



Blended Learning
International

Trainer Handbook

2012

Vs 3.1

Table of Contents

<u>SECTION 1 – BLENDED LEARNING INTERNATIONAL.....</u>	4
GUIDING PRINCIPLES.....	4
ABOUT THE ORGANISATION.....	4
PROGRAM DELIVERY.....	5
ACCREDITED COURSES.....	5
COURSE OUTLINES.....	7
<u>SECTION 2 – VOCATIONAL EDUCATION AND TRAINING (VET).....</u>	8
VET – WHAT IS IT?.....	8
WHAT ARE TRAINING PACKAGES?	9
WHAT IS THE AUSTRALIAN QUALITY TRAINING FRAMEWORK (AQTF)?.....	10
<u>SECTION 3 – BLI TRAINERS.....</u>	12
CODE OF PRACTICE	12
GENERAL EXPECTATIONS OF STAFF.....	13
PROGRAM DELIVERY EXPECTATIONS	13
PROGRAM AND PERFORMANCE EVALUATION	14
<u>SECTION 4 – STUDENT MANAGEMENT.....</u>	16
ATTENDANCE	16
STUDENT EVALUATION.....	16
STUDENT RECORDS	17
<u>SECTION 5 – ASSESSMENT.....</u>	18
GENERAL ASSESSMENT GUIDELINES	18
ALTERNATIVE LEARNING TASKS AND ASSESSMENT.....	18
EXTENSION OF TIME	19
RULES OF EVIDENCE.....	19
ASSESSMENT CODING	21
ASSESSMENT GRADING.....	22

SECTION 6 – POLICIES & PROCEDURES.....	23
FEES	23
ENROLMENT.....	24
ELIGIBILITY FOR ENROLMENT	25
INDUCTION	25
RECOGNITION OF PRIOR LEARNING (RPL).....	26
MUTUAL RECOGNITION.....	26
LANGUAGE, LITERACY AND NUMERACY	26
OCCUPATIONAL HEALTH AND SAFETY.....	27
DIVERSITY	27
ACCESS AND EQUITY	28
PRIVACY	29
CONFIDENTIALITY	29
WITHDRAWAL.....	30
MISCONDUCT	30
COMPLAINTS	30
TRAINING EVALUATION	31
TIMESHEETS.....	31
COPYRIGHT	31
IMPORTANT CONTACTS	33

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Section 1 – Blended Learning International

Guiding principles

The aim of Blended Learning International is to apply the guiding principles of excellence, integrity and creativity in all activities, and to encourage staff and trainers to make these principles their own.

About the organisation

Blended Learning International (BLI) is a privately owned organisation established in 2003 and now registered with the Australian Skills Quality Authority (ASQA). BLI has established itself as a nationally Registered Training Organisation (RTO), registration number 110068. ASQA-registered training organisations must meet the requirements for registration, including the requirements in the [VET Quality Framework](#) as is defined in the [National Vocational Education and Training Regulator Act 2011](#).

The VET Quality Framework is a set of standards and conditions that ASQA uses to assess whether an RTO meets the requirements for registration. The VET Quality Framework comprises the:

- Standards for NVR Registered Training Organisations
- Australian Qualifications Framework
- Fit and Proper Person Requirements
- Financial Viability Risk Assessment Requirements
- Data Provision Requirements.

BLI is focussed on the quality of service and outcomes for our clients, and accordingly we demonstrate flexibility in delivery. Program assessments are designed in consultation with relevant industry and other stakeholders ensuring the industry relevance of training for our clients.

BLI is a leading edge, innovative company specialising in the design and delivery of courses in a blended format, that is: face-to-face training complemented by eLearning, online conferencing, interactive DVD and print on demand. In addition to program design

Blended Learning International

ABN 62 106 265 105

GPO Box 1097, Canberra City, ACT, 2601

Telephone: +61 2 6320 4633 Email: services@blendedlearning.com.au

and delivery, BLI provides a range of educational services including: training needs analysis, instructional design, curriculum development, program facilitation, technical writing and full-service project management.

Program delivery

Programs are delivered using the traditional face-to-face method as well as modern technology. A suite of complementary media is available for the trainer and student that will enhance their learning experience.

BLI offers the expertise and capability to design course components, whole courses, or a complete program for delivery in a blended format.

BLI has training premises in Canberra to suit small groups as well as classes of up to 20 participants. Rooms can be configured to suit different styles of learning and delivery, including conferences, lectures and tutorials. Training support includes, flip charts, Litepro, traditional whiteboard and catering.

