence and you could be requested to:

- Arrange for a direct practice observation of your competence if applicable
- Provide more detail in your documentation
- Answer questions (oral/written) to better display your knowledge
- participate in a set assignment

RPL/RCC is available for all course units. The elements of competency and related performance criteria of each unit provide the RPL benchmarks. Students can self assess comparing their experience and knowledge against the criteria of units.

Students must document their claim for competency in sufficient detail to enable the assessor to decide if recognition should be granted. MHS trainer/assessors are available for advice on this.

If you require further information please ask your local MHS Training Office.

### **RPL/RCC APPEALS:**

If you are not satisfied with the outcome of your application for RPL/RCC you may appeal the decision, following the Appeals procedures outlined elsewhere in this Handbook.

### **MUTUAL RECOGNITION:**

All nationally accredited qualifications, certificates or Statements of Attainment in partial completion of a qualification gained previously in other states or territories will be

Document Title	Authorising Officer	Version No.	Date of Issue
<b>Student Handbook</b>	<b>General Manager</b>	<b>II</b>	<b>May 2008</b>

recognised by MHS Training Pty. Ltd. They may be relevant to your current course and if so will be counted for RPL/RCC.

## **STUDENT POLICIES AND PROCEDURES**

### EDUCATIONAL STANDARDS

MHS Training's policies and management procedures are designed to maintain high professional standards in the marketing and delivery of vocational education and training services. Policies and procedures safeguard the interests and welfare of students and future clients. MHS Training is committed to the success of students and maintains an environment conducive to learning. We have the capacity to deliver the nominated course(s), and use appropriate methods and materials.

### ENROLMENTS

#### A. For classroom based courses

MHS Training accepts enrolments at any time throughout the year although entry to courses will be at advertised commencement dates. MHS Training requires a cash deposit (refundable against course fees) to secure a place in courses. Refunds are in accordance with the refund policy printed on the enrolment form and elsewhere in this handbook.

The enrolment form will list the units included for study in your course. If you believe that your previous study or experience has qualified you in these areas already you may wish to apply for Recognition of your Previous Learning or Current Competency – see the RPL/RCC section later in this document.

Together with the enrolment form which lists course content you should receive information relating to the potential vocational outcomes for your course/qualification. This may also be covered in scheduled information sessions prior to enrolment.

Once the course commences you will be given an Induction and Orientation to the course and to MHS Training's facilities and policies. This Handbook will form part of your induction.

#### B. For Australian Apprenticeships (Traineeships)

You may have requested your employer to allow you to become involved in a training program that leads to a Nationally Recognised Training qualification or your employer may have nominated you to participate in such a program,

MHS Training has been selected as your registered training organisation.

MHS Training will assist you in preparing for your training in three steps:

#### Step 1

- Assist you in identifying where you are up to in your career and show you how your career can be enhanced by a Training path.
- To achieve progress in your career, a Training Needs Analysis will be developed taking into consideration any learning experience, formal or informal, that may support your application and provide you with credits towards the qualification.

#### Step 2

- You and your trainer together with your employer will develop a training plan that will satisfy the training needs identified in Step 1.
- This training plan will allow for on-the-job and off-the-job involvement of your workplace.
- The trainer/assessor will explain how the program will be conducted, including workplace training and assessment by MHS Training, and the role of the workplace in mentoring and monitoring progress.

Document Title	Authorising Officer	Version No.	Date of Issue
<b>Student Handbook</b>	<b>General Manager</b>	<b>II</b>	<b>May 2008</b>

### Step 3

- The trainer/assessor will assist you and your employer to complete the necessary paperwork to gain funding for your training program.
- MHS Training will then complete the registration of your traineeship, in conjunction with the local New Apprenticeship Centre.
- Once accepted, a Training Agreement between MHS Training, you and your employer is prepared for your signing.

Once this paperwork is completed you will take part in an orientation to your training program with a trainer/assessor where many other questions will be answered. This handbook will form part of the orientation.

### COURSE ORIENTATION

An induction/orientation is provided for all clients. This will be conducted on the first day of your course and will advise on: course requirements, anticipated outcomes, learner needs, the conduct of assessments, policies and procedures, complaints procedures and confirm RPL and national Recognition arrangements. The session will also review access to the Student Handbook and local "housekeeping" issues will also be addressed. On conclusion of the session clients are required to "sign off" that orientation has been conducted and relevant information has been provided.

### CHANGE OF ENROLMENT

Change of enrolment is subject to program availability. Change of enrolment will not normally be considered after the program starts unless there is a compelling reason for the change. Change of enrolment may occur if the trainer and student agree on the benefits of the change and it does not disrupt other students. Refunds may only be made as a result of change of enrolment subject to the Refund Policy.

### CANCELLATION & REFUND POLICY

Course fees and minimum deposits are as advertised for each course. Unless otherwise advised the minimum deposit is \$200. Specific detail relating to the Overseas Nurse Program should be sourced in the course information material.

- If MHS Training cancels a course a full refund will apply to the enrolling student.
- The minimum deposit of \$200 (or \$500.00 for the Overseas Nurse Skill Enhancement Program) is a non refundable component of course costs excluding whereby MHS Training cancels the course.
- If a student withdraws from training more than five business days prior to the course starting date then the refund of course fees, excluding the non-refundable deposit amount, will incur a 10% administration charge.
- If a student withdraws from training less than five business days prior to course starting date the refund of course fees, excluding the non-refundable deposit amount, will incur a 20% charge for administration and resources costs.
- Once a course has started no refunds will be available.
- Change of enrolment date may be considered subject to course availability. Change of enrolment, e.g. to a later commencement date, will not incur additional charges or loss of fees already paid.
- Refunds on compassionate grounds will be considered. Application for refunds on compassionate grounds must be made in writing and will be determined on a case by case basis at the discretion of the MHS Training Manager

### STUDENT INDUCTION & ORIENTATION

An Induction & Orientation will be conducted for all new students prior to course commencement. The Induction & Orientation is conducted at an agreed time before the commencement of studies.

Document Title	Authorising Officer	Version No.	Date of Issue
<b>Student Handbook</b>	<b>General Manager</b>	<b>II</b>	<b>May 2008</b>

It is essential for students to attend this session to understand MHS Training's academic system and familiarise themselves with our operations.

At Induction & Orientation all queries regarding course structure and timetables will be answered collectively with time for individual consultation if required. Course coordinators will be available to answer any questions students have regarding module selections.

