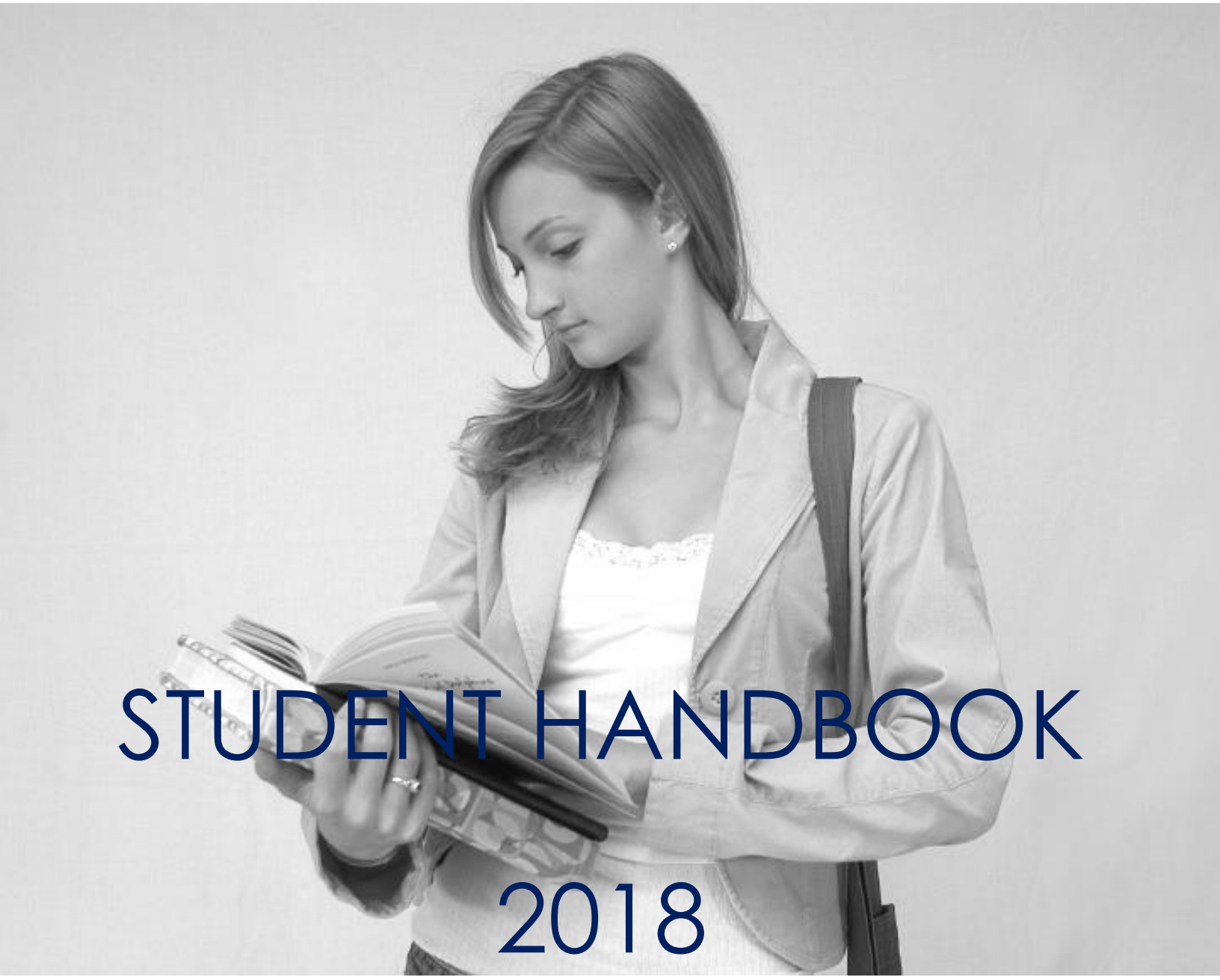
NATIONALLY RECOGNISED TRAINING

the school of volunteer management



STUDENT HANDBOOK

2018

(Version February 2018)

The Centre for Volunteering RTO 90031

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- School of Volunteer Management does not accept any liability in relation to the content of this work.

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NATIONALLY RECOGNISED TRAINING

Message from the School

Congratulations on your decision to study with the School of Volunteer Management, a Registered Training Organisation (RTO), as your training provider. The School is a division of The Centre for Volunteering, the peak body for volunteering in NSW.

The School is committed to high standards in the provision of vocational education and training programs that provide its students with the opportunity to learn new skills upgrade existing skills and obtain nationally recognised qualifications.

The School offers Professional Development workshops and accredited training in:

- Cert I – III in Active Volunteering
- Cert IV in Coordination of Volunteer Programs

Our training personnel are qualified and experienced professionals who are highly motivated, resourceful and dedicated to equipping students with the skills and knowledge required to assist them in realising their ambitions. Your tutor will work with you to establish a supportive learning environment to facilitate the highest achievable outcomes in terms of your competencies.

I wish you every success as you embark on your learning journey.

Gemma Rygate
Chief Executive Officer
The Centre for Volunteering

School of Volunteer Management

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What the SVM offers

The training in volunteer and general management and other training services the School provides include:

Registered training courses

Certificate I in Active Volunteering	CHC14015
Certificate II in Active Volunteering	CHC24015
Certificate III in Active Volunteering	CHC34015
Certificate IV in Coordination of Volunteer Programs	CHC44015

Non-registered training

- Customised Training - Designed to meet an organisation's specific needs and requirements and is delivered on-site for the client.
- Professional Development (PD) Workshops
- Bridge to Volunteering
- Training Advice and Assistance

How do you begin…

Enrolment process

The enrolment forms are located on the Centre for Volunteering (School of Volunteer Management) website.

Before you enrol you should read:

- This Student Handbook
- Details of the course you want to study on the School's website.

When the School receives your enrolment form it will:

- contact you to ensure you understand the requirements of the course, study commitment, that the course completion timeframe is realistic and achievable for you, and explain the next steps.
- discuss and agree upon a training plan with you, and **set the course duration.**
- send you an invoice.
- as soon as payment is received, you will receive training material.

