



LAURELS
Education & Training

STUDENT INFORMATION

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2023

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PHILOSOPHY AND MANAGEMENT

Laurels Education and Training Inc. (LET) is a community managed, not for-profit Registered Training Organisation and adult education provider of quality, community based opportunities for life long learning. Laurels Education and Training Inc. manages and delivers a range of vocational education and training programs supported by the Commonwealth and State Governments through the Higher Education and Skills Group and South Western Region of Adult, Community and Further Education, contracted government grants and fee for service programs.

Mission Statement

Our mission is to provide educational and personal growth opportunities that support people to reach their full potential and to work with employers to make sure their workforce is highly skilled and engaged. Care and personalisation are hallmarks of our service. This means we have a genuine care for our learners and partners, and a firm commitment to setting them up for the future.

Management

Laurels Education and Training is an incorporated body that operates in accordance with guidelines laid down in the constitution and the Associations Incorporations Act.

Laurels Education and Training is managed by a voluntary committee, a Chief Executive Officer and staff who are committed to providing quality adult education and training opportunities for the community.

Board of Directors:

President:	Kathleen McCann
Vic President:	Lyn Hendry
Secretary:	Paula McMillan
Treasurer:	Greg Crofts
Directors:	Ian Malloy, Graeme Germaine, Jeanette McGonegal, Nanette Gerlach, Ian Convey

The Board of Directors are elected at the Annual General Meeting each year. Students are encouraged to become involved on the Board or through one of its Sub-committees. For further information, contact the Chief Executive Officer.

Administration:

Office Hours: 9.00am - 4.00pm Monday to Friday

The College is closed on public holidays and for approximately three weeks during the Christmas/New Year breaks: please check actual dates at the office.

The office remains open during school holidays, however no regular classes are scheduled during this time.

STAFF

Chief Executive Officer:	Kylie Reeve
Administration Manager:	Helen Love
Finance Officer:	Julie White
Program Administrator:	Jacki Porter
Administration Trainee	Eliza Tango

Laurels Education and Training also employ a number of dedicated and experienced trainers/assessors who continually engage and support our students to achieve their learning goals.

VICTORIAN FUNDING

Victorian Government Funding

Laurels Education and Training is contracted to provide funding to eligible persons under the Skills First Program.

The College does not pay, provide or offer incentives, either directly or indirectly, to undertake government subsidised training, whether to an eligible individual or to an entity (such as an employer or social organisation).

For information on funding and eligibility in Victoria, please contact administration or view the Department of Education and Training's website - <https://www.vic.gov.au/vet-funding-contracts>

Invoicing and Payment of Fees

Invoicing

By signing the enrolment form and payment plan, you are agreeing to undertake your training with Laurels Education and Training Inc and pay the required course fees. **A cooling off period of 5 working days from signing of the Payment Plan is applicable.** Course fees include the tuition fee, student amenities and resources. You are also required to complete your training within the agreed timelines as outlined in your Training Plan and to pay your fees as agreed to on the payment plan. LET understands that in some cases this may not be possible and students are encouraged to advise staff and make extended arrangements as soon as practical.

Students are invoiced Course Fees on enrolment and the agreed deposit amount is required prior to commencement unless a payment plan providing an alternative arrangement has been made.

Students are required to inform administration immediately of any change in billing details, e.g. change of name or address.

Certificates cannot be issued until all fees are paid.

Payment Methods

Payment of invoices can be made by choosing one of the following arrangements:

- Cash
- Cheque
- Credit Card (Credit Card payments can be made over the phone)
- Payment made directly into LET's Account

Re-Issue Fees

Students are required to pay a re-issue fee of \$20 for lost or damaged certificates.

Replacement fees are charged for lost or damaged training manuals or text books. Please contact administration for prices.

Refunds & Exemptions

Refunds for all courses are available in line with the Refunds policy (Refer PROG007 Refunds) which is available from administration.

A request for exemption from fees will be considered after receipt of a written submission. For more details, refer to the Fees & Charges policy available at administration.