*At the end of the Induction you will be asked to sign a declaration that you have received this handbook and understand and agree to undertake your training according to the policies and procedures of MHS Training. Please complete this form and hand it to your trainer.*

#### FLEXIBLE DELIVERY

MHS Training recognises the principles of flexible delivery. Programs are designed to emphasise flexibility of delivery and assessment to maximise the opportunity for access and participation by disadvantaged clients. Delivery alternatives include self-paced learning, computer-assisted learning, flexible timetabling, face to face lecture/tutorial and individualised learning.

#### CONDUCT

Today's workplace requires employees to use their initiative, work as a team member and be honest, loyal, tactful and courteous. It is expected that you will treat fellow students and staff with respect. At MHS Training we strive to achieve the following "basic principles" of interpersonal behaviour:

- Focus on the situation, issue or behaviour, not on the person
- Maintain the self-confidence and esteem of others
- Maintain constructive relationships with staff and fellow students
- Take the initiative to make things better
- Lead by example
- Respect the property of MHS Training and fellow students
- The use of inappropriate language will not be tolerated
- Mobile phones are to be turned off during lesson time
- No food or drinks are allowed in any areas of the MHS Training venues
- No chewing gum or smoking is permitted within the MHS Training venues

Every staff member and student is to hold every other staff member and fellow student responsible for living up to these principles at all times.

*Behaviour disruptive to the learning of others may result in your withdrawal from class without refund of course fees.*

#### PRIVACY

MHS Training recognises a client's right to privacy. MHS Training's Privacy Policy identifies how we handle information we learn about you as a learner. We collect and store your enrolment details and your progress reports. Where State or Commonwealth funding supports training we are obliged to submit your enrolment details for statistical purposes.

The confidentiality of all personal information in our records will be protected under the NSW Privacy and Personal Information Act 1998 and its regulations. This Act imposes obligations on *MHS Training* for the storage of records and use and disclosure of information with particular reference to personal information.

We are obliged to tell you: -

- the purpose of collecting personal information, who is responsible for the information and where it is held
- We also provide your ongoing right of access to information

Document Title	Authorising Officer	Version No.	Date of Issue
<b>Student Handbook</b>	<b>General Manager</b>	<b>II</b>	<b>May 2008</b>

- We are obliged to make corrections if you identify errors
- We are obliged to protect educational and private information and not to disclose information without your permission
- The information we ask you to provide will only be used for the purpose of your course, learning and study records

## **ACCESS TO RECORDS**

Students have access to their personal records on request. Records are held for a period of 30 years, in accordance with current vocational education standards and requirements. Access may not be immediate as records may need to be retrieved from archives.

## **REPLACEMENT OF CERTIFICATES**

All replacements of Certificates or Statements of Attainment will be subject to a \$35.00 fee.

## **HEALTH**

It is in the interest of all staff and students that self-responsibility for health is seen as a serious concern. Anyone suffering from a temporary sickness which could affect others e.g. colds, flu and viral infections, should not come to MHS Training until recovered.

Students who are unable to attend training due to illness must advise their Trainer immediately. A medical certificate will be required if students are absent for more than two sessions.

## **DRUGS & ALCOHOL**

MHS Training is a drug and alcohol free training centre. To ensure the integrity of MHS Training, the consumption, use, sale or distribution of alcohol and/or prohibited drugs by any student on MHS Training's premises is strictly forbidden at all times. Any student who becomes affected by the use of substances whilst attending training is making a major violation of MHS Training's policy and guidelines and is subject to severe disciplinary action. This can include suspension, dismissal, or any other penalty appropriate under the circumstances.

## **OCCUPATIONAL HEALTH & SAFETY**

MHS Training is committed to providing and maintaining a safe and healthy environment for the benefit of all students, visitors and employees.

Management of MHS Training is responsible for ensuring that the level of Occupational Health and Safety is not compromised and recognises its obligations under the relevant Federal and State rules and regulations of Occupational Health and Safety. In NSW this is the Occupational Health and Safety Act 2000 and OHS Regulations 2001.

It is important students, visitors and employees report ANY injury immediately. If students have any concerns or notice a condition or practice that seems unsafe, it is important it is brought to the attention of the Training staff.

## **ACCESS AND EQUITY**

MHS Training is committed to access and equity principles and processes in the delivery of its services and working environment in accordance with Sex Discrimination Act 1984, Human Rights and Equal Opportunity Act 1986, Racial Discrimination Act 1975, Anti-Discrimination Act and Disability Discrimination Act 1992.

MHS Training makes all courses available to all persons without discrimination. If you are a person with some disability you can be assured all applications are treated equally with

Document Title	Authorising Officer	Version No.	Date of Issue
<b>Student Handbook</b>	<b>General Manager</b>	<b>II</b>	<b>May 2008</b>

consideration for disabilities or disadvantages. For example if you have a problem with reading or writing or numeracy we can help you.

It is against the law to discriminate against you on the grounds of:-

- sex (including sexual harassment or pregnancy)
- race (including colour, ethnicity, ethno-religious identity, national identity and background)
- marital status
- carers' responsibility
- homosexuality (male or female, actual or presumed)
- age, disability or transgender

All staff and students have a responsibility to maintain principles of access and equity. In the event of a situation that is considered by either staff or students to be in violation of MHS Training's Access & Equity Policy, staff and students are required to report the situation to Management. The designated Access and Equity officer is the National Training Manager. (02 9722 1000 or training@mhstraining.com.au)

Programs are designed and wherever possible facilities set up to enhance flexibility of delivery in order to maximise the opportunity for access and participation by disadvantaged clients. Trainers/Assessors are expected to facilitate access and equity for all. *Special needs requiring external support should be brought to the National Training Manager's attention (prior to enrolment whenever possible – contact 02 9722 1000 or training@mhstraining.com.au)*

## **HARASSMENT**

MHS Training will not tolerate any harassment, victimisation, bullying or any such conduct that has the purpose or effect of interfering with an individual's work performance or creating an intimidating, hostile, or an offensive learning environment. This includes harassment, victimisation, bullying because of gender, race, national origin, religion, disability, sexuality or age.

Harassment is unlawful under Commonwealth and State legislation and all harassment, bullying and victimisation are contrary to MHS' duty of care to provide a safe environment for work and learning.

Harassment, victimisation and bullying can take many forms. It can be overt or subtle, direct or indirect.