If you have special needs requirements, please discuss them with the School prior to enrolment. Materials are provided electronically; please call to discuss if you required special assistance with materials such as paper copies, or large print. In addition, extra

support is available to students with special needs (see Student Support section).

The USI – Unique Student Identifier

If you're studying nationally recognised training in Australia from 1 January 2015, you will be required to have a Unique Student Identifier (USI). Your USI links to an online account which contains all your training records and results (transcript) you have completed from 1 January 2015 onwards. Your results from 2015 will be available in your USI account in 2016.

When applying for a job or enrolling in further study, you will often need to provide your training records and results (transcript). One of the main benefits of the USI is the ability to provide students with easy access to their training records and results (transcript) throughout their life. You can access your USI account online from your computer, tablet or smart phone anytime. Its easy to get your USI; just visit**,** **www.usi.gov.au** and have some identification (such as Medicare card or driver's license) ready.

Consent to use and disclosure of personal Information

Under the Data Provision Requirements 2012, SVM is required to collect personal information about learners such as their name, USI, date of birth, learner outcomes and other personal information and report them to the National Centre for Vocational Research. This information will also be reported for Smart & and Skilled reporting purposes. All students will be required to complete the Student Consent Form before their enrolment can be processed.

Liaison with industry and the not-for-profit sector

The School liaises with industry and the not-for-profit (NFP) sector through relevant industry training advisory boards, peak organisations, unions and local employers. Feedback and input confirms that proposed and actual training meets the employment and skill demands of industry and the NFP sector and future growth areas for self employment and employment of others.

Flexible delivery

The School recognises the principles of flexible delivery. Programs are designed to emphasise flexibility of delivery and assessment to maximise the opportunity for access and participation by disadvantaged clients. Delivery alternatives may include self-paced learning, distance modes of learning, computer assisted learning, and flexible timetabling, face-to-face lecture/tutorial, individualised learning, on-the-job or off-the-job modes, and other suitable methods.

Revision of learning materials

The School regularly reviews its learning materials in an effort to maintain up-to-date and relevant information to students. Learning materials are regularly reviewed in terms of ensuring assessment tasks are valid, information is current, the format is easily understood, instructions to students are clear and references are authentic.

The School welcomes feedback from students. A feedback form is included in each unit and results from feedback are considered when reviewing and updating materials.

Code of educational practice

It is School policy to provide equal training opportunities to all eligible students regardless of gender, cultural or ethnic background, marital status, physical disability or sexual preference.

The School further undertakes to provide:

- qualified, experienced and committed educational and training personnel
- a learning environment which actively encourages the participation of women, Aboriginal and Torres Strait Islander peoples, people from non-English speaking backgrounds, rural learners, people with disabilities, unemployed people and international students in training programs
- a welcoming environment; free of harassment
- a supportive and stimulating learning environment where students may pursue their educational and training goals
- a learning environment inclusive of students with disabilities or who have language, literacy or special learning needs
- a referral system for students who experience language, literacy or numeracy difficulties
- a learning environment where students have ready access to assessment procedures and progressive results
- a non-prejudicial and plain English assessment dispute procedure which
    - is prompt and courteous
    - keeps the aggrieved student informed of what is happening
    - protects the confidentiality of both students and staff
    - leads to improved services
- a guarantee of privacy concerning records or documents containing personal or

sensitive information.

Code of ethics

All team members within the School will:

- respect the spirit and philosophy of volunteering at all times
- provide a learning environment where students are treated fairly and with respect
- provide a learning environment where students are free from discrimination and harassment
- keep and respect the confidentiality of students by clearly defining what confidentiality means, why it is important and the risks and difficulties involved in its enforcement
- respect and encourage the voluntary participation of students, promoting and not delaying autonomy
- refrain from developing intimate relationships with students during the learning process
- refrain from imposing personal agendas and value system on students
- not record or secretly observe groups or individual sessions without the express permission of the group or the individual
- not use any intervention or technique unless thoroughly trained in its use
- provide information to all students concerning any special techniques or activities in which they are expected to participate
- ensure the well-being of all students through the application of relevant occupational health and safety procedures.

Student support

Interaction with students

The particular requirements of individual students are taken into account by trainers/tutors and assessors wherever possible. Students are treated with respect and dignity through:

- courteous behaviour towards students
- recognition of students' particular needs and circumstances including taking account of their beliefs, ethnic background, cultural and religious practices, etc
- explaining reasons for retaining information about students and assuring them

of the confidentiality of information
- organising and monitoring equitable access to, and participation in, activities
- referring students who need specialised assistance unavailable to the organisation to external organisations appropriate to their needs.

Access and equity policy

The School is committed to the creation of a working and learning environment which supports the diverse society in which we live. The College supports laws and policies which eliminate discrimination and harassment and promote fair treatment for all.

The School acknowledges that students come to the program with a wealth of personal knowledge and life experiences. It provides an entry point to further/vocational education by offering accredited and non-accredited curricula and culturally appropriate teaching resources that are relevant to participant needs and circumstances. The training is self-paced or workshop-based, negotiable and flexible with participants encouraged to be involved in their own feedback and the decision-making processes regarding realistic goals and progress.

Students should have every opportunity to maximise their training and learning experience. Where there is perceived difficulty in achieving learning goals, discussion with the learner will be encouraged. Information will be provided about possible alternative pathways to achieve goals, options/choices to overcome barriers and ways to access a supportive network. This information will vary according to the individual needs of the learner.

Programs are designed and, wherever possible, facilities are set up to enhance flexibility of delivery in order to maximise the opportunity for access and participation by disadvantage clients.

Student counselling/support

Academic and vocational counselling
Students may receive academic or vocational counselling from their tutor/trainer or School staff. The tutor/trainer monitors the student's progress and intervenes to provide counselling or support as appropriate and where needed refers the student to an appropriate qualified person, depending on the nature of the issue.

Personal counselling
Any student showing signs of distress or discomfort will be approached by the staff member who notices and offers support. Support may take the form of advice or referral

to an appropriate qualified person, depending on the nature of the problem. Where necessary staff will assist the student to access external professional assistance. All staff will treat students with courtesy and empathy at all times.

