

Student Orientation

External Training Program



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SECTION 1 – Introduction

The staff of WideBay TAFE are keen to ensure that your learning experience is very worthwhile, even though it may be hard work. It is important that the staff and students have a common understanding of the expectations of the college and the programs of study. This booklet outlines some of the key aspects that need to be addressed in the early stages and throughout your program of study. Whilst there may appear to be a lot of rules, the key thing to remember is RESPECT:

- Respect for self
- Respect for others (including staff)
- Respect for property

We make no apology for expecting a high standard of dress and behaviour (whether you are on-campus, in a chat room or using webcam), as our programs are focussed on vocational outcomes and helping you to improve your opportunities in employment. There are also legislative requirements that need to be met.

Please familiarise yourself with the contents of this booklet and the student rules (contained in the [Student Handbook](#)). We want to promote good order, a high standard of safety and a harmonious relationship between staff, students and peers.

Learning Online

Upon enrolment you will have been provided with the details of your online learning facilitator. It is essential that you maintain contact with this person. Your facilitator will also be able to put you in contact with other students if you wish. Online learning uses a range of technology to help you achieve your learning goals. Your program information is stored online for you to access when it suits. It is essential however that you commit to access your learning material regularly to ensure you progress and complete your study during your enrolment period. Completion of the training program in section 3 of this document will assist you to establish timeframes. If you need guidance please contact your online learning facilitator.

Chat Sessions/Discussion Forums

Many of our online programs utilise discussion forums and/or chat sessions. Students are encouraged to participate in these to obtain academic and personal support with their study. For some courses these are a mandatory requirement and will form part of your assessment. This is an on-line classroom so students should use appropriate language and behaviours.

Internet References

When researching information for your training program it is relatively easy to locate a wealth of information using search engines. It is useful however to check the quality and reliability of the information including the background of the authors, referencing and age of the information provided. If you use information you find on the Internet you need to reference it as you would material from texts or journals. Refer to the [WideBay TAFE Student Handbook](#) for details on how to reference and acknowledge your sources of information.

Glossary of Terminology Used with National Training Packages

Training Package: A set of nationally endorsed standards, guidelines and qualifications for training, assessing and recognising people's skills, developed by industry to meet training needs.

Endorsed Components: The central part of a training package, endorsed by the National Training Framework Committee, comprising competency standards, assessment guidelines and qualifications.

Assessment Guidelines: Underpins the assessment and sets out the industry approach to valid, reliable, flexible and fair assessment.

Learning Strategy: Provides information on how training programs may be organised in workplaces and training institutions. This may include information on learning pathways, model training programs, and training materials.

Assessment Tools: A method for the gathering of evidence for assessment, such as a knowledge test or a checklist of practical performance.

Training Program: A set of education and training activities designed to achieve a specific vocational outcome, eg a program, course, unit of competency, on-the-job training, etc.

Training Record Book: A permanent readily accessible record of the competencies attained by individuals through participation in workplace assessments, training programs and other forms of skill recognition.

Individual Training (Learning) Plan: Details the specific processes for the individual learner, such as dates for assessing, names of mentors, forecast events in training and checkpoints to monitor progress.

Accelerated progression

Within a competency based training (CBT) program, students may at any time seek assessment of module/unit of competency outcomes and, if successful, may increase the rate of progress through their program of study.

Assessment

For each unit of competency, students will be issued with a unit descriptor, performance criteria and an assessment matrix that states the manner in which the assessment will be carried out.

To successfully complete each unit, the student is required to attain the competencies defined in the performance criteria of the unit elements.

Generally, assessment will occur during the nominal hours for the specific module/unit of competency.

Recording results

Competency based assessment requires one of the following to be recorded for the students, namely:

'K' Underpinning knowledge/skills for this competency achieved

'J' Competency achieved

'M' Competency not yet achieved

'MI' Competency Not Yet Achieved – Did Not Complete

One (1) attempt and one (1) second attempt only will be permitted for any assessment. The second attempt may be in the form of re-submission of the piece of assessment OR a test at the end of the unit.

