DYNAMIC LEARNING SERVICES STUDENT HANDBOOK
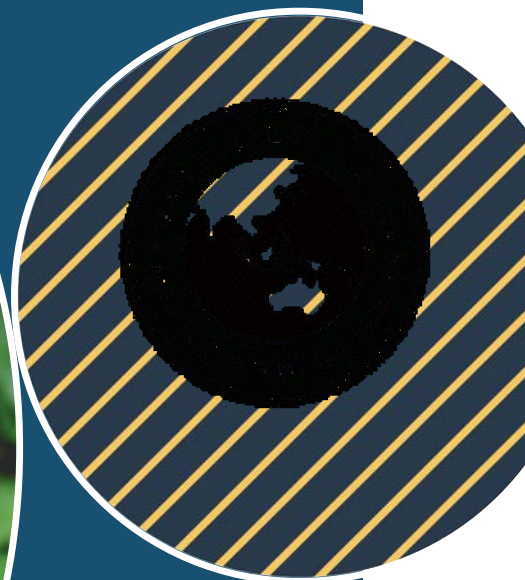
SA Subsidised Programs

RTO ID 40467

Dynamic Learning Services (DLS) will support you through your adulthood education by providing the highest quality of service, training, support and educational resources.

"Intellectual growth should commence at birth and cease only in death."
Albert Einstein
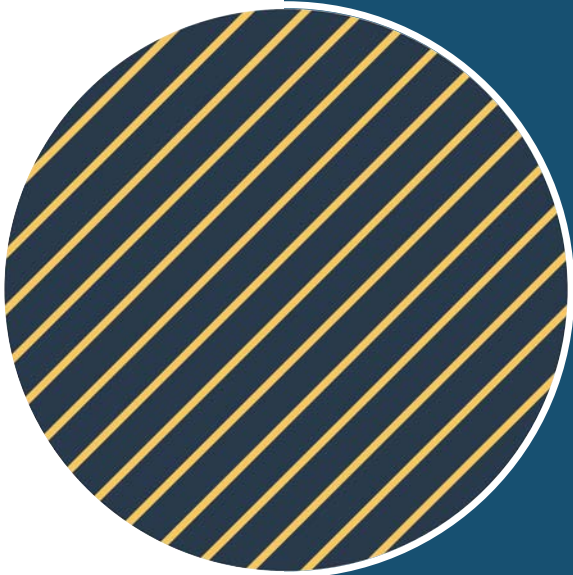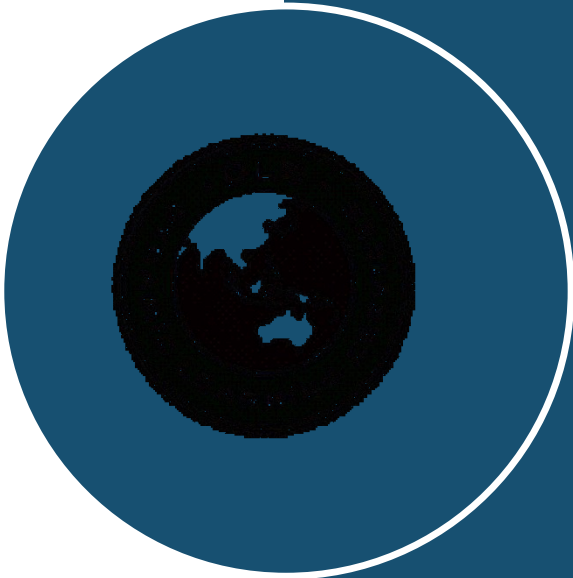
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Note from the CEO

Dynamic Learning Services (DLS) is a Registered Training Organisation registered with the Australian Skills Quality Authority (ASQA) and has been in operation since June 2012 committed to providing quality training and assessment services to our students within the Australian Qualifications Framework (AQF) to help people change, grow and create better lives. Dynamic Learning Service's focus is continuous improvement and best practice.

DLS is committed to providing high quality standards of vocational education and training.

We will ensure that you will receive the opportunity to fulfil your personal potential during your training and every endeavour will be made by staff to accommodate the training to your individual needs.

It is important to keep this handbook with you during your training, as it will provide additional guidance as you progress throughout your training. In this handbook, you will find information about DLS policies and procedures, together with forms and documents that you may need to refer to.

We sincerely hope your time at Dynamic Learning Services is a memorable and productive learning experience.

Yours sincerely

Greg McCullough
CEO – Dynamic Learning Services

MISSION STATEMENT

DLS will strive to be a leader in professional and innovative training and education for both employment outcomes for Jobseekers and business improvement for Employers and Employees. We will achieve these goals by providing solutions to our customers that enhance productivity and increase opportunities for growth.

The DLS Team will have a "make it happen" attitude and meet our objectives through our core values: Passion, Initiative, Team-work, and Driving Excellence.

Welcome

Welcome to Dynamic Learning Services (DLS), as a Registered Training Organisation (RTO Code: 40467) with many years of experience we are delighted to be working with you to achieve your qualification. DLS is a domestic training provider registered through the Australian Skills Quality Authority (ASQA); our organisation is committed to delivering high quality education that meets the needs of both students and industry.

DLS delivers nationally recognised training in some of the following industries:

- Food Processing
- Plane Baking
- Process Manufacturing
- Business, Customer Engagement and Management
- Project Management and Work Health & Safety
- Warehousing
- Hospitality
- Retail
- Competitive Systems and Practices
- Individual Support
- Property Management

You can view a full lit of our qualification using the following link,

https://training.gov.au/Organisation/Details/40467

At DLS we put each student's welfare and outcomes as our number one priority. DLS aims to have a life changing impact on students' future lives and careers as well as being a positive influence on all those with whom we come in contact.

We do this by:

- Delivering training that is designed to be engaging, enjoyable, practical, innovative, and immediately useful.
- Delivering quality training that encourages each student to apply their learning immediately to real-life situations.
- Structuring training to achieve a focussed outcome that is linked to student and industry needs.
- Recommend and produce flexible training solutions, customer to business and individual needs.
- Account management practices and principles from consultation to certification.
- Providing student support services.

- Continually building our business in a systemic way that promotes teamwork, motivation, development and reward.

- Ensuring that all our processes and systems are compliant with the *'Standards for Registered Training Organisations (RTOs) 2015'.* These standards are a component of the Australian Vocational Education and Training (VET) Quality Framework and are a requirement for all Registered Training Organisations under the National VET Regulator Act 2011. You can find more information about these standards at:
  http://www.comlaw.gov.au/Details/F2014L01377

Our Code of Practice

- DLS will deliver to students an experience of the highest educational standards, with qualified and experienced Trainer and assessors and support staff.

- DLS marketing materials provide current information for our clients and our students. NO misleading information is intentionally included.

- DLS has in place policies and procedures to address any issues that may arise during the provision of training.

- DLS will ensure that all legislative and regulatory requirements are included in relevant operations of the business and ensure a high level of compliance is maintained and continually improved upon.

- DLS guarantees its financial future and growth to support the future education of our clients and students.

- DLS is committed to creating a thriving and sustainable organisation. We accept the challenge of creating a sustainable environment and encourage our staff, clients and students of education to practice environmental sustainability in the workplace.

- DLS will treat all information obtained through all engagement activities as confidential.

- DLS staff will undertake their responsibilities in a professional and ethical manner and will be objective, independent and constructive.

- DLS will provide language, literacy and numeracy assistance to each of their students who may require such assistance.

- DLS Support Services includes close and detailed management of each students learning experience through consultation and reporting.

- DLS promotes inclusive learning and provides equitable access to all its students.

What is the purpose of this Handbook?

The following handbook provides a quick reference guide to DLS training programs and processes. The document is broken up into 5 sections, each designed to provide you with relevant information;

- to successfully complete your training
- understand policies and procedures governing the issuing of your qualification
- outline your rights and responsibilities as a DLS student

Qualification Framework - List of DLS qualifications - Certificate levels - Australian Quality Framework Study Pathways	- Foundation Skills - Improving your foundations skills	
Key Organisational Policies & Procedures - Student Selection - Student Orientation - Strategies for training and assessment development - Assessment and Learning Material Validation Policy - Admission - Course payments & Refunds	- Payment of Fees - Replacement of Test & Training Workbooks - Course Cancellation, withdrawal and deferment - Enrolment variations - Transferring students - Continuous Improvement - Privacy - Complaints Management - Consumer Protection	
Health & Safety - General health - Health & Safety - Hazard Control & Reporting - Incident/ Accident reporting - First Aid - Drug Free Environment	- Emergency Procedures - Bullying, discrimination & harassment - Student Conduct - Student rights and responsibilities - Protection of young people	
Training & Assessment - Learning environment - Trainers/Assessors - Study Resources - Attendance - Classroom conduct	- Assessment tools - Preparing for assessment - Referencing - Copies of Assessment - Submission of Assessments - Extensions - Failure to attempt an assessment	q

- Support services for learners - Special learning needs - Assessment - Recognition of Prior Learning and how it works	- Reassessment - Appeals Process - Changes to the qualification you are studying	
Student Services - Local facilities - Access and Equity - Getting advice -	- Workplace coach - Student assistance - Support services	
Administration - Change of personal details - Use of personal information - Getting your results/ Qualification	- Student identification - Questions & Feedback	

QUALIFICATION FRAMEWORK

- **'Specifies the standards for educational qualifications in Australia'**
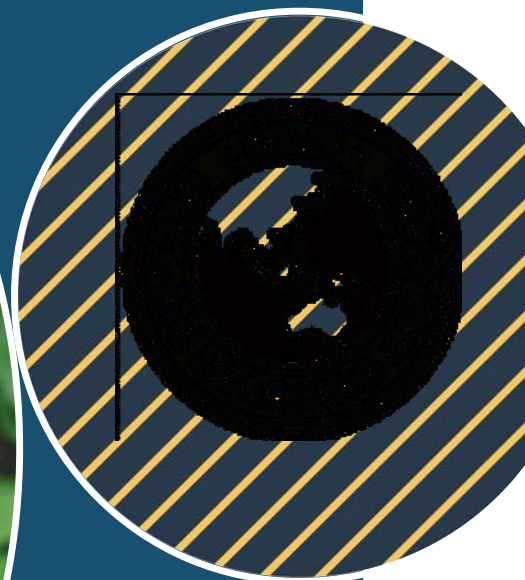
Australian Quality Framework Levels Criteria

Summary	Knowledge	Skills	Application of skills and knowledge
Level 1- Certificate 1			
Graduates at this level will have knowledge and skills for initial work, community involvement and/or further learning.	Graduates at this level will have foundational knowledge for everyday life, further learning and preparation for initial work.	Graduates at this level will have foundational cognitive, technical and communication skills to: • undertake defined routine activities • identify and report simple issues and problems	Graduates at this level will apply knowledge and skills to demonstrate autonomy in highly structured and stable contexts and within narrow parameters
Level 2- Certificate II			
	Graduates at this level will have basic factual, technical and procedural knowledge of a defined area of work and learning.	Graduates at this level will have basic cognitive, technical and communication skills to apply appropriate methods, tools, materials and readily available information to: • undertake defined activities • provide solutions to a limited range of predictable problems	Graduates at this level will apply knowledge and skills to demonstrate autonomy and limited judgement in structured and stable contexts and within narrow parameters.
Level 3- Certificate III			
Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning.	Graduates at this level will have factual, technical, procedural and some theoretical knowledge of a specific area of work and learning.	Graduates at this level will have a range of cognitive, technical and communication skills to select and apply a specialised range of methods, tools, materials and information to: • complete routine activities • provide and transmit solutions to predictable and sometimes unpredictable problems	Graduates at this level will apply knowledge and skills to demonstrate autonomy and judgement and to take limited responsibility in known and stable contexts within established parameters.
Summary	**Knowledge**	**Skills**	**Application of skills and knowledge**

Level 4- Certificate IV			
Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning.	Graduates at this level will have broad factual, technical and some theoretical knowledge of a specific area or a broad field of work and learning	Graduates at this level will have a broad range of cognitive, technical and communication skills to select and apply a range of methods, tools, materials and information to: • complete routine and non-routine activities • provide and transmit solutions to a variety of predictable and sometimes unpredictable problems	Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgement and limited responsibility in known or changing contexts and within established parameters.
Level 5- Diploma			
Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning.	Graduates at this level will have technical and theoretical knowledge in a specific area or a broad field of work and learning.	Graduates at this level will have a broad range of cognitive, technical and communication skills to select and apply methods and technologies to: • analyse information to complete a range of activities • provide and transmit solutions to sometimes complex problems • transmit information and skills to others	Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgement and defined responsibility in known or changing contexts and within broad but established parameters.

Australian Quality Framework Study Pathways

Doctoral Degree

Master's Degree

Graduate Diploma

Bachelor Degree

Vocational Graduate Diploma

Associate Degree

Advanced Diploma

Diploma

Senior Secondary Certificate of Education

School Sector

VocationalEducation and Training Sector

HigherEducation Sector
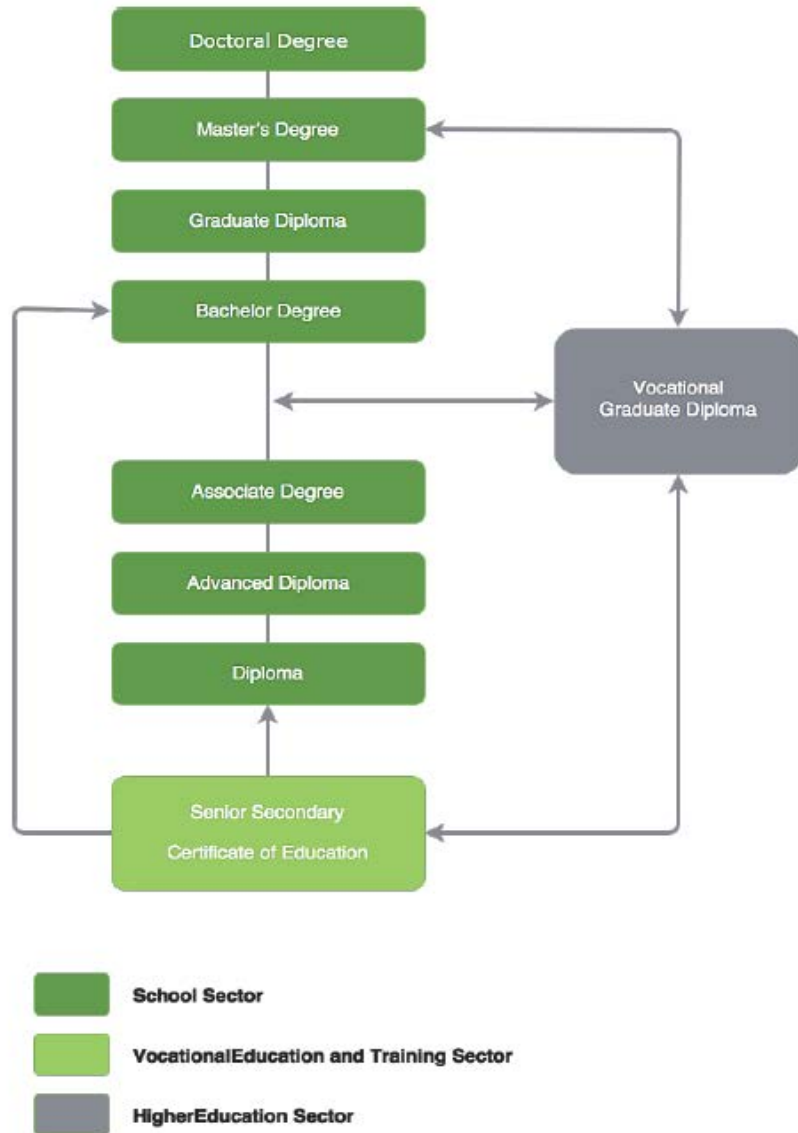
Foundation Skills- What are they?