### **Examples of Harassment may include:**

- Unwelcome physical contact
- Repeated unwelcome invitations
- Insulting or threatening language or gestures
- Continual unjustified comments about a student's work or work capacity
- Jokes and comments about someone's ethnicity, colour or race
- Pictures, posters, graffiti, electronic images, which are offensive, obscene or objectionable.

### **Examples of victimisation may include:**

- Mocking customs or cultures
- Unfavourable treatment like aggression
- Ignoring a person
- Refusing to provide information to someone
- Lower assessment of client work

Document Title	Authorising Officer	Version No.	Date of Issue
<b>Student Handbook</b>	<b>General Manager</b>	<b>II</b>	<b>May 2008</b>

### **Examples of bullying may include:**

- A person using strength or power to coerce others by fear
- Personality clashes and constant 'put-downs'
- Aggression, verbal abuse and behaviour which is intended to punish
- Violence, both physical and threatened against staff or students
- Behaviour that intimidates, degrades or humiliates a person
- Persistent, unreasonable criticism of client work performance

Students and staff should be aware that differing social and cultural standards may mean behaviour that is acceptable to some may be perceived as offensive by others.

Such conduct, when experienced or observed, should be reported to Management. All complaints will be promptly investigated.

The privacy of a student filing a report and the individual under investigation shall be respected at all times consistent with the obligation to conduct a fair and thorough investigation.

All staff and students are expected to work in an atmosphere based on mutual respect for the rights and differences of each individual.

Disciplinary action may be taken against any student or member of staff who are found to have harassed other students or staff.

MHS Training expects all students to uphold to the spirit of this policy. Breaches of the policy will be considered to be "misconduct" or "serious misconduct" which may result in expulsion for students or dismissal for staff.

### **COMPLAINTS POLICY**

MHS Training Pty Ltd is committed to the appropriate resolution of complaints. Our policy sets out the correct procedure for the handling of complaints. MHS ensure that students and providers are made aware of their right to complain. We recognise that complaints are one method of measuring students' and providers' satisfaction, this can be a useful source of information and feedback for further improvement of our service. No person is to be discouraged from making a complaint.

Complaints should be made in writing, if possible, and forwarded to the Site Manager for your training venue or the MHS Training Manager (address on page 2).

Organisational procedures ensure that:

- Each complaint is dealt with confidentially and impartially.
- Each complaint is dealt with by an independent person not been directly involved with the issue.
- Each complainant has the opportunity to formally present their case.
- Resolution of the complaint will be actioned immediately. If the complaint is complex and involves more investigation a response will be forwarded within 7 days of receipt.
- A copy of the complaint and outcomes will be presented in writing to the complainant within 7 days.
- Each complaint will be documented in the Complaints Register.

Our complaints policy reflects a provision of quality service based upon best practice.

### **COMPLAINTS PROCEDURE**

MHS Training recognises that differences and complaints can arise from time to time. The quick settlement of these matters is in the best interest of all parties concerned and the following steps and procedures are implemented to ensure this happens.

Document Title	Authorising Officer	Version No.	Date of Issue
<b>Student Handbook</b>	<b>General Manager</b>	<b>II</b>	<b>May 2008</b>

## CHOICES FOR RESOLUTION

- a. Informal resolution: A complainant is strongly encouraged to resolve the matter directly with the respondent and assistance will be given to facilitate this. However, the complainant is not obliged to do so before applying these procedures.
- b. Formal resolution: A complainant may apply formal procedures as outlined below to resolve a complaint.
- c. External agencies: A complainant may use an external agency to resolve a complaint, for example by taking the complaint to State Training Authorities; (see list Appendix 2) however, MHS is committed to facilitating the resolution of complaints without the need to make recourse to external agencies.

## COMPLAINTS HIERARCHY:

Where any person in the hierarchy is directly involved in a complaint, responsibility for formal resolution will move to the next level. The hierarchy commences with students and moves to trainer/assessors, then site-managers, Training Manager, Managing Director and then External Agencies. Where informal resolution is not effective, the complaint should be made to the relevant person on the hierarchy.

## RESOLUTION PROCESSES

1. As soon as a complaint arises, it will be raised and discussed with all parties involved in the complaint, in order to find a local solution agreeable to all parties. Students may wish to involve their trainer/assessor in seeking a solution when the party to the complaint is another student. If the party is the trainer/assessor, students should bring their issue to the site manager of their training venue. If the issue involves trainers/managers on site students are invited to contact the Training Manager directly with their issue. (address: p 2.)
2. Complaints should not be discussed openly throughout the organisation. The confidentiality of all parties should be preserved.
3. If a solution cannot be found the matter is brought before the Site Manager, for resolution agreeable to all parties. Complaints or appeals should be forwarded in writing.
4. The Manager will form an independent panel for the matters put before him/her. If a member of Management is party to the complaint, they will not take part in any discussions or decisions and the MHS Training Manager shall investigate the issue with a view to resolution.
5. Each person bringing a complaint or appeal will have the right to have a support person present and may formally present their case.
6. MHS management will provide a written statement of complaint outcomes, including reasons for its decision.
7. If a solution has not been reached to the benefit of all parties the complainant has the right to further representation and appeal to the MHS Managing Director, State training Authorities as listed above, or representation and appeal under the relevant State or Federal Law.

Please remember MHS Training is committed to delivering quality education and training. If you are experiencing any difficulties during your program of study, do not hesitate to discuss your concerns with the relevant staff member or Management. The training staff will make themselves available at mutually convenient times if you wish to seek assistance outside business hours.

Document Title	Authorising Officer	Version No.	Date of Issue
<b>Student Handbook</b>	<b>General Manager</b>	<b>II</b>	<b>May 2008</b>

## STUDENT SUPPORT SERVICES

### COUNSELLING SERVICES & SUPPORT

MHS Training caters to a diverse group of students and aims to identify and respond to the learning needs of all clients. Students are encouraged to express their views about their learning needs at all stages of their learning experience, from the initial counselling and enrolment stage onwards.

Students are advised to contact the Training Coordinator if they wish to ask about any vocational education and training or personal counselling services available at MHS Training.

MHS Training provides suitable resources to help students to identify their learning needs and provides staff with the required student based information for use in designing training and assessment strategies. In designing and adapting training and assessment products MHS Training will do its best to ensure they are relevant to industry needs.

