Vocational Education and Training (VET)

Student Policy and Procedure Handbook

Produced by Workforce Development, Turning Point
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1. Welcome

This student policy and procedure handbook outlines expectations, requirements, your rights and responsibilities as a student/participant in competency based training in the Vocational Education and Training Program offered at Turning Point.

Please note all VET forms and Policy and Procedures referred to in this handbook can be obtained from Student Administration.

2. About Turning Point

Turning Point strives to promote and maximise the health and wellbeing of individuals and communities living with and affected by alcohol and other drug-related harms. Our work is essential to understanding the complexities of alcohol and drug use in our community and in developing effective approaches to prevent and treat dependence and other related harms.

Turning Point was opened in 1994 and operates from a unique organisational model that combines excellence in research with best practice approaches to education and training, alongside clinical service delivery. This model means we operate from within the alcohol and other drug (AOD) sector while benefiting from specialist skills and knowledge across research, education, and service delivery disciplines.

The organisation amalgamated with public health provider Eastern Health in October 2009 and is formally affiliated with Monash University. Turning Point is part of the International Network of Drug Treatment and Rehabilitation Resource Centres for The United Nations Office of Drugs and Crime (UNODC) and is a member of the International Harm Reduction Association.
3. Registered Training Organisation

Turning Point is a Registered Training Organisation (RTO) and has the following units of competency on its scope of registration:

- CHCAOD402B Work effectively in the alcohol and other drugs sector
- CHCAOD406E Work with clients who are intoxicated
- CHCAOD408B Assess needs of clients with alcohol and/or other drugs issues
- CHCMH401A Work effectively in mental health settings

The above four (4) competencies represent the current AOD Skill Set CHCSS00001 Alcohol and Other drugs.

All training and assessment staff hold the Certificate IV in Training and Assessment. Current staff within the education and training program at Turning Point is representatives of a range of professions including general and psychiatric nursing, alcohol and drug clinicians, psychology, social work, youth work and education and training.

In recent years, much of the work undertaken has involved:
- training needs analyses
- customising and designing training programs
- clustering units of competencies to meet industry needs
- recognition of current competencies

for both the AOD and allied health and welfare professionals.

Workforce Development provide a broad range of education and training functions including undertaking comprehensive training needs analyses, curriculum development, materials development, education and training delivery, post training support and project evaluation.

In addition Turning Point is accredited under the Higher Education Act (1993) to offer postgraduate courses. These courses are recognised by higher education institutions and completion will enable credit transfer into postgraduate courses at universities. Postgraduate courses currently offered are:

- Graduate Certificate in Alcohol and Other Drug Studies
- Graduate Diploma in Alcohol and Other Drug Studies
Turning Point Vocational Education and Training program staff will:

- **ensure** participants have equal access and opportunities to enable them to achieve their desired outcomes
- **provide** timely and appropriate information, advice, referral and support services for participants to achieve their desired outcomes
- **ensure** all participants within Turning Point are entitled to fair, just and timely action in order to resolve discrimination complaints that may arise in the workplace. Participants shall not be treated less favourably because they do, or do not possess the following attributes:
  - race, national extraction or social origin, colour
  - age
  - gender
  - lawful sexual activity
  - marital status, pregnancy, status as a parent or carer
  - impairment, physical features
  - religious belief or activity, political belief or activity, industrial activity
  - personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes
- **maintain** a learning environment free from discrimination in accordance with:
  - Disability Discrimination Act 1992 (Commonwealth)
  - Equal Opportunity Act 1995 (Victoria)
  - Racial Discrimination Act 1975 (Commonwealth)
  - Sex Discrimination Act 1984 (Commonwealth)
- **ensure** that the learning environment is free from harassment, victimisation, racial and sexuality vilification and bullying in accordance with Commonwealth, State and Territory legislation and Turning Point’s policy and procedure
- **maintain** high professional standards in the delivery of education and training services, and which safeguard the educational interests and welfare of students
- **comply** with all relevant requirements of private RTO in regards to standard of competency based training offered
- **comply** with all requirements that apply to an RTO as set out in Australian Quality Training Framework – Essential Standards for Registration
• **maintain** a learning environment that is conducive to the successful completion of competencies for students
• **monitor** and assess the performance and progress of its students
• **market** educational services, and recruit trainers and assessors with integrity
• **supply** accurate, relevant and up-to-date information to prospective students
• **provide** students with information regarding:
  • application processes and selection criteria
  • fees and costs involved in undertaking education and training
  • procedures for the safeguarding of fees
  • fee refund policy
  • qualifications to be issued on completion of course/unit of competency
  • assessment procedures, including Recognition of Current Competency (RCC) and Recognition of Prior Learning (RPL)
    • complaints procedures
    • facilities and equipment
    • student support services
• **conduct** an annual internal audit of all education and training activities
• **seek, collect and analyse** student and other stakeholder feedback and make necessary changes in regard to that feedback.
• **facilitate** referral to another RTO should Turning Point cease operations as an RTO.

