VACCHO

VICTORIAN ABORIGINAL COMMUNITY
CONTROLLED HEALTH ORGANISATION

2021 Student Handbook

Contents

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Introduction

The Victorian Aboriginal Community Controlled Health Organisation (VACCHO) was established in 1996. VACCHO is the peak Aboriginal health body representing 100% of Aboriginal Community Controlled Health Organisations (ACCHOs) in Victoria. VACCHO is a Registered Training Organisation (RTO), registered with the Australian Skills and Qualifications Authority (ASQA), and complies with the National Vocational Education and Training Regulator Act 2011, the Vocational Education and Training (VET) Quality Framework, and the Standards for Registered Training Organisations 2015.

Training delivery primarily consists of Aboriginal Health Worker qualifications. Over 95 per cent of our students identify as being of Aboriginal and or Torres Strait Islander descent. Other Programs include business, leadership and management, human resources, and counselling Courses.

This handbook presents information that is vital for students to know with guidance on processes and requirements. The handbook contains information on areas including:

- Support services available to students;
- processes associated with training and assessment;
- where and how to get assistance;
- students' rights and responsibilities; and
- other general information to support your learning experience.

For further information and to discuss the content of this handbook please feel free to contact the Student Engagement Officer on 03 9411 9411 or by email to training@vaccho.org.au.

About VACCHO

The role of VACCHO is to build the capacity of its Membership and to advocate for issues on their behalf. Capacity is built amongst Members through strengthening support networks, increasing workforce development opportunities and leadership on particular health areas. Advocacy is carried out with a range of private, community and government agencies, at state and national levels, on all issues related to Aboriginal health and wellbeing.

Nationally, VACCHO represents the community-controlled health sector through its affiliation and membership on the board of the National Aboriginal Community Controlled Health Organisation (NACCHO). State and Federal Governments formally recognise VACCHO as the peak representative organisation on Aboriginal health in Victoria. VACCHO's vision is that Aboriginal people will have a high quality of health and wellbeing, enabling individuals and communities to reach their full potential in life. This will be achieved through the philosophy of community control.

To find out more about VACCHO's role and activities please refer to our website www.vaccho.org.au or contact the Membership Officer. On behalf of VACCHO we wish you a success with your studies and look forward to many positive learning experiences together.

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Education and Training Unit Values

All staff of the Education and Training Unit value:

- Aboriginal Culture, Knowledge and Spirituality;
- Creativity and Innovation;
- Community Control; and
- Self- determination and Purpose.

Holistic Health

- Visionary Leadership and Enabling Leadership;
- Flexible and Adaptive Learning Approaches;
- Excellence;
- Lifelong Learning;
- Supportive Networks;
- Purpose; and
- Shared Knowledge.

ETU Staff Code of Practice

Staff members who conduct or support training and/or assessment on behalf of VACCHO's Education and Training Unit agree to abide by the organisation's policies and procedures governing educational and quality outcomes. Staff of the VACCHO Education and Training Unit strive to:

- Comply with the principles, philosophies and practice of Aboriginal Community Control;
- Conduct themselves with a high standard of integrity and professionalism;
- Apply confidentiality and ethical behaviour in student and client interactions;
- Respond to student/client requests in a timely and courteous manner;
- Provide accurate information concerning the range of education and training services available;
- Respect students, clients, and fellow trainers;
- Provide transparent processes for complaints, disputes, and appeals to be registered and resolved;
- Provide high quality, culturally appropriate, vocational education and training services;
- Ensure ongoing consultation with Victorian Aboriginal communities through:
  - representation and reporting to Members' meetings and the VACCHO Board;
  - facilitation of meetings with management and staff of VACCHO Member services;
  - regular consultation and survey of training needs; and
  - inviting and analysing evaluations of training programs and other ETU services.
- Comply with all Commonwealth and State/Territory legislative frameworks.

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Student Support and Services

Student support and services are constantly evolving at VACCHO. We are committed to building on services available to students to make studying with us as supportive as possible. Student Support and Services include:

- cultural and personal support for students undergoing difficulties affecting study progress;
- tutorial support and assistance for all students;
- access to tutors by phone, email and one-to-one sessions at the workplace or at VACCHO offices;
- access to additional learning materials and guidance; and
- computer and internet access at training sessions.

Study Support

Trainer and assessors are available between training sessions to assist students with their learning needs including advice and clarification about assignment tasks. Students can get assistance with their assessment and study support by visiting VACCHO and/or our Student Engagement Officer can arrange for telephone tutorials and face to face support at your workplace if required.

If you believe you would benefit from support, discuss your needs with your Educators, your Program Coordinator, or contact our Student Engagement Officer. You can contact any of these people by calling 03 9411 9411 or by email to training@vaccho.org.au.

Counselling Services

Study and life can offer some challenges, including when you are participating in training. Counselling services are available to students through the Victorian Aboriginal Health Service's Family Counselling Service.

If you feel you need support, you can find the Family Counselling Service at 238 – 250 Plenty Road, Preston or you can contact them on (03) 9403 3300.

All VACCHO ETU staff members are bound by confidentiality and Privacy Legislation.

ABSTUDY

ABSTUDY may be available for students who identify as being of Aboriginal and or Torres Strait Islander descent. VACCHO can assist students with applications for ABSTUDY at the time of enrolment and at any other time following for those students who have missed the first point of contact.