Language, literacy and numeracy support
Students needing language, literacy and numeracy (LLN) support are identified on application. Where a low level of support is needed, the School may arrange for the student to receive extra-curricula assistance from the tutor/trainer or another staff member. Otherwise, the student is advised to obtain LLN support from a specialist organisation and enrol in the School's programs at a later time. Where an applicant's LLN deficiency will clearly inhibit achievement of learning outcomes and the applicant refuses LLN support, enrolment may be declined.

Tutor support

Each student will be allocated a tutor on enrolment. The tutor's role is to encourage learning by developing a positive learning environment in which the student can successfully complete the course/unit within the agreed timeframe.

After an initial discussion with the student, the tutor will have regular telephone and email contact with the student in accordance with the tutoring schedule they have agreed for each unit. Tutor contact is expected to be not less than monthly but may be more frequent as determined by the schedule.

The student's tutor will also normally be their assessor. Students can find the profile of their tutor/assessor on the School's website (www.svm.edu.au).

The tutoring sessions are critical to students achieving a successful outcome. The following tips will help students obtain maximum benefit from the tutoring sessions:

- Be prepared for each tutoring session with your tutor
- Be available for the agreed duration of the session
- Be at a desk, worktable, etc, and have all necessary reference materials available
- Agree at each session who will initiate contact at the next session and enter session date and times in your diary
- Ensure you will be free of distractions and disruptions during the session
- Keep notes of key discussion points and agreed actions
- Participate actively in discussions with your tutor
- If you are unable to keep the agreed session appointment, including the full session time, notify as early as possible prior to the day of the session.

Some study tips for students are provided in Attachment 1.

Students are encouraged to contact the Training & Development Coordinator immediately for assistance:

- With assessments
- For accessing support services such as interpreter
- For requests for reasonable adjustment for eg the provision of large print materials
- For information about deferring or discontinuing training
- For further information about credit transfers and RPL assessment

Training and Development Coordinator
Phone 02 92613600
Email: svmadmin@volunteering.com.au

Complaints and appeals policy

Purpose: to ensure that any student complaints and appeals are handled in a fair and unbiased manner and that students are provided sufficient information regarding the complaint and appeal process.
Definitions:

Complaint: refers to dissatisfaction with a service or treated received

Appeal: refers to dissatisfaction with an assessment made by SVM.

Overview: The School seeks to prevent appeals by ensuring that students are satisfied with their course and its outcomes. In addition to their functional expertise, staff are expected to be fair, courteous and helpful in all dealings with students. Part of the maintenance of a positive environment is a fair and open complaints and appeals policy made available to all students. For this reason SVM is committed to providing an effective, efficient, timely, fair and confidential complaints and appeals handling procedure for all students.

All complaints are taken seriously and their findings incorporated into procedures, as appropriate, in accordance with the School's continuous improvement practices.

General principles: These principles apply to all stages of this complaints/appeals handling procedure which will be adhered to by SVM, are:

- Every effort will be made to resolve complaints in good faith and in the first instance, informally.

- The complaint and appeal will be dealt with promptly and the length of time involved may vary in accordance with the complexities of the case. Under normal circumstances the Complainant can expect at least a provisional written response within 10 working days of presenting their complaint or appeal. If resolution takes longer, the Complainant will be kept informed in writing on the progress of the case.

- Where SVM considers more than 60 calendar days are required to process and finalise the complaint or appeal, we will inform the complainant in writing, including why more than 60 days are required, and maintain regular contact with the complainant on progress.

- At all stages of the process, discussions relating to complaints and appeals will be recorded in writing. Reasons and a full explanation in writing for decisions and actions taken as part of this procedure will be provided to the Complainant

- Records of all complaints / appeals will be kept for a period of five years and will be kept strictly confidential. All complaints / appeals must be documented on the Complaint/ Appeal Record and reported to the Quality Assurance Manager.

Before an issue becomes a complaint or appeal, Complainants are encouraged, wherever possible, to resolve concerns or difficulties informally with the person(s) concerned. There are staff available to assist the resolution of issues at this level. Please note that it is not mandatory for complainants to raise a complaint informally.
If a student feels they have a complaint with the School, or believes they have been discriminated against or harassed, or believes they have grounds for an appeal against the assessment of their work they should immediately report the complaint / appeal through the following steps:

1. Approach their tutor and clearly explain the problem and attempt to resolve the issue with the tutor

2. If unsatisfied they should then approach the Coordinator the School, if you have not previously done so. The coordinator will attempt to identify the main issues of the complaint and/or attempt to resolve the matter.

3. In the event of an assessment being deemed Not Yet Competent, students are provided with feedback and guidance as to further work required. Students should, wherever possible, try resolve concerns or difficulties with their Assessor at this time. Every effort will be made to find an alternate assessor within SVM; for appeal cases, however if the student (learner) insists on an independent assessment, it will be at their own cost.

Consumer Protection Policy

Legislation / Contracts:

- Australian Consumer Law
- NSW Smart and Skilled Consumer Protection Strategy.
- Smart and Skilled NSW quality Framework
- Smart and Skilled Contract Terms and Conditions
- Smart and Skilled Quality Framework
- Standards for Registered Training Organisations 2015

Related Policies and Procedures:

- Student Handbook
- Complaints and Appeals Policy
- Smart and Skilled Fee Policy

Purpose: The purpose of this policy to protect the needs and interests of all clients of The School of Volunteer Management, The Centre for Volunteering.
The School of Volunteer Management has an obligation to ensure that the rights and obligations of consumers are protected and consumers are informed. We aim to:

- Provide clear and accessible information about course requirements
- Provide clear and accurate information about services and fees
- Provide clear and accessible feedback, complaints and consumer protection procedure
- Maintain procedures for protecting consumers' personal information.

Dedicated Consumer Protection Officer:

Heesun Chung
Phone: 02 9261 3600
Email: hchung@volunteering.com.au

Information and Advice for Smart and Skilled Consumers: The Smart and Skilled website (see smartandskilled.nsw.gov.au) provides information on:

- Consumer protection
- Training provider obligations, minimum standards and grievance procedures
- The escalation of complaints and Smart and Skilled dispute resolution process

The Complaints Process: In the first instance all complaints should be addressed to SVM, who will endeavour to resolve the matter quickly, confidentially and fairly.