BLI has two computer laboratories (Mac and PC) with current high performance equipment supporting the latest versions of Macintosh, Microsoft and Open Source operating systems.

BLI is equipped to train and assess competencies in the workplace and at external premises.

Accredited courses

Vocational Education and Training (VET) qualifications from Certificate through to Advanced Diploma levels are available through BLI. A key attribute to the growth of BLI has been the ability to design, develop and deliver new and innovative vocational programs at both the pre and post university levels.

BLI is a RTO delivering nationally accredited advanced diploma, diploma and certificate courses for local students & industry. The VET programs service both the needs of industry and the needs of students wanting a pathway into university, or to expand career opportunities. Companies and organisations throughout Australia request customised programs to meet their internal training requirements.

VET courses are being developed to provide training in new skill areas such as digital network security, and the management of research and development projects. A select group of VET courses are specifically designed for students, featuring a seamless transition to tertiary level studies.

BLI are currently delivering the following qualifications:

Code	Name
BSB40407	Certificate IV in Small Business Management
BSB41407	Certificate IV in Occupational Health and Safety
BSB41507	Certificate IV in Project Management
BSB50207	Diploma of Business
BSB50407	Diploma of Business Administration
BSB51407	Diploma of Project Management
BSB60407	Advanced Diploma of Management
BSB60707	Advanced Diploma of Project Management
ICA20105	Certificate II in Information Technology
ICA30105	Certificate III in Information Technology
ICA40305	Certificate IV in Information Technology (Websites)
ICA40405	Certificate IV in Information Technology (Networking)
ICA40805	Certificate IV in Information Technology (Multimedia)
ICA50405	Diploma of Information Technology (Networking)

Code	Name
ICA50605	Diploma of Information Technology (Website Development)
ICA50905	Diploma of Information Technology (Multimedia)
ICA60208	Advanced Diploma of Information Technology (Network Security)
TAA50104	Diploma of Training and Assessment
TAE40110	Certificate IV in Training and Assessment

Course outlines

BLI course outlines are available from the BLI website at the following address:

www.blendedlearning.com.au

Complete information relating to Training Packages and related qualifications is available from the training.gov.au (TGA) database on Vocational Education and Training in Australia. TGA is the official National Register of information on Training Packages, Qualifications, Courses, Units of Competency and Registered Training Organisations (RTOs) and has been developed for experienced training sector users.

Address details are – www.training.gov.au

Section 2 – Vocational Education and Training (VET)

VET – What is it?

Vocational education and training is 'education and training for work'. It exists to develop and recognise the competencies, or skills, of learners. It has traditionally been seen as post-secondary, non-university education and training, focusing on apprenticeships. But reforms in the past decade now see VET programs offered in secondary schools, stronger links with university study options, and six levels of qualifications offered in a majority of industries (though there can be up to eight levels of qualification in some), including high growth, new economy industries.

Providers of learning and assessment services are registered by the VET system and regularly audited for service quality. The system enables providers to operate anywhere in Australia, and to issue nationally recognised qualifications. In 2011 more than 2.3 million Australians participated in VET through over 4800 registered training organisations (RTOs). These RTOs include TAFE institutes, private training and assessment organisations, enterprises, universities, schools and adult education providers.

VET in Australia is an industry-led system, through the leadership of an industry board and through the development of industry recognised Training Packages by representative bodies. Commonwealth, State and Territory Governments work together through the National Skills Standards Council and the Standing Council for Tertiary Education Skills and Employment. At the Commonwealth level, the principal relevant policy department is the Department of Industry, Innovation, Science, Research and Tertiary Education, with the Australian Skills and Quality Authority (ASQA) providing the major Commonwealth regulatory activity for the VET system. Governments implement the National Training Framework (which includes Training Packages and the Australian Qualifications Framework) to enable consistency, quality and national recognition of provider services.

Further information is available at the DIISRTE website:

www.diisrte.gov.au (the preceding address is not yet active, the following address is the key entry point. There is little doubt this will change in the not too distant future - www.deewr.gov.au)

What are Training Packages?

Training Packages provide the central system 'architecture' of VET. Training Packages are sets of nationally endorsed standards and qualifications for recognising and assessing people's skills. They specify the competencies that must result from the provision of learning services, industry requirements for assessment, and the qualifications that result from competence. In industry areas where there are not yet Training Packages, accredited courses are used.