Performance Level Assessment (PLA) information, where applicable...

Fees

Students should be aware that in accordance with the *Vocational Education, Training and Employment Act 2000*, students (other than apprentices or trainees) who have outstanding fees owing to WideBay TAFE will not be forwarded their result of assessment, award or statement of attainment. This does not apply to apprentices or trainees. For apprentices or trainees with outstanding fees, their degree must be issued within 21 days, however it will be stamped 'Outstanding Fees Apply to this Award'.

Assignments

All assignments are to be submitted to the teacher on, or before, the due date. It is your responsibility to confirm that your assignment has been received by your teacher. Extensions are to be applied for, in writing, before the due date for submission of the assignment. Substantial justification for the request must be supplied. A copy of [Form 001 – Variation to an Assessment Date](#) must accompany the assignment when it is submitted.

Any assignment submitted after the due date, and for which an extension has not been granted, will be considered to be a re-submission and no second attempt at the assignment will be permitted.

Re-submitted assignments must be handed in within seven (7) days of the students being notified by the teacher that the first submission was unsatisfactory.

Statement of electronic submission of assessments, where applicable...

Student responsibilities

- Keeping back-up copies of all assignments/assessments, whether electronic or hard copy. Disk failure or loss of printed copy will not be considered a valid reason for granting an extension.
- Catching up on work missed due to non-attendance at scheduled classes or online activities.
- Obtaining or accessing copies of any material handed out, emailed or posted during online activities or classes not attended.
- Ensuring that all work submitted under their name is their own work and not that of another person (completion of [Form 103 – Assessment Cover Sheet](#)).

The institute has procedures for appropriate assessment; and a process is also in place to ensure consistency in standards of assessment across the institute.

Centrelink performs regular checks on work/study performance. If you don't meet the requirements while you are receiving a Centrelink allowance (such as attendance or performance obligations), you may have to repay all the allowances you received for that period.

Cheating and plagiarism

Cheating in assessments or assignments is a serious offence. Plagiarism is cheating. Students may not submit as their own, work that is derived from another source, other than when properly acknowledged in the appropriate manner. See the student rules for more details.

Recognition of prior learning (RPL)

For students who have worked in industry, and have undertaken previous training or possess certain skills and abilities, WideBay TAFE can help students turn this experience into a valuable formal qualification. Our recognition of prior learning program means your existing knowledge, skills and training can be recognised and taken into account when studying any of our programs. Students may be granted credit upon substantiation of that claim. Appointments can be made with the recognition of prior learning consultant. Contact Customer Care for more information.

Transfer credit and articulation arrangements

If you have already successfully completed a relevant course, program, modules or competencies, you may be eligible for advanced standing. You will need to complete [Form TQISAS016 – Transfer Credit](#). Ask a teacher or tutor to locate the appropriate form.

1. Make sure all information recorded is correct;
2. Make sure all supporting documents, certified by a Justice of the Peace, are supplied; and
3. Check the details of the response letter.

If you have already completed a diploma and you wish to gain the national qualification, see staff for an advanced standing statement.

Transfer credit is acceptance of a qualification or statement of attainment awarded by another registered training organisation.

Mode of study

The training program may be offered in any of the following modes, depending on the campus you are attending or are associated with:

- Full time
- Part time
- Flexible delivery
- External

The Training Program you have chosen is offered online. Like any Distance Education Program you need to be disciplined and committed to the success of your program. The WideBay TAFE online learning facilitator will assist you in every endeavour to succeed, but ultimately it will be up to you to manage your time so the appropriate level of commitment can be offered to your studies.