Accommodation, Meals, and Travel

Eligibility for this form of assistance is dependent upon individual students meeting particular guidelines as set out by the Commonwealth Department of Prime Minister and Cabinet under the Away from Base funding

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guidelines. This funding is only available to students who identify as Aboriginal and/or Torres Strait Islander. The assistance can include:

- travel cost reimbursements from home base to training venue and return;
- provision of meals or where this is not possible, reimbursement for this;
- provision of accommodation for students on a single or twin share basis; and
- other approved costs, where these come within the funding guidelines.

Students and employers will be advised of the availability and application of this funding assistance upon enrolment or application for admission. Funding to cover the costs of travel, accommodation and meal allowances only applies to certain qualifications and training programs. VACCHO will provide advice of this to employers and students.

Student Access to Computers

Whilst in training, students have shared access to computers (with internet access) for use during training sessions for research and to prepare assignments or make notes. You will be advised where particular training facilities include individual student log ins. The guidelines to be followed when using VACCHO student computers are as follows:

- Do not save to the VACCHO/other facility internal hard drive. Only save to a portable storage device (such as a UBS Flash Drive) as the computers are shared and automatically delete your data when you log out to protect your privacy;
- Be virus aware! Scan your Flash Drive or USB for viruses;
- Do not download or view any items that are likely to contain viruses
- Be responsible about the content you view.
- VACCHO computers are to be used for study and research purposes only;
- Do not have food or drinks near the computers;
- Usage is restricted to sites that are directly related to your studies, such as health information sites;
- Chat sites, Facebook, Twitter and other similar social network sites are not permitted;
- The viewing or downloading of sexually explicit materials is strictly prohibited;
- Computers should be shut down computers after use.

Please speak to your trainer if you have any questions regarding computer use or require assistance in using your computer. VACCHO is able to provide support and assistance if you are having trouble with computers, please speak to your trainer or the Student Engagement Officer.

Access and Equity

VACCHO is actively committed to access and equity principles in the delivery of its services and training environments in accordance with the Disability Discrimination Act 1992 (Commonwealth), Racial Discrimination Act 1975 (Commonwealth), Sex Discrimination Act 1984 (Commonwealth), Anti-Discrimination Act 1977 (NSW) and Equal Opportunity Act 1995 (Victoria).

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We aim to provide the best possible opportunities for students to access our full range of training, assessment and associated services. Students will not be denied access to services where they are deemed eligible for such a service and where VACCHO has the appropriate allocated resources to provide the service to a high quality. Access to courses requires the prospective student to meet any prerequisite requirements as stated in the Course Flyer and Course Handbook, as well as the completion of a Pre-Training Review (see section on Pre-Training Review).

VACCHO and its staff treat each prospective and enrolled student equitably and without discrimination. Staff are professional and supportive at all times in their approach. VACCHO is committed to providing an inclusive environment where students are treated in an ethical and responsible manner. Programs are designed to enhance flexibility of delivery and assessment in order to maximise the opportunity for access, participation and support of all students. Delivery alternatives may include self-paced learning, computer-assisted learning, flexible timetabling, face-to-face tutorials and individualised learning.

VACCHO takes meaningful, transparent and reasonable steps to consult, consider and implement reasonable adjustments for students including those with a disability.

Alcohol and Other Drugs

Students are prohibited from being in an unfit state due to the use of alcohol or other drugs while undertaking training and assessment activities.

The use, possession, purchase, sale or distribution of illegal substances on the VACCHO or a placement provider's premises, during work placement or while undertaking training and assessment activities is not permitted and may result in the appropriate authorities being notified. Disciplinary action may also be taken by the VACCHO including suspension, cancellation of enrolment, or any other penalty appropriate under the circumstances.

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Fees and Charges

Study costs will depend upon funding sources. Where students are eligible under the Skills First Program, VACCHO charges a tuition fee, in line with the minimum fee applicable. Where funding is not available for training programs VACCHO advertises fee for service rates. Employers and students will be notified in advance of these fees with students receiving a fee quotation prior to enrolment.

Victorian Government Subsidised Training

The Victorian government provides funded access to training and progression through higher level qualifications for all Victorian residents who do not already hold a post school qualification, or who want to gain a higher-level qualification than they already hold. There are also residential and citizenship eligibility requirements.

Eligible students may commence a maximum of two subsidised courses at the same qualification level in their lifetime. This restriction applies irrespective of if they complete the courses. For example, this means if you have already commenced two courses at the Certificate III level, you may only commence courses at the Certificate IV level (or above). This restriction does not apply to courses on the Foundation Skills List or to students recommencing training in the same qualification (at the same or a different provider).

Under exceptional circumstances students may apply for an exemption to the rule allowing only two commencements at the same level, enabling them to enrol in a further qualification at the same level. No exemptions are available for any other eligibility criteria. In addition, eligible students can begin up to two subsidised courses in a year as long as you are not doing any more than two courses at a time.

You can check your eligibility using the Skills Victoria Eligibility Checker. Google "Skills Victoria Eligibility Checker" to find Eligibility Checker. For further information, or if you have any questions, contact our Student Engagement Officer on 03 9411 9411 or visit the Skills Victoria website (www.skills.vic.gov.au).

Other Funding Sources

VACCHO often receives some limited funding for special training programs for specific workforces. VACCHO will always promote these funding sources to the appropriate agencies and employer groups. This type of funding generally covers all training costs. This will be determined individually for each student. For further information, contact our Student Engagement Officer on 03 9411 9411.