MHS Training is committed to providing students requiring additional support, advice or assistance while training. To achieve this and to ensure the quality delivery of training and education, MHS Training provides:

- **VOCATIONAL COUNSELLING** to improve and extend training outcomes. While this can be achieved on a one to one basis with Management, trainers, assessors and course coordinators are required to monitor progress. Students are advised to make an appointment to see their trainer/assessor or the Training Coordinator in the first instance. They can then make a time to see the Manager/Principal or course coordinators who are responsible for monitoring progress.
- **ADDITIONAL SUPPORT AND SERVICES INCLUDE:**
  - a) Education and Career Counselling
  - b) Assistance when applying for Recognition of Prior Learning (RPL) and Recognition of Current Competency (RCC)
- **PERSONAL COUNSELLING SERVICES**
- Are available to all students and staff from management and may take the form of advice or referral to other services. Personal counselling services must meet MHS Training's Code of Practice and confidentiality procedures. Personal counselling services include but are not restricted to:
  - a) Grievance / conflict resolution
  - b) Stress management
  - c) Access and equity issues
  - d) Welfare and support

MHS has a preferred provider for Assistance Programs. All details are confidential and remain between the provider and the client. MHS Training has no knowledge of use or access to the service by individual students. Advice as to contact details is displayed in all MHS offices. A fee is charged by the service provider.

- **LANGUAGE, LITERACY AND NUMERACY (LLN) SUPPORT** is available to provide students with advice and support services in the provision of language, literacy and numeracy assessment services. Students needing (LLN) support are identified on enrolment. Many Trainers have a background in language learning and teaching and are able to offer students case by case support in this area.
- Literacy and Numeracy skills are generally included and identified in Training Packages and accredited course programs. In identifying literacy and numeracy requirements, students need to:

Document Title	Authorising Officer	Version No.	Date of Issue
Student Handbook	General Manager	II	May 2008

- a) Count, check and record accurately
- b) Read and interpret
- c) Estimate, Calculate and Measure

Where formalised LLN support is required by the client, extra curricula assistance is available and can be accessed by contacting the Training Coordinator for more information and/or referral to specialist providers.

- LLN assessment is available from MHS Training. Informal assessment may be advised by trainer/assessors or requested by students. Such assessments will relate students' abilities to the standards required in course/qualification evidence guides and the results and possible recommended course of action will be discussed with the student. This service will be provided at no charge.

Formal assessment (e.g. IELTS) will be arranged if requested. A fee is charged for this service and will be advised on request.

- **POST PROGRAM AND EXIT COUNSELLING SERVICES** includes assistance with job seeking, resume and interview skills vocational advice and mentoring. Students are advised of this service towards the completion of their qualification or course.

### ATTENDANCE PROCEDURES

Attendance is an essential element of a program, for either full-time or part-time students or trainees.

It is important students arrive in class on time, including returning from morning tea and lunch breaks, as lateness interrupts other students. Training time should be seen as high priority during term time.

*Attendance of at least 80% is required, regardless of reason for absence.*

<b>Daily Attendance Request for Leave</b>	All students are to be in class by their set training session time – The attendance roll is recorded for each session of the day. Students wishing to apply for leave for a set period of time are required to obtain a <b>Request for Leave Form</b> from the Training Coordinator and fill out the appropriate details. Students are then asked to organise alternative arrangements for study with their relevant teacher/facilitator during their absence. Students are required to return the forms to the office for processing.
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### ABSENTEEISM POLICY

Students are required to notify their Trainer prior to the commencement of the session/s if they are unable to attend. Students must abide by conditions 1A, 1B and 1C as set down in the assessment policy. These conditions are as follows:

- 1A Students who are absent on the date of assessment must notify their Trainer of their inability to attend prior to the assessment time. **A medical certificate must be supplied.**
- 2A Students attending under a traineeship scheme and who are unable to attend an assessment due to work commitments will need a letter for their employer stating the reason they are unable to attend.
- 3A Students who know in advance that an assessment date cannot be met must inform the member of staff responsible for setting the assessment.

**FAILURE TO COMPLY WITH THIS POLICY MAY RESULT IN SUSPENSION FROM THE COURSE OF STUDY.**

Document Title	Authorising Officer	Version No.	Date of Issue
Student Handbook	General Manager	II	May 2008

## **PLAGIARISM**

Academics place great importance on the development of ideas. Therefore, people must be given due credit for these ideas. Taking an idea from any source without properly acknowledging it is plagiarism. It is the use of someone else's work without proper recognition.

Plagiarism can involve the use of someone else's argument, even if the exact words are not used. It can be the use of a quote without referencing it correctly. It can also mean the subtle changing of another author's sentences in order to present them as your own. Plagiarism also involves copying another's work. All of these can be avoided with correct referencing procedures.

Most often plagiarism is the result of poor study and note-taking methods. Remember to write down the exact references for all the material that you use as you take your notes.

Trainers/Facilitators will advise students of the many ways to avoid plagiarism. Remember that plagiarism does not show your own development of ideas or understanding. Plagiarism may therefore result in candidates being found Not Yet Competent.

## **TRAINING DELIVERY AND ASSESSMENT**

### **REFLECTING DIVERSITY**

MHS Training is committed to offering quality training and assessment services to all potential students, without discrimination. This commitment is reflected in training and assessment delivery and materials. MHS Training recognises the diverse nature of our students, be it in the form of language, literacy, or numeracy skills, previous education, experience or cultural background.

Trainers and assessors will always respond to the needs of students in adapting materials and processes to meet the needs of students. Options in training delivery for example include replacing written materials with video, field trips, observation or simulation activities, one-to-one support or additional tuition. In assessment verbal explanations, simulations or demonstrations may replace written short answer tests. Cultural practices and beliefs can also be accommodated. Please advise your trainer/assessor of particular needs. All requests will be treated in the strictest confidence.

### **CLASSROOM TRAINING**

Training is delivered 'face to face' by qualified trainers and you are required to attend each scheduled class. The trainer will moderate the learning pace, method and sequence appropriate to the learning needs.

Learning methods will vary and can include case study scenarios, field trips, 'hands on' practical classes, role play techniques, discussions, presentations and assignments.

### **CLASSROOM ASSESSMENT**

Assessment tasks and strategies cover a wide range of methods and may include the creation of specific written documents, projects or reports, formal questions (multiple choices, short and long answer), practical demonstrations, small or large group tasks, oral presentations, problem solving tasks, case studies and discussions. Broadly, classroom assessments have two or three assessment tasks for each unit of competency or module.