Every effort will be made to resolve any complaint, however if issues cannot be resolved at SVM consumers are advised to seek assistance or a review from an independent organisations such as:

Training Services NSW:
Training Services NSW Customer Support Centre
Phone 13 28 11 www.training.nsw.gov.au

ASQA (Australian Skills Quality Authority)
Phone 1300 701 801 www.asqa.gov.au

NSW Ombudsman
Phone 02 9286 1000 www.ombo.nsw.gov.au

NSW Fair Trading
Phone 13 77 88 www.fairtrading.nsw.gov.au

Anti-discrimination Board of NSW
Phone (02) 9268 5544 www.antidiscrimination.justice.nsw.gov.au

Assessment

Assessment process

Assessment is competency based and is designed to determine whether the candidate can demonstrate the target competencies. Students who are unable to demonstrate competency at a given time or who successfully appeal assessment results may be reassessed at an appropriate later date.

Assessment is in accordance with the Standards for Registered Training Organisations (RTOs) 2015:

a) Standard 1.1 requires the RTO's 'training and assessment strategies and practices, including the amount of training they provide, are consistent with the requirements of training packages and enable each learner to meet the requirements for each unit of competency or module in which they are enrolled'.

b) Standard 1.8 states the RTO 'implements an assessment system that ensures that assessment (including recognition of prior learning):
    a. complies with the assessment requirements of the relevant training package or VET accredited course, and
    b. is conducted in accordance with the Principles of Assessment and the Rules of Evidence …'.

Unless otherwise stated, generally students are required to submit an assignment or portfolio of work for assessment. If conducted in the workplace, suitable workplace assessors and assessment procedures are to be used. All assessment materials must be appropriate to clients' needs and program delivery methods.

The School Coordinator and all staff are required to ensure operational compliance with standards under the Australian Quality Training Framework, and to review, evaluate and adjust as necessary assessment systems and procedures for validity, reliability, flexibility and fairness of assessment. Assessment records are kept and aggregated to monitor assessment reliability. Industry and client input and feedback is obtained to monitor and plan assessment validity, flexibility and fairness.

Assessors are required:

- to be fair and reasonable during assessment
- to be familiar with the field, with relevant industry standards and work health and safety requirements and to be up to date with assessment methods and procedures appropriate for the clients and learning environment
- to negotiate flexibly with clients regarding the type of assessment, taking into account flexible delivery, equal employment opportunity and anti-discrimination

principles, and the particular needs and circumstances of clients

- to advise clients regarding recognition of prior learning processes
- to make proper assessment decisions based on explicit evidence of competency
- to expedite assessment and to avoid unnecessary delay
- to use cost and time effective methods and materials appropriate to the task
- to gather assessment evidence that is authentic, valid, reliable, relevant to learning outcomes, current and varied
- to systematically review the assessment evidence obtained through means such as interview, workplace assessment, and/or performance test

Assessment handling process

You will be advised on enrolment as to how to submit assessments.

Moodle: Students who access materials through The Centre's online learning platform Moodle, https://cfv.mrooms.net/ will submit their assessments through Moodle (answering quizzes (short answer questions) and uploading assignments). Candidates who wish to access materials and assessments through The Centre's Moodle will need access to high speed internet access.

Students who do have access to high speed internet access may elect to submit their assessments electronically by emailing them to svmadmin@volunteering.com.au or saving their assessment to a USB stick.

Students must keep a copy of their assessments, as submitted assessments are not returned. SVM is required to keep a copy of the assessment on file.

Assignments submitted after the due date and for which an application for an extension of time was not received by the School will incur, except in exceptional circumstances, a Late Submission Fee of $50 (per assignment).

It is the School's objective for all assignments to be assessed and the results discussed with the student within 15 working days of the receipt of the assignment by the School. The following process applies:

- **Step 1** – your assignment is received by the School and, after checking the documentation for completeness and accuracy, the assignment is forwarded within two working days to the tutor for assessment

- **Step 2** – the tutor assesses the assignment, completes the assessment report and sends it to the School
- **Step 3**
    - **Competent** – the tutor discusses the assessment results with you and, if applicable, discusses with you the next unit or units to be completed and agrees the submission dates. The assessment report is sent to the School and it will forward a copy to you.
    - **Not yet competent/Not yes satisfactory** – the tutor will discuss the assessment results with you, identifying corrective action necessary. A re-submission date will be agreed and included in the tutor's assessment report. The report is sent to the School and it will forward a copy to you. Steps 1 and 2 will then be repeated.

If you are required to re-submit an assignment for re-assessment, a Re-Assessment Fee of $50 will be charged.

Credit transfer

Students who have completed any unit required for their qualification through another registered training organisation (RTO) are entitled to advanced standing for that unit. You must support your request with a verified copy of the qualification or statement of attainment issued by the RTO where you undertook the unit.

Recognition of Prior Learning (RPL)

If you look through the course materials and decide that you have already achieved the learning outcomes specified, it may be possible to apply for RPL.
However if you apply for RPL for any part of the course you will need to submit documentary evidence that you have achieved the outcomes and have the knowledge and/or skills specified.

The purpose of RPL is to give students the chance to have their knowledge and skills assessed regardless of where or when the learning took place. This means that learning could have been achieved through work experience, through non-credentialed courses, through life experiences or through volunteering.

It is important to understand that it is the learning you have achieved and not the experiences you have had which will be assessed through the RPL process.

If you apply for RPL for any part of the course, the School needs to be able to assess three criteria in your application. These are:

- the level of learning
- the quality of the learning
- the currency of the learning.

The course materials clearly specify the learning outcomes. You need to base your judgment about applying for RPL on these learning outcomes.

You need to be clear that you will need to support any application for RPL with appropriate evidence.

If there is sufficient evidence in the application and supporting documentation, no further assessment may be necessary. If further assessment is required, it may take any practical form consistent with the assessment criteria for the claimed competencies and the principles of fairness, flexibility, validity and reliability. The form of assessment may be negotiated with the student and may consist of interview, written assignment, workplace assessment, exam, or other method. A qualified assessor or assessment panel, under the supervision of the director and trainer, must conduct assessment.