Fee for Service Rates

VACCHO provides information on its website about fee for service rates for each qualification on its Scope of Registration. These rates include tuition and materials costs which apply where government subsidised training places are not available. Fee for service rates quoted are a guide only and may also apply to processes such as Recognition of Prior Learning. The fees quoted may vary on an individual basis.

VACCHO's course fees are available on our website (www.vaccho.org.au).

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Fees Paid in Advance and Refunds

VACCHO protects the fees paid in advance by students. We will not require a student to ever pay more than $1,500 in advance for services not yet provided, either prior to course commencement or at any stage during their course. Fees will be paid off during a course in instalments according to an agreed payment plan. VACCHO will not accept any fees above $1,500 in advance if the fees are paid by an individual.

If a student withdraws, by written notice, prior to commencement of the course or if VACCHO cancels a course, a full refund applies. If a student withdraws after course commencement, there is no refund except in exceptional circumstances and at the discretion of the Executive Manager. A copy of our Fees and Charges Policy is available on our website.

If you are having difficulty paying your fees, please contact our Student Engagement Officer.

Legislative Requirements

The VACCHO, as a Registered Training Organisation, must comply with the Standards for Registered Training Organisations 2015. These standards require VACCHO to have quality processes, materials and facilities; as well as appropriately qualified staff to deliver the qualifications on our Scope of Registration.

VACCHO is committed to providing and ensuring that the needs of students/trainees as a whole are met in line with Australian and Victorian Legislative requirements, Access and Equity Principles and student/trainee welfare and guidance services.

Commonwealth Legislation

- National Vocational Education and Training Regulator Act 2011;
- Work Health and Safety Act 2011;
- Human Rights and Equal Opportunity Act 1986;
- Age Discrimination Act 2004;
- Disability Discrimination Act 1992;
- Disability Standards for Education 2005;
- Racial Discrimination Act 1975;
- Racial Hatred Act 1995;
- Sex Discrimination Act 1984;
- Privacy Act 1988 and National Privacy Principles 2001;
- Workplace Relations Act 1996;
- Skilling Australia's Workforce Act 2005;
- Child Protection Act 1999;
- Copyright Act 1968; and
- Trade Practices Act 1974.

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Victoria Legislation

- Education and Training Reform Act 2006;
- Occupational Health and Safety Act 2004;
- Accident Compensation (Workcover Insurance) Act 1993;
- Disability Act 2006;
- Fair Trading Act 1999; and
- Working With Children Act 2005.

All legislation may be accessed from www.comlaw.gov.au and www.legislation.vic.gov.au.

Privacy Policy

VACCHO is legally required to comply with legislation dealing with privacy. This includes the collection, use, storage and disclosure of personal information, and access to and correction of that information.

VACCHO endorses the responsible and transparent handling of personal information and the promotion of practices which support this. VACCHO also supports professional development initiatives to further promote information acquisition and understanding of the Information Privacy Act (Vic) 2000. Further information about the Information Privacy Act may be located from: http://www.ovic.vic.gov.au

Policy on Student Information

All student information is treated as confidential and is used only in relation to the accredited training and related services that we provide and for reporting to government agencies as per the requirements of registration and funding providers.

VACCHO will not disclose student information collected to any third party other than for statistical data collection, reporting to funding bodies and government agencies under the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS), and in compliance with the National Vocational Education and Training Regulator Act 2011.

In other circumstances, a student will be responsible for providing information to other persons. Where training is undertaken as part of their employment, students are asked to give permission to VACCHO to release details of participation and progress to employers when signing the Enrolment Form.

Student Access to Information

All students have access to their records of participation and assessment outcomes free of charge. Please contact a Student Administration Officer to access your records and or to request a Statement of Attainment and or Certificates/Testamurs.

For further information on how we handle student information or to access information, please contact the Executive Manager on 03 9411 9411 or training@vaccho.org.au.

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Pre-Training Review

All students enrolling in VACCHO programs and courses are required to participate in a Pre-Training Review. The Pre-Training Review assists VACCHO staff and yourself to determine whether this course is the most suitable for you and to identify any support needs you may have once you commence your studies and to help you succeed in your chosen course. The review also helps to identify skills recognition and credit transfers when applying for an accredited course.

The purpose of the Pre-Training Review is to:

- ascertain the most appropriate qualification for enrolment in line with the applicants' prior learning, work background, capabilities, aspirations and future job prospects;
- ascertain the most appropriate learning strategies and materials to suit the individual and any additional support needs;
- determine eligibility for Government training subsidies; and
- to inform the design a Training Plan for the chosen course of study

Language, Literacy, and Numeracy

All students enrolling in VACCHO programs and courses are required to undertake a language, literacy and numeracy (LLN) assessment as part of the Pre-Training Review. This assists VACCHO to offer students additional support and assistance to develop their LLN skills relevant to their qualification.

Unique Student Identifier

All Vocational Education and Training (VET) sector students, whether new or ongoing, are required to have a Unique Student Identifier (USI). A USI is a reference or account code made up of letters and numbers that enables students to access their training information. It is free and available online. It stays with a student for life. You must have a USI in order to be issued with a VET qualification or Statement of Attainment.

All nationally recognised, accredited training courses a student has undertaken from the establishment of the USI, will be linked in this national system. It will make it easy for students to find, collate and authenticate their VET results into a single transcript and ensure records are not lost.