Training Packages are developed by industry, through national industry skills councils, recognised bodies, or by enterprises to meet the identified training needs of specific industries or industry sectors. To gain national endorsement, developers must provide evidence of extensive consultation and support within the industry area or enterprise. Training Packages complete a quality assurance process, become endorsed, and are placed on www.Training.gov.au (TGA). Training Packages have a set date for review – usually around three years after they are endorsed. Reviews ensure Training Packages remain current to meet industry needs and allow issues that arise during their implementation to be addressed.

Competency standards within Training Packages contain descriptors of outcomes to be achieved (called elements) and criteria for performance (called performance criteria). While a Training Package describes the skills and knowledge needed to perform effectively in the workplace, they do not prescribe how an individual should be trained. Teachers and trainers develop learning strategies – the "how" – depending on learners' needs, abilities and circumstances.

Training Packages specify the combination of competency standards required to achieve a particular qualification. Learners who complete some, but not all, standards for a qualification are awarded a "statement of attainment". When they are assessed as competent in the remaining standards, they can achieve the qualification.

Further information, and access to Training Packages, is available from the TGA website: www.training.gov.au

The industry skills council which oversees the Training Packages most relevant to BLI's programs is Innovation and Business Skills Australia (IBSA). Further information is available from their website:

www.ibsa.org.au

What is the Australian Quality Training Framework (AQTF)?

The Australian Qualifications Framework (AQF) is a set of nationally agreed standards to ensure the quality of VET services throughout Australia. The AQF ensures that all RTOs, and the qualifications they issue, are recognised throughout Australia. The framework covers qualifications issued by secondary schools, VET providers and higher education institutions.

Within the framework there are eight VET qualifications available: Certificates I, II, III and IV; Diploma; Advanced Diploma; Vocational Graduate Certificate and Vocational Graduate Diploma.

ASQA, States and Territories apply the AQF when:

- registering organisations to deliver training, assessing competency and issuing Australian Qualifications Framework (AQF) qualifications
- auditing registered training organisations (RTOs) to ensure they meet (and continue to meet) the requirements of the AQTF
- applying mutual recognition
- accrediting courses.

The AQF requirements make auditing of the training and assessment activities of RTOs clearer, more transparent and more consistent. This ensures quality and confidence in VET, greater national consistency of VET, and better outcomes for learners and other VET system clients.

As part of the evidence requirements to achieve and/or maintain operational compliance, RTOs will require:

- written policies and procedures that support the provision of quality training and assessment
- documented delivery and assessment strategies for each qualification on the RTO's scope of registration
- systems to validate assessment strategies
- staff who meet competency requirements for providing training and assessment
- quality systems and processes to manage training delivery.

Further information on the AQF is available from the following website:

<http://www.aqf.edu.au/>.

Further information on ASQA is available from the following website:

<http://www.asqa.gov.au/>.

Section 3 – BLI trainers

BLI has a reputation for delivering high quality innovative training. BLI trainers are supported by quality assured systems, strong course organisation and management, comprehensive trainer and learner resources, and leading edge equipment and facilities.

Code of practice

Our commitment to staff

- To provide a supportive, harmonious and positive working environment where each staff member is valued irrespective of gender, race, sexual preference, political affiliation, marital status, disability or religious beliefs.
- To provide easy access to timely and accurate information about our regulations, policies and procedures and confidence that we will apply them appropriately and fairly to you.
- To deliver quality training and assessment by ensuring that all our training staff have the competencies at least to the level being delivered, and possess at least the Certificate IV in Training and Assessment qualification (or equivalent).
- To ensure prompt and considerate resolution of your concerns, appeals and grievances using procedures which are easily accessible, fair, and transparent.
- To provide excellent, functional, clean and safe facilities.
- To ensure respect for the privacy and confidentiality of your dealings with us and confidence that your affairs will only be known to those whose duty it is to deal with you.

To ensure compliance with all the relevant legislation, requirements and guidelines regarding program delivery and assessments, occupational health and safety, and management of the RPL (Recognition of Prior Learning) process.