In Australia, Foundation skills are defined as:

The skills required to gain employment or establish an enterprise or expand employment capability, to achieve one's potential and contribute successfully to enterprise strategic directions.

Foundation Skills, such as communication or teamwork, are sometimes referred to as 'soft skills', compared with 'technical skills', such as balancing the register or answering the telephone. Both foundation and technical skills are important. Often you use them at the same time.

The Foundation Skills are:
- Communication
- Teamwork
- Problem Solving
- Initiative and enterprise
- Planning and organising
- Self-management
- Learning
- Technology

Improving your Foundation Skills

Communication that contributes to productive and harmonious relationships across employees and customers

- Listening and understanding
- Speaking clearly and directly
- Writing to the needs of the audience
- Negotiating responsively
- Reading independently
- Empathising
- Using numeracy effectively

Team work that contributes to productive working and relationship outcomes

- Working as an individual and as a member of the team
- Knowing how to define a role as part of your team
- Applying teamwork to a range of situations e.g. futures planning and crisis
- Problem solving
- Identifying the strengths of team members
- Coaching and mentoring skills, including giving feedback

Problem solving that contributes to productive outcomes

- Developing creative, innovative and practical solutions
- Showing independence and initiative in identifying and solving problems
- Solving problems within teams
- Applying a range of strategies to problem solving
- Using mathematics, including budgeting and financial management to solve problems

Initiative and enterprise that contributes to innovative outcomes

- Adapting to new situations
- Developing a strategic, creative and long term vision
- Being creative
- Identifying opportunities not obvious to others
- Translating ideas into actions
- Applying problem solving strategies across a range of areas
- Generating a range of options

Planning and organising that contributes to long and short term strategic planning

- Managing time and priorities- setting timelines, coordinating tasks for self and others
- Adapting resource allocations to cope with contingencies
- Allocating people and other resources to tasks
- Planning the use of resources, including time management
- Participating in continuous improvement and planning processes

Self-management that contributes to employee satisfaction and growth

- Having a personal vision and goals
- Evaluating and monitoring own performance
- Having knowledge and confidence in own ideas and vision
- Articulating own ideas and visions
- Taking responsibility

Learning that contributes to ongoing improvement and expansion in employee and company operations and outcomes	• Managing own learning • Contributing to the learning community at the workplace • Using a range of mediums to learn- mentoring, peer support • Networking, IT and courses • Having enthusiasm for ongoing learning • Being willing to learn in any setting- on and off the job • Being open to new ideas and techniques • Being prepared to invest time and effort in learning new skills • Acknowledge the need to learn in order to accommodate change
Technology that contributes to the effective carrying out of tasks	• Applying IT as a management tool • Having a range of basic IT skills • Using IT to organise data • Being willing to learn new IT skills • Having the OHS knowledge to apply technology • Having the appropriate physical capacity

You can look at the units of competency for the qualification you are studying to find out more information. Visit:
https://training.gov.au/Home/Tga

KEY ORGANISATIONAL POLICIES AND PROCEDURES

DLS provide clear, concise and transparent information about your rights and responsibilities
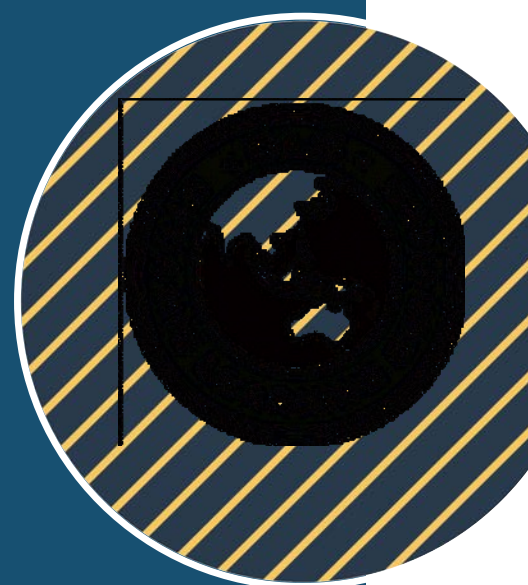
Key Organisational Policies and Procedures

It is important for you (the student) to be aware of the organisation's policies and procedures that relate to your studies and the award of your qualification. This handbook summarises many of DLS's formal policies and procedures, relating to students and student management.

Student Selection

DLS is committed to ensuring that student selection processes are fair, equitable, consistent and compliant with government, industry and/ or legislative requirements. The purpose is to outline the framework for the selection of students into any training program.

To achieve this, DLS;

- Provides current and accurate product and services information that enables prospective students to make informed decisions about undertaking training

- Provides advice to the prospective student about the training product appropriate to meeting their needs, taking into account the individual's existing skills and competencies

- Informs prospective students about the training and assessment and support services available

- Informs students about their rights

- Informs prospective students about the requirement for a Unique Student Identifier.

- Within qualification and industry requirements, encourages the enrolment of all eligible students to available educational opportunities regardless of age, religion, gender, cultural, ethnic background, impairment, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location.

- Objectively screens students to identify eligibility requirements, special needs and opportunities for recognition.

- Assesses language, literacy and numeracy levels to ensure prospective students have the necessary skills to meet qualification requirements.

- Determines the need for reasonable adjustment, assistance and/or referral.

- Informs students about alternate pathways to training (e.g. credit transfer / recognition).

- Informs students of their obligations:
  - any requirements students need to meet to successfully complete their chosen training product; and
  - any materials and equipment that the student must provide.

In addition to the above, if a student is looking at applying for funding under any State or Federal incentive, they will also need to be assessed to ensure they meet funding eligibility requirements for that relevant State or Federal funding.

This eligibility assessment is in addition to any other entry requirements that may be required for a course.

DLS has established general requirements of entry which applicants are required to meet in order to demonstrate their capacity to complete the course successfully.

Entry Requirements into Level Qualifications

DLS has established general requirements of entry which applicants are required to meet in order to demonstrate their capacity to complete the course successfully.

Students are required to meet a minimum academic level to study at DLS. Applicants need to show they can meet the criteria appropriate for the level of study. Refer to the table below:

Level of Study	Academic Requirements
Certificate II & III	Satisfactory completion of the equivalent Year 10 or higher Where a student is leaving school to study a VET course, a confirmation letter must be obtained from the school
Certificate IV	Satisfactory completion of the equivalent Year 11 or Certificate III or higher Where a Certificate IIII has not been completed then at least 1 years' experience in selected industry must be demonstrated as entry requirement
Diploma	Satisfactory completion of the equivalent Year 12 or Certificate IV or higher If the applicant has not completed Year 12 or Certificate IV or higher, the applicant must successfully complete the Language, Literacy and Numeracy (LLN) test, be aged over 18 years old and demonstrate through an interview, either in person or via phone, that they have the skills and capability to be successfully chosen to participate at this level

Domestic students without formal secondary qualifications may also be required to complete the LLN test. Some courses may require satisfactory completion of pre-requisites and this will be detailed on qualification outlines.

Language, Literacy & Numeracy (LLN) Requirements (Key Points)

Students require language, literacy & numeracy capacity equivalent to the nationally endorsed framework "The Australia Core Skills Framework' (ACSF). The ACSF describes 5 levels of performance in five core skills areas.

Learning Level 1-5

Reading levels 1-5

Core LLN Skills

Numeracy Levels 1-5

Oral Communication 1-5

Writing levels 1-5
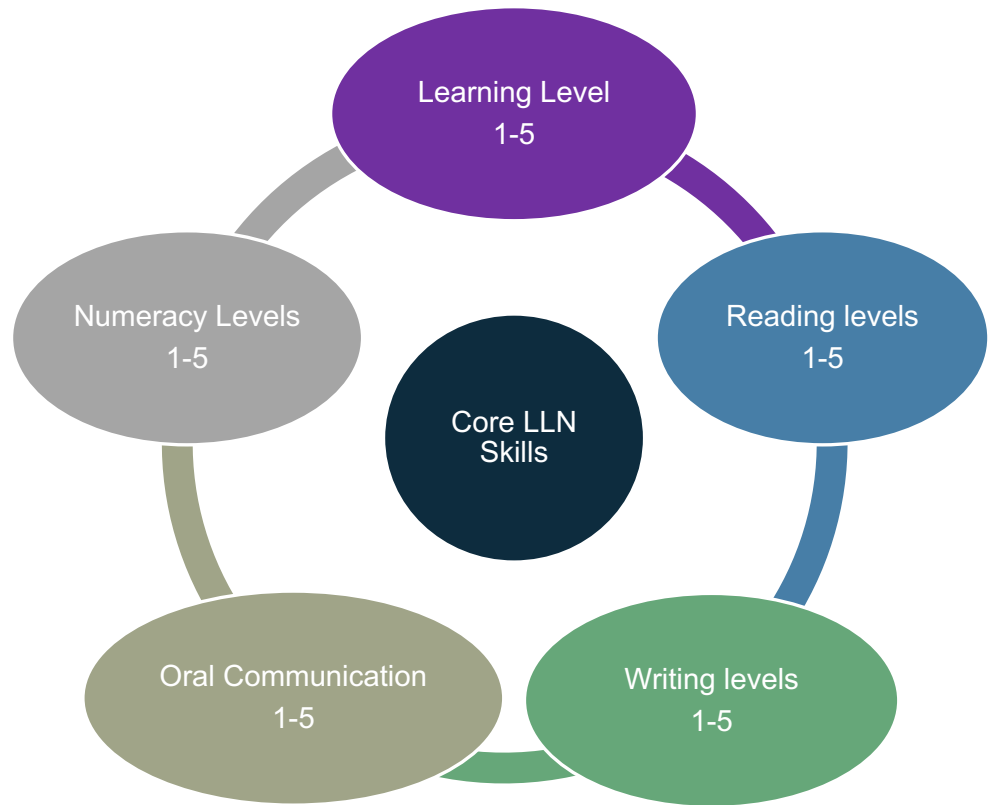
Each skill is described through a series of indicators. A person's level of performance is determined by whether he or she can demonstrate competence in each of the indicators at that particular level.

The indicators are shown below for each core LLN skill:

Learning- this is crucial to adapting to, and participating in, various social, community, work and training situations

ACSF Level	Learning Indicator
1	1.1 Demonstrates some awareness of self and student 1.2 Takes first steps towards developing explicit learning strategies
2	2.1 Demonstrates some awareness of learning strengths and areas of need, and begins to plan and manage the learning process 2.2 Applies a limited range of learning strategies in structured and familiar contexts
3	3.1 Plans, implements and adjusts processes as required to achieve learning outcomes and begins to seek new challenges 3.2 Experiments with new learning strategies in familiar contexts and applies some strategies in less familiar contexts
4	4.1 Accepts new learning challenges, explicitly designing, reflecting on, and redesigning approaches to learning as an integral part of the process 4.2 Adapts a range of familiar strategies to new contexts and experiments with new approaches
5	5.1 Self directs learning, actively designing and managing learning process appropriate to the context 5.2 Draws on a broad and expanding repertoire of strategies to facilitate personal and professional learning

Reading- to actively engage with texts, readers need to develop and manage the convention of reading

ACSF Level	Learning Indicator
1	1.1 Identifies personally relevant information and ideas from texts on highly familiar topics 1.2 Uses a limited range of strategies to locate specific information and construct meaning from explicit and highly familiar topics
2	2.1 Identifies and interprets relevant information and ideas from texts on familiar topics 2.2 Uses a number of reading strategies to identify and interpret relevant information with familiar text types
3	3.1 Evaluates and integrates information and ideas to construct meaning from a range of familiar, and some unfamiliar, texts and text types 3.2 Selects and applies a range of reading strategies as appropriate to purpose and text type
4	4.1 Interprets and critically analyses complex texts 4.2 Applies appropriate strategies to construct meaning from complex texts
5	5.1 Organises, evaluates and critique ideas and information from a range of complex texts 5.2 Draws on a broad range of strategies to build and maintain understanding through complex texts.

Writing- includes the knowledge and strategies required to be able to shape written language according to purpose, audience and context

ACSF Level	Learning Indicator
1	1.1 Conveys a simple idea, opinion, factual information or message in writing 1.2 Displays limited vocabulary, grammatical accuracy and understanding of conventions of written text
2	2.1 Conveys intended meaning of familiar topics for a limited range of purposes and audiences 2.2 Produces familiar text types using simple vocabulary, grammatical structures and conventions
3	3.1 Communicated relationships between ideas and information in style appropriate to audience and purpose 3.2 Selects vocabulary, grammatical structures and conventions appropriate to text
4	4.1 Communicates complex relationships between ideas and information, matching style of writing to purpose and audience 4.2 Displays knowledge of structure and layout employing broad vocabulary, grammatical structure and conventions appropriate to text
5	5.1 Generates complex written texts, demonstrating control over a broad range of writing styles and purposes 5.2 Demonstrated sophisticated

Oral Communication- This is divided into two areas-speaking and listening. It involves both transactional and interpersonal exchanges.