The code of practice detailed below is included in the TAE Assessment Guidelines to support professionally responsible and ethical assessment practice and to guide TAE10 assessors in the responsibilities of their work.

• The differing needs and requirements of the candidates, the local enterprises and/or industry are identified and handled with sensitivity.
• Potential forms of conflict of interest in the assessment process and/or outcomes are identified, and appropriate referrals are made, if necessary.
• All forms of harassment are avoided throughout the assessment process and in the review and reporting of assessment outcomes.
• The rights of candidates are protected during and after the assessment process.
• Candidates are made aware of their rights and processes of appeal.
• Personal or interpersonal factors that are irrelevant to the assessment of competence must not influence the assessment outcomes.
• Evidence is verified against the rules of evidence.
• Assessment decisions are based on available evidence that can be produced and verified by another assessor.
• Assessments are conducted within the boundaries of the assessment system policies and procedures.
• Formal agreement is obtained from candidates and the assessor that the assessment was carried out in accordance with agreed procedures.
• Assessment systems and tools are consistent with equal opportunity legislation.
• Candidates are informed of all assessment reporting processes prior to the assessment.
• Candidates are informed of all known potential consequences of assessment decisions, prior to the assessment.
• Confidentiality is maintained regarding assessment decisions/outcomes and records of individual assessment outcomes which identify personal details and are only released with the written permission of the candidate/s.
• Assessment outcomes are used consistently with the purposes explained to candidates.
• Self-assessments are periodically conducted to ensure current competence against TAE10 Training and Education Training Package competency standards.
• Professional development opportunities are identified and sought.
• Opportunities for networking amongst assessors are created and maintained.
• Opportunities are created for technical assistance in planning, conducting and reviewing assessment practice and participating in validation.

Assessment Guidelines
TAE10 Training and Education Training Package

5. Occupational Health and Safety

Remember that Occupational Health and Safety is everyone’s responsibility. Eastern Health has an Occupational Health, Safety and Wellbeing Standard (1797) that can be provided on request. At all times we note that it is of paramount importance to maintain the wellbeing and safety of students and trainers and assessors in the training environment.

Be aware of any potential hazards in your training environment, and report any hazards you identify to your trainer.

If you or any colleague or another student is injured in the workplace or training environment an incident- injury report will be completed by the trainer and assessor.

Make sure you are aware of where the first aid kit is and who the designated First Aid Officer is in your training room.
If you are using computers, ensure that desks and chairs are ergonomic and you take adequate and appropriate breaks. For students doing on-line learning, please ensure your environment is appropriate for your health and well being.

Make sure you are aware of fire exits and evacuation procedures.

As safety is everyone’s business, make sure that you behave appropriately in the training environment and report any breaches of behaviour by your colleagues to your trainer and assessor.

### 6. Student Support Services

Turning Point aims to ensure all students are provided with the support needs to maximise their learning opportunities. If required, referrals to a range of services including personal counselling services will be provided. Support services for assistance with language, literacy and numeracy (LLN) programs will be sought and the appropriate referral negotiated. Turning Point has staff trained to provide return to study assistance.

### 7. Privacy and Confidentiality

Custodianship for student records is vested in Turning Point VET Programs.

All information concerning students is entrusted to Turning Point VET Programs in confidence.

Turning Point VET Programs will:

- endeavour to maintain the privacy and confidentiality of all personal and academic information except when:
  - compliance with legal obligations of disclosure, as promulgated in various State and Federal Acts of Parliament is mandatory
  - there is sufficient evidence to substantiate potential risk or harm to any student and/or trainer and assessor, and disclosure to relevant authority may be required to maintain the safety of those concerned
- acknowledge the rights of student to have their information protected as well as accessible if requested
- remove all identifiable data when reporting to State and Federal Governments and registration authorities regarding student’s statistical information for the purposes of monitoring and evaluating educational services
- collect only student personal and academic information which is required for specific educational and training purposes and reporting requirements
- ensure that the student is informed of why the information is collected and how it will be managed
- employ and disclose the information only for the primary or directly related purpose, or for another purpose with the student consent (unless otherwise authorised by law)
• store personal and academic information securely in a secure area and with safeguards in place to minimise loss, unauthorised access and use, modification or misuse. Electronic data is automatically backed up daily

• retain personal and academic information for the period authorised by the Public Records Act 1973 (Vic) and the Australian Quality Training Framework.