VACCHO can apply on your behalf or assist you with applying for a USI. Alternatively, you can apply directly online at www.usi.gov.au.

Individual Training Plans

A Training Plan is a document providing your with information on the training and assessment you will undertake during your course, and records actual delivery and assessment details of the program. The Training Plan will include all units of competency you are enrolled in.

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Your Training Plan will include the following information:

- VACCHO's contact details;
- your name;
- your student number;
- your employer/workplace supervisor details;
- the title of qualification you are undertaking;
- competencies/modules to be attained;
- nominal hours for competencies;
- commencement and completion date of training;
- training methods;
- assessment details, dates and arrangements;
- record of Recognition of Prior Learning (RPL) and Credit Transfer (CT) actions; and a
- record of your results.

During the enrolment process you will work with your Program Coordinator to develop your Training Plan. Training Plans are living documents that may be altered, added to and updated regularly by discussion between the student and the trainer.

Training Plans will indicate start and end dates for each unit of competency. Units will also be listed in cycles reflecting milestones within the delivery schedule. Workplace Visits/catch up sessions will be held at the end of each cycle and as required, ensuring students' progress through the competencies.

Training Agreement

All students enrolling in VACCHO study programs and courses are required to enter into a Training Agreement with VACCHO. The training agreement outlines the rights, roles and responsibilities of all parties to the training process, including you, your employer, and VACCHO.

Recognition of Prior Learning and Credit Transfer

Recognition of Prior Learning and Credit Transfer can reduce the duration of your training program by recognising previous achievements and not requiring you to repeat them.

Credit Transfer

If you have already completed any AQF Unit/s of Competency from a course through another accredited training provider that also appear in your proposed VACCHO course, we will recognise so that you do not need to complete the unit again. We will need evidence, such as a Statement of Attainment.

VACCHO will recognise all Australian Qualifications Framework (AQF) qualifications and Statements of Attainment issued by other Registered Training Organisations.

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Recognition of Prior Learning

Recognition of Prior Learning (RPL) is an assessment process that assesses your formal, non-formal and informal learning to determine the extent to which you have achieved the required learning or competency outcomes or standards for entry to, and or partial or total completion of, a VET qualification.

Recognition of Prior Learning considers whether what you have learned at work, from other courses, from life experience or training provided at work is relevant to the course you are enrolling in and whether you may be entitled to gain subject credits or exemptions.

Recognition of Prior Learning (RPL) is an assessment process that assesses the competency/s of an individual that may have been acquired through formal, non- formal and informal learning to determine the extent to which that individual meets the requirements specified in the training package.

a) formal learning refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (for example, a certificate, diploma or university degree);

b) non-formal learning refers to learning that takes place through a structured program of instruction, but does not lead to the attainment of an AQF qualification or statement of attainment (for example, in-house professional development programs conducted by a business); and

c) informal learning refers to learning that results through experience of work- related, social, family, hobby or leisure activities (for example the acquisition of interpersonal skills developed through several years as a carer).

Applying for Recognition of Prior Learning and Credit Transfer

We will discuss Recognition of Prior Learning with you during your Pre-Training Review, or you can apply at any other time during your course. Speak to your Program Coordinator if you require further information.

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Assessment

Assessment is the process of collecting evidence and making a judgment on whether competency has been achieved to confirm whether an individual can perform to the standard expected in the workplace and as expressed in relevant competency standards.

Competency based training is concerned with assisting people to gain specific competencies relevant to the purpose of their course of study. Students will be assessed by performing set tasks as specified standards, under prescribed conditions. A range of assessment methods will be used to enable students to demonstrate competency.

Methods of Assessment

Assessment methods are included in the assessment details on your Training Plan. Students may negotiate assessment methods to suit their needs and where practicable and feasible, Educators will adopt a flexible approach to assessment making reasonable adjustments to suit identified needs.

Methods of assessment may include:

- Group and or individual projects – students work alone and/or together;
- Reflective Journal entries;
- Presentations – where students provide information or lead discussion about the topic and involve other students;
- Written or oral response to questions;
- Essay – students may be required to write an answer to a question in detail, and to draw conclusions about issues;
- Case study analysis;
- Reports – students may prepare a written or oral report on an activity where descriptions and conclusions are required;
- Skills Workbook – workbook that includes assessment tasks;
- Logbook;
- Open book review tests;
- Observation of skills demonstrated on and off-the-job;
- Third Party Report, usually by your workplace supervisor or may be from another source such as a previous employer, or from a subject matter expert arranged by the VACCHO; and
- Simulation / Role play – students engage in a practical demonstration of skills.

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Who Assesses?

Assessment can be carried out in a variety of ways and may be contributed to by several people:

- Trainer / assessors who have the minimum qualifications for training and assessment;
- An Assessment Team, comprising staff who in combination have the minimum competencies above (one assessor with the technical competencies/skills and another with the assessor competencies);
- Clinical Teacher/Workplace Supervisor/Preceptor; and
- Peer assessment – other students or group members may contribute to the assessment process.

Please note:

The national qualifications in Aboriginal and/or Torres Strait Islander Primary Health Care from the Health Training Package require that all AHW units of competency are assessed by a person who is Aboriginal and or Torres Strait Islander, and/ has knowledge of primary health care or is known and respected by the community and or a team of assessors who combined meet these requirements.