ACSF Level	Learning Indicator
1	1.1 Gives or elicits basic information in a short, simple spoken context 2.1 Listens for basic information in short, simple oral texts
2	2.1 Uses everyday language to provide information or maintain a conversation in familiar spoken texts 2.2 Listens for relevant information in oral texts across familiar contexts
3	3.1 Selects and uses appropriate strategies to establish and maintain spoken communication in familiar and some unfamiliar contexts 3.2 Derives meaning from a range of oral texts in familiar and some unfamiliar contexts
4	4.1 Demonstrates flexibility in spoken texts by choosing appropriate structures and strategies in a range of contexts 4.2 Applies appropriate strategies to extract main ideas from oral texts across a range of contexts
5	5.1 Establishes and maintains complex and effective spoken communication in a broad range of contexts 5.2 Displays depth of understanding of complex oral texts, which include multiple and unstated meanings
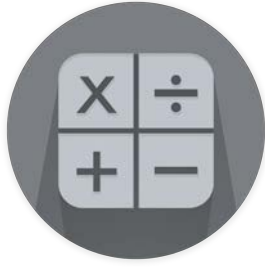
Numeracy- is about using and applying mathematical skills and knowledge in workplace, personal, training and community settings

ACSF Level	Learning Indicator
1	1.1 Locates and recognises key mathematical information in simple activities or texts
	1.2 Uses simple mathematical and personal problem solving strategies in highly familiar contexts
	1.3 Uses everyday informal oral language or highly familiar written representation to communicate simple mathematical information
2	2.1 Identifies and comprehends relevant mathematical information in familiar activities or texts
	2.2 Selects and uses appropriate familiar mathematical problem solving strategies to solve problems in familiar contexts
	2.3 Uses informal and some formal oral and written mathematical language and representation to communicate mathematically
3	3.1 Selects and interprets mathematical information that may be partly embedded in a range of familiar and some less familiar tasks and texts
	3.2 Selects from and uses a variety of developing mathematical and problem solving strategies in a range of familiar and some less familiar contexts
	3.3 Uses a combination of both informal and formal oral and written mathematical language and representation to communicate mathematically
4	4.1 Extracts and evaluates the mathematical information embedded in arrange of tasks and contexts
	4.2 Selects from, and applies, an expanding range of mathematical and problem solving strategies in a range of contexts
	4.3 Uses a range of informal and formal oral and written mathematical language and symbols to communicate mathematically
5	5.1 Analyses and synthesis highly embedded mathematical information in broad range of tasks and texts
	5.2 Selects from, and flexibly applies, a wider range of highly developed mathematical and problem solving strategies and techniques in a broad range of contexts
	5.3 Uses a wide range of mainly formal, and some informal, oral

DLS Admission

Once you have been selected and approved entry into the program you will be required to complete the following documentation and agree to the following conditions:

- Obtain a Unique Student Identifier (USI) – see instructions over page
- Complete the required DLS enrolment forms
- Satisfactorily complete a language, literacy and numeracy assessment
- Complete, approve and sign a training plan where specifically required
- Provide adequate evidence to demonstrate eligibility for government funded courses including residency and identity proof
- Meet entry level requirements that are outlined for each level course
- Satisfying appropriate funding body criterion (if applicable)
- Meet required pre-requisite qualifications and experience
- Meet required industry age requirements that may be in place for a particular course
- Agreement to abide by the organisation's policies, procedures and code of conduct
- Payment of required fees and charges

SA Enrolment & Upfront Assessment of Needs Process

Prospective students who are seeking to paritipcate in subsidised programs in SA must follow the below enrolment process.

This process aligns with the UAN Guidelines: https://providers.skills.sa.gov.au/file/tools/uan-guidelines

1. Prior to enrolment, you will be given a copy of the course information along with this student handbook
2. You will also be given access to an online Cores Skills Profile for Adults (CSPA) short practice assessment via your nominated email, information about the CSPA can be found here: https://www.acer.org/au/cspa
3. You will then complete the following enrolment documentation:
   a. Enrolment form
   b. Training plan
   c. Proof of residential address
   d. Proof of permanent residence or citizenship
4. You will then undertake a supervised reading, numeracy and writing assessment using the ACER's CSPA online assessment tool and you must:
   a. Meet the foundation skills assessment requirements
   b. If support is identified, complete a MADEC interpretation request
5. You may be referred to further foundation skills training and you may undertake the qualification in conjunction with foundation skills training under a signed participant agreement
6. DLS has processes in place to undertake these supervised activities face to face or remotely

*Note: If you are completing a skill set or have successfully completed an AQF Diploma level qualification or higher in the last 3 years, you are not required to complete the CSPA assessment.

7. You will then undertake a private interview with a DLS representative to complete the UAN Suitability and Support Needs Assessment, information about the UAN Suitability and Support Needs Assessment can be found here: https://providers.skills.sa.gov.au/file/tools/suitability-and-support-needs-guide

8. Once your enrolment is finalised, DLS will make the following decision:
   a. Outcome 1: Accept enrolment with no support needs
   b. Outcome 2: Accept enrolment with agreed supports:
      i. Refer eligible learners to Learner Support Services (LSS) by completing an Application Form and sending through to MADEC – Carey Hauri – chauri@madec.edu.au (refer to LSS Referral Process in Appendix 2)
      ii. Refer eligible learners to Foundation Skills Training (FSK) by completing an FSK Application for Enrolment Form SA and sending through to MADEC – training@madec.com.au along with:
         1. Evidence of citizenship (i.e. Green Medicare Card)
         2. Evidence of residential address (i.e. Drivers Licence)
         3. Signed Participant Agreement
   c. Outcome 3: Accept the enrolment after completion of the required foundation skills training
   d. Outcome 4: Do not accept the learner's enrolment and refer to Skills SA Infoline for other options 1800 673 097 or https://skills.sa.gov.au/

9. You will be notified as soon as practicable about the outcome of your enrolment and further information about the next steps to proceed.

10. If required, a training account will be created for you in the SA Skills and Employment portal and DLS will arrange the commencement of your training program

UNIQUE STUDENT IDENTIFIER (USI)

If you undertake vocational education and training, you must hold a unique student identifier (USI). If you are a new or continuing student undertaking nationally recognised training you need a USI in order to receive your qualification or statement of attainment.

A USI gives you access to your online USI account which is made up of ten numbers and letters. It will look something like this: 3AW88YH9U5.

A USI account will contain all your nationally recognised training records and results 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. One of the main benefits of the USI is that you will have easy access to your training records and results throughout your life. You can access your USI account online from a computer, tablet or smart phone anywhere and anytime.

Please speak to a staff member or visit our website www.dynamiclearningservices.com.au for more information on the USI.

You can obtain your USI online by visiting http://www.usi.gov.au

Steps to Create Your USI

1

Have at least one and preferably two forms of ID ready from the list below:
- Driver's Licence
- Medicare Card
- Australian Passport
- Visa (with Non-Australian Passport) for international students
- Birth Certificate (Australian)
- Certificate Of Registration By Descent
- Citizenship Certificate
- Immi Card

IMPORTANT: To make sure we keep all of your training records together, the USI will be linked to your name as it appears on the form of ID you used to create the USI. The personal details entered when you create a USI must match exactly with those on your form of ID.
If you do not have proof of ID from the list above, you can contact your training organisation about the other forms of ID they can accept to help you get a USI.

2

Have your personal contact details ready (e.g. email address, or mobile number, or address).

3

Visit the USI website at: https://www.usi.gov.au

4

Select the 'Create a USI' link and follow the steps.

5

Agree to the Terms and Conditions.

6

Follow the instructions to create a USI – it should only take a few minutes. Upon completion, the USI will be displayed on the screen. It will also be sent to your preferred method of contact.

7

You should then write down the USI and keep it somewhere handy and safe. For more information please visit: https://www.usi.gov.au

Course Payments and Refunds- Terms and Conditions

Course fees will vary depending on the course you are enrolled in. Course fees are determined on how your course is delivered and its duration. Fees are generally for items such as tuition and enrolment fees, course materials, text books, student services and other related training and assessment services.

Government subsided training in NSW is called 'Smart and Skilled'. Under Smart and Skilled fees are determined on eligibility. Students can check their eligibility for Smart and Skilled training at https://smartandskilled.nsw.gov.au/are-you-eligible. Students can get an estimate of the fee for their preferred course in the course finder:
https://smartandskilled.nsw.gov.au/sands/find-a-course

For programs conducted in Western Australia course fees are determined based on the Government of Western Australia Department of Training and Workforce Development VET Fees and Charges Policy.
https://www.jobsandskills.wa.gov.au/training

For programs conducted in Queensland course fees are determined by The Department of Education and Training.
https://desbt.qld.gov.au/training/training-careers/incentives/certificate3

For programs conducted in ACT course fees are determined by The Department of Education and Training.
https://www.skills.act.gov.au/students

For programs conducted in SA course fees are determined by The Department of Education and Training.
https://www.skills.sa.gov.au/students

Further information is available for the government funded programs in the Appendices of this Student Handbook

Payment of Fees

To ensure students are well informed of the financial considerations of their enrolment, DLS provides fee information to each student prior to enrolment. If you have not received fee information, or if you have any questions in relation to fees and charges you are encouraged to contact the administration team for more information. DLS will also take into consideration your financial well-being and we will consider payment plans and other alternatives to ensure access to the course you have selected for participation. We may request evidence of hardship and all requests will be processed through to the General Manager of DLS for approval prior to enrolment.

In general the following payment methods are accepted: Cheque, money order, direct deposit.

Refund Policy and entitlement to refunds

This outlines the process for students to apply for a refund of course fees under certain circumstances. This policy applies to individuals students as the commercial clients are covered under respective service agreements.
The purpose is to ensure all students are treated fairly, promptly and with integrity when applying for refunds where applicable. This covers the application process, procedures in assessing the application and the subsequent appeal process. This refund information is made available to prospective students during the enrolment process, prior to making payments.

Entitlement for a refund

1.   When a refund may be given

A refund of all or part of the required fee or concession fee may be given to students in the following exceptional circumstances:

- Student or Employer has overpaid the advertised fee or concession fee
- A course has been postponed or cancelled by DLS
- Student formally advises DLS, at least seven (7) business days before classes commence and with no attendance or participation, that they wish to withdraw from the course
- If the student withdraws from a qualification but has completed all the requirements for a lower level qualification (which attracts a lower student fee), students will be refunded the difference in fees (providing the fees have been paid in full).
- DLS Management are of the opinion that the student would be unreasonably disadvantaged if a refund did not occur.

It is the discretion of the DLS Management to approve refunds in the event of extenuating and/or personal circumstances. In this event, the student will be offered a credit toward another course.

A deferment of enrolment may be granted in the following circumstances:

- Extended hospitalisation or illness (minimum 2 weeks), resulting in extended absence from classes supported by a medical certificate.
- Pregnancy/Childbirth (other than in cases of medical complication covered by the above).
- Serious unexpected incidents that would disadvantage the student from continuing their enrolment.
- DLS Management are of the opinion that the student would be unreasonably disadvantaged if a deferment did not occur.

Students who defer from subsidised training are only permitted a deferral of no more than six months from the date of receipt of written notice (using the Refund / Withdrawal / Deferment Request Form).

2.   When a refund is not given

Circumstances not usually regarded as ground for a refund are when training has commenced, attendance has occurred and/or resources have been distributed.

2.1   Withdrawal from a Commercial or Government Subsidised

On withdrawal from a commercial or government subsidised course, the refund amount is determined as follows;

- Notification of withdrawal 7 business days prior to the course start date (withdrawal with no penalty), monies to be refunded in full
- Cancellation after training has commenced – Student is not entitled to a refund.

2.2   Withdrawal from Traineeships

If a student has withdrawn from a traineeship the amount of the refund will be determined as follows;

- If no visit with a DLS representative has taken place and/or no training resources issued, the employer/trainee is entitled to a full refund of the enrolment fee.
- If one or more visits have taken place and/or training resources issued, the employer/trainee is **not** entitled to a refund of the enrolment fee.

2.3   Withdrawal from Entitlement Full Qualification or Targeted Priority Full Qualification

- The refund of any fees paid by the student will be calculated on a pro-rata basis taking into account the number of units of competency the student has completed.

3.   Recognition of Prior Learning and Credit Transfer

Applicants are entitled to a partial refund of fees (where necessary) where recognition of prior learning (RPL) and/or Credit Transfer has been granted after full course fees have been paid.

4.   General Principles

- DLS has a responsibility to protect the fees paid by students, in advance of the training and assessment services being delivered.
- The term "commencement" in this policy refers to the first day of the first program attended by the client.
- Generally, payment for any course booking is to be received in full or a 20% deposit and payment arrangement made prior to commencement of training. If a 20% deposit and a payment arrangement for the balance or full payment is not received prior to commencement, the student will not commence the course.
- Non-attendance without 7 business days' notice, will generally incur full course cost.
- If a student wishes to transfer to another DLS course, written notice is to be provided no less than 7 business days prior to commencement of the course. Transfer must occur

within three (3) months of the date of written notice (course prices are subject to change).

- If students wish to cancel a course booking, written notice is to be provided no less than 7 business days prior to commencement of the course. If the request is not received before 7 days prior to commencement of the course, a refund of the course fee paid will be issued, less the Administration fee of $200.
- If a student commences a course, but does not complete the course, the full course fee is still payable. Refunds may be considered on a pro-rata basis for participants who fall ill or are injured to the extent that they can no longer undertake the course, providing a supporting Medical Certificate is supplied. Students who wish to finalise incomplete units of competency in a future course, may request for the original fee to be used as a credit towards that course within six months of initial payment.
- In all cases, a student may request a refund by completing a '*Refund / Withdrawal / Deferment Request Form*' which is available on the DLS Website or by calling 02 4365 0040.
- Completed Refund / Withdrawal / Deferment Request Form must be submitted to:

  The Compliance Manager
  Dynamic Learning Services
  PO Box 1047
  Terrigal NSW 2260

- Approvals for refunds are at the discretion of DLS Management and may be negotiated on an individual case-by-case basis. In some situations, an agreement may be made with DLS Management for a reduction in the fees to be paid.
- DLS Management will process approved refund requests within 14 business days from the date of approval. DLS will pay the refund to the same person or body from whom the payment was received on behalf of the student.
- A copy of the Refund / Withdrawal / Deferment Request Form and payment details will be placed in the students file.

6.   Complaints and appeals

In the event that the student is unhappy with the outcome of their application for a refund, the student is encouraged to contact DLS Management to discuss the situation. The Complaints and Appeals policy and procedure addresses DLS formal, systematic approach to complaints handling, providing a mechanism for lodging and ensuring a prompt, objective resolution of any complaints and/or assessments appeals. The existence of this policy and complaints and appeals processes does not stop students taking action under Australia's consumer protection laws

Refund Application Process

Applications for refunds should be made in writing using the 'Refund Withdrawal Deferment Form' available from DLS. Requests for Refund and submission of duly completed applications should be directed to the Administration team of DLS via

admin@dynamiclearningservices.com.au or post to Dynamic Learning Services at PO Box 1047, Terrigal NSW 2260 to the attention of the General Manager.

Applications for refunds shall be processed by DLS within 14 days from the receipt of a refund application. The outcome of the process will be notified to the student by DLS and if the refund is approved, the payment will be processed within the stipulated 14-day time frame.

If the refund application is rejected by the General Manager, the student may appeal to the CEO of DLS. Complaints and appeals procedure and dispute handling procedure is available in the DLS student handbook.

The final decision made on the refund will reflect the commitment of DLS to hold places reserved for students and the amount of administrative and other resources incurred at that time.