• provide the student with access to their own information, and the right to seek its correction. For information in Turning Point possession, this right is available through Freedom of Information Act 1982 (Vic) and through Information Privacy Act 2000 (Vic)

• not release confidential information, otherwise than in accordance with this policy and procedure. This includes release of information to such groups as financial agencies, police, relatives of students etc. In case of emergencies, requests for information may be passed on to the student concerned for a response if they wish or an explicit clearance may be given by the Manager Workforce Development at their discretion

• ensure access to computer records is restricted in the same manner as access to hard copy student record files. There shall be no extraction of information from electronically derived data or associated systems without student authorisation or adherence to the formal approval process stated in this policy and procedure.

8. Collection of Information

In order to meet Turning Point VET Programs' both academic and reporting requirements the following will be collected:

• relevant personal and academic information of both prospective and enrolled students necessary to maintain an accurate record of student educational progress and requirements

• Training Needs Analysis (TNA) survey information

• evaluation information by students of all training delivered

• all student contacts with Turning Point VET Program staff

• other information as outlined in reporting contracts with funding bodies.

A student file is created electronically through the student data base system (VETtrak) and hard-copy (student record file and student evidence file) for each student officially enrolled in a Turning Point VET Program (according to Student Selection and Enrolment Policy and Procedure 004) regarding enrolment details, attendance study progress, general correspondence, units of competency evidence and assessment results.
9. Security of Information

All student files will be secured in a lockable filing room. Access to these files will be limited to the Manager Workforce Development and student administration, unless specific authorisation has been provided to trainers and assessors. Information stored on the student database system (VETtrak) will be limited to the Manager Workforce Development and student administration protecting it from unauthorised access.

Training Needs Analysis (TNA) and evaluation information will be stored securely in locked cabinets or password protected databases and access to the information will be limited to the relevant trainer and assessor, student administration and the Manager Workforce Development.

10. Student Consent to Release of Information

In order to enable the release of student information in accordance with policy and procedure, Privacy and Confidentiality (002) all students are required to sign a Release of Information Authority Form (ETA032) upon enrolment according to the Student Selection and Enrolment Policy and Procedure (004).

11. Releasing Student Information to an Employer

Turning Point may be requested by an employer (who release staff for professional development) or other supervisors to provide information regarding attendance and progress.

After receiving a written request from an employer/supervisor for information about attendance and/or assessment, the Manager Workforce Development, will:

- encourage the employer/supervisor to obtain the information directly from the student
- check to see if the student has ticked the relevant box in the Release of Information Authority Form (ETA032) regarding the release of information to their employer/supervisor.

If approval given then the Manager Workforce Development will:

- check official student administration records to confirm employer/supervisor and student information
- provide the employer/supervisor with the information requested in writing (either via email or in the post).

If no approval is given the Manager Workforce Development will:

- then contact the student and inform them about the request
- obtain written permission from the student to release their academic information to their employer/supervisor, and then release information as above if request is permitted
- inform their employer/supervisor of the decision, if this request is denied by the student.
12. Enrolments

To enrol in any VET Program students need to:

- complete and sign an Application for Enrolment Form (ETA040) and complete and sign a Release Information Authority Form (ETA032)
- return the forms to student administration by the relevant closing date
- check that enrolment details on Confirmation of Enrolment letter are correct.

The Application for Enrolment Form (ETA040) includes but is not limited to:

- units of competency to be undertaken in the forthcoming academic year according to program rules and availability of units
- personal information and emergency contact details
- statistical information required for legislative purposes.

Students who do not enrol by the closing date will be considered to be not accepting the enrolment offer and the place will be offered to another student, if possible.

13. Withdrawal from a Unit of Competency

To officially withdraw from a unit of competency students need to:

- obtain a Unit of Competency Withdrawal Form (ETA051) from the trainer and assessor or from student administration for class-based training or downloaded online for online based training
- complete and sign the Unit of Competency Withdrawal Form (ETA051) and return to student administration for trainer and assessor to authorise.

For forms (ETA051) received three (3) weeks from the commencement of the unit of competency a result of WD (Withdrawn) will be given.

For forms (ETA051) received three (3) weeks after the commencement of the unit of competency a result of NYC (Not Yet Competent) will be given.