OUTLINE OF REFUNDS	
Withdrawal 2 weeks prior to agreed start date	Full refund on tuition and materials (if materials not yet handed to student)
Course withdrawn by LET or course unable to be provided by LET	Full refund on tuition and materials (if materials not yet handed to student)
Student withdraws within the 2 weeks prior to commencement of course	\$50 administration fee to be retained by LET
Student withdraws after commencement	<p>\$50 administration fee to be retained and refund on additional amount received based on a pro-rata rate – for example:</p> <ul style="list-style-type: none"> • Student has attended 25% of course content delivered, 75% of tuition fee is refunded • Student has attended 50% of course content delivered, 50% of tuition fee is refunded • Student has attended 75% of course content delivered, 25% of tuition fee is refunded • Student has attended more than 75% of the course content, no refund on tuition fee

Our commitment to child safety

Laurels Education and Training is committed to safety and wellbeing of all children and young people. This will be the primary focus of our care and decision making.

Laurels Education and Training has zero tolerance for child abuse.

LET is committed to providing a child safe environment where children and young people are safe and feel safe and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of Aboriginal children and children from culturally and/or diverse backgrounds as well as the safety of children with a disability.

Every person involved in LET has a responsibility to understand the important and specific role they play individually and collectively ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

Laurels Education and Training encourages and welcomes all feedback from both parents and children regarding our commitment to child safety.

STUDENT INFORMATION

Confirmation of Booking and Payments

A class booking is only **confirmed when a fee is paid**. Payment plans are provided for Nationally Recognised training courses at the pre-enrolment interview.

Course fees include: tuition fee, student amenities, resources and materials for the relevant course.

Enrolment Process

Selection for enrolment in LET courses will be approved for applicants who meet the qualification selection criteria following a Pre-Training Review (PTR).

The PTR is conducted prior to enrolment and provides students with an opportunity to decide if it is the right course for them. The LET Program Administrator provides course information and answers any questions the student may. The PTR identifies any additional support that may be required to complete the qualification including Language, Literacy and Numeracy (LLN) and digital capability support. The student is advised of the required commitment to attend face to face classes and complete the tasks, assessments and practical placement hours (if applicable).

Laurels Education and Training supports students with intellectual and physical disabilities to participate successfully in training in line with Government Policy.

An eligibility process is undertaken to determine if a student is eligible for Victorian government subsidised training. Students are reminded that enrolment in a Victorian government subsidised Program (regardless of completion) will affect future training options and eligibility for further Victorian government subsidised training.

The PTR provides the student with the information required to make an informed decision about whether this is the right course for them.

Students have the right to engage with LET in decisions that may affect them in all aspects of their training and assessment.

Quality Assurance Process

Laurels Education and Training is regulated by Victorian Registration and Qualifications Authority (VRQA).

Registration as a training provider requires LET to be bound by the Australian Quality Training Framework (AQTF) Standards. These standards are used by VRQA as an instrument for protecting the interests of all students undertaking vocational education and training in Australia.

In order to ensure high quality of service delivery and in line with these requirements, LET undertakes regular evaluations of student learning during classes or following completion of short courses and regular student reviews. LET uses information gathered from this process to make improvements to our training programs and services to our clients.

During, or on completion of a course, students may receive a survey from National Centre for Vocational Education and Research (NCVER). This is a government survey that looks at your satisfaction with the training programs. The survey is completed by you and returned directly to NCVER. Students may be asked to participate in a Department endorsed project and/or may be contacted by the Commission (or persons authorised by the Commission) for audit or review purposes.

Students may be asked to participate in the National Student Outcomes Survey also managed by NCVER.

Laurels Education and Training is regularly audited by the government against funding contracts administered by the Department of Education and Training and the AQTF standards for Registered Training Organisations by VRQA. Results are published on our website.

Language, Literacy and Numeracy (LLN)

Australia uses English for its business communication and therefore all training and assessment is conducted in English. Language, literacy and numeracy expectations are based on the Australian Core Skills Framework established by the Federal Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education.

Prior to commencement in a course, students complete a written LLN test to ascertain their skill level. The results of these tests/activities are used to assess language, literacy and numeracy skills and are then used, if required, by teaching staff in conjunction with the student to develop a tailored training and assessment program. They are also assessed through their verbal communication.

If you are having difficulties, or anticipate having difficulties relating to language, literacy or numeracy, you should speak directly to your trainer/assessor.

Code of Conduct

Laurels Education and Training Inc. is committed to maintaining a work environment where people are encouraged to be open, honest and co-operative. The Code of Conduct includes policies on confidentiality, harassment, discipline and academic misconduct, which regulate the operation of the College. Student records will be kept confidential, and information regarding Laurels Education and Training Inc. business is not to be disclosed to inappropriate third parties.