If the student requested for a transfer to another course conducted by DLS, a credit note shall be raised and sent to the student for future use (within six months) unless the transfer to the requested alternative course is not available at that time.

Refunds will be considered on a pro-rata basis for students who fall ill or are injured to the extent that they can no longer undertake the course, and notified to DLS providing a supporting Medical Certificate. However, if the student wishes to finalise incomplete units of competency in a future course, the original fee can be used as a credit towards that course within six months of initial payment or a refund subject to the discretion of the General Manager of DLS.
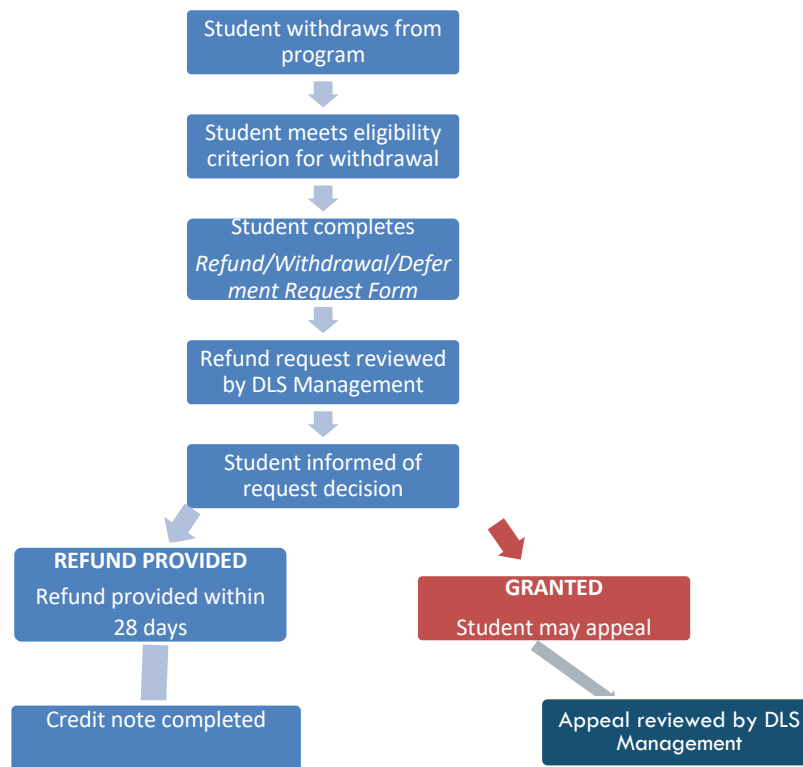
Additional Fees

Replacement of Text and Training Workbooks

If you require replacement of issued text or training workbooks you will be liable for additional charges to cover the cost of the replacement. At the time of request for replacement text or training workbooks, a quote will be provided to you for acceptance prior to placing the order. If you have purchased a text or training work book and subsequently cancel your enrolment, DLS will not refund monies for the textbook.

Course Extension Fee

For fee for service qualifications (not government funded or subsidised), $80 per month for a maximum period of six (6) months beyond your completion date. You must submit your application for extension prior to the course expiry date for approval. DLS also offer a free 3 month extension offer* and as long as you meet the terms no fee will apply. However, if you do not meet these terms you are required to pay $80 per month ongoing for your chosen amount of extended period.

To be eligible for the free 3- month extension offer, you must respond to DLS correspondence having been sent to you via email or SMS. You must:

- **Respond to the above- mentioned correspondence within 7 days**
- **Be up to date will all course payments**
- **Have shown some progression throughout your course**

Course Cancellation/ Withdrawal/ Deferment

If you are having difficulty with your training and are considering withdrawing or deferring, speak to your trainer. The DLS Project Manager can help you find a way to put a plan in place to facilitate your completion of the course. For example, we may identify additional support required to complete your studies by:

- Employer or learner identifying that they require additional 1:1 support, email support, phone support
- DLS identifying through progress reports that the learners require additional 1:1 support to get back on track with progress or other support required
- The trainer has identified a requirements for additional support

When additional support requirements are identified, this is planned and scheduled between DLS, yourself, your trainer and your employer (if applicable) at a mutually agreed time.

Examples of additional support include:

- Make-up sessions
- Additional time before or after scheduled session for 1:1 time with the trainer and assessor
- Additional support sessions and contact online, via phone and email to support progression

If you need to defer or suspend your studies you are required to complete a 'Withdrawal/Refund/Deferment Request Form'. For those enrolled in a Traineeship program you

Enrolment Variations

Where training is work-based, your employer may wish to vary the elective units previously selected. You will need to speak to your Trainer to gain approval prior to any change in your enrolment details. If your employer wishes to vary your units, and this is approved by DLS, a new Training Plan will need to be developed.

Transferring of Students

Transfer to DLS

If you are funded under NSW Smart and Skilled, you may withdraw from a qualification from another Smart and Skilled Training Provider and transfer to DLS. Depending on the reason for the transfer, the fees you pay may change. DLS will be able to calculate any changes to your fees. You will be required to complete the Admission process outlined in this handbook.

Transfer from DLS

If you are funded under NSW Smart and Skilled, you may withdraw from a qualification from DLS and transfer to another Smart and Skilled Training Provider. You will need to complete the Withdrawal/Refund/Deferment Request Form. Depending on the reason for the transfer, the fees you pay may change. Your new Training Provider should be able to calculate any changes to your fees.

Transition from superseded training products

In accordance with Standards for Registered Training Organisations 2015, DLS must ensure that all students enrolled in a superseded training product are transferred to current training product within one year of the replacement being published. Students who will complete their study and be issued with a qualification or statement of attainment within the one-year transition period, do not need to be transferred to a replacement training product.

One year from the date it was superseded, Australian Skills Quality Authority (ASQA) will remove the superseded training product from DLS's scope of registration.

From this date, DLS must not:
- Enrol or train students in that training product, or
- Issue a qualification or statement of attainment for that training product (except as a replacement for a previously issued qualification or statement of attainment).

When the replacement training product/qualification has been published, DLS will advise each student via email with a step-by-step process advising how to complete the currently enrolled qualification by their new proposed completion date. The student's record will be automatically updated with the new proposed completion date (only if the superseded qualification one-year deadline falls before the student's current completion date).

Transition from superseded training products is governed by federal government and is not in DLS's jurisdiction. DLS will assist all students in completing their course before the one-year deadline, however it is up to the student to ensure they meet this deadline. If the deadline is not met, DLS is not able to continue training under the superseded product/qualification.

If your enrolled course becomes superseded and is not recognised as an equivalent qualification, payment arrangements still remain. However, if DLS was not able to update their scope within the first four months of the change, then DLS will work on a case-by-case situation to support progress through the qualification and remaining fees associated with the transition. Cancellation and/or refunds will not be automatically granted and only considered under special circumstances.

If the superseded product/qualification has equivalence to the newly released product/qualification, DLS will liaise with each student on a case-by-case basis. DLS will take every step necessary with the student to transition to the new qualification, and will apply unit credits where available. However, transition to the new qualification cannot be guaranteed in every case.

Removed or deleted qualifications

In some instances, training package developers determine there is no longer sufficient demand for a qualification to justify it being maintained. The qualification is removed or deleted without being superseded by another.
In this case, there is no clearly identified replacement qualification for students to transfer to, although DLS may be able to identify one that is the closest to meeting students' needs. DLS will decide whether it is practical to transfer students to a suitable qualification, dependent on a range of factors, including how close to completion each student is, and what will best meet the needs of the student.
If completing the qualification is the best path for the student, DLS will ensure that all training, assessment and issuance of certification is completed within two years of the date the qualification was removed.

DLS must not allow a new student to commence training or assessment from the date a qualification is removed or deleted from the National Register.

Two years after a qualification is removed or deleted, ASQA will remove the qualification from DLS scope of registration.

From that date, DLS must not:
- Enrol or train students in that qualification, or
- Issue that qualification (except as a replacement for a previously issued qualification)

Continuous Improvement

DLS is committed to ensuring that the quality of service is constantly monitored and that planning, procedures and financial resources are in place to ensure systematic improvement, and to enhance efficiency and effectiveness for the benefit of DLS and the students. DLS's commitment to the provision of quality service is underpinned by a Quality Assurance Framework that applies to every activity of DLS. DLS's Quality Assurance Framework will support and enhance policies, procedures and implement key quality controls within a continuous improvement cycle to ensure that courses delivered by DLS:

- Meet student's needs
- Meet industry needs
- Are delivered in a quality assured manner

The Quality Assurance Framework will also meet the requirements of the Australian Qualifications Framework and the National Vocational Education and Training Regulator Act 2011. DLS identifies the following key areas of activity, which make up the Quality Assurance Framework.

- Assessment
- Governance
- Planning and review
- Policy and Procedure
- Stakeholder feedback
- Staff reviews
- Course and curriculum reviews
- Internal audit and self-assessment
- Benchmarking

The Continuous Improvement Panel

DLS through their commitment to continuous improvement have established a panel of staff and conduct regular meetings to identify continuous improvement activities. These meetings will be held at least monthly and will be represented as follows:
- Chair Person- DLS Compliance Manager
- 2-3 additional staff members being selected across the teams of administration, management and Trainer & Assessors.

Implementation Process

The Continuous Improvement panel will meet monthly. They may direct that particular issues be addressed and that specific data be gathered to inform these issues pertinent to quality management, monitoring, and continuous improvement. Upon receiving a report, the Compliance Manager in consultation with the General Manager and CEO, will if necessary, alter a policy or practice within the environment of the RTO.

Organisational development processes will be led by fostering collaboration and be based on the assumption that all staff members have a desire and a capacity to contribute to improvement in teaching and learning. Typically initiatives will be conceived, planned, executed and reviewed by teams.

The Continuous Improvement Panel will ensure that all meetings have minutes with action plans and these minutes are presented at the following Senior Management Meetings.

Key Sources of Data

Key sources of data will include, but are not limited to the following:	Procedures that pertain to an area of improvement for performance or quality of academic services may include, but are not limited to the following:	Related Forms
• Submitted Continuous Improvement Suggestion forms completed by staff members • Submitted Product Suggestions forms completed by training and assessing staff • The survey results submitted by students and cohort of DLS • Complaints being lodged either formally or informally through emails	• Staff Management procedures • Teaching and Leadership procedures • Student Support procedures • Student Grievance and Complaints handling procedures • Financial procedures • Specific Training and Assessment procedures	• Continuous Improvement Suggestion Form • Continuous Improvement Panel Meeting agenda and actions

Privacy

DLS collects personal information in order to properly and efficiently carry out its functions. DLS only collects personal information that is required for the purposes of employment or education, requests for Australian Government fee assistance or in order to meet government reporting requirements.

DLS policies and procedures abide by the Privacy Act and Australian Privacy Principles (2014) and outline reasonable measures taken to protect the privacy of individuals and staff in line with state and federal legislation.

This information can be accessed at link below:
https://www.oaic.gov.au/ or

https://www.oaic.gov.au/resources/agencies-and-organisations/guides/guidelines-to-the-national-privacy-principles.pdf

Records held by DLS include:

- Information you provide on your Enrolment Forms
- Identification details (including USI)
- Training / work experience / employment details
- Copies of any supplied evidence relating to recognition of prior learning or credit transfers
- Copies of certificates or qualifications
- Payment information
- Complaints or appeals lodged (if applicable) including reports and outcomes.

Information collected or held by DLS will only be disclosed to third parties after written consent has been obtained by the individual using the *Information Release Form* or where required by law. This may include:

- The individual's authorised representative or legal advisors
- National Vet Regulator auditing purposes
- Employment Service Providers / Employers & Apprenticeship Centre's (per the trainees Training Contract)

DLS will store securely all records containing personal information and take all reasonable security measures to protect personal information collected, from unauthorised access, misuse or disclosure.

You may request access to the personal information held and may also make requests to correct personal information if it is not accurate, up-to-date or complete.

You may request access to your personal information by calling us during office hours or sending a written request to DLS by email, facsimile or post (see Contact Information section of this handbook). To protect the privacy of our students/clients and the privacy of others, DLS will ask for evidence of identity before they can grant access to information or change it. Once your identity has been verified, access will to be provided in an appropriate manner within 30 days.

A mechanism exists in which you can raise a complaint in relation to how their personal information is handled. There are three stages in the complaint-handling process:

1. The complaint is made directly to DLS in the first instance
2. The complaint may be taken to a recognised external dispute resolutions scheme (if applicable), and lastly
3. The complaint may be taken to the Office of the Australian Information Commissioner (OAIC).

You can contact DLS by phone, email, fax, and drop into our office or send a request or complaint to our address (refer to the Contact Information section of this handbook). DLS undertakes to respond to the complainant within 30 days. If the request or complaint takes longer to resolve, DLS will provide individuals with a date by which they can expect a response.

All policies and procedures, including the Privacy Policy and Procedure are available on the DLS website.

Complaints Management

DLS is committed to developing and maintaining an effective, timely, fair and equitable grievance handling system which is easily accessible and offered to students/clients if they feel that they have not been treated fairly or in accordance with company rules and procedures.

Wherever possible, students, clients and staff are encouraged to resolve concerns or difficulties directly with the person(s) concerned. There are trainers, administration and management staff available to assist you in resolving issues at this level. If you are unable to resolve your issue at this level, a formal grievance can be lodged.

Formal grievances must be submitted in writing, addressed to the General Manager or Compliance Manager of DLS:

Postal Address: **PO Box 1047**
                                TERRIGAL NSW 2260

The Compliance Manager or General Manager will contact you within ten (10) working days of the receipt of a formal complaint / appeal. During the complaints process you are encouraged to have a support person present at all meetings. Your enrolment is maintained throughout the complaints and appeals process. You are informed in writing of the outcome of the appeal, including details of the reason for outcome.

The National Training Complaints Hotline (133873) is available for complaints that remain unresolved after all steps have been taken to resolve the matter. More information can be found at https://www.education.gov.au/NTCH

Alternatively, if the student is still not satisfied with the resolution of the complaint or appeal, the "National Complaints Code" directs them to seek further assistance from ASQA, whose details are listed below.
Email: complaintsteam@asqa.gov.au
Post: Complaints Team, Australian Skills Quality Authority
GOP Box 9928, Melbourne VIC 3001

Consumer Protection

Consumers play an important role in promoting quality training. Throughout the learning journey, DLS ensures students and potential students (consumers) are well informed of their rights and given a clear avenue for complaint and providing feedback.

DLS Consumer Protection Policy provides information about the rights of consumers in the following areas:

- Ethical and accurate marketing
- Providing student information prior to enrolment
- Quality Training and Assessment
- Protecting Fees paid in advance
- Complaints and Appeals
- Privacy
- Continuous Improvement of products and services

Our Complaints and Appeal Process will be the central point for consumers seeking assistance if they have a complaint relating to DLS and our services.