If a student:

- does not attend or ceases to attend class-based training or log in for online training or
- does not submit any or ceases to submit any assessment task upon request from the trainer and assessor

without submitting a Unit of Competency Withdrawal Form (ETA051) will also be issued with NYC for that unit of competency.
14. Credit Transfer

Credit transfer assesses the initial course or subject that an individual is using to claim access to, or the award of credit in, a destination course. The assessment determines the extent to which the client’s initial course or subject is equivalent to the required learning outcomes, competency outcomes, or standards in a qualification. This may include credit transfer based on formal learning that is outside the AQF.

Turning Point VET Programs recognises the AQF qualifications and statements of attainment issued by other registered training organisations if they meet the AQTF standards in relation to:

- issuing AQF qualifications and statements of attainment and
- use of National, State and Territory logos.

In mutually recognising an AQF qualification or statement of attainment by another RTO, the provision of credit transfer automatically applies.

Students applying for a credit transfer (which may include the process for Turning Point VET programs to recognise AQF qualifications and statements of attainment issued by other RTOs) should refer to the Credit Transfer Policy and Procedure (041).

15. Applying for Recognition of Prior Learning

The Recognition of Prior Learning (RPL) is an assessment process that assesses an individual’s formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of, a qualification (AQF). Students should refer to Recognition of Prior Learning Policy and Procedure (013) for the policy and procedure in applying for RPL.

16. Assessment Guidelines and Requirements

Students will be provided with documents, pertaining to assessment requirements, at least two (2) weeks prior to the commencement of the unit of competency. For class based training they will be obtained by post via student administration and for online based training students will be able to download the documents from the web. The documents include the AOD Vocational Qualifications Outline, unit of competency Student Notes and unit of competency outline.

Trainers and assessors in the first week’s classes of each unit of competency for class based training will:

- further explain to students the eligibility requirements for completing assessment
- re-inform students of all methods of assessment and due dates of assessment as well as success indicators or specific nuances of the competency / element to be demonstrated.
The assessment of this competency is governed by the assessment guidelines applicable to all qualifications within the Community Services Training Package CHC08. These guidelines are not based solely on a measurement approach, as competency in this sector needs to include the following attributes in the context of provision of high quality service to individual clients:

- consideration for the complex interrelationship of duty of care
- ethical behaviour
- personal values.

Registered Training Organisations undertaking assessment in the sector must do so within this context. Information on the distinction between assessment at Certificate IV and assessment at Diploma and Advanced levels is detailed below.

17. Assessment Levels

The table below provides you with information on the assessment characteristics used for each level:

<table>
<thead>
<tr>
<th>Certificate IV</th>
<th>Diploma</th>
<th>Advanced Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate understanding of a broad knowledge base incorporating some theoretical concepts</td>
<td>Demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas</td>
<td>Demonstrate understanding of specialized knowledge with depth in some areas</td>
</tr>
<tr>
<td>Apply solutions to a defined range of unpredictable problems</td>
<td>Analyse and plan approaches to technical problems or management requirements</td>
<td>Analyse, diagnose, design and execute judgments across a broad range of technical or management functions</td>
</tr>
<tr>
<td>Identify and apply skill and knowledge areas to a wide variety of contexts with depth in some areas</td>
<td>Transfer and apply theoretical concepts and/or technical or creative skills to a range of situations</td>
<td>Generate ideas through the analysis of information and concepts at an abstract level</td>
</tr>
<tr>
<td>Identify, analyse and evaluate information from a variety of sources</td>
<td>Evaluate information using it to forecast for planning or research purposes</td>
<td>Demonstrate a command of wide-ranging highly specialized technical creative or conceptual skills</td>
</tr>
<tr>
<td>Take responsibility for own outputs in relation to specified quality standards</td>
<td>Take responsibility for own outputs in relation to broad quantity and quality parameters</td>
<td>Demonstrate accountability for personal outputs within broad parameters</td>
</tr>
<tr>
<td>Take limited responsibility for the quantity and quality of the output of others</td>
<td>Take limited responsibility for the achievement of group outcomes</td>
<td>Demonstrate accountability for group outcomes within broad parameters</td>
</tr>
</tbody>
</table>
18. Attendance Guidelines and Requirements

As Turning Point VET Programs is engaged in a range of workforce development and industry funded programs the attendance arrangements may vary to meet contractual requirements. At a minimum, all programs will meet the requirements in order to provide proof of attendance and assessment for Department of Education and comply with the Australian Quality Training Framework (AQTF) standards.

You **must** attend all four (4) days of the training program and complete all assessment requirements by the specified due date. You will be asked to undertake assessment activities both during and out of scheduled class times.

You will be provided with feedback regarding your assessment tasks. If required, you will be provided with one (1) opportunity for resubmission (as per student policy and procedures) for assessment task prior to a final result being issued.