As a general rule for major assessments, you will be provided with task assessment instructions including the date the task is due for completion.

Document Title	Authorising Officer	Version No.	Date of Issue
<b>Student Handbook</b>	<b>General Manager</b>	<b>II</b>	<b>May 2008</b>

## WORKPLACE TRAINING AND ASSESSMENT

Some programs call for demonstration of skills in the workplace. After an initial period of training, students undertake workplace training for a specified term of the program being undertaken.

The Administration Office may be able to assist with prospective workplace training employers, if students require assistance in securing a placement.

Apart from the mandatory assessed workplace training, MHS Training offers no supervision whilst the actual workplace training is being undertaken. Supervision is left to those employers who have offered to participate in workplace training, with MHS staff being "on-call".

### RE-SCHEDULED ASSESSMENT POLICY & PROCEDURE

MHS Training acknowledges the National Assessment Principles issued under the Australian Recognition Training Framework and is committed to validity, reliability, flexibility and fairness in assessment processes for the training programs that it delivers to its students.

Students will be notified in advance of assessment dates and times by the member of staff responsible for the assessment.

#### CONDITIONS APPLY TO ASSESSMENTS:

- 1A Students who are absent on the day of assessment **must notify** the MHS Training of their inability to attend prior to the assessment time. A **medical certificate** must be supplied.
- 2A Students attending under a traineeship scheme and who are unable to attend an assessment due to work commitments will need a letter from their employer stating the reason they are unable to attend.
- 3A Students who know in advance that an assessment date cannot be met must inform the member of staff responsible for setting the assessment.

Students, who have missed an assessment for any reason covered under conditions 1A, 2A or 3A of this policy, must apply for the missed assessment to be rescheduled.

#### CONDITIONS APPLY TO RE-SCHEDULED ASSESSMENTS:

- 1B Students must reschedule and complete the assessment within four (4) weeks of the original assessment date.
- 2B Students must reschedule the assessment with the appropriate staff member.
- 3B Students must supply a medical certificate or letter from their employer as stated in condition 1A or 2A.

If conditions 1B, 2B or 3B are not adhered to, students will be deemed **NOT YET COMPETENT**

### REASSESSMENT PROCEDURE

If a client has previously attempted an assessment and has been deemed **NOT YET COMPETENT** they may apply for reassessment under the following conditions:

- 1C where conditions 1B, 2B and 3B **DO NOT APPLY**, students deemed **NOT YET COMPETENT** may be reassessed for a fee of **\$22.00** per assessment.
- 2C Where conditions 1B, 2B and 3B **DO NOT APPLY**, students who have previously attempted an assessment and are deemed **NOT YET COMPETENT** may be reassessed a second time at no cost. Any reassessment covered under condition 2C will incur a fee of \$22.00 per assessment after a second reassessment has been attempted.

Document Title	Authorising Officer	Version No.	Date of Issue
Student Handbook	General Manager	II	May 2008

## **ASSESSMENT APPEALS PROCESS**

All participants have the right to appeal any assessment decision made by MHS Training if they:

- believe that the assessment is invalid and/or
- feel that the process was invalid, inappropriate or unfair

Before making an appeal, we ask that you discuss the matter with us in an attempt to reach a decision.

If you are still not happy, you are then entitled to lodge a formal Assessment Appeal Form (available from the administration office) within 7 days of the initial discussion. Once a formal appeal is lodged a third party will be appointed in an attempt to resolve the issue. Any decision recommended by this party is not binding to either party in the dispute.

If you are still not satisfied another trainer/assessor in the same curriculum area will be appointed to arbitrate and reassess participants if necessary

If no satisfactory solution is reached you can appeal to NSW's Vocational Education Training Accreditation Board (VETAB). The VETAB contact number is 9244 5335.

You have the right to a support person to be involved at all times during the appeal process.

## **ISSUING OF CERTIFICATION**

Vocational education and training undertaken at MHS Training is competency based. Assessments determine whether a student is competent/or not yet competent.

Students are issued with a statement listing modules undertaken and stating whether competency has been achieved. As well as being issued with a statement regarding competency, students are issued with certification listing units undertaken.

Final issue of certificates/qualifications is contingent upon all fees being paid and other commitments (book hire/return etc.) being met.

## **WHAT ARE COMPETENCIES?**

A competency is a statement about the skills, knowledge and attitudes a learner needs to complete and these statements are contained in each UNIT. Each UNIT is often made up of several ELEMENTS.

The assessment of your competency means that you must be able to "Show, Tell and Apply" evidence and skills, which match and meet these units and elements against a set of key performance competencies and nationally set standards. This could include:

- Leading teams
- Communicating ideas and information
- Collecting, analysing and organising information
- Working with others in teams
- Solving problems
- Using mathematical ideas and technological tools
- Demonstrating understanding
- Planning and organising activities and tasks

## **YOUR RESPONSIBILITIES AS A LEARNER**

Trainers will provide students with a description of each Unit and the elements which make up each Unit of competency together with a proposed list of "Show, Tell and Apply" evidence. The National Training Information Service website lists all this information at [www.ntis.gov.au](http://www.ntis.gov.au). Click on courses/qualifications and enter in the unit code.

Document Title	Authorising Officer	Version No.	Date of Issue
<b>Student Handbook</b>	<b>General Manager</b>	<b>II</b>	<b>May 2008</b>

## COMPETENCY ASSESSMENT PROCESSES

There are three types of assessment that occur at different stages for each Unit.

- a. Initial assessments to identify what competencies you already have. (Overall self assessment.) From this a learning plan can be designed to develop the remaining or outstanding competencies.
- b. On-going assessments to provide feedback about your progress and to identify any outstanding unit and/or element you need to focus upon.
- c. Final assessments when you indicate you are ready to complete the assessment for any remaining competencies.

## HOW COMPETENCIES ARE ASSESSED

Assessment of competencies may attract both direct (Show and Tell) and indirect (Show, Tell and Apply) assessment methods. This means that you will be required to produce evidence and/or demonstrate a unit of competency and apply related knowledge associated with that unit of competency.

While demonstration of skills can be seen, underpinning skills such as problem solving, working in teams and understanding etc. can only be assessed through indirect and supplementary assessment.

Your trainer/assessor may also ask you questions related to the competency unit.