Harassment of students or staff will not be tolerated, and will result in disciplinary action.

Disciplinary action may occur where a student, tutor or staff member is engaged in any activity related to Laurels Education and Training Inc. that contravenes the stated policies of the College, brings the College into disrepute, or involves conduct that is prejudicial to clients, tutors, staff, or members of the Board of Directors.

Details of the Code of Practice and other Laurels Education and Training Inc. policies are available at reception. Please ask to discuss any matters with the Chief Executive Officer.

Workplace Health and Safety

LET has a duty to ensure the health, safety and welfare of all employees, students and visitors to the College.

Students are advised on enrolment about any protective clothing and equipment required for each course.

The following minimum training standards will be met by LET

- Comply with all laws relevant to the operation of training premises including Workplace Health and Safety, equal opportunity, anti-harassment, privacy and fire safety regulations
- Ensure that training premises are of an adequate size and have adequate heating, cooling, lighting and ventilation
- Ensure that the training facilities, equipment and other resource materials are adequate for the Scope of Registration and are maintained in good order and repair

In each course, students will learn about Workplace Health and Safety relevant to their industry area. Students are required by law to take reasonable care for the health and safety of self and others in the workplace and whilst attending training at LET premises.

During the first class, students will be given information about what to do in an emergency or if injured and first aid is required. Students must not interfere with or misuse anything provided in the interest of health and safety. Students should report any safety issues or concerns to a trainer or administration as soon as possible.

LET is committed to ensuring, that as far as is practicable, our impact on the environment is minimised. Students and staff are asked to do all they can to ensure we use energy and natural resources efficiently, prevent pollution and manage waste. Talk to your trainer about what this means to you.

Administration and Management

Laurels Education and Training will meet the following minimum administrative and management standard. LET will: -

- Ensure a person or persons with relevant qualifications and experience will undertake responsibility for the management and coordination of training delivery, assessment, verification, staff selection and professional development of the Registered Training Organisation
- Maintain adequate and appropriate insurance including public liability, professional indemnity and Work Cover
- Advise the Registered Authority in writing within 10 working days, of any change to the information in its Registration application
- Allow the Registering Authority or its agent's access to training records, delivery locations and staff for the purpose of auditing performance or verifying compliance with the Conditions of Registration
- Pay the Registering Authority all registration fees within 30 days of these fees being due and payable to maintain currency of registration
- Maintain systems for recording student enrolments, attendance, completion, assessment outcomes (including Recognition of Prior Learning), results, qualifications issued, complaints and the archiving of records
- Treat all personal records of clients with the strictest confidentiality
- Provide for staff and students to be able to access their own records

Student Administration Information

LET will advise prospective students of the following information: -

- It's Scope of Registration
- Application processes and selection criteria
- Fees and costs involved in undertaking training
- Refund policy
- Qualifications to be issued on completion or partial completion of the course
- Competencies to be achieved during training
- Assessment procedures including recognition of prior learning
- Language, literacy and numeracy requirements
- Complaint and appeals procedure
- Staff responsibilities
- Facilities and equipment; and
- Student support/welfare services

Change of personal information

Students must notify administration of any changes in their personal information as soon as possible after change. This includes information on:

- Change of name (***must be supported by official documentation***)
- Change of address or any other contact details
- Change of legal guardian if under 18 years of age

Attendance

It is important to notify the office, or your trainer/assessor, if you are unable to attend a class, giving as much notice as possible. In all funded vocational training programs 80% attendance at classes is mandatory. Attendance rolls are marked at the start of a session and students arriving late will be marked absent. Certain practical classes cannot be “made-up” and if you do not attend it may jeopardise completion of that particular unit. It is possible to complete the relevant unit at a later date but this will delay the completion of your qualification) A Medical Certificate is required for longer absences. Should a student be absent from class for two weeks, a letter requiring contact within seven (7) days is sent. If no contact is received within seven (7) days a student will be withdrawn.

Cancellation, Withdrawal and Deferral

Cancellation

If a student's enrolment is cancelled prior to commencement, their State Government Funding eligibility is not affected. Students should notify LET in person at the office or by phoning 03 5367 1061 or by email info@thelaurels.org.au.