Turning Point VET Programs will impose the appropriate attendance requirements as applicable.

Trainer and assessor will:

- inform students at the commencement of each unit of competency (face-to-face for class based training and via email for online based training):
  - the attendance and participation requirements for the unit of competency
  - how these requirements affect assessment
- keep a record of student attendance for each unit of competency they assess and train by ensuring students sign the attendance register morning and afternoon for class based training or keep a record of log-on details for online based training
- use disciplinary action (see Student Discipline Policy and Procedure 002) if a student’s lateness, leaving class early or non-attendance causes disruptions and affects the progress of other students.

Students will:

- ensure they attend class based training days or log on to online based training as required
- initial the attendance register for proof of attendance both morning and afternoon for classed based training
- negotiate leaving early, arriving late or non-attendance in advance with their trainer and assessor for class based training.

Other than in exceptional circumstances, the advice received after the day of absence will not be accepted and the student will be marked as not present on that date.
Class based training:
Students arriving late

Students:
- have a responsibility not to create any disruption in class
- must observe the activities if it is difficult to participate in classroom activities
- are responsible for finding out from the trainer and assessor or a classmate the material missed.

Students leaving class early

Students must:
- advise the trainer and assessor at the beginning of the class if they need to leave class early.
- be responsible for not creating any disruption in class.
- be responsible for finding out from the trainer and assessor or a classmate the material missed.

Trainers and assessors conducting on-line learning keep a record of log on details for the unit of competency. This information assists the trainer and assessor regarding progress of the student. Emails will be sent to inform students of progress requirements.

19. Assessment Task – Due Dates

Students are required to submit all assessment tasks to the trainer and assessor or student administration by the allocated due date for each assessment. Students must comply with the requirements of completing assessments and the submission in order to receive a result on each assessment task. If students are unable to submit the assessment tasks by the relevant due dates they must apply for either special consideration or extensions of time for assessment items (refer to following sections).

20. Extension Procedure

Extensions are not automatic. Extensions need to be officially applied for by students and approved by trainers and assessors and authorised by the Manager Workforce Development.

Students seeking an extension of time for submitting an assessment for either a class based or online training unit of competency need to make a written application on the Application for Extension Form (ETA013).

The Application for Extension Form (ETA013) can be obtained from student administration. Applications must be made to the trainer and assessor.

An application for an extension must be made two (2) weeks prior to the due date of lodgment of the assessment. The grounds for granting an extension include health problems, compassionate reasons and other extenuating circumstances.
Trainers and assessors are only permitted to grant one (1) week extensions. For longer extension times, the students will need to apply for special consideration. Refer to next section.

When an extension is granted for an assessment item, the trainer and assessor completes the Application for Extension form (ETA013) with the new approved submission date and returns the form to the student. A copy is made and included in the student records file.

The student must attach the approved Application for Extension form (ETA013) to the assessment item when it is submitted to the trainer and assessor. If the student fails to submit an assessment item on the official due date without an approved extension the trainer and assessor will not accept the assessment item. In addition, if the student who has been granted an assessment extension and does not submit the assessment by the new due date, the result will be recorded as Not Yet Satisfactory (NYS) for that assessment task(s).

The submission of a late assessment that has not been approved will be considered as the one (1) resubmission opportunity that is provided when assessing work.

### 21. Special Consideration

Students may apply for special consideration if they:

- feel that their work performance, assessment or their capacity to meet other unit of competency requirements, such as attendance will be affected by a disability, illness or other serious cause during the duration of study
- feel that that their disability, illness or other serious cause would mean that a specific assessment task may need adaptation/modification
- require extension of due dates of lodgements of assessments of more than one (1) week.

For extension of due dates of lodgements of assessments of less than one (1) week, refer to extensions in this policy and procedure.

Any student who believes they may have a case will be asked to discuss the matter with their trainer and assessor and/or student administration as soon as possible to allow time for consideration of the application and supporting evidence, and re-design of the assessment if necessary. Students should obtain the Special Consideration Form (ETA014) from student administration.

Students should not apply for special consideration, rather they should apply for re-assessment if there is a dispute about assessment results. Refer to appeals section in this policy and procedure.

Students cannot apply for special consideration if they have misread the schedule for due dates for assessments.

Applications must be lodged with student administration either immediately following the occurrence or no later than midday on the second working day after the day of the assessment deadline. In the event that a student is
applying for special consideration in relation to having failed to meet attendance requirements, the application must be lodged within two (2) working days of breaching the requirement.

An application for special consideration must be supported by appropriate evidence, such as a medical certificate.