Fees will be charged for the RPL service, and the fees charged will depend on the time required to complete the assessment and associated administration. The fee charged will not exceed the course enrolment fee.

Evidence considered for assessment is a letter of request plus a wide range of supporting evidence. If further evidence is required then this is negotiated with you. The process may include a further interview, written assignment, workplace assessment, and collection of other material.

You will be notified promptly if your RPL outcome is successful. The School Coordinator will advise unsuccessful candidates of reasons for non-recognition and steps they can take, including remedial training and appeal mechanisms.

Attachment 3 provides further information about the process of preparing a portfolio to support a claim for RPL.

Assessment dispute procedure

If you feel that your assessment has not been fair or you wish to dispute any area of your assessment, you should follow the School's Complaints and Appeals Procedure.

Guidelines for preparing and submitting assignments

These are detailed in Attachment 2.

Student fees policy

SVM will charge a range of fees for courses based on government contractual requirements. SVM is entitled to charge fees for services provided to students. These charges are generally for items such as course materials, text books, student services and training and assessment services. SVM's course fees cover;

- Administration of the course
- Course application
- Resource materials
- Training and Assessment services (for the initial assessment of each assignment/workbook)
- Issuing of a student's certificate or Statement of Attainment* (Subject to competency of one or more units of competency being completed and the course fee being paid in full.)

Course materials will be issued to the student as they progress throughout the Course. The course materials that SVM provides to the student will become their property. However, the content of the course materials, including copyright and all other such intellectual property rights contained therein, remain the property of SVM.

SVM's course fees DO NOT cover;

- Any postage requirements to SVM i.e. posting of completed assessments for marking
- Any materials not listed as Resource Materials for the student's course
- Printing of learning materials that are made available online or on USB drives
- Replacing issued learning materials which the student has lost or damaged
- Additional assessment requirements (beyond the initial assessment of each task. Students work which need to be re-submitted for assessment will incur an additional charge of $50) Replacement copy of a student's certificate

SVM will not issue any qualification prior to the full payment of any fees and charges applicable to that course. SVM reserves the right to suspend or cancel training in the event that the student fails to pay any part of the course fees as and when it becomes payable.

Evidence required for Smart and Skilled Programs and fee exemptions and concessions where relevant

Will be in as outlined in the "Smart and Skilled Fee Administration Policy 2018-2019." Where a student is eligible for concession/exception of the fee a copy of the evidence (for eg Centrelink statement/card) will be kept in the student's file.

Withdrawal without penalty

Students undertaking their studies with government funding are not eligible for refunds. If an enrolment is cancelled more than 7 days prior to commencement of the course date there will be a cancellation fee equivalent to 10% of the total tuition fees paid. Full Fee students may be eligible for a partial refund at the discretion of the centre, in cases of extraordinary circumstances or great hardship. Full fee students who withdraw once the course has commenced will need to pay for the current term.

Fund of fees

In the event the RTO closes operation or is longer approved to deliver Smart and Skilled training every effort will be made to ensure that current students are offered alternatives and the opportunity to have their work assessed. Where acceptable arrangements cannot be made the student will receive a refund of their student fee. Students who have been enrolled in the Smart and Skilled subsidised courses for over a year and who have a failed to make progress will not be refunded the student fee.

Repeat attempts to complete a unit of competency

The course fee includes the initial assessment. Additional submissions of assessments will be charged at a rate of $50:00.

Recovery of outstanding fees

A pre-reminder email will be sent to students a two weeks before the term instalment is due. SVM will not issue any qualification prior to the full payment of any fees and charges applicable to that course. SVM reserves the right to suspend or cancel training in the event that the student fails to pay any part of the course fees as and when it becomes payable.

Levying of student fees

SVM reserves the right to levy student fees where a student defers their studies, for more than a year, to bring the new fee into line with current fees.

Staff

Tutors/trainers and assessors hold the Certificate IV in Training and Assessment and

relevant competencies and knowledge at an equivalent or higher level than specified in the module of instruction to be delivered, as well as industry knowledge.

Biographical details of the tutors/trainers are on the School's website.

Work health and safety policy

The safety of staff and clients is of primary importance in all activities carried out by the School. The School observes all work health and safety legislation. Trainers must incorporate work health and safety considerations when planning and delivering training, and clients must be advised of the work health and safety requirements of their programs and supervised accordingly.

Abusive Behaviour
In the interests of workplace safety, abusive behaviour from any person on premises of The Centre for Volunteering and the School will not be tolerated. A procedure has been developed for removal of abusive persons from the premises and all staff, volunteers and committee members are required to follow that procedure.

Smoking
The Centre and the School are smoke free environments. Staff and students are not permitted to smoke within the building.

Hazards

Students need to be aware of any health or safety hazards in the place of work and should report, in writing, any hazards to their tutor as soon as possible. Any 'near miss' incidents must also be reported.

Accidents
An accident report must be completed by any student involved in an accident (however minor) either at the School's premises or activities. Accident Reports are to be given to the School Coordinator as soon as possible after the accident.

First Aid
In line with the *Work Health and Safety Act 2011*, the following policy in relation to first aid will apply to the School:

- first aid kits are made available in premises used by the School
- a notice in the premises specifies the 000 number, ambulance number and nearest medical centre
- the School is responsible for ensuring that copies of accident reports are kept for

at least five years.

Harassment

Harassment will not be tolerated, and defined as any conduct which is unwelcome, demeaning, unreciprocated, intimidating and/or offensive to an individual or group. Under Federal and NSW state legislation it is unlawful to harass or discriminate against any person on the grounds of:

- Cultural or ethnic background
- Sexual preference
- Gender
- Age
- Marital status
- HIV/AIDS status
- Physical or intellectual disability
- Pregnancy
- Carer responsibilities
- Transgender.

Student Records

The School maintains individual files and database records for each student. All records are kept in a secure and confidential environment. Access to files and records is limited to staff involved in their maintenance and appropriate program personnel. You may request access to your own files or records at any time. The Privacy Statement applies to all student records (Attachment 4).