Should a student not attend the initial induction class without notifying LET, staff will aim to contact the student and discuss options to commence. Where reasonable attempts to contact the student fail, the student's enrolment will be cancelled.

In the event LET do not receive the required numbers to commence a course, students will be notified of either a cancellation, or delay in the commencement of their course.

Withdrawal

All students wishing to withdraw from a course can do so by calling into the office or by phoning 03 5367 1061 or by email info@thelaurels.org.au. Once the request to withdraw has been received the student is withdrawn in accordance with the Procedure for Withdrawal from VET course of Study.

If a student fails to attend three (3) consecutive classes without notification or provision of a reason, the Procedure for Withdrawal from VET course of study will be implemented for a Withdrawal – Apparent.

PLEASE NOTE: Withdrawal from a course could impact upon future VET funding opportunities.

Deferral

Under special circumstances, students may elect to defer their course for a period of time. LET will make every effort to assist the student to continue training where possible by implementing strategies to accommodate the student in completing their qualification. Please refer to the Procedure for Withdrawal from VET course of Study.

Practical Placement

Some nationally recognised or accredited training courses have a practical placement component. Placement booklets will be provided with guidelines and competency standards for students to complete as evidence. It is the responsibility of individual students to ensure that these books are presented for assessment and returned to the trainer on completion of the assessment. Failure to return completed placement books may involve students having to be reassessed in a fieldwork setting.

Students must provide a current Police Check, (without any disclosable court outcomes recorded) in order to be able to participate in practical placement. Working with Children Checks are also mandatory for students participating in any practical placement facilities where anyone under the age of 18 may be present. Students may also be required to conform to a dress code whilst on placement, eg. Covered shoes, black or navy pants, plain coloured shirt.

Mandatory vaccination requirements relevant to the sector must also be met prior to undertaking practical placement.

Students are covered by insurance whilst on placement in accordance with policy PROG022 Practical Placement and Work Based Training Policy.

Insurance

While attending courses at Laurels Education and Training Inc., students are covered by the College's Public Liability Insurance. All costs not covered by public liability are the student's responsibility.

Course Delivery

LET will: -

- Provide information relating to the course curriculum, program of study and availability of learning resources.
- Ensure that a current copy of the nationally recognised or accredited course curriculum is available to staff and students.
- Ensure that training and assessment occur in accordance with the requirements of the nationally recognised or accredited course.
- Ensure that National guidelines are followed when customising courses to meet the needs of particular clients.
- Obtain written permission from course copyright owners prior to course delivery to use and, if required, customise courses.
- Ensure that all courses on the Scope of Registration remain accredited.

Assessment Timelines

Assessments for each unit MUST be submitted within two weeks of completing all classroom training for the unit. Should you not be able to complete your assessment in accordance with the two week timeline, you will need to complete an extension form and submit to your trainer for approval. A maximum of two extensions for each individual unit is permitted.

Access to Student Records

Students have the right to access their personal information including records on current progress, subject to some exceptions allowed by law. Access to students records will be provided in response to a written request and subsequent proof of identity. Access to records is given in accordance with Policy PROG006 Protecting Privacy.

Course Evaluation and Feedback

The College encourages feedback on all aspects of the course from teaching, resources, outcomes, etc. This feedback is then used in future planning. There are also evaluation processes required by our funding bodies, these processes will be explained at the PTR session prior to course commencement. For further information, discuss with your trainer.

Trainer Requirements

Trainers and assessors will have: -

- Demonstrated competencies at least to the level of those being delivered
- At least TAE40110 Certificate IV in Training and Assessment
- Industry experience that is current and relevant to the particular courses or units that they are delivering training in

Marketing and Recruitment

LET will: -

- Market courses within the Scope of Registration and contractual requirements with integrity, accuracy and professionalism, avoiding vague and ambiguous statements. No false or misleading comparisons are to be drawn with any other provider or course
- Not state or imply that courses other than those within the Scope of Registration are recognised by the registering authority
- Recruit students at all times in an ethical and responsible manner consistent with the requirements of courses
- Ensure that application and selection processes are explicit and defensible and equity and access principles are observed

Learning Outcome Assessment

Students undertaking Nationally Recognised or accredited training are advised during the course orientation process that assessments will be conducted in accordance with the Training Packages or curriculum. Assessments are conducted to ascertain whether the student has achieved the learning outcomes indicated in the curriculum. Learning outcomes as detailed may not be assessed individually. In many cases a number of learning outcomes will be covered in a single assessment task.