22. Assessment Outcomes

Students that do not meet the criteria for satisfactory (S) for any assessable task will be provided with written feedback identifying the gaps from the trainer and assessor. This feedback will be issued by registered post for class based students and online student’s feedback will be issued via online training facilities.

Students have the opportunity for only one (1) resubmission of any one (1) assessable task that is assessed as not meeting the criteria for competency following the receipt of feedback from the trainer and assessor.

Students will be provided with due dates for resubmission of assessable tasks by the trainer and assessor.

If, after the resubmission, this assessable task does not demonstrate competency, a final result of Not Yet Satisfactory (NYS) will be recorded for that assessment task.

23. Assessment Discipline

When an irregularity is suspected in any assessable task the member of staff who detects the apparent irregularity may inform the Manager Workforce Development and the trainer and assessor. The Manager Workforce Development will assess where there has been an irregularity utilising the Student Discipline Policy and Procedure (010). Assessment discipline will follow the disciplinary procedures outlined in the Student Discipline Policy and Procedure (010).

24. Discipline Policy

Turning Point regulates appropriate disciplinary actions to deal with enrolled students who **commit a disciplinary offence or engage in conduct prejudicial to the good order and discipline** of Turning Point.

Acts of misconduct which may require disciplinary action may include, but are not limited to the following:

An enrolled student:

- possesses, uses or traffics in a Drug of Addiction or Drug of Dependence with the meaning of the Crimes Act 1958 (Vic) or the Drugs Poisons and Controlled Substances Act 1981 (Vic) or any Act in substitution thereof (except drugs prescribed by a qualified medical practitioner)
- brings into or consumes in the grounds any alcohol without prior permission of the Manager Workforce Development
• exhibits behaviour adversely affected by the influence of drugs or alcohol
• steals, destructs, damages, defaces or inappropriately uses any property or resources belonging to, within, or under the control of Turning Point (including personal property or resources)
• infringes or otherwise uses without authorisation any intellectual property
• discloses or uses without authorisation any confidential information of Turning Point
• fails to comply with any instruction by a member of staff relating to the safety of any person on Turning Point grounds
• exhibits conduct within Turning Point that is aggressive, disorderly, disruptive, harassing or interferes with the comfort, safety or convenience of any person who is acting lawfully and entitled to be present
• enters any part of Turning Point or any other place to which students may have access for the purpose of tuition, when not entitled to do so, or having entered refuses to leave
• persistently fails to complete assignments by the due date
• fails to attend the prescribed minimum number of classes for any units of competency without reasonable explanation
• fails by or within the required date or period to pay any fee or charge payable under Turning Point VET Programs policy and procedures
• engages in conduct which causes or may cause injury to any person including, without limitation, assaulting, attacking, harassing or intimidating, or threatening to assault, attack, harass or intimidate, any person
• engages in conduct which interferes with the capacity of another person to have access to Turning Point or to pursue that person’s studies or to participate in the activities of Turning Point including, without limitation, attacking, harassing or intimidating another person in any way and for any reason and, in particular, because of a person’s race, gender, ethnicity, national origin, sexual preference, religious or political belief or other ground prescribed by the Racial Discrimination Act 1975 (Cth), the Sex Discrimination Act 1984 (Cth), the Disability Discrimination Act 1992 (Cth) or the Equal Opportunity Act 2010 (Vic), or other ground prescribed by applicable Commonwealth or Victorian legislation as in force from time to time
• without authorisation, uses or obtains access to Turning Point computing or communications facilities, or does anything intended to delete, corrupt or amend or otherwise adversely affect or harm any data stored, carried or communicated by any of those facilities
• impersonates another person or uses, whether deliberately or not, forged, false or falsified evidence of academic standard or immigration status or any other relevant matter in order to gain or maintain enrolment
• conceals or withholds, whether deliberately or not, the whole or part of an academic record, or submits incorrect details of their academic record or immigration papers or any other relevant matter, or dishonestly relies on the academic record or immigration paper or any other relevant material of another person, in order to gain or maintain enrolment

• fails to comply with a reasonable direction given to the student by a member of staff of Turning Point who has, prior to giving the direction, identified himself or herself as a member of staff to the student. Directions include any instruction relating to safety

• cheats or attempts to cheat, or knowingly assists any other student to cheat or attempt to cheat in respect of an assessment conducted by or on behalf of Turning Point

• plagiarises the work of another person including, without limitation, uses any unauthorised or prohibited information, books, notes, ideas, paper or other materials without proper acknowledgment

• during or in connection with the performance of any component of assessment, directly or indirectly assists any other student or accepts assistance from any other person other than a trainer and assessor