Assessment Outcomes

Final assessment for all units will be recorded as:

C   Competent: Competency achieved

NYC   Not Yet Competent: Competency not yet achieved

CT   Credit Transfer: Where students have achieved the competency with another RTO and produce a statement of attainment for the exact same unit of competency

RPL   Recognition of Prior Learning

RCC   Recognition of Current Competence (Assessment Only pathway)

Where students do not complete their studies the student database may record participation as WD Withdrawn: Withdrew from the unit or qualification

Unless special circumstances apply and have been negotiated and agreed upon by the responsible Trainer/Educator, the following will apply:

- Due dates for all assessment tasks will be set prior to the commencement of training. This information is included in individual training plans;
- Students are expected to submit work by the due date;
- Extensions will be granted if the student negotiates an extension with the appropriate Trainer/Educator prior to the due date; and
- Trainers / Educators may set up catch up sessions for students who are running late with assessment tasks.

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Rights of Students in Respect to Assessment

Students have the right to:

- Receive information of assessment details with stated due dates;
- Receive adequate written assessment guidelines, complete with expectations and requirements to achieve competence, criteria upon which assessment is determined and any other relevant criteria;
- Negotiate alternative assessment methods, tasks or extensions;
- Advice on how to meet assessment criteria and/or extra support as required;
- Have work assessed and returned within a maximum of 4 weeks of the submission date;
- Resubmit work once within a four-week timeframe if the work has not met the stated criteria and the trainer/assessor requests submission;
- Appeal against an assessment decision; and
- Have the right to reassessment.

Reasonable Adjustments

Reasonable adjustments can be made to assessment processes to suit the individual needs of students. This means that adjustments can be made to the way in which evidence of performance is collected. When reasonable adjustments are made the evidence criteria is not diminished. Examples of reasonable adjustments to assessments may include:

- Providing visual rather than reading materials;
- Providing learning materials in different formats (larger print, graphics);
- Taking oral evidence rather than written evidence;
- Changing the physical environment or equipment; and
- Changing the language or wording to suit students' needs (vocabulary).

These may be applied to assessments for full units of competency where the result is Competent or Not Yet Competent or for assessment tasks where the outcome may be Satisfactory or Not Satisfactory.

Rules of Evidence (for assessments)

Rules of evidence provide guidance on the collection of evidence to ensure that it is valid, sufficient, authentic and current.

- **Validity:** Concerned with the appropriateness of the assessment and the evidence to the competence.
- **Sufficiency:** Quality and quantity of evidence being assessed. Ensures that all aspects have been satisfied and that competency can be demonstrated repeatedly.
- **Authenticity:** The evidence presented is the candidate's own work.
- **Currency:** Relates to the age of the evidence. Evidence must be from either the present or the very recent past. In the case of currency of clinical skills VACCHO would consider 6 months as the current.

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Appeals Against Assessment

If a student feels that he/she has been unfairly assessed, then the following steps can be taken:

- Discuss their concerns with the Educator or their Program Coordinator;
- Speak to the Student Engagement Officer or the Manager;
- Make a require in writing for the assessment item to be reviewed;
- Make a formal appeal against the assessment decision, which will mean the assessment item is reconsidered and assessed by an independent assessor.

The appeal process must be started within one month of the completion of the unit. A full copy of our Complaints and Appeals Policy can be found on our website. For further information, please contact the Student Engagement Officer on 03 9411 9411 or training@vaccho.org.au.

Attendance and Participation

A student who cannot attend workshops/classes is required to contact VACCHO and advise of their non-attendance. You can either contact VACCHO on 03 9411 9411 or you can contact your Educator directly, if you have their contact details. You must report your absence to us before 10:00 am on the day. If you do not contact us, VACCHO will try to contact you, and if we cannot contact you, we may also try to contact your Emergency Contact or your employer. If requested, a medical certificate should be supplied.

It is your responsibility to:

- follow-up on work missed during absences from class;
- obtain assessment information presented in class sessions in their absence;
- inform your employer of your absence (your employer will be advised of your attendance);
- arrive on time or if you are running late, contact VACCHO to let us know you are on your way; and
- turn off mobile phones when in class. you can check for messages in the breaks or if you are expecting an important call, let your Educator know.

If you are unable to attend more than two consecutive study blocks, your Program Coordinator will contact you to arrange appropriate catch-up strategies.

Please note, absence from class may affect your travel allowance and entitlements.

Consequences of Non-Participation (Attendance and/or Assessment Submission)

If you are a student who receives government funding, you are required to meet certain requirements to maintain your funding. These are known as "Evidence of Participation" and include regular attendance and regular submission of your Assessment Tasks.

This means, if you do not attend a scheduled class at least once every two months or submit an Assessment Task at least once every two months, VACCHO will be required to consider you to have Withdrawn.

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Student Progress

Course Progress

VACCHO is committed to supporting students to complete their studies and progress in their chosen professions.

As part of their commitment to their studies, students are required to show satisfactory progress in their course. Unsatisfactory progress may include, for example, low or irregular attendance; failure of fifty per cent of the Units attempted at any given point; or having not completed all Unit requirements within sixty days of the completion of the in-class components of the course (unless that Unit has specific assessment tasks that are designed to go over an extended period, such as a Reflective Journal designed to be completed over twelve months).