Student records are maintained for a period of 30 years to enable the re-issue of a qualification or statement of attainment if required. Should the School cease to exist, records will be transferred to the Australian Skills Quality Authority.

Disciplinary Procedures

Students may face disciplinary action under the following circumstances:

- Plagiarism, cheating or collusion

- use of the School for Volunteer Management's copyright material
- impairing the rights of other students to pursue their studies
- harassment of other students or staff
- breaching legislative requirements.

Should any of the above occur, the School Coordinator will have the matter investigated. Investigations will take place within fourteen days of the notification. Where the investigations conclude that academic misconduct has taken place, the student may respond in writing with fourteen days. The final determination of the School Coordinator may include one of the following options:

- no action is taken against the student
- the student is judged not competent in the units concerned but may be allowed to continue with the remaining sections of the program
- the student is excluded from training and his or her enrolment cancelled with no refund of fees
- the student is suspended from the program for a period of time or permanently.

Additional copies of diplomas, certificates and statements of attainment

Past students requiring an additional or duplicate copy of a qualification previously issued to them are to apply in writing to the School. Where the previously issued qualification has been lost or destroyed, the application must be accompanied by a statutory declaration stating the cause of the loss or destruction. A fee will be charged for the additional or duplicate document and details are available on the School's website under Registered Training Fees.

Attachments

1. Study Tips
2. Recognition of Prior Learning (RPL) – Portfolio Requirements
3. Guidelines for Preparing and Submitting Written Assignments
4. Student Consent Form

Attachment 1

Study Tips – Distance Learning

Introduction

Studying by distance learning gives you more opportunity for individual help than attending a large class, so take advantage of the fact that these courses are run by a real person, your tutor, who will support and guide you.

You can work at your own pace and in your own time, so you have the benefit of being able to work around other aspects in your life. Your time will also be more productive. However, you also need to motivate yourself and observe certain disciplines to maximise your learning opportunities.

Make a start

1. *Allow yourself some time to get used to your study* and familiarise yourself with the content.
2. *Read through the assessment tasks,* print them out and keep them handy while you study. Highlight key aspects.
3. *Contact your tutor* if you have any questions or need clarification about the tasks. But remember they also have commitments, so they may not be able to devote time to you immediately. If you have an urgent question make mention of this in your communication with your tutor. Remember, email is not always the best way to communicate and resolve your problem/issue. Think carefully about the best way to communicate with your tutor on the issue.
4. *Complete and submit the evidence and assessment plan form,* where it is included, to verify that you agree with the method and tasks included in this unit.
5. *Then make a start!* Once you get started you will soon get into the swing of things. Don't worry if you don't get it right the first time as you will receive feedback – written and verbal – on all your assignments. There is no penalty for resubmitting work.
6. *Building your confidence.* Also, it takes at least the completion of one task before you feel more confident about things such as how much you need to hand in, how much time you need to devote, how to best answer questions, and so on. Talk about your study with your tutor during your scheduled meetings.
7. *Don't get bogged down*, your tutor will give you feedback if you're not handing in enough, or if you hand in too much. Don't try to be a perfectionist!
8. *When you are working on a simulation project, or a case study,* make sure you put yourself in the situation.
9. *Keeping your computer files organised.* Make sure you keep your computer files organised. Create a folder for your study to keep all your work safely stored on your

computer and back it up. If you are studying a full certificate course, create subfolders for each unit.

Unproductive time

There may be a point when you are studying that you become unproductive. Learn to recognise this point and take a break.

Organise your time into blocks and have a goal for each. Try to set aside at least an hour for each sitting, and stick to the time you've set yourself. Develop your study timetable and enter the dates into your diary. It will help you to keep flexible but organised. Don't expect to be able to see into the future with certainty about timeframes but do budget your time, then be flexible.

Minimise distractions: close the door, put the answering machine on, put away your mobile devices or turn off home screen notifications, and try to set aside time away from your family/friends if possible. Tell them you are studying and you don't want to be disturbed.

People learn more if they take a practical approach to study. Try to relate the material to your own personal experience. Leave time to reflect on what you are doing and relate it to your own life and your future.

Read your material carefully and don't try to rush through. Take short breaks. Contact your tutor if you need clarification; don't soldier on unnecessarily.

Don't forget to take a break but put a time limit on it

Enjoy your study!

Attachment 2

Recognition of Prior Learning (RPL) – Portfolio Requirements

You may wish to claim RPL for any module or unit of accredited courses conducted by the School.

As part of your application you will need to submit a portfolio establishing that you have already achieved the learning outcomes for the module you wish to claim. If your application is approved, you will be credited with the relevant outcomes for part, or all, of the module. SVM will provide you with a template document to complete.

The following steps outline the procedure for compiling a portfolio:

Step 1: Carefully examine the learning outcomes and assessment criteria for the module

The portfolio will need to demonstrate that the learning outcomes have already been achieved. They are listed at the beginning of each module.

Step 2: Gather relevant documents

The following documents may be useful to support your claim and copies should be obtained wherever possible.

- Your resume
- Transcripts or other result records from relevant qualifications
- Certificates of participation in relevant workshops and training sessions
- Reports and other major documents prepared in the course of your work (paid or voluntary)
- Other documents thought to be relevant which may include reports and samples prepared in cooperation with co-workers. For these, you should clearly identify your role in the preparation.

Documents must demonstrate a link to the learning outcomes.

Step 3: Identify potential referees

Identify people who could verify aspects of your application for RPL, particularly in areas where sufficient documentary evidence may not be available. Contact information for these people will need to be provided.

Step 4: Prepare a claim for each learning outcome

The next step is to prepare a claim for each learning outcome, stating how the outcome has been achieved. Note that the claims should focus on what you have done and can currently demonstrate, not on what you know. This is an essential feature of competency based qualifications.

The following is an example addressing Performance Criteria 2.4 of the Unit of Competency BSBHRM506A 'Manage recruitment selection and induction processes', which is an elective component of the Certificate IV in Coordination of Volunteer Programs. The performance criterion is "Ensure advertising of vacant positions complies with organisational policy and legal requirements".