DLS will:
- Provide information and advice on consumer rights
- Facilitate discussions between the consumer and the person/ party with a view to resolving complaints
- Provide a set of frequently asked questions (as listed on website)
- Provide information on RTO Obligations, minimum standards and grievance procedures
- Provide information on the escalation of complaints and the dispute resolution process

All consumers have the right to:	All consumers have obligations, including but not limited to:	DLS have obligations, including but not limited to:
- Expect that the education and training they receive will be of a quality consistent with ASQA regulations - Be informed about personal information that is collected about them and the right to review and correct that information - Access to our Complaints and Appeals Policy (as supplied in this handbook).	- Providing accurate information to DLS - Behaving in a responsible and ethical manner	- Providing the training and support necessary to allow the consumer to achieve competency - Providing a quality training and assessment experience for all consumers - Maintaining procedures for protecting consumers' personal information

For more information, you can request a copy of DLS's Consumer Protection Policy and Complaints and Appeals Policy by calling 02 43650040 or view a copy on the website www.dynamiclearningservices.com.au

HEALTH& SAFETY

Health and safety is a multidisciplinary field concerned with the safety, health and welfare of people at work and in training.
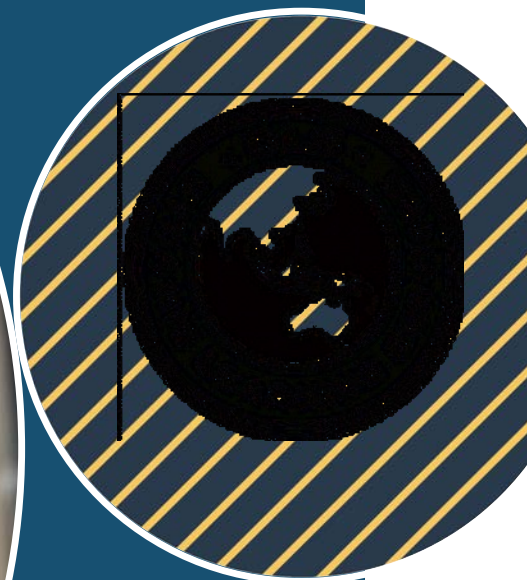
Health & Safety

DLS is committed to provide a safe and healthy working environment for all employees, students and visitors. Following the Workplace Health and Safety Act 2011 we take reasonable care of the health and safety of others by:

- A workplace that is safe to work in, with working procedures or safe work method statements to inform staff and students on safe working procedures.
- Ensuring that the organisation has policies and procedures that advocate a zero tolerance for bullying, harassment and discrimination.
- Ensuring any student-related practical task is adequately managed for risk.
- The provision of facilities, tools and equipment that are properly maintained.
- Supplying Personal Protective Equipment (PPE) such as gloves, eye protection and sharps containers where required.
- Training DLS personnel in areas which include safe work procedures, infection control procedures and appropriate hygiene.

General Health & Safety

- Students and staff should avoid whenever possible, or otherwise carry out carefully and correctly, any lifting.
- Students should not leave items/cords or obstructions in walkways or passageways.
- Students should wear footwear appropriate for the activities that they expect to undertake.

Hazard Control and Reporting

Anyone who sees a potential or existing hazard should;
- Assess if they can safely remove or reduce the hazard themselves without undertaking any unnecessary risks
- Take action to signal or warn of the hazard to those who may be near
- Report the hazard to your trainer who will arrange any further control of the hazard required.

Incident/ Accident Reporting

DLS recognises the duty of care owed to its clients and students and that planning for the management of a critical incident is essential.

A critical incident is defined as 'a traumatic event, or the threat of such (within or outside Australia), which causes extreme stress, fear or injury'. DLS has in place efficient, sensitive and supportive strategies for dealing with a critical incident and provides support to members of staff, students and others in the community who are involved.

If the incident occurs, the first action will be to contact the emergency services - fire, ambulance or police – as would be the case with other WHS matters. The Group General Manager and Chief Executive Officer are contacted immediately when an incident involves death, serious injury or a threat to life or property.

If the critical incident involves a student or staff member and is off-campus, the person receiving the information must immediately contact Head Office who will communicate with other staff as appropriate.

All accidents and injuries must be reported to Head Office. Staff will follow the Procedure for Hazard/Incident Reporting outlined in the Workplace Health, Safety and Environment Policy and Procedures (available at www.dynamiclearningservices.com.au). The aim of the reporting system is to prevent accidents from recurring by identifying the problem or hazard.

First Aid

A First Aid kit is located at the DLS site. DLS is not permitted to administer medication to any student. All injuries requiring first aid are reported, treated and recorded as outlined in the Procedure for Hazard/Incident Reporting. Your Trainer will outline who the First Aid Officers are at each training location.

Emergency Procedures

In the Event of Fire

1.   Raise the alarm – contact Fire & Rescue (000)
2.   Alert other occupants
3.   Notify the Fire Warden of the Building
4.   Evacuate the immediate area
5.   Assemble as directed by the floor wardens and trainers
6.   When instructed, evacuate the building.

Evacuation

1.   Move to the Assembly Point as directed by floor wardens and trainers
2.   When instructed to evacuate, leave by the Fire Stairs/Exits
       DO NOT USE LIFTS
3.   Move quietly and calmly to the Assembly Area
4.   Await instructions.

Building Alarms and Other Emergencies

If the building fire alarm rings or if you are advised that there is an emergency in the building:

1.   Stay calm
2.   Follow the directions of floor wardens and trainers
3.   Follow the evacuation procedure if required.

Drug Free Environment

Under the *Smoke-free Environment Act 2000* smoking is prohibited within all DLS premises. We have a legal obligation to enforce this law.

The *Smoke-free Environment Act 2000.* Section 6A (1) (i) bans smoking within <u>4 metres</u> of a pedestrian access point to a public building.

Students who attend class under the influence of prohibited drugs will be asked to leave the premises and may face disciplinary action.

Bullying, Discrimination and Harassment

DLS is required under Australian law to provide a workplace that is free from all forms of harassment and discrimination (including victimisation and bullying) so that staff and students feel valued, respected and are treated fairly. DLS will ensure that all staff understands their roles and responsibilities in creating such a workplace, by a process of training, communication, mentoring and leading by example.

All reports of harassment and discrimination will be treated seriously, impartially and sensitively. Harassment and discrimination, including victimisation and bullying, is unacceptable behaviour that will not be tolerated.

Any member of DLS who is subjected to discrimination or harassment may raise an internal complaint to attempt to redress the situation.

Victimisation is unacceptable and will not be tolerated. No person making a complaint, or assisting in the investigation of a complaint, should be victimised.

Harassment or discrimination should not be confused with legitimate comment and advice (including feedback) given appropriately by management or trainers.

Staff and students should not make any frivolous or malicious complaints. All staff and students are expected to participate in the complaint resolution process in good faith.

Before bringing forward a complaint, the complainant is encouraged to discuss the complaint with the respondent to attempt to resolve it. If the complainant does not feel comfortable discussing the matter directly with the respondent, the complainant is encouraged to discuss the matter promptly with their manager, or another company official who the complainant believes to be an appropriate adviser given the nature of the situation.

When management is informed of any harassment or discrimination, it has the responsibility to take immediate and appropriate action to address it. In dealing with all complaints, the rights of all individuals should be respected and confidentiality maintained.

Both the person making the complaint, and the person against whom the complaint has been made, will receive information, support and assistance in resolving the issue.
Whenever possible, all complaints should be resolved by a process of discussion, cooperation and conciliation. The aim is to achieve an acceptable outcome while minimising any potential

damage to the organisation. If any discussions between the complainant and the respondent or between the complainant and any other company official do not lead to a resolution that is satisfactory to the complainant, or if such discussions do not take place, the complainant should contact the CEO in writing no later than 21 days after the last behaviour date.

- If the complainant decides to file a complaint, the CEO may, with the permission of the complainant, contact the respondent and attempt to help bring about a resolution.
- Or Alternatively you can make a complaint under Anti-Discrimination Legislation to:

New South Wales

Anti-Discrimination Board of NSW
http://www.antidiscrimination.justice.nsw.gov.au

Western Australia

Equal Opportunity Commission
www.eoc.wa.gov.au

Queensland

Anti-Discrimination Commission of QLD

http://www.adcq.qld.gov.au/

Northern Territory

Northern Territory Anti-Discrimination Commission
http://www.adc.nt.gov.au/

Our Commitment to Students

Student Contact

All students must comply with the Student Behaviour and Misconduct Policy and Procedure and any lawful direction given by their trainer or other staff member. DLS reserves the right to remove any student who breaches any aspect of the Student Behaviour and Misconduct Policy and Procedure. Repeated instances could result in cancellation of your enrolment.

Students who attend courses at the client premises of DLS or DLS client offices under the auspices of their employer are required to adhere to the policies and procedures of their employer and any unacceptable behaviour will be reported back to their employer.

If a student's enrolment is cancelled by DLS, the student has 20 working days to access the Complaints and Appeals process. The student's enrolment status will not be affected during the internal complaints and appeals process.

Examples of unacceptable behaviour may include:

- Sexual harassment

- Actions which are unsafe which place you or others at risk

- Disruption to the class or other students

- Refusal to take part in group learning activities

- Lack of personal hygiene
- Damage, steal, modify or misuse DLS property
- Use of the DLS/DLS client computers (or data/telephone points) to send, broadcast, search or download inappropriate, offensive, defamatory or illegal material
- Dishonesty or misconduct in examinations or assessments such as plagiarism, collusion or cheating

- Threatening or intimidating actions or language
- Being under the influence of illegal drugs or alcohol
- Smoking anywhere within DLS or its client offices
- Repeated lateness or failure to attend classes
- Other behaviour deemed by your trainer or other students as objectionable
- Litter the DLS premises, the entrances to DLS premises or on the pedestrian thoroughfares within the vicinity of DLS or client premises

Student Responsibilities

As a DLS Student, you are required to;

- Be responsible for both your own health and safety and the health and safety of others and have a duty to **immediately report any unsafe conditions or hazards** to your trainer or another staff member.
- NOT act in a manner that jeopardises the health and safety of yourself or any other person.

- Treat all other students and staff with courtesy, fairness and respect.
- Refrain from participating in, condoning or approving conduct which is harassing, discriminatory or unfair.
- Follow safe working practices and comply with all safety directions given to you by your trainer or other staff.
- Inform the DLS of any changes to your personal details, contact information or enrolment status.
- Wear Student Identification cards (where applicable) whilst on work experience.
- Comply with State and Commonwealth laws relating to crimes, harassment, discrimination and copyright.

Student Rights

You have the right to:

- Be treated fairly and with respect by trainers, other staff and students
- Learn in an environment free of bullying discrimination and harassment
- Complete your course in a supportive and stimulating learning environment
- Have your training records and personal information stored and kept in confidence and secured
- Receive feedback about assessment outcomes and progress
- Undertake re-assessment
- Modify your training plan circumstances change, in consultation with your trainer and head office staff
- Provide the College with information regarding recognition of prior learning (RPL) and/or credit transfer (CT) at the commencement and/or during your course
- Defer or withdraw from your studies in writing using RTO required documentation.

Protection of Young People

In accordance with DLS's Protection of Young People Policy and NSW Government legislation, DLS is committed to promoting the safety, welfare and well-being of children and young people (under the age of 18 years).

All young people who come to DLS have a right to feel and be safe. We are committed to the safety and well-being of all young people accessing DLS services and the welfare of the young people in DLS care will always be our first priority. We aim to create a child safe and child friendly environment where all young people are valued and feel safe.
There is no single national framework setting out the requirements for Working with Children Checks. Each State and Territory Government has their own procedures. DLS complies with relevant State and Territory Legislation applicable and any additional specific requirements as stated in government funded program contracts.

DLS endeavours to ensure that, as far as possible, people who may pose a risk to children are not employed in roles, or requested to complete tasks, where they have a direct, unsupervised

contact with children. It is therefore essential that DLS has appropriate care and protection structures in place to provide the safest possible environment for our students and for children with whom our staff and students will come into contact. Guarantee that we will seek the written permission of the student.

Definitions
- **Child**- A person who is under the age of 18 years
- **WWC**- Working with Children Check which looks for relevant offences that indicate unsuitability to work with children
- **State Based Checks**- These are called "Clearance Notice" in NT and a "Blue Card" in QLD
- **Police Check**- a check for all current convictions (not including those presently before the court

All DLS staff who have access to students working with them alone, undergo a Working with Children Check

TRAINING AND ASSESSMENT

Workplace competency is the required skills, knowledge attitude or behaviour for a specific job or task used to define and measure an individual effectiveness

Workplace Qualifications

What is a workplace qualification?

A workplace qualification (also known as a traineeship) is a nationally recognised qualification. A traineeship is a structured training program that offers a valuable alternative for any person that wishes to gain a qualification through employment.

It provides you with an opportunity to gain practical experience at work while receiving off-the-job training.

This basically means that with a traineeship, you have a job that you are paid for while you learn. This is available for part time or full time staff.

What are the benefits of a workplace qualification?

- You receive a nationally accredited qualification
- Empowering model of learning
- Learning is meaningful to work and relevant to your role
- Recognises competency development
- Imparts the right skills, knowledge and attitudes
- Flexible and responsive to individual needs
- Improves morale and motivation
- Provides a pathway to further qualifications
- You can gain recognition for skills you currently possess
- Training is conducted in YOUR environment with the facilities, equipment and resources you use every day
- You may be eligible for student travel concession card

Other ways to undertake your qualification
You can select different options to undertake your study. Below is a summary of the options available to you:
- Off the job, in a classroom
- Self-paced through a workbook
- On the job, in the workplace
- Through Skype sessions scheduled with your trainer
- A combination of the above

# Expectations of Students and Employers/ Supervisors

All trainings and assessments are competency based which means students are assessed on skills they can demonstrate, tasks they can perform and required skills and knowledge they have effectively gained to perform their work.
It is critical that the student and employer/supervisor be thoroughly familiar with the requirements of undertaking the traineeship and the need to demonstrate achievement of competencies.

Supervisor LEADER

The employer/supervisor is responsible for:

Providing a safe working environment

The provision and delivery of instruction in the on-the-job training

Providing hands on experience, the full range of work and facilities for the student to acquire the required knowledge and skills

Provide the students with an average of 3 hours per week for the purpose of undertaking structured training activities and developing competencies aligned to workplace tasks

The supervision of students to support development of competencies

Coordinate the training and assessment sessions so they fit in with their everyday work and rostered time at work

Liaising with DLS Trainer/Assessor to provide feedback on students competency

Negotiating the training plan with the DLS Trainer and stdent, and agreeing by signing the training plan

Keep a copy of the training plan and where provided maintaining a copy of the training
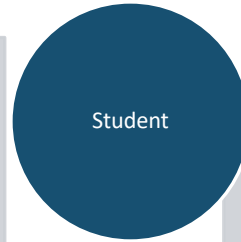
Student

The student is responsible for:

Maintaining a safe working environment

Making all reasonable efforts to acquire the appropriate skills and knowledge

Collecting and presenting assessmen tevidence as discussed with DLS Trainer/ Assessor

Attending all scheduled training and assessment visits

Notifying DLS Trainer/Assessor in advance if you are unable to attend a session

Updating the training log with your structured training activities

Maintaining a copy of your training plan

Flexible Learning and Delivery

Flexibility and comfort are the cornerstones of DLS's commitment. Fit your study around your life - not the other way around and start your journey towards a rewarding and successful future today!