Students are not permitted to commence a Unit if they have four Units open or they have a Unit over one hundred days old. This does not include the Unit CHCPRP003, which is designed to be completed over a twelve-month period. In the case of clustered Units, students are not permitted to commence a new Topic if they have more than four Topic groups of Tasks outstanding.

Students may contact the Student Engagement Officer during any stage of their studies to discuss any issues or problems that they may be facing which may affect their ability to attend classes or complete their qualification.

Special Circumstances

If you feel your progress through a module or course may be hindered by special circumstances, please contact the Student Records and Support Officer or the relevant ETU Trainer/Educator.

Special circumstances could include any of the following:

- sole supporting parents;
- transport;
- family commitments;
- medical considerations; and
- bereavement (Sorry Business).

Students will not be discriminated against for circumstances beyond their control. When special circumstances are recognised, then the resolution of issues must be negotiated, for example workload, attendance requirements. Where students are undertaking the studies as part of their employment, they should also inform their supervisor or manager.

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Withdrawal

Withdrawal is formally leaving the course or single unit/s. If a student wishes to withdraw from study, they must notify staff of the Education and Training Unit as soon as possible. Staff may include an Educator, your Program Coordinator, the Student Engagement Officer, or a Student Administration Officer. Where studies are undertaken as part of employment, students should also discuss their withdrawal with their workplace supervisor or manager. There are three types of Withdrawal:

Withdrawn - Official

'Withdrawn – Official" is when a student has requested to withdraw from their training without having completed their course. Withdrawn – Official also includes any withdrawals as a result of non-compliance with VACCHO Policy, such as failure to pay course fees.

Withdrawn - Apparent

'Withdrawn – Apparent" is when a student has ceased attending or participating in their training without having completed their course, but has not officially notified VACCHO of their withdrawal. Where students do not attend training blocks for an extended period of time (for example, missing two or more study blocks, and do not notify VACCHO then withdrawal from the course may be carried out at the discretion of the Executive Manager.

Withdrawn - Deferred

'Withdrawn – Deferred" is when a student has ceased their training but intends to start up again. For example, a student taking maternity leave may defer their training and start up again later.

Please discuss your study options with your trainer/educator to discuss the best possible study option for your situation before you decide about withdrawal. VACCHO will contact employers to advise them of non-attendance and will contact you about withdrawals that have been carried out.

Certificates and Results

VACCHO will issue:

- A Certificate (Testamur) and a Record of Results listing all results to students who complete all the requirements of a full qualification; and/or
- Statements of Attainment for all competencies achieved.

Graduations

Graduation ceremonies are conducted periodically where graduating students will be presented with Certificates. The ceremonies are usually be held in Melbourne.

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Student Feedback/Evaluations

Feedback about our training programs is highly valuable to VACCHO and is part of our ongoing efforts to continuously improve. Students will be surveyed following training sessions and at the completion of training delivery for qualifications. VACCHO also surveys employers annually to ascertain whether our training met their needs and to identify other training needs.

VACCHO also reports to government on statistics related to training. Some of this information is collected via the Enrolment form, loaded onto the VACCHO Student Management System, and is made available to the National Centre for Vocational Education and Research (NCVER) through regular data uploads to the Department of Education.

This data includes demographic information about our students that is privacy protected and module / unit completion rates. The NCVER may contact a random sample of students based on that data and ask them to participate in an interview about their training experience. VACCHO is also audited regularly by funding and registration authorities. Auditors may ask to interview a sample of students.

Complaints

If you are not satisfied with any training services offered by VACCHO or have a complaint about any matter related to your training program, please contact your Program Coordinator as soon as possible. Telephone or email contact is acceptable. All complaints will be acknowledged within seven working days.

You can make a complaint to any VACCHO staff member, including an Educator, your Program Coordinator, the Student Engagement Officer, or the Executive Manager. You can contact any of those people by calling 03 9411 9411 or by email to training@vaccho.org.au. If you believe your has not been resolved you can refer the matter to the Chief Executive Officer of VACCHO, or if the complaint is about the Chief Executive Officer, to the Chairperson of VACCHO. If you require support and assistance to do this, you can ask an Elder or respected community member to assist.

A full copy of our Complaints and Appeals Policy can be found on our website.

The following are the guiding principles for handling complaints and grievances.

- all complaints will be handled professionally, sensitively, confidentially and in a timely manner;
- VACCHO Complaints and Appeals Policy provides a clear outline of the steps to be taken in processing and resolving complaints. Complaints handling will involve a process of discussion and cooperation wherever possible, with the aim of reaching an acceptable outcome in a timely manner; and
- proposed solutions to complaints may be appealed.

VACCHO recognises the rights of all students, staff, clients, employers and members of the public to comment and complain, and to have access to an effective, fair, objective, unbiased and accessible process.

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Student Discipline

VACCHO strives to ensure that all students achieve their potential when enrolling in their courses and training programs. VACCHO has policies, procedures and guidelines designed to assist in dealing with student misconduct and to maintain an educational environment that allows students, staff and others to undertake educational activities with personal freedom while maintaining an orderly, friendly and non-disruptive environment. It is expected that students demonstrate respect to others at all times throughout their studies.

Misconduct

Misconduct is any behaviour which impairs the reasonable freedom of other persons to pursue their studies or work during training, or which impairs the reasonable freedoms of persons to express their opinions within the training course.