• during or in connection with the performance of any component of assessment, disobeys any reasonable instructions of a trainer and assessor

• copies from or otherwise uses the answers or work of any other student engaged in the performance of the same or a comparable component of assessment or permits any student to copy from or otherwise use his/her answers or work

• causes a disturbance, annoyance or nuisance to, or interferes with, any other student during assessment

• commits a breach of good order at any assessment

• refuses or fails to fully answer honestly any reasonable question put by a trainer and assessor, Manager Workforce Development or student administration

• conducts any other behaviour which significantly obstructs or interferes with the business of Turning Point VET Programs

• fails to inform a trainer and assessor, Manager Workforce Development or student administration of any misconduct mentioned above conducted by another student or person
25. Plagiarism

Plagiarism occurs when students fail to acknowledge that ideas have been borrowed.

Specifically, it occurs when:

- phrases and passages are used verbatim without quotation marks and without reference to the author
- an author's work is paraphrased and presented without a reference
- ideas of others are not recognised and referenced
- other students' work is copied or partly copied
- other people's designs and images are presented as the student's own work
- laboratory results of someone else are used without appropriate attribution
- items for assessment are written in conjunction with other students (without prior permission of the relevant staff member)
- a piece of work has already been submitted for assessment in another subject.

26. Students with Special Needs and Disabilities

Students with long or short term disabilities (as identified on the initial Application for Enrolment Form ETA040) may apply for special requirements to seek the use of facilities and assistance in the assessment procedures. Refer to Students with a Disability Policy and Procedures (012).

The Manager Workforce Development may accept a late application for special consideration if satisfied that a student was unable to make an application for an extension by the required date due to extra-ordinary circumstances. Refer to special consideration section.

27. Appeals Process

Assessment Review and Appeals

Any student has the right of seek review of any aspect of the assessment procedure including any dispute over unit of competencies requirements including attendance. The detailed procedures for doing so can be obtained from student administration.

Students wishing to seek a review of any concern that falls outside the areas of assessment the detailed procedure for doing so, can be obtained from student administration.
**Procedure**

**Informal Re-Assessment**

Students have up to ten (10) working days to initiate an informal review of an assessment result from the date of issue of the assessment including any dispute over unit of competency requirements including attendance. This procedure can be obtained from student administration.

Students may apply in writing for a formal re-assessment if they are not satisfied with the result of the informal review.

**Formal Re-Assessment**

The student must lodge a formal re-assessment application in writing to student administration, within ten (10) working days of receiving the result from the informal hearing review. This formal re-assessment application for a review will relate to the original result for the assessment including any dispute over unit of competency requirements including attendance.

This written request shall state the grounds on which the review is sought and shall include:

- an outline why the student thinks the original assessment is inappropriate
- any specific issues which the student believes are relevant to the determination of an assessment for the work or any other assessment matter under dispute including attendance
- details of the outcome of the informal process as described in the procedures obtained
- any new and relevant evidence.

Refer to Student Assessment and Appeals Policy and Procedure (002).

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**28. Release of Assessment Results**

Turning Point VET Programs will systematically collect, record and store student assessment results for students enrolled in Turning Point VET Programs to ensure their accuracy and integrity.

A student receives a statement of result (at no cost) for a unit of competency that they are enrolled in even if they have withdrawn from the unit of competency according to Student Assessment and Appeals Policy and Procedure (002).

To ensure best practice, trainers and assessors and support staff will not provide results over the telephone, fax or email.
Statements of results are sent out July and December unless your result has been amended from Continuing, then a result statement will be reissued once finalised by student administration.

**The following table outlines result categories and descriptions:**

<table>
<thead>
<tr>
<th>Result Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>NYS</td>
<td>Not Yet Satisfactory</td>
</tr>
<tr>
<td>CA</td>
<td>Competency Achieved</td>
</tr>
<tr>
<td>NYC</td>
<td>Not Yet Competent</td>
</tr>
<tr>
<td>Continuing</td>
<td>Continuing (Evidence of first aid is required)</td>
</tr>
<tr>
<td>WD</td>
<td>Withdrawn (Completed ETA051 Withdrawal Form)</td>
</tr>
</tbody>
</table>

**29. Qualifications and Statement of Attainments**

Turning Point VET Programs recognises the achievements of students by issuing to them, a statement of attainment or qualification (as appropriate) that meets legislative and regulatory requirements.

Only students assessed as competent in accordance with the requirements of the training package or accredited course within Turning Point’s scope of registration are eligible to receive a statement of attainment or qualification (as appropriate).