> *"During my work for the Broadbeach Community Centre, I formulated a job description for a volunteer receptionist in consultation with team members, prepared an advertisement and advertised the position in the local paper and at the Broadbeach Secretarial College.*
>
> *Applicants received a special information kit containing a job description for the volunteer receptionist's position, a volunteer application form and information on the organisation".*

Step 5: Sort evidence

You will then need to sort your documentary evidence and list of referees so that each of your claims is supported. Samples for the above claims include:

> *"I have included a copy of the job description, advertisement and the information kit. Doris Day, my Manager, has signed a statement verifying my involvement in the recruitment process and the successful filling of the volunteer position. She can be contacted on 1234 5678. I have also enclosed a letter from the manager of secretarial studies at the college and some feedback from the volunteer receptionist.*
>
> *A verified copy of the certificate for participation in a one day Course 'Recruiting and Interviewing Skills' delivered by the School of Volunteer Management is attached."*

Step 6: Review and sign the portfolio

When you have completed all areas of the portfolio, and attached the necessary documentation, you should review each of the items to ensure that they truly and accurately reflect your skills and that each of your claims is well supported.

Portfolios are to be submitted to the School for approval.

Here is a possible template for your portfolio.

Repeat the steps for each of the learning outcomes in the module.

Request for Recognition of Prior Learning for
BSBHRM506A 'Manage recruitment selection and induction processes'

Element *Describes the essential outcomes*	**Performance criteria** *Describes the performance needed to demonstrate achievement of the element.*	**Evidence**
2. Recruit and select staff	2.4 Ensure advertising of vacant positions complies with organisational policy and legal requirements	Certificate of attendance at Recruiting and Interviewing module (School of Volunteer Management 16.5.11) Letter from Manager (22.4.12) verifying involvement, consultation and successful outcome of recruitment process in compliance with relevant policies and legal requirements. Letter from Broadbeach Secretarial College, confirming the process and outcome for the recruitment met the organisation's needs and legal requirements. Job advertisement in local paper. Information kit for the volunteer receptionist. Feedback from the volunteer receptionist.

Attachment 3

Guidelines for Preparing and Submitting Written Assignments

Introduction

It is important that you submit written work of a good standard. The following guidelines will assist you in presenting work that will clearly show your level of learning, will be easy for your tutor to mark and will follow academic conventions.

Submission requirements

Assignments are to be submitted by email, unless prior arrangements have been made with the School.

Where arrangements have been made with the School to submit assignments in hardcopy, they are to be printed on standard A4 paper, securely fastened in the top left-hand corner. Students choosing to submit larger documents must include an appropriately sized, stamped, self-addressed envelope for return posting. You should keep a copy of all work submitted.

Presentation

The main consideration in presenting written work is ease of reading for your tutor who has to mark a number of papers. The following layout conventions make your essay more accessible:

1. Margins - use wide margins all around the page to allow for comments

2. Spacing - use double spacing which makes your paper easier to read and allows for corrections and comments

3. Ensure your name and the unit are included on every page; an easy way to do this is to set it up in the footer.

4. Section labels - clearly label each section of your response, using the numbers and subheadings provided in the assessment task.

5. Ensure you answer every question fully, resubmission of work will incur a fee of $50.00

Editing and proofreading

Carefully edit and proofread your paper. Leave a few days after you have finished a final draft before you proofread and do a final edit. It is difficult to pick up mistakes when

you have not had time to distance yourself from the assignment. If possible, ask someone else to read it. This will give you an idea of whether it is clearly written.

Plagiarism

Plagiarism is using the work of other people and not acknowledging it. Plagiarism is unacceptable and full acknowledgment of other people's work is an essential characteristic of writing. Plagiarism can lead to you being asked to resubmit your written work. For further information on this issue, visit:
www.plagiarism.org/plag_article_plagiarism_faq.html

Referencing

Use an accepted style of referencing such as the Harvard referencing style available from university websites such as Monash University, http://guides.lib.monash.edu/citing-referencing/harvard and University of Technology Sydney, http://www.lib.uts.edu.au/help/referencing/harvard-uts-referencing-guide. You must reference every time you quote someone directly or use their ideas. This is done directly after the reference in parentheses. An example is:

(Noble 1991, 7)

Here is an example of referencing a quote across pages:

(Noble 1991, 150-151)

1. Referring to broad ideas

Sometimes we refer to ideas in a broad way without direct quotations. We can do this in two ways:

a) We can refer to the person directly within the sentence putting the year in parentheses after the name, eg:

Noble (1991) states that work which people are forced to do cannot be classified as volunteering.

b) We can refer to the person in parentheses with the year after the idea has been presented, eg:

Work that people are forced to do cannot be classified as volunteering (Noble 1991).

2. Direct quotations

Sometimes we use direct quotations from other writers. We can do this in two ways:

a) We can use an extended quote. In this case we insert the quote as an indented and separate paragraph with no inverted commas. We put the author's name, the year of publication and the page number after the quote in parentheses, eg:

It is important to clarify what we mean by the term voluntary sector:

> The voluntary sector refers to non-government organisations or non-statutory as they are often called. These organisations might or might not involve volunteers in service provision. (Noble 1991, p7).

b) We can use a short quote which we insert into the middle of a sentence. In this case we put the quoted words inside inverted commas. We then put the author's name, the year of publication and the page number directly after the quote in parentheses eg:

> Stereotypes of volunteers often depict them as 'women (middle aged with too much time on their hands) working in the areas of health and welfare' (Noble 1991, p7). This stereotype means that ...

3. Broken quotes

Sometimes we do not want to use all the words of the author but selections from across one quote. Sometimes we do not want to finish the quote. In these cases we need to insert a series of dots to mark the omitted words, eg:

> 'The Hillary Commission in New Zealand, whose interests cover recreation and sport decided to continue to use the word 'volunteer' following a survey in 1990 … It was found the word "volunteer" best described the overall nature of those engaged in a variety of activities.' (Noble 1991, p 7)

> 'The Hillary Commission in New Zealand, whose interests cover recreation and sport decided to continues to use the word 'volunteer' ... (Noble 1991, p7)

4. Inserting your own words into a quote

Sometimes we need to insert words into a quote for it to make sense to the reader. In this case we need to insert the words in square brackets eg:

'He [Governor Phillip] *dealt with it several times during his career' (*Terita 1960, p 150).