General expectations of staff

- To contribute to the harmonious and positive working environment irrespective of gender, race, sexual preference, political affiliation, marital status, disability or religious belief.
- To comply with the rules, regulations, policies and procedures of Blended Learning International.
- To be honest and respectful, which includes not falsifying information and not conducting yourself in any way that may cause injury to others.
- To utilise facilities and resources correctly as to the purpose they are provided to you and conditions of their use.
- To respect students' and staff members' right to privacy and confidentiality.
- To be aware of any State or Territory regulation or legislation that influences the operation of the student's program:

ACT User Choice

[http://www.det.act.gov.au/_data/assets/pdf_file/0005/174596/2012_Australian Apprenticeships Requirements Version 5 - Final.pdf](http://www.det.act.gov.au/_data/assets/pdf_file/0005/174596/2012_Australian_Apprenticeships_Requirements_Version_5_-_Final.pdf)

ACT Productivity Places Program

[http://www.det.act.gov.au/_data/assets/pdf_file/0010/245197/ACT Requirements for delivery of Productivity Places Program PPP 2012 FINAL - Amended 06102011.pdf](http://www.det.act.gov.au/_data/assets/pdf_file/0010/245197/ACT_Requirements_for_delivery_of_Productivity_Places_Program_PPP_2012_FINAL_-_Amended_06102011.pdf)

New South Wales

https://www.training.nsw.gov.au/forms_documents/industry_programs/business_services/2011_2012_apl_contract.pdf

Program delivery expectations

- Arrive **no less** than 20 minutes prior to the scheduled session start time.
- Conclude the course at the specified scheduled time.

- Ensure all equipment and resources required for the training session are set up prior to the commencement of the session.
- Ensure all equipment and resources required for the training session are put away at the conclusion of the session.
- Ensure all whiteboards are wiped clean, and tables, chairs, blinds and windows are left in their original format. Where catering has been provided, please ensure that this is left in an orderly and tidy state.
- Deliver an induction/orientation session as part of the first learning session to brief students on the relevant BLI policies, procedures and expectations, as well as familiarising them with the BLI facilities, support services and learning resources.

Prepare a class session plan and make this available to Student Administration no less than one week prior to the delivery of the program.

- Make the class session plan known to the course participants at the start of each training session.
- Prepare and print your own notes and materials, as required, for subject delivery.
- Design and develop training materials as required.
- Maintain attendance records, assess students and advise students of their assessment outcome.
- Provide a copy of the attendance record to Student Administration at the conclusion of each training session.
- Prepare copies of assessments and resources for filing purposes.

Program and performance evaluation

Students are given the opportunity to fully evaluate their trainers and all aspects of the training provided by BLI. This feedback is anonymous and is used to inform and improve our programs, our staff, and our services.

BLI is committed to continuous improvement, and as such welcomes trainer suggestions on improvements to all aspects of our training programs, our processes and our services.

BLI trainers are encouraged to continuously develop their own knowledge, skills and qualifications. BLI will actively support professional development opportunities for their trainers and administration staff.

Section 4 – Student management

Attendance

Attendance at sessions is a required component for the satisfactory completion of each program.

- Student attendance should be recorded at each session, including their arrival and departure time, if outside of the norm. Incidents and relevant comments are recorded in the attendance register. All students must sign on and off each training session they attend.
- Should a participant, without forewarning, not attend two (2) consecutive sessions, the trainer is then required to follow up the participant's absence. This can be done by sending an email or ringing the participant direct, or requesting the Administration Manager to contact the participant.
- Medical certificates or diary notes should be handed to the Administration Manager and placed on the Student file.

Student evaluation

Student feedback forms are to be completed at midway and end points of a course. These forms are located in the BLI Program Administration Office and on the BLI website - <http://www.blendedlearning.com.au/other-forms>.

Ensure the student logbooks, if used, are completed and all required competencies are signed off. A copy of each student's records must be provided to the BLI Program Administration Office.

Student records

All student records are to be stored onsite at the BLI Office under control of the BLI Administration Manager, for a period of not less than 24 months. After this time, these records will be archived (for no less than 30 years) at BLI's secure storage facility, hosted with the Storage King in Mitchell, ACT.

Please note that students can access their records during or after their program by contacting the BLI Administration Staff on either 02 6230 4633 or services@blendedlearning.com.au.

Note: Access to student records may take up to 10 days.

Student special needs

BLI is concerned to helping students who have special needs including in the following areas: careers and employment, complaint resolution, counselling, disability support, equal opportunity, discrimination and assessment, indigenous support, learner support services, and financial matters. Students with such special needs may contact our Student Support Officer, Ms Kathryn Deng. The contact number is 02 6230 4633.

Section 5 – Assessment

General assessment guidelines

- All students should be given sufficient prior information on the conditions relating to submission of assessment tasks, including where and when assessed work can be safely and securely lodged and collected.
- Students unable to submit assessment work due to medical or other compassionate reasons should have the opportunity to negotiate alternative arrangements agreeable to the trainer/assessor.
- Students should be advised to keep a copy of all submitted work.
- When stating a submission date, trainers should also state a target return of work date. Assessment results should be returned to students within a reasonable period from the submission date and in time for feedback to guide students' final preparation of subsequent assessment tasks.
- Every opportunity should be taken by trainers to provide timely and appropriate feedback to students on their work.