Distance Learning

Regardless of your location, you can achieve nationally accredited qualifications with the support of course instructors through our distance learning model.

Your study materials will be posted straight to you, and begin when you are ready. Take advantage of the freedom of distance learning to further your education. Study the same subjects and gain the same qualification as you would in a classroom, but enjoy the freedom to complete the course at your own pace.

Classroom Delivery

Our classroom delivery is unique in that students typically need only a small commitment of their time to attend classes whilst achieving their qualification. This allows DLS students to get the benefits of classroom learning without compromising their work or life commitments. Our educators involve students in active discussion, problem- solving exercises, networking opportunities, and presentations.

Practical workplace activities

The greatest way to learn practical skills and the application of tjhose skills is in the workplace. DLSTrainers will work with at your work site and establish a forum of being ab le to apply your newly learned skills in preparation for your final assessment.

The Trainers

DLS staff are an integral part of our student's journey towards growth. From the time you apply to the time that you graduate you will be assisted by staff who are dedicated to providing you with a quality service.

All of our Trainer/Assessors are dynamic and experienced industry professionals who consistently model best practice and who are committed to optimising your ability to meet course requirements. All Trainer/Assessors are required to provide DLS with recent evidence of industry currency, competency and professional development.

Study Resources

You will be supplied learning resources on commencement of your training. These resources will be extremely useful for you in the understanding of course content, completion of assessment tasks.

Attendance

In order to maximise the benefits of study and achieve academic success all students who are enrolled in a classroom based learning program are required to regularly attend their classes. Any absence is required to be supported with documentary evidence (e.g. medical certificate) within 7 days of the students return. Where a student has missed greater than 20% of the required attendance they will be required to meet with the Project Manager. Course completion and DLS's ability to issue an award may be affected if a student has significant absences noted.

Where a student is on work experience they **MUST** notify DLS and their work experience host of their inability to attend. Documentary evidence will be required for any absences.

Classroom Conduct

A mature attitude in respect to classroom conduct is expected of all students. You are expected to be punctual for lessons.

Mobile telephones must be switched to silent during class. You may receive or make a telephone call only during a break unless an emergency.

Support Services for Students

If you have any special needs in relation to assessment, preparing for assessment, or understanding the assessment plan, you should notify your trainer/assessor. (You should also notify DLS of this upon induction and tell your trainer about this for the purposes of lesson or training delivery.) You need to provide DLS Project Manager sufficient notice so that a suitable assessment plan can be developed. Ideally, you should inform the trainer of this when joining the class and remind them two weeks before the particular assessment event.

Common special needs that may be catered for are:
-    coloured paper (for some forms of dyslexia)
-    a scribe for students with injured writing hands, etc.

Should the student be experiencing a personal difficulty we will make every attempt to accommodate their needs within our limited capacity. DLS has a compassionate and understanding approach to the difficulties of our students. The student can be directed to contact the RTO General Manager.

If the student's needs exceed our capacity, we will refer them onto an appropriate external agency.

Student and Employer Support	Welfare and Guidance Services	Drug and Alcohol Assistance
DLS offers student and employer support services including: • Recognition of Prior Learning (RPL) • Flexible learning options - online, distance, webinar sessions additional learning support through text and online resources, and interactive toolboxes etc. • One on one tutoring or mentoring • Website information • Alternative assessment arrangements • Training for people with disabilities • Providing a training and assessment environment for those with disabilities	We endeavour to provide welfare and guidance to all our students and employers. This includes: • Workplace Health & Safety • Review of payment schedules when required • Learning pathways • Provision for special learning needs • Provision for cultural, religious and dietary requirements	The use and abuse of alcohol and other drugs can impact on health, workplaces, resources, families and communities. We also support the Drug and Alcohol Policy Summit 2003. http://www.alcoholsummit.nsw.gov.au/

Workplace Coach

What is a workplace coach?
A workplace coach provides on-the-job assistance for the student to complete the training required for the qualification. This person may be the employer, a workplace trainer or another employee who has the appropriate skills and expertise to train the competencies required and to monitor their progress.

What is their role?
The role of the workplace coach is to:

Help the student develop their skills through guiding their practice at the workplace

If the student goes to training off the job, then link what they learn with the skills practised in the workplace

Coordinating workplace training and assessment so that it fits into their every day work week

Maintain records relating to workplace training, including maintaining a copy of their training plans

Making themselves available to the DLS Assessor to enable gathering of appropriate feedback prior to assessment.

The list below provides some basic values that a successful coach would follow:

1. **Purpose** – knowing why you are coaching and why it is important

2. **Supportiveness** – really standing by the person you are coaching throughout their learning

3. **Confidence Building** – being sure to help build the students confidence at all times

4. **Partnershi**p – being a partner in learning as well as an instructor

5. **Focus** – helping the student to understand how they are helping the business and themselves as they learn

6. **Patience** – balance your needs to continue your own work with their needs as well

7. **Risk** – encouraging risk taking but not punishing mistakes. Provide an environment whereby they learn from their mistakes

Strategies for Training and Assessment Development

DLS has developed its training and assessment strategies in consultation with Industry as well as subject matter experts of DLS. Each qualification has its own outlined training and assessment strategy and these are reviewed at least annually.

These training and assessment strategies are also provided in student/ client format and are known as 'Training and Assessment Plan Outline'. These outlines address all of our modes of delivery or you will be provided with the most appropriate based on your learning preference. DLS uses a model whereby the senior management team is responsible for approving all Qualification Outlines.

Assessment

What is Assessment?

Assessment is the collection of evidence to confirm your skills and knowledge, comparing it to a set of competency standards and judging whether you have achieved competency against the required standard. Your DLS Trainer/Assessor will judge whether you are 'competent' or 'not yet competent'. If you are not yet competent, your DLS Trainer/Assessor will talk to you about gathering additional evidence in order to achieve competency. You may need to undertake additional assessment tasks, workplace activities or attend additional training sessions. The main point is you cannot fail. We work with you to try again, and again, and again!

To formally demonstrate assessment in the workplace context you must show an understanding of operational knowledge using any of the following methods:
- Policies and procedures
- Operating manuals
- Legislative and regulatory requirements
- Industry codes of practice
- Organisation structure
- Literacy and numeracy skills relevant to the level of the qualification

If for any reason you are required to undertake a re-assessment, this will be communicated to your by your trainer and assessor.

The trainer and assessor will contact you privately to discuss any requirements for re-assessment and if suitable, this may be rectified without the need for the re-assessment process.

If you are required to undertake the re-assessment process, your trainer will advise you on the process and how many attempts you will be offered.

Generally, we allow up to 3 separate attempts for re-assessment of a non-satisfactory or not yet competent result.

Assessment Standards

All assessments conducted by us will comply with the assessment guidelines defined in the relevant nationally endorsed training package. In the case of our qualifications we will ensure that the competency assessment is determined by a vocationally competent assessor who holds the TAE40110 Certificate IV in Training and Assessment qualification.

All assessments, within our RTO, will lead to the issuing of a Statement of Attainment or a qualification under the AQF. However, this will only occur where a person is assessed as competent against the Nationally Endorsed units of competency in the applicable training package.

All of our assessments will be:	Assessment procedures will:	We will achieve this through:
• **Valid** – the evidence relates to the unit of competency, addresses essential skills and knowledge, dimensions of competency and employability skills	• Be equitable, culturally and linguistically appropriate	• Careful design of the assessments
• **Reliable** – the assessment tool and process will produce consistent outcomes when applied by a range of assessors in a range of contexts	• Involve procedures in which criteria for judging performance are made clear to all students	• Validation and moderation of the assessment materials conducted in our annual review
• **Fair** – the assessment will not disadvantage any person and will take into account the characteristics of the person being assessed	• Employ a participatory approach	• An understanding of the definition and practical application of the above definitions
• **Flexible** – the assessment tool and process allows for assessment in a range of assessment contexts	• Provide for students to undertake assessments at appropriate times and where required in appropriate locations	
	• Be flexible, that is, they should involve a variety of methods to ensure any circumstances surrounding the assessment are taken into consideration	

What can be used as workplace-based assessment evidence?

The types of evidence that DLS will request as part of an assessment may include:

1. Questions you can complete in free form test and multiple choice form. They will be centred on your work environment and the transference of skills at work.

2. At different levels of the qualification, we may ask you to complete a project or series of workplace activities to demonstrate competency. This is usually an action plan or series of events you will need to undertake in the workplace and then provide evidence of how successful you were with completing these tasks, activities or projects.

3. To substantiate your knowledge, you may need to complete and respond to a case study. This is typically to assess your problem solving, communication, planning and organising or your teamwork skills.

4. We may also ask your supervisor or manager to complete a report confirming competency on specific areas within the workplace. This will also affirm your competency over time in the workplace.

Assessment tools are used to gather evidence about a student's competence. All developed assessment tools support the assessment of applicable units of competence in accordance with the requirements of industry Training Packages and fit with the requirements of the target industry and enterprise. The following are examples of assessment tools which may be used to assess your competence;

- Direct observation checklist

- Simulation exercises or role-plays

- Written/ verbal questionnaires

- Portfolios, for example collections of work samples by the student

- Project outlines and explanation sheets

- Workplace templates/ samples

- Verbal questionnaires

- Product with supporting documentation or journal/log book

Work Placement Procedure

For various qualifications work placement is mandatory and is the responsibility of the student. DLS can assist students who have been unsuccessful in securing their own placement, however ultimately DLS does not take full responsibility. The Logbook completion remains the responsibility of the student.

The process of support for students:

1. Request for the student to complete a Work Placement Support Form and return this with any supporting documents to assist.

2. Trainer to send the completed form to the staff member responsible for Work Placement, with any additional information that will assist with the placement.

3.DLS staff member will respond to the student within 48 hours upon receiving the completed form. This contact will include any queries or questions in relation to the application to assist the process and to assist the DLS staff member in securing a placement for the student.

4. DLS staff member will update student records with all work placement activity to ensure the trainer has the same communication message back to the student.

5 DLS staff member will make contact with the relevant work placement facilities to seek work placement for the student whilst keeping the student informed. Up to 5 attempts are to be made for local facilities in order to gain placement, attempts should also include non-generic business and industry which can still meet the requirements as per the qualification guidelines. Note: If unsuccessful in gaining work placement by following the steps above, the escalation procedure will need to occur. (see Step 7)

6. On successful placement of a student to a facility, the DLS staff member is to send an introductory email to the facility and to the student. This will include confirmation of placement details, the Workplace Scheme Agreement Form and the DLS Insurance Policy. The Work Placement Scheme Agreement Form will need to be completed by the facility and signed off by both parties. This completed document needs to be attached into Documents in VETtrak or in the student file

7. Escalation Procedure – Following 5 attempts at facilities for work placement for a student, the DLS staff member will document the attempts, and escalate to the Group General Manager for a decision on course continuance or options. The Group General Manager will communicate the final decision back to the WPO who will notify the student and then ensure the final steps are carried out in order to secure a work placement.

Preparing and conducting assessment- the process

Step 1: Prepare for assessment. The assessor is to:
- Establish the context and purpose of the evidence to be collected.
- Identify and analyse the units of competency, training package and assessment strategy to identify the evidence requirements.
- Review the assessment tools and confirm their currency and adequacy in meeting the rules of evidence.

Step 2: Prepare the student. The assessor is to:
- Explain the context and purpose of the assessment and the assessment process.
- Explain the units of competency to be assessed and the evidence to be collected.
- Outline the assessment procedure and the preparation the student should undertake, and answer any questions.
- Assess the needs of the student and, where applicable, negotiate reasonable adjustment for assessing people individual needs.
- Seek feedback regarding the student's understanding of the evidence requirements and assessment process.

Step 3: Plan and prepare the evidence-gathering process. The assessor must:
- Organise equipment or resources required to support the evidence-gathering process if required.
- Co-ordinate and brief other personnel involved in the evidence-gathering process if required.

Step 4: Collect the evidence and make the assessment decision. The assessor must:
- Establish and oversee the assessment process to ensure its validity, reliability, fairness and flexibility.
- Collect appropriate evidence and match compatibility to the unit of competency.
- Incorporate allowable adjustments to the assessment procedure without compromising the integrity of the competencies.
- Evaluate the evidence in terms of validity, consistency, currency, authenticity and sufficiency.
- Consult and work with other staff, or technical experts involved in the assessment process.
- Record details of evidence collected.
- Make a judgement about the student's competence based on the evidence and the relevant unit(s) of competency.

Step 5: Provide feedback on the assessment. The assessor must provide advice to the student about the outcomes of the assessment process. This includes providing the student with:
- Clear and constructive feedback on the assessment decision.
- Information on ways of overcoming any identified gaps in competency revealed by the assessment.
- The opportunity to discuss the assessment process and outcome.
- Information on reassessment and the appeals process if applicable.

Step 6: Record and report the result. The assessor must:
- Record the assessment outcome according to the policies and procedures.
- Maintain records of the assessment procedure, evidence collected and the outcome according to policies and procedures.
- Maintain the confidentiality of the assessment outcome.
- Report the assessment outcome.

Step 7: Review the assessment process. On completion of the assessment process, the assessor must:
- Review the assessment process.
- Report on the positive and negative features of the assessment to those responsible for the assessment procedures.

• If necessary, suggest to management ways of improving the assessment procedures by providing input to the next scheduled management meeting or assessment validation.	

Reasonable Adjustment Policy

Reasonable adjustment is a concept and requirement within the Disabilities Discrimination Act 1992 and is designed to ensure that all people are treated equally in the delivery and assessment process.

The term is applied to modifying the learning environment or making changes to the training delivered to assist a student with a disability, special needs or any learning requirements.
It is expected that a person with a disability or specific medical condition that could negatively impact on the assessment of his/her studies will be able to advise DLS in regard to what adjustment(s) he/she needs to be able to demonstrate competence.

> Students requests a reasonable adjustment be made.

> DLS discusses the learning and support needs directly with the student.
> Note: It may be possible to make a reasonable adjustment, for example: give an extension for tasks

Below are examples of alternative assessment methods that may help you make a decision when deciding to make a reasonable adjustment with your DLS Trainer.
These should be considered when discussing with the student.
Where you have agreed to reasonable adjustment, a file note in VETtrak will be recorded based on DLS Trainer feedback.