5. Referring to the author's name

When you use the author's name you only use their surname, eg:

Noble (1991) describes volunteering as ...

6. Two or more authors

If the book or article has been written by two authors then you need to list both, eg:

(Burns and Jones, 1997)

If the book or article has been written by more than two authors then you need to list the first one in your reference and add *et al* eg: (Burns et al 1997).

7. Using two books by same author written in the same year

If you reference two books by the same author which were written in the same year then you need to label one *a* and the other *b* eg: (Noble 1991a) and (Noble 1991b)

Bibliography

Once you have referred to an author in your text you must include the full details of the publication in a bibliography (see further detail below) at the end of your report, eg:

Bibliography
Noble, B. 2011, *Modern Volunteering*, Alabaster Press, London, pp 1-10.

A bibliography is a list of all the reference materials you have used to write your paper. It is an essential part of your writing and failure to include a bibliography means that your paper is incomplete. The references are listed in the alphabetical order of authors' surnames.

1. Use of capital letters

The titles of books and articles are given in sentence case with one capital letter at the beginning unless they contain words which would normally have a capital letter eg:

A concise history of Russian art.

2. Multiple authors

If the book or article has been written by multiple authors then you must list them all in you bibliography. You must:

- put the authors' names in the order they appear on the book or article
- put the first author's surname followed by initials
- put subsequent authors' initials first followed by surname
- put full stops after initial and a comma between authors but put *and* before the final author

eg: Luke, G., C. Cameron, H. Tomlinson and K. Greenbaum. 1998.

3. Sourcing two books by same author written in the same year.

If you have used references from two books by the same author which were written in the same year, then you will have labelled them *a* and *b* in your paper. The entry in your bibliography should use the same numbering, eg:

(Noble 1991a)
(Noble 1995b)

4. Sourcing an article

If you need to source an article in your bibliography then you must:

- put the name of the author and initials of author as above
- year of publication followed by a full stop
- title of article in normal type followed by a full stop
- title of journal in italics followed by a comma
- details of journal volume number followed by a comma
- details of journal issue number followed by a colon
- page numbers on which the article appears in the journal eg:

> Willing, K. 1996. Form and function in the architecture of Frank Lloyd Wright. *The architecture review*, 7, 3: 57-97.

5. Internet If you need to source an item from the internet, include as much identifying information as possible, set out as for a book. Always include the web address.

Footnotes

The best approach to footnoting is to keep it to a minimum within essays. Footnotes are used primarily to add extra information which you feel would be intrusive within the body of the essay.

Attachment 4

Student Consent form

The School of Volunteer Management, The Centre for Volunteering Registered Training Organisation National Code 90031 CONSENT TO USE AND DISCLOSURE OF PERSONAL INFORMATION

I…….
(First, middle and last Name)
Of …….
(current residential address)
With the date of birth……..

Understand and agree that under the Data Provision Requirements 2012, The School of Volunteer Management (SVM) is required to collect personal information (information or an opinion about me), collected from me, my parent or guardian, such as my name, Unique Student Identifier, date of birth, contact details, training outcomes and performance, sensitive personal information (including my ethnicity and health information) and other enrolment and training activity-related information (together **Personal Information**) and disclose that Personal Information to the National Centre for Vocational Education Research Ltd (NCVER).

My Personal Information (including the personal information contained on my enrolment form and my training activity data) may be used or disclosed by SVM for statistical, regulatory and research purposes. SVM may disclose my personal information for these purposes to third parties, including:

- School – if I am a secondary student undertaking VET, including a school-based apprenticeship or traineeship;
- Employer – if I am enrolled in training paid by my employer
- Commonwealth and state or territory government departments and authorised agencies, including the NSW Department of Industry (Department);
- NCVER
- Organisations conducting student survey; and
- Researchers.

Personal Information disclosed to NCVER may be used or disclosed for the following purposes:

- Issuing a VET Statement of Attainment or VET Qualification, and populating Authenticated VET transcripts;
- Facilitating statistics and research relating to education, including surveys;
- Understanding how the VET market operates for policy, workforce planning and consumer information; and

- Administering VET, including program administration, regulation, monitoring and evaluation.

I may receive an NCVER student survey which may be administered by an NCVER employee, agent or third party contractor, I may opt out of the survey at the time of being contacted.

NCVER will collect, hold, use and disclose my Personal Information in accordance with the Privacy Act 1988(Cth), the VET Data Policy and all NCVER policies and protocols (including those published on NCVER's website at www.ncver.edu.au).
The Department may disclose my Personal Information to other Australian government agencies, including those located in States and Territories outside New South Wales.

The above government agencies may use my Personal Information for any purpose relating to the exercise may use my Personal Information for any purpose relating to the exercise of their government functions, including but not limited to the evaluation and assessment of my training, the determination of my eligibility to receive subsidised training or for any Fee Exemptions or Concessions. My Personal Information may also be disclosed to other third parties if required by law.

I also acknowledge and agree that the Department may contact me by telephone email or post during or after I have ceased subsidised training with SVM for the purposes of evaluating and assessing my subsidised training.

I declare that the information I have provided to the beset of my knowledge is true and correct

I consent to the collection, use and disclosure of my Personal Information in the manner outlined above.

PRINT FULL NAME:……

SIGNATURE: ……..DATE: …../…./……..
Note: if under 18 years of age at the time of giving consent, then the consent of their guardian is required.

PRINT FULL NAME OF GUARDIAN: ……..

SIGNATURE OF GUARDIAN: …… DATE: …../…./……..

Document and version history

Version	Amendment	Actioned by	Date
Nov 2016	Amendment to Fees policy Refunds and related documentation for Smart and Skilled	Coordinator	Nov 2016
June 17	Updated Complaints and appeals to reflect revised policy Addition of document and version history to document	Coordinator	29/6/2017
Feb 18	Updated Privacy & Student Declaration	Coordinator	13/2/2018
Mar 18	Updated Consumer Protection Policy Updated course offer page 1 Updated assessment handling page 11 Updated table of contents	Coordinator	12/2/2018
June 18	Updated Student Consent form	Coordinator	15/06/2018