It includes:

- Failure to comply with a reasonable instruction by a VACCHO staff member;
- Failure to comply with an instruction relating to safety;
- Wilful or negligent damage to VACCHO student or staff property;
- Assault upon any person;
- Wilful false representation (oral or written) of a matter concerning the student;
- Knowingly publishing any confidential information of or held by VACCHO;
- Conduct which is disorderly or interferes with students, staff or other persons;
- Failure to abide by any penalty imposed under these procedures;
- Plagiarism (Plagiarism is when you present the work of another person (for example, the author of a book or website) as if it were your own, by not properly acknowledging the other person);
- Cheating (Cheating is when you try to deceive the assessor to obtain a competent result in an assessment task); and
- Collusion (Collusion is when you work with another student (without the permission of the trainer/assessor) and then present the work as your own, achieved independently).

The maintenance of acceptable standards of behaviour is the responsibility of each student and staff member. Where students are enrolled in training as part of their employment, VACCHO trainers and assessors are required to provide reports to workplace supervisors and or managers relating to participation, progress and attitudes demonstrated in class. Students are also required to enter into a Training Agreement which outlines student rights and responsibilities.

When dealing with student misconduct the emphasis is on prompt resolution of student behavioural difficulties, taking into consideration the need to assess extenuating circumstances. Referral for counselling and on-going support may be the most effective method of resolving these issues.

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Australian Apprenticeship/Traineeships

Apprenticeships and traineeships are a way of gaining a qualification whilst you are working. The process involves a close working relationship between the worker/student, their employer and a training organisation. Competencies can be achieved whilst working and this is recognised by the training organisation. Traineeships may be completed via a mixture of on and off the job training.

All trainees have a training plan which details all information about the qualification such as the units of competence, on and or off the job training, the trainers and assessors, and dates for final assessments. The Training Plan is to be signed by the employer (supervisor) Trainee and representative of the RTO.

The RTO will make regular contact with Trainees and employers via phone or email at least once per month. RTO assessors and trainers will also visit the workplace to meet with Trainees and supervisors and to conduct assessments. Traineeships result in the issuing of Certificates and Statements of Attainment.

Traineeships require that certain obligations are met by employers, Trainees and training organisations such as VACCHO ETU. The following details these obligations for each party.

Employer Responsibilities and Obligations (Traineeships)

Employers must:

- fulfil their legal obligations
- provide a safe working environment
- support the structured training
- ensure the Trainee is enrolled with an RTO (e.g. VACCHO) and that the Training Plan is established within three months of commencing work
- allow VACCHO access to the Trainee for training and assessment
- provide appropriate supervision and support to the Trainee
- allow the Trainee to attend the off-the-job training during normal working hours (this is paid time)
- advise Trainees of their rights and responsibilities
- pay the Trainee the agreed wage and inform Trainees of the terms and conditions of employment
- make sure the Trainee is covered by a WorkCover policy (You can contact your WorkCover Insurer)
- arrange for superannuation payments for the trainee to be paid into a superannuation fund (to check contact The Australian Tax Office Superannuation Infoline on 13 10 20).
- notify the AAC or Department of Education and Early Childhood Development: Higher Education and Skills Group within 5 working days if the trainee ceases employment

VACCHO ETU Responsibilities (Traineeships)

VACCHO ETU will:
- conduct a pre-training review
- offer and undertake an appropriate Recognition of Prior Learning (RPL) process

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- assist the Employer and the Trainee to develop an appropriate training plan within three months of the trainee commencing employment to meet the needs of all parties
- complete the enrolment and provide advice on fees and charges
- train the Trainee and provide assistance to make sure the training is completed
- ensure all Trainees undertaking training at Certificate III and above are withdrawn from routine work duties for a minimum of three hours per week, averaged over a four week cycle for the purpose of undertaking structured training/learning activities (pro rata for part time)
- ensure all Trainees undertaking workplace training at Certificates I and II are withdrawn from routine work duties for a minimum of 1.5 hours per week, averaged over a two-month cycle for the purpose of undertaking structured training/learning activities. This release must occur periodically.
- visit the Trainee's workplace to check progress
- provide additional learning support if required
- issue Statements of Attainment for completed units or qualifications at the completion of the Traineeship

Trainee Obligations

Trainees are required to
- work in a safe manner and comply with all legal requirements
- commit to work and training responsibilities
- participate in developing a Training Plan
- maintain a record of training.

Structured Training

As part of a traineeship, trainees need to keep track of their training and the support provided to achieve competency. If the trainee is enrolled in a qualification at AQF Level 3 or above and employed full time, it is expected that the trainee spend a minimum of three hours per week on competency related activities throughout the duration of their traineeship, and pro-rata if employed part-time.

Examples of competency-related development and structured training withdrawal include:

- Interview/s with their trainer
- On- and off-the-job training with their trainer
- Interview/s with the trainee's company supervisor/mentor
- On- and off-the-job training with their supervisor/mentor
- Working through learning materials and completing structured activities
- Coaching where supervision is provided in areas that a trainee may lack experience
- Mentoring where experienced workers are partnered with a less experienced trainee so that the required skills, experience and knowledge can be passed on
- Demonstrations
- Buddying
- Role-playing

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- Work Shadowing including the opportunity to watch others at their work and then consider and talk about what the trainee has seen with another staff member or trainer
- Job Rotation: this is 'hands-on' approach where employees try to work in new roles and situations and learn about these 'new jobs' in the workplace in order to become multi-skilled
- Problem Solving: where a trainee is presented with a workplace problem and may seek assistance from team members to solve the problem. Trainees may also work on solving problems alone.