The level of your performance is assessed against national standards. This means that the evidence you provide and the competencies you demonstrate must meet the standard of performance already set.

During assessment your assessor reviews your evidence and observes the demonstration of your competencies. The Assessor records your evidence and/or demonstrations as "C" - Competent or "NYC" - Not Yet Competent". Competencies are not 'scaled' or 'marked'.

Broadly it is a matter of whether you can ('C') or cannot yet ('NYC') demonstrate your skills and provide supporting evidence to the performance standard.

If your evidence fails to demonstrate the level of competency for any unit or Performance criteria appropriate to the qualification the assessor can design a flexible training plan /pathway.

## WHAT IF YOU SUCCESSFULLY DEMONSTRATE COMPETENCIES IN SOME AREAS AND NOT IN OTHERS?

If you are enrolled in a qualification and can only demonstrate competencies in some and not all units of learning a certificate for the qualification cannot be issued.

You can however, receive recognition from for the competencies and units of learning you have successfully completed. This recognition is a Statement of Attainment and will identify the qualification name, Unit numbers and national identification number.

If you elect to continue and complete the full qualification or any outstanding Units your assessor will work with you and together, a training pathway and plan can be developed to complete the outstanding learning units.

## TRAINERS RESPONSIBILITIES

- Your Trainer will provide clear instructions about what is expected from you during your training.
- Training may consist of group/action learning activities and projects, self-paced learning, assignments, case studies, presentations, discussions, workbook activities, research and reports etc. Each unit of learning is clearly outlined and indicates what is expected of you during the learning phase.

Document Title	Authorising Officer	Version No.	Date of Issue
<b>Student Handbook</b>	<b>General Manager</b>	<b>II</b>	<b>May 2008</b>

- Your trainer will provide their contact details and you will be able to contact your trainer between workshops. This provides additional support for your self-paced and 'take home' learning activities.
- When the total requirements have been signed off, an initial mechanism can begin towards final assessment by the approved Trainer/Assessor.
- During assessment the learner must be able to Show, Tell and apply the evidence. The Trainer/Assessor records your evidence and/or skill demonstrations as "C" - Competent or "NYC" - Not Yet Competent. Competencies are not scaled or marked.

## GENERAL INFORMATION

### DISCIPLINE

MHS Training Pty Ltd reserves the right to withdraw the enrolment of students who breach the policies listed in this document. Breaches of policy relating to:

- Drugs and alcohol
  - Access and Equity
  - Harassment
  - Attendance
  - Absenteeism
  - Plagiarism
  - Conduct – disrupting the learning of others may be grounds for the withdrawal of enrolment without refund of fees.
- Vandalism of MHS property or theft of MHS or fellow students' property will also result in withdrawal of enrolment without refund.

### DRESS CODE

For classroom attendance neat, clean casual dress is required. In the case of workplace attendance the appropriate dress required for particular workplace based assignments will be advised to you prior to placement. Generally, a high standard of professional dress is expected of all students. This allows students to familiarise themselves with the correct type of attire suitable for a professional environment and uphold the students' and MHS Training's image for prospective employers.

**Failure to comply with this policy may result in students being asked to go home and change into acceptable clothing.**

### MHS TRAINING'S PROPERTY

During the term of enrolment students may be issued with resources to aid them in their studies. These resources remain the property of MHS Training and are only on loan.

These resources may take the form of:

- Work papers
- Class sets of notes
- Uniform items
- Text books belonging to MHS and for which the client has not paid

(NOTE: all on loan text books received by students must be recorded on the Loan Register held at the Administration Office. The Register must be completed with the client's name, signature and the date of issue and also signed and dated when the books are returned. Deposits paid for book loans will be returned contingent upon the book being in an undamaged condition. Report any damage to texts as soon as you become aware of it).

Document Title	Authorising Officer	Version No.	Date of Issue
Student Handbook	General Manager	II	May 2008

Students are required to return MHS Training's property within the time specified by the issuing staff member.

**Theft or vandalism of MHS property may result in enrolment being withdrawn without refund of fees.**

**Failure to comply with this policy will result in no certification being issued until all property is returned.**

#### CLIENT EQUIPMENT LIST

Specific course requirements will be advised by your trainer/assessor. Types of equipment that may be required include:

- dictionary
- red, black, blue biros
- ruler
- calculator
- pencil
- highlighter
- eraser
- writing paper
- typing/computer paper (A4 white)

#### TRAVEL CONCESSION FORMS

Students signed to traineeship programs may be entitled to travel concessions. A Travel Concession form is available for trainees from State Rail Authority & State Transit Authority of NSW and private bus services.

Eligible students will be provided with the necessary forms from the New Apprenticeship Centre responsible for their traineeship.

#### FEEDBACK AND QUALITY IMPROVEMENT

MHS Training collects statistical information regularly to monitor, maintain and achieve ongoing continuous quality improvement in the delivery of vocational education and training.

We value and welcome constructive feedback from our students and staff concerning educational and service improvements or changes that would improve our existing educational and client services provided by the college.

To provide management with this feedback for evaluation you will be asked to complete a client survey which will be distributed after induction and orientation and the completion of training.

Students wishing to provide management with feedback on any issues of concern or areas for improvement are encouraged to address their feedback in writing to their Site Manager or the MHS Training Manager at the address on p.2.

Document Title	Authorising Officer	Version No.	Date of Issue
<b>Student Handbook</b>	<b>General Manager</b>	<b>II</b>	<b>May 2008</b>

## **LEGISLATIVE BASE FOR MHS TRAINING P/L OPERATIONS**

A number of Commonwealth and State Acts of Parliament relate to the administration of the Vocational Education and Training Framework generally and apprenticeships and traineeships particularly.

Principal Acts guiding MHS Training's operations are as listed below or as required under the jurisdiction of various states and territories.