Assessment is the process of collecting evidence and making judgements on the extent and nature of performance and other requirements, as described in a set of standards, or learning outcomes, resulting in a judgement of whether or not competency has been demonstrated.

Effective and objective assessment is the key to the successful implementation of competency standards in the workplace and in education. This is the judgement of performance and knowledge against the relevant industry competency standards.

Assessment is carried out by the comparison of the student's evidence of skills and knowledge against the requirements of the standards.

In general terms, assessment during training will involve:

- Written responses to questions, tasks and case studies – these are provided in the assessment.
- Oral responses to questions – involving the trainer/assessor asking questions generally undertaken in the workplace.
- Observation of performance in the classroom (simulated workplace) or workplace where completing practical placement.

Students will be given advance warning of the time and form of any assessment and will not be expected to undertake an assessment they have not prepared for.

Students will be given an opportunity to resubmit any competencies not achieved on the first attempt. If a student's work does not meet the required learning outcome the teacher will provide the student with additional guidance and request that the work be resubmitted. Every endeavor will be made to assist the student to achieve the learning outcomes.

In some of the courses, competencies will be assessed for the duration of the course. This is to ensure consistency of skills is established and consolidated.

If there is a dispute between the student and the trainer/assessor regarding the assessment task, the matter should be referred to the Chief Executive Officer.

Recognition of Prior Learning (RPL)

Skills can be developed through formal education and training, through work experience, training or through life experiences.

There are times where a student will enrol to undertake nationally recognised or accredited training after working for an extensive period of time in an industry or whom have worked in a similar industry. They may have life experience and informal learning experiences which contribute to them having established skills and knowledge applicable to the course they are enrolling in.

Students who believe they already have some of the competencies (skills and knowledge applicable to one or more units of competency) in the course may apply for Recognition of Prior Learning.

The recognition process initially involves an interview where the student will be able to discuss and negotiate evidence to be provided. In some cases, the student might be asked to complete the assessment for the specified unit.

The aim of the process is to minimise the cost and time to applicants whilst retaining the integrity required by the National Standards for Registered Training Organisations which is to recognise competencies in accordance with the requirements of the Training Package.

The process can occur at any time during the course of study, however, it is best to commence this process at enrolment to ensure the training undertaken is planned in the most suitable manner for the student. As a result, the recognition process may allow the student to study less units of competency than the original course outline.

A copy of the RPL Policy and Procedure will be made available to students enrolling in nationally recognised or accredited courses, on request.

Credit Transfer

Laurels Education and Training recognises qualifications and statements of attainment issued by other Registered Training Organisations and will grant exemption for the competencies achieved if the student applies for credit transfer and can supply evidence of the unit being the same as the unit within the course being undertaken

Original qualifications or statements of attainment need to be sighted and verified by the CEO or Compliance/Administration Manager. Copies will be kept on the student file.

A copy of the Mutual Recognition Policy and Procedure will be made available to students enrolling in nationally recognised or accredited courses, on request.

What is a competency?

Assessment is the process of collecting evidence and making judgments on progress towards satisfying the performance criteria set out in a standard. At the appropriate point, judgement is made as to whether competency has been achieved.

Assessment, within competency-based approaches to learning, is criterion referenced. This means it identifies an individual's achievements against a set of defined outcomes, rather than relating their performance to that of other learners or trainees.

Students are assessed as competent in Nationally Recognised Qualifications, when they have demonstrated competency in each of the required units to the required standard.

Assessment procedures

The assessor will review evidence to ensure it provides:

- **Validity** – this means does that the documentation provides evidence of how the student's skills, knowledge and attitudes are demonstrated
- **Sufficiency** – there is enough different types of evidence to clearly demonstrate the required skills, knowledge and attitudes
- **Currency** – the evidence provided is current and clearly demonstrates the application of competency by the student
- **Authenticity** – the evidence is the students only work
- **Flexibility** – every piece of student evidence is unique. Each student will identify and develop his or her own specific set of evidence to prove competency against the standards
- **Fairness and Equity** – an assessment system and its processes must not disadvantage any person or organisation. All eligible students must be guaranteed access to an assessment, which does not discriminate on any basis

a) What will be assessed?

During the course, each student will be assessed against each required unit of competency so that it can be credited towards their qualification.