Alternative learning tasks and assessment

Where a student is able to demonstrate that the learning tasks and assessment would unreasonably disadvantage them due to a disability or special need, the student may apply to the Academic Director within one week from the date of distribution of the assessment for approval of alternative learning tasks and assessment in the unit.

The Academic Director must consider and respond to the student's application. The Academic Director may amend the learning tasks and assessment of a student at any time if the student is able to demonstrate that he or she has acquired a disability or special need through the duration of the unit to an extent that the student would be unreasonably disadvantaged if the specified learning tasks and assessment were applied.

Extension of time

Students unable to submit assessment work due to medical or other compassionate reasons may negotiate alternative arrangements agreeable to the trainer/assessor responsible for the unit.

Rules of evidence

All assessments will be conducted in accordance with the assessment guidelines and competency standards of the endorsed Training Package.

All assessments at BLI are to be guided by the following rules of evidence:

- **Valid:** evidence of competence must cover the broad range of knowledge and skills required to demonstrate competence.
- **Sufficient:** the amount of evidence provided must be sufficient to satisfy that the candidate is competent across all elements according to the performance criteria.
- **Current:** evidence provided must be current and recent.
- **Authentic:** candidates must produce their own work, therefore in some cases validation by a third party may be necessary. BLI takes the issue of plagiarism very seriously.
- **Reliable:** results are consistent from one assessment activity to the next.
- **Flexibility:** allows for alternative modes of assessment, i.e. on or off-the-job.
- **Fairness:** BLI ensures assessments are fair and will not disadvantage any person.

All assessment processes will be undertaken by qualified assessors possessing at least a Certificate IV in Training and Assessment (or equivalent) qualification, and will involve the use of industry endorsed assessment guidelines, and be in alignment with the content and criteria of the current Training Packages.

The assessment processes will:

- cover the broad range of skills and knowledge needed to demonstrate competency and will integrate knowledge and skills with their practical application;
- cover both on and off-the-job components of assessment; and
- provide for the recognition of competencies no matter how, where or when they have been acquired.

BLI will maintain and operate a secure, permanent and reliable system for recording and storing assessment outcomes. Official transcripts, statements of qualification and statements of attainment issued by BLI will indicate the units of competency that have been attained.

Consideration is also given to students with special needs, i.e. students from non-English speaking backgrounds, students with a physical or learning disability, etc., and the assessment tasks must be re-designed to suit individual needs whenever necessary.

Students must be informed of the following prior to an assessment:

- time and location of the assessment
- details of assessment task
- resources required to complete the task
- criteria to be assessed against
- assessment method(s)
- evidence required
- appeal/review mechanisms.

Assessment coding

WW	Withdrawn after commencing unit.
WS	Withdrawn from course after attending at least one session/class, but has not attempted any assignment or assessment task.
WA	Withdrawn from course after attempting at least one assignment or assessment task, or part of.
NA	Not assessed – student has yet to submit the assignment for this assessment after the due date of the assignment.
C	Competent – when all critical aspects and elements of assessment relating to the competency unit are met.
US	Unsatisfactory – to be applied in all programs. This grade is assigned when one or more of the critical aspects and elements of assessment relating to the competency unit are not met. The student is given an opportunity for a re-test after the assessor has explained areas of improvement. If a student is consistently graded as US after more than two attempts, counselling will be provided to determine if the student is able to continue with the program, or would benefit from transferring to another program, or should withdraw completely.
NYC	Not yet competent – when a student has made more than one attempt, undergone some counselling and has agreed that he/she will not be doing any further work or assessment as part of the course/class he/she is currently enrolled in. The student has the option of transferring to another program (subject to approval), or starting again as a new enrolment.

Assessment grading

For university pathway programs, the following grades may apply in addition to the above. The purpose of these grades is to provide a proficiency rating consistent with most university grading structures, in order to satisfy the requirements of a university entry-level or pathway program.

HD	High distinction – 80% to 100%
D	Distinction – 70% to 79%
CR	Credit – 60% to 69%
S	Satisfactory – 50% to 59%
US	Unsatisfactory – 0% to 49%

Section 6 – Policies & procedures

This section outlines BLI policies and procedures of importance for trainers.