Flexible learning

It is intended that delivery be student centred, enabling greater access and participation. Methodologies used will be relevant to student needs and intended learning outcomes and may include:

- Seminars
- Classroom lectures
- Self directed learning packages
- Audiovisual
- Guest speakers
- Industry visits
- Vocational placement
- Workshops/simulated environment
- Support groups
- Videoconferencing/teleconferencing
- Online study

Vocational placement (supervised practical work)

Students may be enrolled in vocational placement, as most competencies require some on-the-job experience. To provide for the application of underpinning knowledge and skills developed through the off-the-job component of the program, learners may be required to undertake a sequence of supervised work experiences. These experiences will involve allocation to an appropriate environment (for non-working students) during which time the on-the-job competency appraisals should be completed.

It is the student's responsibility to ensure that all signatures and dates have been completed on the Vocational Placement Agreement (Form 092) prior to the first day of the period of vocational placement.

Industrial relations compliances (if applicable)

Eg. licensing, industrial certification – Contact your online learning facilitator for this information.

Text books

Contact your online learning facilitator for this information.

Reference/reading list

References and further reading will be supplied with each unit.

List of relevant websites

Links to useful websites will be provided in each unit.

Students at risk

Students' results are related to competency and program outcomes. Students not meeting program outcomes are identified as 'at risk'. Students deemed to be at risk may be requested to participate in remedial activity.

Language, literacy and numeracy support is available. The Language Development Unit in each college can provide TAFE students with additional skills in note taking, assignment writing, and trade and business maths. Refer to your local Customer Care or program teacher for assistance.

Promotional activities

On occasions you may be required to participate in activities associated with promoting WideBay TAFE, for example, photos, radio and television testimonials. You will be advised at the time as to the purpose of the activity. If you do not wish to participate, please advise the staff member concerned.

You will be required to complete a consent form (Release for use of images, recordings and/or associated information) that will be retained by the institute. This form will relate to the activity for which the image or recording was taken.

SECTION 3 – Program training plan

Student name: _____

Qualification: _____

Cluster title (if applicable)	Unit/s of competency/ Codes and titles	Prerequisites (if applicable)	Points (if applicable)	Delivery mode	RPL / CTO/ EPO	Language, literacy and numeracy Support Form 107			SOS	COS	Assessment method/s (code)
						Identified	Completed (Date)	Returned (Date)			
							/ /	/ /			
							/ /	/ /			
							/ /	/ /			
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<p>Exit opportunity: Participants achieving the above will be eligible to exit with either (tick):</p> <p><input type="checkbox"/> Statements(s) of attainment, or</p> <p><input type="checkbox"/> Qualification entitled:</p>	<p>Delivery Codes:</p> <p>01 College/campus-based (both self-paced and lock-step)</p> <p>02 Online and remote-access (including correspondence)</p> <p>04 Other (including mixes)</p> <p>30 Employment-based – conducted by RTO (TAFE)</p>	<p>Assessment Codes:</p> <table style="width: 100%;"> <tr> <td>1= Assignment</td> <td>10= Self assessment</td> </tr> <tr> <td>2= Oral questioning checklist</td> <td>11= Simulation</td> </tr> <tr> <td>3= Case study</td> <td>12= Outsourced, specify _____</td> </tr> <tr> <td>4= Observation checklist</td> <td>13= Workbook</td> </tr> <tr> <td>5= Written test</td> <td>14= Holistic assessment</td> </tr> <tr> <td>6= Portfolio</td> <td>15= Training record incl. log book etc</td> </tr> <tr> <td>7= Practical demonstration</td> <td>16= Electronic profiling</td> </tr> <tr> <td>8= Project</td> <td>17= Other, specify _____</td> </tr> <tr> <td>9= Role play</td> <td></td> </tr> </table>	1= Assignment	10= Self assessment	2= Oral questioning checklist	11= Simulation	3= Case study	12= Outsourced, specify _____	4= Observation checklist	13= Workbook	5= Written test	14= Holistic assessment	6= Portfolio	15= Training record incl. log book etc	7= Practical demonstration	16= Electronic profiling	8= Project	17= Other, specify _____	9= Role play	
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Signature of student: _____

Date: _____

Signature of teacher: _____

Date: _____

This training plan is not to be used for User Choice. Refer to WBIT051 or WBIT006.