Assessment is based on knowledge of theory in the form of tasks and questions in the assessment task. Practical skills are assessed via observation by an assessor.

b) How will the assessment take place?

Assessment will take place through the satisfactory completion of the assessment task and practical placement, where applicable. Assessment tasks can include questions, case studies, scenarios, role play, practical activities/demonstrations, project assignment, and classroom presentations. This approach ensures that the trainer/assessor gains sufficient evidence of competence and that the assessment is fair, relevant and valid.

c) If a student does not agree with, or disputes the assessment process (Student appeal against an assessment procedure)

If students are unhappy with the assessment process in any way, they are encouraged to talk to the assessor in the first instance. If they are not satisfied with the outcome of the discussion students are encouraged to follow the Complaints and Appeals Policy, which is available to students on request.

d) Where a student disagrees with, or disputes a particular assessment result (Student appeal against an assessment result)

If students dispute the result of a particular assessment, they are able to request another assessment at a date and time organised with the trainer/assessor. Students are permitted to re-submit task work for this assessment. A re-submission date will be provided by the trainer/assessor.

e) Student Results

Once training has been completed and assessment made by the trainer/assessor, students will be deemed **competent** or **not yet competent**.

If competent, the administration office will arrange for your certificate or statement of attainment to be issued.

Students found not yet competent, will be asked to provide further evidence or information, or undertake the assessment again. Students can discuss this outcome of the assessment with the trainer/assessor or follow the Complaints and Appeals procedure.

f) Student feedback

Students will be provided with feedback on their assessment and practical placement. This will be written comments on the assessment or placement book and could also be verbal feedback.

g) Role of the trainer/assessor

The role of the trainer/assessor is to objectively assess and judge a student's evidence against a set of standards.

In order to do this effectively, a trainer/assessor must have a sound knowledge of, and be skilled in, the relevant industry area. In addition, the assessor must have acknowledged competency in assessment itself and hold an appropriate trainer/assessor qualification.

All trainers/assessors have many years working in the industry and all hold current Training and Assessment qualifications.

The role of the trainer/assessor is to: -

- Interpret and understand the criteria
- Ensure that evidence meets the standards
- Ensure that evidence is valid, authentic, reliable, consistent, current and sufficient
- Use expertise to make fair and objective judgements
- Provide clear feedback to the student on competency and areas for improvement

h) Employability Skills

The term 'Employability Skills' applies to skills across a variety of jobs and life contexts. These skills are sometimes referred to as key skills, core skills, life skills, essential skills, key competencies and transferrable skills.

Employment skills are defined as 'skills required not only to gain employment, but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions.' (*DEST, Reframing the Future, 2008*)

Employability skills include: communication, team work, problem solving, initiative & enterprise, planning and organising, self-management, learning and technology. Further information on employability skills can be found on <http://www.youthcentral.vic.gov.au/jobs-careers/planning-your-career/employability-skills>

Academic Misconduct

Academic misconduct includes plagiarism and collusion.

Plagiarism is when a person attempts to either on purpose, or by accident, pass off another person's work as their own. This may include the words or ideas of others including copying the work of other students and presenting them as their own or failing to reference properly.

Collusion is when a student submits work as his or her own, when in fact the work was a result of an unauthorised collaboration with another person or persons. If a student is found to have deliberately plagiarised the work of another they are guilty of intellectual fraud and this is considered to be Academic Misconduct.

Refer to the policy on Academic Misconduct which is available on request.

Student Support Services

LET is committed to providing training, assessment and support services that meet the individual needs of students. One fundamental principle of an assessment system is that each student must have access to fair and open assessment. Students requiring additional support should be offered the same opportunities as any other student.

As special needs extend to more than identified physical or learning difficulties, a trainer/assessor will also need to consider the best approach when dealing with students with low literacy or digital capability skills, lack of confidence or English as a second language.

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

If additional support is needed, the assessor or the student should meet with the CEO to arrange a plan for provision of assistance to support the learner to achieve their learning goal.

A list of contacts is at the back of this Information Booklet.