Students will automatically receive a statement of attainment if assessed as competent, but students must apply to receive a qualification (if applicable). Contact student administration to apply to receive a qualification.

All evidence of assessments and outcomes and results will be held for 30 years and will be securely stored.

**30. Replacing a missing or destroyed Statement of Results, Statement of Attainment and Qualification**

In the event a statement of results, statement of attainment and a qualification is lost or destroyed a student may request a replacement by completing an Application for Replacement Results or Qualifications Form (ETA046) and paying the prescribed fee (between $5.00 - $30.00). Qualifications will be posted within five (5) working days or students may arrange to pick them up in person during normal business hours.

All applications for replacing a missing or destroyed statement of results, statement of attainment and/or a qualification must attach a signed statutory declaration.
31. Retention of Work - Document Management

All students’ evidence of assessments will be filed by student administration in the student evidence file.

All students’ application forms will be filed by student administration in the student records file.

Students may view their assessment documents by applying to the Manager Workforce Development. Contact student administration.

32. Complaints

Turning Point VET Programs aims to encourage those students or clients to seek resolution if they feel that an action, inaction or decision by Turning Point VET Programs that directly affects the student or client and is perceived by the student or client to be:

- unfair or unreasonable
- in breach of, or inconsistent with, the following legislation or standards:
  - Age Discrimination Act 2004 (Cth)
  - Disability Discrimination Act 1992 (Cth)
  - Equal Opportunity Act 2010 (Vic)
  - Human Rights and Equal Opportunity Commission Act 1986 (Cth)
  - Occupational Health and Safety Act 2004 (Vic)
  - Racial and Religious Tolerance Act 2001 (Vic)
  - Racial Discrimination Act 1975 (Cth)
  - Sex Discrimination Act 1984 (Cth)
  - Information Privacy Act 2000 (Vic)
  - Privacy Act 1988 (Cth)
  - Privacy Amendment (Private Sector) Act 2000 (Cth) (which amends the Privacy Act 1988)
  - Public Records Act 1973 (Vic)
  - Freedom of Information Act 1982 (Vic)
  - other applicable Commonwealth or Victorian legislation in force at the relevant time
  - AQTF Essential Standards of Registration
Turning Point VET Programs will ensure:

- that there will be a prompt, fair, confidential and consistent treatment and resolution of complaints
- that the principles of natural justice are observed in the conduct of complaint proceedings to which this policy relates
- that no student or client shall be discriminated against for lodging a complaint
- that complaints will be resolved as close to their source as practical with emphasis on conciliation where possible
- that appropriate actions are undertaken to address systemic or underlying causes with a view to preventing problems from occurring or recurring. If the internal or any external formal complaint handling or appeals process results in a decision that supports the student or client, Turning Point must immediately implement any decision and/or continuous improvement required according to the Continuous Improvement Policy and Procedure (029).

A student or client may nominate the assistance of a staff member from Turning Point, another student, or external person at any time in the complaint process, to provide support, information, conciliation and advocacy as required.

An individual staff member (referred to as the respondent) who has a complaint lodged against them may nominate the assistance of a staff member or external representative at any time in the complaint process to provide support, information, conciliation and advocacy as required.

In order to establish the experiences and ramifications of the complaint substance, a complaint can only be made by the named person. An anonymous complaint will not be accepted, although issues raised may be referred for Continuous Improvement review at the discretion of student administration, trainers and assessors or the Manager Workforce Development according to Continuous Improvement Policy and Procedure (029).

In addition to these internal procedures students and clients have the right to lodge complaints with an appropriate external body when all Turning Point internal complaints processes are exhausted. This includes:

- the Victorian Registration and Qualifications Authority (VRQA); Skills Australia (National Training Complaints Hotline 1800 000 674) and Department of Education, (in relation to the application of policies and procedures and administrative processes)
- the Victorian Equal Opportunity and Human Rights Commission (in relation to sexual harassment and discrimination)
- Privacy Victoria (Office of the Victorian Privacy Commissioner) (in relation to privacy and confidentiality issues).

All outcomes, decisions and dealings associated with the pursuit of a complaint under this policy and procedure are confidential and are to be managed in accordance with Turning Point VET Program’s policy on confidentiality of student files (refer to Privacy and Confidentiality Policy and Procedure (011)).
33. Pathways

Students who successfully complete these four (4) units of competency will met the requirements for CHCSS00001 Alcohol and other drugs skills set. This skill set meets industry requirements as specified in the CHC08 Community Services Training Package for work in the area of alcohol and other drugs. Students may elect to continue further training in a range of accredited courses within the CHC08 Training Package.