Trainees are required to record details of their training in a Structured Training log.

Clinical Placements (including Clinical Placements)

Placements

If a course includes a placement element (including a clinical placement), students may have to complete certain pre-requisite Units before they are able to complete that placement. This generally includes a workplace health and safety Unit, but may also include an infection control Unit, a First Aid unit, or a legal and ethical based Unit.

Placement hosts may have further vaccination requirements. Your trainer/educator will advise you of whether placement is a requirement of the course and what the requirements are.

Where students are participating in placements, student discipline, attendance and assessment requirements will be as for normal workshop or training attendance.

Clinical Placements

VACCHO may include supervised clinical placements as a requirement in some of their Aboriginal and or Torres Strait Islander health worker training programs.

Where this is arranged, students, employers and host employers will be required to sign an agreement which outlines the details for the placement including the qualification and purpose of the placement as well as the contact details of all parties to the agreement. Students undertaking clinical placements are required to provide evidence of adequate vaccination for:

- Diphtheria/Tetanus
- Pertussis
- Hepatitis A
- Hepatitis B
- Measles/Mumps/Rubella
- Varicella Zoster virus (Chicken Pox), or history of infection
- Poliomyelitis

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Criminal History Checks and Working with Children Check

Students undertaking placement may also be required to provide evidence of a National Police Check and/or a Working with Children Check prior to their placement commencing. Typically, both the National Police Check and a Working with Children Check are required.

VACCHO will advise successful candidates of their requirements on an individual basis.

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Other Aboriginal Community Organisations in Melbourne

Aboriginal Victoria

Address: Level 9, 1 Spring Street Melbourne 3000

Telephone: 1800 762 003

Aboriginal Victoria is an agency for the Victorian State Government and provides advice to the State government on all matters affecting Indigenous peoples in Victoria. Students can use the Aboriginal Victoria library which holds a valuable collection or resource materials.

Aboriginal Advancement League

Address: 2 Watt Street, Thornbury

Telephone: 03 9480 7777

The Aboriginal Advancement League provides a range of services to the community which includes: welfare assistance, women's services, elder's hostel accommodation, funeral services, hall hire facilities, home and community care services, school holiday programs and other miscellaneous services.

Victorian Aboriginal Child Care Agency (VACCA)

Address: 340 Bell Street, Preston 3072

Telephone: 03 8388 1855

The Victorian Aboriginal Child Care Agency supports Indigenous children and families experiencing social and economic problems which have often contributed to family breakdowns. VACCA also plays an advisory role and advocates on behalf of Indigenous families dealing with the Department of Human Services (DHS).

Victorian Aboriginal Education Association Incorporated (VAEAI)

Address: 144 Westbourne Grove, Northcote

Telephone: 03 9481 0800

Victorian Aboriginal Education Association Incorporated (VAEAI) is the peak contact body for Indigenous education issues in Victoria. VAEAI are policy makers who negotiate at a state level with government and education providers on matters pertaining to Indigenous education policy and programs.

Victorian Aboriginal Health Service

Address: 186 Nicholson Street, Fitzroy

Telephone: 03 9419 3000

The Victorian Aboriginal Health Service (VAHS) has three clinical areas of service. This includes medical, dental and children's services. The operation of specific services provided by VAHS may vary according to community needs. Additional services include mental health, home and community care and a HIV/AIDS unit.

Victorian Aboriginal Legal Service (VALS)

Address: 273 High Street, Preston

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Telephone: 1800 064 865

The Victorian Aboriginal Legal Service (VALS) is a State-wide legal service provider to Aboriginal people. It has criminal, civil, and family law solicitors. VALS also has Aboriginal Client Service Officers who assist Aboriginal people who are being interviewed by the police, at court, and other stages of the criminal justice system.

VALS can be contacted by telephone 24 hours a day for advice and support. Appointments can be made by ringing the 24-hour number and speaking to an Aboriginal Client Service Officers.

Koori Heritage Trust
Address: The Yarra Building, Federation Square
                Corner Swanston Street and Flinders Streets, Melbourne
Telephone: 03 8662 6300

The Koori Heritage Trust is a Cultural Centre and Keeping Place. The Koori Heritage Trust also undertakes research, education and cross-cultural training activities.

Centrelink (ABSTUDY)
Address: Yarra Service Centre (this is the closest Centrelink to VACCHO's office)
                617 Victoria Street, Abbotsford
Telephone: 132 317

ABSTUDY (The Aboriginal and Torres Strait Islander Study Assistance Scheme) is a living allowance paid to Aboriginal and Torres Strait Islanders undertaking full-time studies in Higher Education and TAFE courses. ABSTUDY is tailored according to income tests, and the status of partners, guardians, and dependent children.

Dispute Settlement Centre of Victoria - Aboriginal and Torres Strait Islander Team
Address: Level 4, 456 Lonsdale Street Melbourne 3000
Telephone: 1300 372 888

Aboriginal Dispute Resolution Officers (ADRO) are a team of Aboriginal and Torres Strait Islander staff who are trained dispute resolution officers and mediators. The team can provide dispute resolution information for members of the Aboriginal community to resolve their own disputes through culturally safe and appropriate methods of managing conflict. The alternative dispute resolution service that is free of charge and confidential.

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