If the student has difficulty with	You may be able to adjust your assessment through
Concentration	• Split sessions – break the assessment into appropriate component sections which can be undertaken separately • Rest breaks in lengthy sessions • Separate assessment venue if student is distracted by others movements or noise • Additional time • A variety of assessment methods, for example, recording devices for oral testing, telephone assessments for off campus testing • Evidence provided by the student of completing the task in another venue, for example, an employer could verify satisfactory demonstration of the competence

Expressing knowledge in writing	• Oral assessment • Digital recorder or similar • A scribe • Sign language interpreter • Additional time
Spelling and / or grammar	• Additional time • A scribe • Sign language interpreter • Oral assessment • Digital recorder or similar • A computer with generic spelling and grammar checkers, dictionaries, thesauruses or specialised literacy software • Models and practical examples for the student to demonstrate what he or she means • Alternative assessment methods such as recorded interviews, slide presentations, photographic essays or models
Numbers and numerical concepts	• Additional time • A calculator • Assistive technology / equipment, for example, a calculator
Understanding spoken information and instructions	• Additional time • Written instructions to complement the spoken information / instructions • Sign language interpreter • Rest breaks or split sessions • Simple direct language • Step by step instructions • Repetition of information given • Paraphrasing to check for understanding – ask the student to repeat what she / he is required to do • Demonstration of what is required
Examination – related stress	• Additional time • Rest breaks • Separate examination venue • Online assessments • Other assessment methods, for example assignment or third party evidence
The English language	• A computer with spelling and grammar checker, dictionary and thesaurus • Additional time • Language interpreter
Maintaining writing posture for any length of time or writing quickly	• Digital recorder or similar • Oral assessment • A personal computer • Rest breaks • A scribe • Other assistive technology or equipment

	• Additional time
Reading standard sized print / handwriting	• Technology such as magnifying devices to enlarge print or screen readers • Braille examination papers • Specialised writing pens • Oral assessment or recorded questions • A reader • Additional time • Models, graphics or practical examples to illustrate questions • Heavy lined paper
Hearing verbal information	• Facing the student and speaking clearly • Producing all relevant information in writing • Assistive technology / equipment • Sign language interpreter • Additional time
Physical tasks such as us turning pages	• A disability support worker • A personal assistant provided by the student • Alternative methods of competence demonstration, for example, oral assessment or third party evidence • Assistive technology / equipment • Additional time
Oral communication	• Additional time • An interpreter • A computer with voice synthesiser • A reader for the student's work

Considerations

Consider other needs of the student	
Physical Environment	• Lighting and the elimination of glare for students with low vision or epilepsy • Suitable furniture • Adequate space for equipment and support personnel • Access to PowerPoint for equipment
Separate examination venue	• If distracted by others • If creating distraction due to noise when using equipment or support personnel

NB: Students who are blind may need orientation to unfamiliar venues, this should be discussed and potentially seek external support.

Recognition

What is recognition?

Recognition is a way that you can have your knowledge and skills assessed against a   Nationally Recognised Qualification or specific Units of Competency. During your life you may have;

- Gained extensive experience, knowledge and skills from previous job roles.
- Have undertaken community and volunteer work.
- Completed formal or informal training (in the work place, at a Registered Training Organisation or at a University).

DLS provides the opportunity for all students to apply to have prior learning and experience recognised toward a qualification or units of competence for which they are enrolled.

Recognition generally takes two forms: Recognition of Prior Learning (RPL) and Credit Transfer.

RPL - Recognition of Prior Learning

RPL is a type of assessment that recognises a person's skills and knowledge as a result of previous work and/or life experience. RPL assesses this unrecognised learning against the requirements of a unit of competence and removes the need for duplication of learning. A student is required to provide evidence to demonstrate their skills and knowledge in a unit of competence. This process is assessed in the same manner as any other assessment and is mapped to the standard under the same guidelines according to the relevant training package.

Benefits to the Student	This type of assessment is important in acknowledging and validating skills, knowledge and life experience. The benefits for a student include; • Eliminating duplication of learning • Increasing self-esteem and self confidence • Validating the learning gained through life and work experience • Gained through life and work experience • Assisting with career development and training identification.
Benefits to the Employer	• Fast tracking of workers through training • Reduction in costs to training • Reduction in down-time while workers are in training • An efficient method to identify "skills gaps" allowing for more focused training
Benefits to DLS	• The ability to offer a higher degree in flexibility in pathway to qualifications • Savings involved in having efficient and time saving process • The ability to develop a range of appropriate recognition programs

	• Capability to better engage with worksites and employers
	• Satisfied candidates and employers
	• Confidence in the integrity of the qualifications issued as a result of a quality recognition process

How RPL Works

Establish the context
This is about the industry you work in and what qualification is relevant to you.

Provide information
This is where we provide information to you in relation to the qualification and the process.

Gather evidence
This is where you build your portfolio using the evidence tables providing proof of competence.

Conduct competency conversation
This is where the assessor will conduct a competency conversation and confirm your competence.

Seek out referee report
You will be required to seek out referee reports from previous or current employers or peers.

Assess the evidence
The assessor will measure the evidence against the required standards of performance and knowledge.

Make an assessment decision
Once all of the evidence is collected and measured, the assessor will make a decision about competence.

Issue the credential
Plan the next steps or gap training if additional evidence is required.

RCC - Recognition of Current Competency

RCC may be available if a student has successfully completed the requirements previously for a unit of competency or module and is now seeking to participate in a skills recognition process, in order to be reassessed, to ensure that the competence is being maintained - for example as a part of an RPL process. A knowledge assessment may be required to assess the currency of the student's underpinning knowledge, allowing DLS to meet the rules of evidence and the requirements of the particular competency criteria.

Credit Transfer

Credit transfer is the recognition of learning achieved through formal education and training. Credit transfer allows a student to be awarded a unit of competence based on successful completion of the unit which has been previously awarded.

DLS recognises AQF qualifications and statements of attainment issued by any other Registered Training Organisation.

An application for credit transfer must include certified copies of certificates/transcripts which outline the units in which credit transfer is being sought. DLS will only provide transfer on equivalent units.

How to apply for Credit Transfer or RPL

You are encouraged to apply for Credit Transfer or RPL at any time, however, it is best to apply before commencing a training program as this will reduce unnecessary training.

Any documents you provide us to assess your competency must be either the originals or certified copies of the originals. We will make copies of your documents and give return the originals to you.

The Assessor must be able to ensure that:
- You have met the requirements of the Units of Competency
- You have met any regulatory requirements
- The evidence you provide is your own work and can be verified or authenticated.
- That you can demonstrate competency reliably and consistently and to a standard required by the industry
- That the evidence is sufficient to make a judgement.

For information how to apply for recognition please call DLS on 02 43650040.

Referencing/ Copying of work

Referencing is required to acknowledge information from other sources when you are writing. If you fail to reference another person's ideas, theories or data you will be in breach of copyright or may be accused of plagiarism. Examples of sources you will need to reference include textbooks, reference journals, website information and conference notes.

DLS requires you to use referencing when quoting another person's ideas, theories or data. It is imperative when submitting all assessment tasks that you do not use another person's ideas, thoughts and data without appropriate referencing.

If you are unclear on how to reference a resource available from the National Centre for Vocational Education Research exists that outlines how to reference using the Harvard system of referencing. In your web browser type the following:

➢ Referencing guide: author/date style - National Centre for Vocational Education Research
➢ Download the PDF.

If you have any questions regarding how to reference, we would encourage you to ask your trainer.

Copying of another students' work is **not** permitted. Disciplinary action may be taken if you are suspected of using another student's work and could jeopardise your ability to complete your qualification.

All work submitted is required to include a signed a declaration from you to verify that it is a product of your own. Any assignments and assessments MUST be your own original work. Failure to do this could result in the assignment/assessment being deemed 'not yet competent' by the assessor, requiring additional work and assessment to be submitted before any Statements of Attainment or Qualifications will be issued.

Copies of assessments

For record keeping requirements, all work that is submitted will be kept in your student file. Your work will not be returned to you and we will not be responsible for any submissions which have been lost, stolen or destroyed. You need to keep duplicate copies of your work for your reference or should they be lost in the mail.

Submission of assessments

In general all assessments are to be submitted directly to your trainer/assessor. They can also be submitted at Head Office. Your trainer will advise on assessment due dates and the format required for submitting your assessments. All assessment tasks will be required to contain a Cover Sheet. Your trainer will provide copies of the Cover Sheet. Should you require further copies, speak to your trainer or administration.

Assessment extension

Requests for an extension may be granted if prior notice and sufficient reason is present. If illness is the reason for an extension a Doctors certificate will be required. Extensions will not be granted the day prior to due date. In the event of the weekend, the last date for request for extension is the close of business Friday.

Extensions need to be in writing and addressed to the allocated trainer/assessor. In the event this cannot occur your written request must be submitted the next day by email at admin@dynamiclearningservices.com.au

Failure to attempt an assessment

As there are a number of different assessment tasks for each subject, students who do not attempt an assessment task without a valid reason will risk a withdrawal result for the unit being assessed. This means that failure to complete an assessment task could jeopardise your ability to complete your qualification.

However, DLS understands that there may be valid reasons why a student may not attempt an assessment task. Students may apply for an alternative assessment or special consideration if, because of illness or other circumstances (not work-related) beyond their control, they;

- Miss a formal assessment
- Attend an assessment but are forced to leave before the allocated time has expired
- Finish an assessment, but believe that their performance was affected
- Have difficulty in completing an assessment task.

To be considered, the students must:

- Inform DLS as soon as is practicable and no later than two working days after the assessment; or
- Inform their Trainer/Assessor at the time, if they attempted any part of the assessment; **and**
- Provide external independent evidence of the illness or misadventure in the form of a doctor's certificate from a registered medical practitioner or a Police Report or any other documentation that will support their application.

Re- assessment

For numerous different reasons some students may not complete an assessment task satisfactorily. At DLS, our approach to these situations is to work with you to build your skill and knowledge in preparation for additional assessment.

In some rare circumstances, students may find it difficult to develop the necessary skills and knowledge within the constraints of the programs schedule. When this occurs, arrangements may be agreed to allow the student to undertake additional learning in their own time and return for reassessment at a later date.

Your tuition fees include two assessment attempts. This means if you are found Not Yet Satisfactory (NYS) for an assessment task, you can re-submit this assessment task a second time without charge. Further assessment attempts will incur a fee for each assessment re-submission. Please refer to the DLS Fees and Charges Policy for more information at www.dynamiclearningservices.com.au

As a general guide, assessors will make alternative arrangements to provide opportunities for assessment within the constraints of available time and resources. In all circumstances, the assessment is to be a planned activity that is conducted in accordance with DLS assessment

procedures. In some cases, after alternative arrangements have been applied, a student may be deemed not-yet-competent.

Appeals process

An appeal procedure is available to students who believe the assessment process, or any assessment event was inappropriately or ineffectively carried out and therefore resulted in an inappropriate assessment or decision being made. The steps are as follows:

1. If possible, speak to your trainer/assessor to discuss your concerns;
2. If this does not resolve your concerns, you can appeal against the assessment decision within 28 days of receiving your result. To do this you will need to contact the Training Manager either by making an appointment in person or by email who will organise a meeting to discuss;
3. Arrangements will be made for an independent assessor to assess competency;
4. Once moderation of the assessment has taken place the student will be contacted within 7 days of the decision.

Assessment and Learning material validation

At DLS we undertake the appropriate validation procedures as per the standards set out for RTO's, regulated by ASQA.

Our validation may occur before, during or after the assessment activity and we may request your involvement if the validation process deems necessary.

For further information on our validation process please contact admin@dynamiclearningservices.com.au

Student Services

Access and Equity

DLS is committed to ensuring that all eligible students have access to educational opportunities. We do this by identifying special needs and, where appropriate, making reasonable adjustments to the learning and assessment environment. Examples of reasonable adjustment may include large print, extra time, additional tutorial support etc.

If you have a special need, we encourage you to discuss this need with your Trainer or one of our administrative staff. You can advise us on your application or enrolment form or if you would like to discuss your needs with a staff member before you begin your course you can call us directly on 02 4365 0040. All discussions are treated in the strictest of confidence. Once we know what your needs are, we can work with you to put in place a plan help you complete your studies.

Getting Advice

DLS aims to ensure that all students are provided with the support needed to successfully complete their qualification. If you require help or just need to ask a question, we would encourage you to talk with your trainer or Project Manager as soon as possible.

Problems or difficulties may occur from time to time. In such circumstances, you need to discuss the situation so that we can put suitable strategies in place.

Whatever you do…   If you have a problem:

× 	Don't 'pull out' or 'give up' on your training, even if things are not going to plan. They can usually be fixed.

✓ 	Talk immediately to your trainer or the DLS Project Manager.

Remember, your training can be the best start to a rewarding career. It will lead you in all sorts of new directions. So let us help you identify a solution!

Support Services

DLS is committed to ensuring that all of our students are provided with the same opportunities to undertake study and at the same time considering individual learning needs.
DLS is able to offer flexible learning that allows students to create and establish a training regime that will meet the individual's needs. This means components of study can be undertaken via distance, online, face to face contact, email and phone support with Trainers and Coaches.

Inclusive Learning

Inclusive Learning is about a fair go to for everyone. Everyone has a right to learn, everyone can learn, but many people do not get fair access to learning opportunities. The QLD Government Training has published a series of publications on best practice for Inclusive Learning, one that is accessible to students is **"Love Aptually".**

This resource has been designed to assist VET practitioners and learners to select applications (apps) for mobile devices that support inclusive VET teaching and learning. It highlights a number of mobile and tablet apps focusing on those that support:

- the development of foundation skills
- learners with disability.

https://training.qld.gov.au/providers/inclusive/resources

Below is a poster showing the different types of apps available and this poster and further information is available at the link mentioned above.

Internal Support Services Available:

Cultural Diversity and English as a Second Language (LLN)
DLS Trainers are experienced in working with people from culturally diverse backgrounds and also who use English as a second Language. All DLS Trainers undertake professional development activities and are required to have the TAELLN411 Address adult language, literacy & numeracy skills' unit as part of their minimum requirements as a Trainer/Assessor.

Computer Literacy
Students requiring building computing skills can be provided with assistance in accessing appropriate computing training. DLS does have available the Microsoft products modules and all of DLS Trainers have sounds skills in the application of this software.

Disability Support
DLS always aims to provide open and accessible education for all. Our support services for students with hearing, physical, intellectual/learning, psychiatric, vision and neurological disabilities provide a range of services including:
- Pre-entry Counselling
- Tutorial support
- Note takers
- Interpreting assistance
- Modified assessment
- Modified learning materials
- Special equipment/aids
- Assistive technology
- Access and mobility support
- Special programs and courses

Indigenous Students
DLS VET Courses are also open and accessible to students who are indigenous. We can provide flexible options for indigenous students that will support study time, provide counselling and coaching, access to external support and networks in the indigenous community.