- Apprenticeship and Traineeship Act 2001
- Vocational Education and Training Accreditation Act 2005 (NSW)
- Anti-Discrimination Act 1977 (NSW)
- Racial Discrimination Act 1975 (Commonwealth)
- Sex Discrimination Act 1984 (Commonwealth)
- Disability Discrimination Act 1992
- Human Rights and Equal Opportunity Commission Act 1986 (Commonwealth)
- Affirmative Action (Equal Opportunity for Women Act 1986 (Commonwealth)
- The Privacy Act 1988 (Commonwealth)
- Privacy and Personal Information Act (NSW)
- Occupational Health and Safety Act 2000 (NSW)
- The Children and Young Persons Care and Protection Act 1998 (NSW)

Document Title	Authorising Officer	Version No.	Date of Issue
<b>Student Handbook</b>	<b>General Manager</b>	<b>II</b>	<b>May 2008</b>

## **ATTACHMENT 1:**

FOR AUSTRALIAN APPRENTICESHIPS (TRAINEESHIPS) ENGAGED IN WORKPLACE BASED TRAINING

INTRODUCTION

WELCOME TO MHS TRAINING PTY LTD.

YOU HAVE RECEIVED THIS ATTACHMENT TO THE STUDENT HANDBOOK IF YOU ARE TO RECEIVE YOUR TRAINING AND ASSESSMENT ON-THE-JOB, USUALLY AS PART OF A WORKPLACE BASED TRAINEESHIP OR NEW APPRENTICESHIP...

This document should further explain the basic processes of your training and how your assessments will be determined to build towards your qualification. It will also give you the opportunity to provide information about yourself and the previous experiences or education you may have relevant to the course you choose.

You will use this attachment to document current and previous experience in your industry. This information will be used to assist us in determining the recognition you may be given towards a Certificate II or III in your industry field.

Later, you will be asked to describe or provide evidence about your current knowledge and skills.

This information will also assist in identifying your training gap. Identifying this gap will enable a training plan to be prepared for you. The Training Plan will detail how you can achieve the nationally recognised "Certificate III".

**Please take the time to answer the questions honestly and accurately. If you are unsure of any questions, please ask your trainer/mentor or your Site Manager.**

## **SECTION 1 – GENERAL INFORMATION**

STUDY AT WORK

The Nationally Accredited Qualifications offered by MHS Training are designed for learning in the workplace. This means a trainer/assessor will visit your workplace to determine if the workplace has the suitable environment and equipment for you to complete your learning. Your supervisor, or a workplace assessor, is appointed to monitor your progress throughout the program. He or she will also act as a workplace coach, taking an active role in your training. Your workplace supervisor will liaise closely with the MHS Trainer/assessor over your training program and progress.

Your trainer/assessor will determine a schedule of visits with you, in consultation with your employer. The schedule will include:

- training visits, where new knowledge and skills will be developed,
- monitoring visits, where your trainer/assessor will check with you and your workplace supervisor that you are proceeding as expected and completing work as assigned. The monitoring visit will give you the opportunity to ask questions and clear up points you are not sure about with your training program
- assessment visits, where you will be called on to show evidence of competency in the training module assigned.

Document Title	Authorising Officer	Version No.	Date of Issue
<b>Student Handbook</b>	<b>General Manager</b>	<b>II</b>	<b>May 2008</b>

## ON THE JOB TRAINING

If you are a new worker in the industry you may enroll in a New Worker Traineeship or if you are a current existing worker in the industry you may enroll under an Existing Worker Traineeship. In both cases you will have gained employment.

You and your employer will agree to a training contract that states your employer agrees to your being involved in a structured on-the-job training program. The on-the-job training is a crucial part of satisfying the requirements for qualifications in many courses.

### EMPLOYER & TRAINEE RESPONSIBILITIES

#### EMPLOYER RESPONSIBILITIES:

Employers must provide normal sick leave, holiday pay and salary provisions as outlined in the appropriate industrial award or agreement, and:

- Provide every opportunity so the trainee can acquire the skills of the trade or calling needed to complete the traineeship
- Provide the full range of facilities and exposure to ensure the trainee is competent in all appropriate training
- Take all reasonable steps to enable the trainee to complete the appropriate on-the-job or off-the-job training program
- Fulfill all normal obligations as an employer, comply with the terms of the training agreement or industrial arrangement and provide a safe working environment

#### TRAINEE RESPONSIBILITIES:

- Learn and work to obtain the skills of the job, accepting all reasonable instructions and training in the trade or calling by or on behalf of the employer.
- Study the on-the-job or off-the-job training package required for the traineeship
- Fulfill the normal obligations as an employee and comply with the terms of the training agreement or industrial arrangement.

## SECTION 2 – ASSESSMENT & EVIDENCE

The introduction of Training Packages and competency standards means greater attention will be given to direct assessment in the workplace. In this way, the assessment of an employee's competence is based on realistic workplace outcomes rather than on the completion of training.

Competency can be developed through:

- Structured and unstructured experiences
- Informal and formal training
- Transferring of knowledge and skill from other contexts and workplaces.

The major consideration in any assessment process is the attainment of the required standard of performance rather than how the competencies may have been acquired.

*"Assessment is the process of collecting evidence and making judgements on whether competency has been achieved, the purpose of assessment is to confirm that an individual can perform to the standards expected in the workplace as expressed in the relevant endorsed industry competency standards"*

Guidelines for Training Package Developers (1997 B11)

## EVIDENCE GATHERING

An effective assessment process relies on the collection of sufficient information to make an informed judgement on the performance of an individual. There are no absolute rules about how much evidence is required or what evidence gathering methods should be used, but there is a need to confirm that the assessment of performance is accurate and consistent.

Document Title	Authorising Officer	Version No.	Date of Issue
<b>Student Handbook</b>	<b>General Manager</b>	<b>II</b>	<b>May 2008</b>

Evidence is generally gathered by:

- Observing performance in the workplace - performance evaluations, samples of written reports
- Evidence of prior performance - references, documents relating to any relevant courses, short courses, interests or hobbies studied inside or outside Australia
- Supplementary information - information which is gathered from others, questioning, tests, presentations, awards, certificates, Statutory Declarations testifying to the participant's attendance etc.

### **SECTION 3 – GENERAL TRAINEE INFORMATION**

#### **WORK EXPERIENCE**

The following information will assist us to identify the skills and knowledge, related to your qualification, which you may already have.

These skills and knowledge might come from:

- Formal Training - school, TAFE, industry courses,
- On-the-job training.
- Life Experience - family responsibilities, hobbies, community involvement and volunteer work.
- Work Experience - what you have learnt on the job, or through informal training.
- The following information will be used to:
  - consider your previous experiences, which may count towards your qualification and,
  - to determine a training plan, taking into account "gaps" in your knowledge, training and experience
- It is to your advantage that you be open in this process and provide all information possible.

In the space below, fill in information about your work experience, either full time or part time. Include any voluntary or unpaid work. Start with your most recent job first.