Access and Equity

LET provides: -

- Access to training regardless of gender identity- lesbian, gay, bisexual, transgender, queer/questioning, intersex, asexual (LGBTQIA+), socioeconomic background, disability, ethnic origin, age or race, sexual orientation and Aboriginal and Torres Strait Islander people
- Training services delivered in a non-discriminatory, open and respectful manner.
- Staff who are employed with appropriate skills in access and equity issues, including cultural awareness and sensitivity to the requirements of clients with special needs.
- Facilities with reasonable access to clients of all levels of mobility, and physical and intellectual capacity
- The conduct of client selection for training opportunities in a manner that includes and reflects the diverse client population.
- Encouragement to clients from traditionally disadvantaged groups and specifically offers assistance, to those most disadvantaged.

Confidentiality and Privacy

Laurels Education and Training Inc. is required to provide the Victorian Government, through the Department of Education and Training, with student and training activity data which may include information students provide on the enrolment form. Information is required to be provided in accordance with the Victorian VET Student Statistical Collection Guidelines (which are available at <http://www.education.vic.gov.au/training/providers/rto/Pages/datacollection.aspx>). The Department may use the information provided to it for planning, administration, policy development, program evaluation, resource allocation, reporting and/or research activities. For these and other lawful purposes, the Department may also disclose information to its consultants, advisers, other government agencies, professional bodies and/or other organisations. Students may be contacted and requested to participate in a National Centre for Vocational Education Research survey or a Department-endorsed project, audit or review.

Laurels Education and Training (LET) is required to provide the Department with student and training activity data. This includes personal information collected in the LET enrolment form and unique identifiers such as the Victorian Student Number (VSN) and the Commonwealth's Unique Student Identifier (USI).

For more information in relation to how student information may be used or disclosed please contact Laurels Education and Training's Chief Executive Officer on phone 5367 1061 or email info@thelaurels.org.au

Staff and Board members of Laurels Education and Training Inc. are expected to respect the confidentiality of information and privacy of students at all times. Accordingly, staff and Directors of the Board will not disclose information to a third party, either directly or indirectly, nor engage in outside discussions about the conduct of the College's business. For more information, refer to Policy No. PROG006 Protecting Privacy and PROG008 Confidentiality.

Complaints and Appeals Procedure

Laurels Education and Training Inc. has a formal grievance procedure that can be viewed at the office as required (refer to our policy No. PROG004 Complaints and Appeals Procedure). The objective of this procedure is to ensure that negotiation and discussion between the parties resolve grievances. Every effort should be made to resolve the grievance at an informal level where appropriate with the trainer/assessor.

If a satisfactory outcome is not reached with the trainer/assessor, then a formal complaint should be lodged with the CEO. If the student is still unhappy or the matter is not resolved, it should be referred to the next meeting of the LET Board of Directors.

In the event that the Board's recommendation is deemed unacceptable, an appeal may be heard by an independent person or panel agreed to by both parties. This decision will be final.

GENERAL INFORMATION

COVID 19

All trainer/assessors **must** keep up-to-date daily attendance records to ensure contract tracing requirements can be met if required. All rooms have access to hand sanitiser which should be utilised by both teacher/trainers and students. Antiseptic wipes are located in all rooms for trainer/assessors to wipe down all frequent touchpoints after classes. In the case of a student displaying any flu-like/COVID-like symptoms, they should be advised to return home and make time to meet with the teacher/trainer to catch up on missed content/training. It is recommended that students undertake a COVID19 test and not return to class until a negative test result has been issued or the student no longer presents with any symptoms.

All trainer/assessors must adhere to all current government guidelines and health advice in relation to COVID 19 and vaccination mandates.

Up to date COVID Safe Plans are displayed in all buildings and updated copies are provided to all staff. All trainer/assessors and staff must ensure they are familiar with the current COVID Safe Plan and adhere to all requirements including making students aware of, and adhere to, current requirements and guidelines.

Smoking

All buildings and grounds at Laurels Education and Training are smoke-free zones. **Please do not litter.**

Tea & Coffee Facilities

Laurels Education and Training provides tea and coffee facilities for students' convenience. These facilities are shared by many groups/classes, and it is the responsibility of all students, to clean up and ensure the kitchen areas is kept tidy, ready for the next group wanting to use them.

Re-arrangement of Rooms

Classes are welcome (under the direction of trainer/assessors) to rearrange a room to suit class needs, please leave it as you found it at the end of your class.

Messages and Phone Calls

Students, who need to make important phone calls during office hours, may do so at the office. Important messages for students will be recorded at the office and passed on during class breaks.

Mobile Phones

Mobile phones must be turned off during class.