External Support Services Available for SA Subsidised Programs:

A number of support services can be found at https://sacommunity.org/ including:

- Accommodation

- Communication

- Education

- Employment

- Finance and Financial Hardship

- Health and Disability

- Recreation

- Personal and Family Support

- Public Safety

- Transport

MADEC Learners Support Services for SA Subsidised Programs:

DLS is partnered with MADEC to provide Learners Support Services (LSS) to students undertaking SA subsidised programs.

Learner Support Services (LSS) is an equity, participation and retention initiative funded by the Department for Innovation and Skills (DIS) with the aim of improving equity and accessibility of accredited vocational education and training to students with complex needs. The purpose of LSS is to support students who have barriers to learning, support retention in training and assist students with complex support needs to complete their qualifications and transition to employment or further study through the provision of Learner Support Case Management. For more information on Learner Support Services please speak with your trainer and assessor.

Student Mentoring Support Program

ENTRY INTO THE MENTORING SUPPORT PROGRAM

DLS offer the most traditional form of **"One on One Peer Mentoring".** When a student is to enter into the Mentoring Program, DLS will take the time to find a suitable match between the Mentor and Mentee. In order to do this the student, with the trainers support will complete an entry form into the mentoring program so a suitable match can be selected. Here are some considerations when selecting the suitable match:

- Identifying the desired outcomes of the student, the mentor may not necessarily need to be an industry expert
- Consideration of gender, age, culture, job function, experience and previous education
- Accessibility to mentor- the sessions do not necessarily need to be face to face so technology can be considered
- Mentees may know of DLS staff and request who they believe would be well matched to their needs
- Preferable communication methods- phone, email, skype, time zones, timing and availability match between mentor and mentee
- Set a suitable timeframe for the mentoring program. We encourage 3 months maximum for the mentoring as this is not meant to be a long term solution for providing support.

ADVICE FOR MENTORS & MENTEES AND ESTABLISHING BEST PRACTICE FOR WORKING TOGETHER
MENTORS:

Mentors may be reluctant to commit to a mentorship program due to time constraints, however DLS will be clear about establishing boundaries around how much time is expected. We will select mentors based on the expertise they can deliver and foster in the relationship to make a strong connection with the student.

As a DLS mentor this will enhance the staff portfolio and look very promising on their CV. This is also seen as a professional development program for DLS staff and should be considered as such. Also remember that as the Mentor you may actually learn from the relationship. The mentee could serve as a sounding board, provide new insights, or inspire the DLS mentor to think more deeply about a new subject.

Mentors must take their roles seriously. Ensure you listen carefully and take notes when meeting with mentees. Make sure you understand enough about the mentee's job function in order to provide actionable advice.

In addition to holding ongoing conversations, mentors can help mentees by role-playing and providing candid feedback after observing them in action. Encourage mentees to be open and forthright about their problems and vulnerabilities.

MENTEES:

Although a mentorship can be an incredible learning accelerator, finding the right mentor can be a process so DLS need to encourage mentees to be patient.

Mentees also need to be aware that they have responsibility in this relationship and may be provided to carry out activities outside of their training program. This may include:

- Developing agendas for the meetings and sharing them in advance with their mentors.
- Attend to the scheduled meetings promptly, armed with any data or materials. for which they seek guidance.
- Being honest and open with the DLS Mentor so the relationship can flourish
- Participate actively in the meetings by asking specific questions
- Focus on one topic at a time and do not waste time discussing general or vague issues.

BEST PRTACTICE OF WORKING TOGETHER:

Schedule a meeting where both parties can meet virtually or in person

Prior to meeting, both parties to outline expectations and how each other will hold themselves accoutable

Document these agreements

When meeting focus on specific problems and challenges

Mentors are not there to fix problems instead consider various options so mentees can devise thir own solutiuons

Avoid assigning homework, concentrate on what needs to be addressed so they can continue their training program. Set goals.

HIghlight successes with the mentee and ensure you provide a safe haven

DOCUMENTING THE MEETINGS
DLS have a Mentor Contact Sheet whereby the sessions can be documented with any agreed actions prior to the next scheduled session. These contact sheets must be provided to DLS Operations team after each sessions so this can be recorded into the Student Management system and kept on their file
The Mentor and Mentee should also keep their own copy of the meeting minutes.

We understand that at times you may require additional services outside of our area of expertise; because of this we have developed partnerships and pathways with other providers. A range of services and professional associations including personal and career advisory/counselling services are available – see Table 1. For most services listed you can self-refer or we can contact the provider on your behalf. If you require us to contact one of the services listed on your behalf please contact the Project Manager on 02 4365 0040.

Table 1: Support Service Contact Numbers

READING WRITING HOTLINE (AUSTRALIA) Phone: 1300 655 506 Website: http://www.readingwritinghotline.edu.au/ Email: rwhotline@det.nsw.edu.au	***TAFE NSW WESTERN SYDNEY INSTITUTE*** ***English for Speakers of Other Languages*** Phone: 131 870 Website: http://wsi.tafensw.edu.au/courses-and-careers/english-language/
CENTRELINK ***SKILLS FOR EDUCATION AND EMPLOYMENT (SEE)*** Phone: 132 850 Website: http://www.humanservices.gov.au/customer/services/centrelink/skills-for-education-and-employment	***NAVITAS ENGLISH*** Level 4, 11 York Street ,Sydney NSW 2000 Australia Phone: 1300 730 466 Fax: +61 2 8252 2822 Email: info.attc@navitas.com Website: http://navitasenglish.com/
DOMESTIC VIOLENCE CRISIS 24 HRS Phone: 1800 656 463 Website: http://www.community.nsw.gov.au/parents,-carers-and-families/domestic-and-family-violence	***ABILITY OPTIONS*** Phone: (02) 88 111 777 Email: admin@abilityoptions.org.au Website: www.abilityoptions.org.au
PHYSICAL DISABILITY COUNCIL OF NSW Phone: 1800 688 831 Email: admin@pdcnsw.org.au Website: www.pdcnsw.org.au	***MENTAL HEALTH ACCESS TEAM*** Community Assessment and Liaison Centre Phone: 1800 011 511 Website: http://www.nbmlhd.health.nsw.gov.au/mental-health

BEYONDBLUE Beyond blue provides information and support to help everyone in Australia achieve their best possible mental health, whatever their age and wherever they live. Phone: 1300 22 4636 Website: www.beyondblue.org.au Email: infoline@beyondblue.org.au	**SALVATION ARMY COUNSELLING SERVICE** 120-140 The Entrance Road ERINA NSW 2250 Mob. 0418 633 732 Website: http://salvoscounselling.salvos.org.au/
HOMELESS PERSONS INFO LINE Phone: 1800 234 566 Website: http://www.homelessnessnsw.org.au/	

Administrative Matters

We are committed to maintaining and safeguarding the accuracy, integrity and currency of our records without jeopardising the confidentiality of the records or our student's privacy.

Individual student records will be stored in a locked secure office area. Our electronic records are stored in 'VETtrak' and are protected by password access, we further protect our records by maintaining up to date virus, firewall and spyware protection software.

The Compliance Manager will oversee validation of the training records of approximately 5% of registered trainees and report the accuracy at the monthly management meetings.

Our software and hardcopy systems will retain student results for a period of not less than 30 years.

In the event that we cease to operate as an RTO, we will transfer all records to ASQA in appropriate format and detail.

All other records including, training records, taxation records, business and commercial records will be retained for a period of at least seven years.
Should we be required to submit statistical data on our students in the future (AVETMISS), we will use the features inside our VETtrak software program.
We will ensure that any confidential information acquired by us, individuals or committees or organisations acting upon our behalf is safeguarded.

Records Management Policy

This policy is to ensure systems are in place for recording personal details of student enrolments into systems used for recording evidence of assessment, competencies achieved and results of assessment.

Records Maintenance
DLS is committed to keeping accurate and confidential records in relation to our students and clients and the activities conducted on their behalf. All records are maintained through a combination of manual and computer based systems designed to ensure we could provide detailed and timely information to our students and clients. Only authorised personnel at DLS can access student and client records.

Personal Details
During the enrolment process personal details of students are recorded (i.e. name and address) on an internal database. All personal details are kept confidential. No details provided to DLS are sold or otherwise released to a mailing list or other organisations without the express permission of the individual concerned, in writing.

Assessment Records

Assessment records are a permanent account of achievement of performance and all records relating to training programs conducted by DLS are maintained in accordance with ASQA requirements.

DLS use simple and user-friendly systems for recording evidence. DLS Trainers/Assessors complete all required training and assessment documents on students (e.g. students assessment kits) as completed throughout their training program. These records are updated as soon as practical after completion of assessment to ensure up to date information is available on students and authorised clients on request.

Assessment results are retained by DLS for 30 years. Individual assessment records are always retained until the period for appeal against assessment has lapsed, and under normal circumstances for a minimum of twelve months after the completion of the relevant training program. Student results will only be released for legal, educational or individual student, or their authorised client, requirements as necessary.

Change of Personal Details

You must inform DLS as soon as practicable but not later than 7 days following the change of any change in the following information:

- Name
- Address
- Mobile/landline telephone number(s)
- Email address

Use of personal information

DLS only collects personal information that is required for the purposes of employment or education, requests for Australian Government fee assistance or in order to meet government reporting requirements.

The type of information collected and held by DLS includes: personally identifiable information, including sensitive information, about students (and guardians, where a trainee is under 16 years of age) before, during and after the completion of training. Consent for the collection of student information is gained at application via the application and enrolment form. For more information about privacy, see section1.9 of this handbook.

Getting your results/ qualification

DLS will only issue AQF qualifications and statements of attainment that are within its scope of registration.

If you have successfully completed all requirements for a qualification, you will receive a certificate including a competency statement, which lists all units completed. If you did not successfully complete all requirements for a qualification or only enrolled in a partial qualification, you will be issued with a statement of attainment that includes all units that you successfully completed.

You will need to allow 3-4 weeks from course completion for your qualification or statement of attainment to be issued.

Any certificates or statements of attainment will be put on hold if you have any outstanding fees.

Should you require a certification re-issue due to loss or damage, you can request this by emailing admin@dynamiclearningservices.com.au. There will be an administrative charge of $30 for the re-issue of your Statement of Attainment(s) or Qualification.

Questions or Feedback?

Every effort has been made to ensure that information included in this handbook is correct at the time of publication.

Should you have any questions or feedback about the information in this handbook, please speak to your trainer or administration staff.

Any updates to handbooks, policies or procedures will be available for download from our website www.dynamiclearningservices.com.au so please ensure to view this regularly.

Jobs and Skills WA

Traineeships

Jobs and Skills WA will guarantee eligible students a State Government subsidised training place in these courses in Western Australia.

Training in these areas will help students become skilled workers, ready to meet the job market and the employers who need them.

Traineeships are the best way to combine training and employment and they can lead to a nationally recognised qualification.

What are the available qualifications?

DLS has the below courses available as a traineeship in Western Australia:
SIT30216 Certificate III in Retail
FBP30121 Certificate III in Food Processing

Non-concession student tuition fee: $1127.75
Concession student tuition fee: $336.59

The student tuition fees are indicative only and are subject to change given individual circumstances at enrolment. Additional fees may apply such as student service and resource fees.

NSW Smart & Skilled

Smart and Skilled helps you gain the skills needed to get a job and advance your career, with government subsidies available for some students and courses. As part of these changes, the NSW Government has released the 2015 Skills List which sets out priority areas for training. This means that if you choose to study a qualification that is included on this list, based on meeting eligibility criteria, some of the course fees may be covered by the Government.

To be eligible for a place in a government subsidised course you must be:

1. an Australian citizen, permanent resident or humanitarian visa holder or New Zealand citizen
2. aged 15 years or older
3. no longer be at school and
4. living or working in NSW OR
5. registered as a NSW apprentice or new entrant trainee.

In addition, if you want to enrol in a government subsidised place in a Certificate III or below you must not have completed a Certificate IV or above.

Those eligible for Smart and Skilled training aged between 15-30 years who are eligible for Government concessions may also be eligible for fee-free scholarships.

From 2016, students with a Certificate IV or higher qualification will be able to access subsidised Smart and Skilled Training up to Certificate III level.

Smart & Skilled Traineeships
In 2020, the NSW Government announced fee free traineeships under the smart & skilled, therefore fees are not applicable
Visit link below for more information
https://vet.nsw.gov.au/choosing-vet/fee-free-traineeships

For more information about Smart & Skilled and to check your eligibility and fees visit;

https://smartandskilled.nsw.gov.au/

Skills ACT

Eligibility:

To be eligible for an ACT training contract, you must:

- work in the ACT, and
- be at least 15 years of age, and
- be an Australian citizen, permanent resident, or New Zealand passport holder resident for more than 6 months, or
- an eligible visa holder, and
- receive remuneration for your work, and
- complete a minimum of 15 hours combined work and training per week, and
- undertake an approved Australian Apprenticeships qualification with an approved registered training organisation, as listed on the ACT Qualifications Register, and
- have the required supervision in the workplace for an Australian Apprentice.

In addition to the above, to be eligible for an ACT training contract an Australian School-based Apprentice must:

- be enrolled in a school under legislation that covers education in the relevant state/territory
- combine part time work with an employer and structured industry-approved training whilst attending school
- continue employment and on/off-the-job training throughout the year including school holidays.

If you are not eligible for an ACT training contract or are seeking a different training pathway refer to the Skilled Capital page.

DLS enrolment fee for traineeship qualification is $350.

Fee Concession Re-Imbursement:

Australian Apprentices who hold a current Health Care Card or Pension Card, or can prove genuine hardship, are eligible for a concession from the tuition fee under the terms and conditions outlined in the ACT Standards Compliance Guide for Australian Apprenticeships v3.0.

Where the Australian Apprentice is granted a fee concession, the Registered Training Organisation (RTO) may apply for reimbursement of the full tuition fee, up to a maximum of $500, from the ACT Education and Training Directorate (the Directorate).

Any tuition fee charged by the RTO in excess of $500 will not be reimbursed.

Skilling SA

Funding for training and skills:

Skilling South Australia is a South Australia government initiative that is driving growth in apprenticeship and traineeship opportunities. More information about Skills SA can be found here: https://skills.sa.gov.au/

Undertaking an apprenticeship or traineeship allows you to learn real skills in the workplace, become qualified in a trade or vocation and be paid a wage while you are learning. Apprentices and traineeships are vital to our future economy, so all apprenticeships are subsidised.

Visit Skilled Careers and nominate students for more information about:

- subsidised training course available
- which courses you are eligible to undertake
- how to access assistance

The course fees are set at $350 per qualification for each eligible traineeship.

Enjoy your Student Journey