<b>Employer Name &amp; address</b>	<b>Type of Work</b>	<b>Full time or part time</b>	<b>Dates Employed</b>
			From:  To:
			From:  To:
			From:  To:

Any additional work experience, etc., that you think might be relevant (please detail)

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Document Title	Authorising Officer	Version No.	Date of Issue
<b>Student Handbook</b>	<b>General Manager</b>	<b>II</b>	<b>May 2008</b>

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(Attach other pages if necessary)

**OTHER INTERESTS OR SKILLS**

List any other things that have helped you to gain skills

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(Attach other pages if necessary)

**OTHER EDUCATION OR TRAINING COMPLETED TO DATE**

Additional studies: (studies you have undertaken since leaving school). Please attach any relevant evidence

<b>Date/s</b>	<b>Level of Study (e.g. apprenticeship certificate, industry course)</b>	<b>Details (name of course or trade)</b>	<b>Results e.g. pass; not completed</b>

***Thank you for your assistance in completing the survey.***

***Congratulations on your traineeship and best wishes in your chosen career!***

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Document Title

Authorising Officer

Version No.

Date of Issue

**Student Handbook**

**General Manager**

**II**

**May 2008**

**ATTACHMENT 2:**

<p><b><u>State Training Authorities:</u></b>  <u>A.C.T. Accreditation and Registration Council</u>  Level 2 Manning Clark Offices 186 Reed Street  TUGGERANONG, 2901  ACT  Ph. 0262057091</p>	<p><u>Queensland Training and Employment Recognition Council</u>  Training Quality and Regulation  Level 3, 30 Mary Street  BRISBANE, 4000  QLD  Ph. 1800 600 039</p>
<p><u>NSW Vocational Education and Training Accreditation Board (VETAB)</u>  Level 14 / 1 Oxford Street  DARLINGHURST, 2010  NSW  Ph. 02/9244 5335</p>	<p><u>Victorian Office of Training and Tertiary Education</u>  VET Provider Registration Branch 2  Treasury Place  MELBOURNE, 3000  VIC  Ph. 03/9637 2762</p>
<p><u>South Australian Training and Skills Commission</u>  C/- Quality Branch 2nd Floor East Education Building,  31 Flinders Street  ADELAIDE, 5000  SA  Ph. 088226 3065</p>	<p><u>Western Australia Training Accreditation Council</u>  Dept. of Education and Training  22 Hasler Road  OSBORNE PARK, 6017  WA  Ph. 08/9441 1910</p>

Document Title	Authorising Officer	Version No.	Date of Issue
Student Handbook	General Manager	II	May 2008

## APPENDIX THREE: COURSE SELECTION

There are no formal education or course pre-requisites for MHS Training nationally recognized courses. Enrolment to any MHS Training course is open to anyone who wishes to apply. Some considerations need to be taken, however. As programs are conducted in English, for example, a basic level of literacy and numeracy will be required to complete course requirements. Please see the notes about specific course following.

### **COURSE PRE-REQUISITES:**

#### CHC30102 CERTIFICATE III IN AGED CARE WORK

No formal prerequisite. As the course is conducted in English a basic level of literacy and numeracy is required. MHS Training can make adjustments and recommend support, however prospective clients should also keep in mind the workplace English demands of effective oral and written communication skills. Prospective clients are advised of the need to obtain a Federal Police clearance. Without this clearance clients may not be accepted into aged care facilities to complete the practical aspects of the program.

#### CHC40102 CERTIFICATE IV IN AGED CARE WORK

No formal prerequisite. As this program is for those at, or aspiring to, supervisory or management level much of the course work relates to the workplace and experience in an aged care facility is assumed. As the course is conducted in English a basic level of literacy and numeracy is required. MHS Training can make adjustments and recommend support, however prospective clients should also keep in mind the workplace English demands of effective oral and written communication skills, especially for those wishing to operate at a more senior level.

#### HLT30102 CERTIFICATE III IN PATHOLOGY SPECIMEN COLLECTION

No formal prerequisite. As the course is conducted in English a basic level of literacy and numeracy is required. MHS Training can make adjustments and recommend support, however prospective clients should also keep in mind the workplace English demands of effective oral and written communication skills in understanding and recording medical orders. The course involves exposure to blood and other bodily fluids. Clients are strongly recommended to gain Hepatitis B immunization.

#### BSB30201 CERTIFICATE III IN BUSINESS ADMINISTRATION

#### BSB40201 CERTIFICATE IV IN BUSINESS ADMINISTRATION

No formal prerequisites. MHS Training's delivery of these programs is targeted at those private students or trainees in the workplace. The Certificate IV requires that the learner refer constantly to a workplace. It best suits people who are already working and would like to update their skills. At the very least the student must have access to an Organisation and a Work Team. The Certificate IV requires level III competencies or relevant work experience as underpinning skills. As both courses are conducted in English a basic level of literacy and numeracy is required. MHS Training can make adjustments and recommend support, however prospective clients should also keep in mind the workplace English demands of effective oral and written communication skills.

Document Title	Authorising Officer	Version No.	Date of Issue
<b>Student Handbook</b>	<b>General Manager</b>	<b>II</b>	<b>May 2008</b>

**ATTACHMENT 4:**

**DECLARATION OF UNDERSTANDING**

**COURSE:** \_\_\_\_\_

**COMMENCEMENT DATE:** \_\_\_\_\_

I \_\_\_\_\_

Insert your name in full

Declare that:

- I received information re RPL/RCC Policy prior to my enrolment
- A copy of the student handbook has been made available to me at the commencement of my training and I may access the handbook online at any time
- I understand my obligation regarding my payment of course fees agreement
- I understand and accept my rights and responsibilities as a student
- I have been provided with a course outline for the course in which I have been accepted
- I have been advised of the accreditation status of this course
- I have been advised of the qualification to be issued on completion
- I have been offered the opportunity to access learning support
- I also received satisfactory explanation on the following Policies
  - Cancellation & Refund Policy
  - Assessment Appeals Policy
  - Complaints Policy

Student Signature: \_\_\_\_\_

Trainer/assessor: \_\_\_\_\_

Date: \_\_\_\_\_

***Please ensure this sheet is returned to your MHS Trainer/Assessor no later than the first day of your training.***

Document Title	Authorising Officer	Version No.	Date of Issue
Student Handbook	General Manager	II	May 2008