Policies

To view more information on all College policies, refer to the folder at reception. Particular questions should be directed to the Chief Executive Officer.

Thank you for choosing Laurels Education and Training to join you on your learning journey. We look forward to being able to support you during this training and assist wherever possible as you work to achieve your chosen qualification.

EMERGENCY CONTACT INFORMATION AND SUPPORT SERVICES

24 Hour Services

Victoria Police	000
Department of Health and Human Services	
Child Protection	131 278
West rural and regional LGSs	1800 075 599
Department of Education and Training Security Services Unit	(03) 9589 6266

Other Services

Centres Against Sexual Assault (CASA) – Emergency Counselling & Support Line	1800 806 292
Australian Childhood Foundation	1800 176 453
Children’s Protection Society	(03) 9450 0900
Child Wise	1800 991 099
Victorian Aboriginal Education Association	(03) 9481 0800
Commission for Children and Young People	1300 782 978
Office of the eSafety Commissioner	1800 880 176
Victorian Aboriginal Child Care Agency (VACCA)	(03) 9287 8800
Victorian Aboriginal Community Controlled Health Organisation (VACCHO)	(03) 9411 9411

Counselling and Support Services

Child FIRST/Orange Door (Moorabool – 1300 783 341)

The role of Child FIRST/Orange Door includes: providing a point of entry to a local network of family services receiving reports about vulnerable children where there are significant concerns about their wellbeing undertaking an initial identification and assessment of the risks to the child and the child's needs in consultation with DHHS Child Protection and other services identifying appropriate service responses for families. The Orange Door has become the intake service for Child FIRST in a number of locations. Please see <https://www.orangedoor.vic.gov.au/>

The Lookout

The Lookout is a Victorian Government initiative in partnership with the Domestic Violence Resource Centre Victoria, providing information, evidence based resources and services to help professionals respond to family violence (including professionals in mainstream services, like schools). The Lookout includes a service directory, with a lookup function, where you can enter a postcode and identify locally available family violence support services. www.thelookout.org.au

Safe Steps 1800 015 188 (24/7 advice line)

Safe Steps offers free access to professional support to women and their children living with family violence, through a comprehensive range of services to enable them to become – and stay – free from violence. <http://www.safesteps.org.au/>

1800 RESPECT (1800 737 732)

1800 RESPECT is a 24 hour, seven day a week National Sexual Assault and Domestic Violence hotline. Victims of family violence and/or sexual assault are encouraged to talk or chat online to a counsellor from the service. www.1800respect.org.au 1800 RESPECT (1800 737 732)

Centres Against Sexual Assault 1800 806 292

There are 15 Centres Against Sexual Assault, which work to ensure that women, children and men who are victim/survivors of sexual offending have access to comprehensive and timely support and intervention to address their needs. <https://casa.org.au/>

Gatehouse Centre, Royal Children's Hospital (03) 9345 6391 After hours: (03) 9345 5522

Provides support and assistance to children and young people affected by sexual offending or problem sexual behaviours. <https://www.rch.org.au/gatehouse/>

Children's Protection Society (03) 9450 0900

Provide advice and support to children and families to help them break out of the cycle of abuse, neglect, poverty and disadvantage through a creative portfolio of programs, resources and services. <http://www.cps.org.au/>

Australian Childhood Foundation 1800 176 453

Provide recognised programs that counsel and support children to recovery; help professionals who work with children to better support at risk children; raise awareness of the causes and consequences of abuse. <http://www.childhood.org.au/home/>

Djirra 1800 105 303

Djirra is an Aboriginal community controlled organisation, providing support to Aboriginal and Torres Strait Islander victims/survivors of family violence and sexual assault. They work directly with families affected by violence. <https://djirra.org.au/> 1800 105 303

ChildWise 1800 991 099

Child Wise is Australia's leading international child protection charity committed to the prevention and reduction of sexual abuse and exploitation of children around the world. <http://www.childwise.org.au/>

Headspace 0458 037 955

headspace is the National Youth Mental Health Foundation providing early intervention mental health services to 12-25 year olds, along with assistance in promoting young peoples' wellbeing. This covers four core areas: mental health, physical health, work and study support and alcohol and other drug services. Information and services for young people, their families and friends as well as health professionals can be accessed through this website, headspace centres, online counselling service eheadspace, and post-vention suicide support program headspace School Support. <http://headspace.org.au/>