Fees

For government-funded programs, tuition fees are waived for students who are permanent residents of Australia, or Australian citizens, and are residents of the state or territory where the program is delivered. However, an enrolment fee would still apply. The full tuition fee applies for non-funded programs. Please refer to individual course outlines for details of fees.

Payment of fees

Fees may be paid in person at any of the public offices or retail establishments marketing BLI programs. Accepted modes of payment are:

- MasterCard
- VISA
- Cheque (made payable to “Blended Learning International”)
- Cash – **Note:** for security reasons, payments in cash are discouraged.

Refund of fees

If you have paid your tuition or enrolment fees, BLI will refund all or part of your fees only on the following basis:

- If an offer of a place is withdrawn, or BLI is unable to provide the course. In this circumstance the intending student is eligible for a full refund of all course fees paid. However, if the offer was made on the basis of incorrect or incomplete information supplied by the intending student, BLI reserves the right to retain 10% of all fees paid.

- An intending student who cancels his/her place (in writing) at least 4 weeks before the course starts will be refunded 90% of the course fees paid.
- An intending student who cancels his/her place or withdraws from the course (in writing) less than 4 weeks before the course starts, or within the first four teaching weeks, will be refunded 50% of the course fees.

You should also note the following fee conditions:

- An intending student who withdraws from a course, for whatever reason, after the first four teaching weeks is not eligible for a refund.
- A Director of BLI will make the final decision about refunds.
- The date of withdrawal is the date upon which written notification is received by BLI.

Enrolment

BLI undertakes to enrol those who have applied in the appropriate manner and have been chosen by the selection officers for a course of study.

Enrolment is conditional upon:

- accurate and complete information being supplied by the applicant to BLI;
- completion of the required enrolment form;
- the undertaking of the student to abide by the policies and procedures of BLI;
- availability of places to be filled; and
- payment of enrolment fees.

BLI has implemented the Access and Equity Policy as part of its enrolment procedures.

Students are advised that for each new course they may wish to undertake that a new enrolment fee applies for that new course. For example, if a student enrolls in a course,

then decides to withdraw or is unable to achieve competence within the specified course time schedule, and later wishes to enrol in the same qualification at a later date, then a new enrolment fee applies. For each program a student enrolls in, an enrolment fee applies.

Eligibility for enrolment

In order to be enrolled in a course, applicants must meet the entry requirements of the course. Entry requirements differ for each course. Some courses require the successful completion of an aptitude assessment. Some may require the applicant to attend an interview where a diagnostic assessment will be made. Please refer to the individual course outline for details of eligibility and selection criteria.

For details of the policy and procedure here, please refer:

- Policy_Orientation Potential Student
- Policy_Potential Student Enrolment
- Policy_Access and Equity

at the BLI Website (<http://www.blendedlearning.com.au/policies>)

Induction

An induction, or orientation, session will be incorporated into the first learning session. Students will be briefed on the relevant BLI policies, procedures and expectations, as well as become familiar with the BLI facilities, support services and learning resources.

For details of the policy and procedure here, please refer:

- Policy_Orientation Potential Student
- Policy_Potential Student Enrolment
- Policy_Access and Equity

at the BLI Website (<http://www.blendedlearning.com.au/policies>)

Recognition of Prior Learning (RPL)

Students may already possess the knowledge and skills required to meet the requirements of some or all competencies in a course. These students may apply for RPL and be exempted from subjects relating to the said competencies.

For details of the policy and procedure here please refer:

- Policy_Recognition of Prior Learning

at the BLI Website (<http://www.blendedlearning.com.au/policies>)

Mutual recognition

BLI will ensure that an individual's learning and skills are recognised, when they are supported by certificates or statements of attainment issued from another RTO, which will be validated by BLI contacting and seeking confirmation from the issuing RTO.

For details of the policy and procedure here please refer:

- Policy_Mutual Recognition
- Policy_Access and Equity

at the BLI Website (<http://www.blendedlearning.com.au/policies>)

Language, literacy and numeracy

BLI acknowledges that all the VET courses it delivers include language, literacy and numeracy tasks. As a result, BLI trainers must provide materials, resources and assessment tasks at a level of complexity required in industry for that competency only. Trainers must also provide opportunities for repeated and supported practice.

A BLI trainer is qualified to formally assess a student's literacy and numeracy levels. Support is given to students who may require assistance to meet course requirements. BLI has links to specialist literacy and numeracy agencies and support services and can refer students to those which are appropriate to their needs.

For details of the policy and procedure here, please refer:

- Policy_Access and Equity

at the BLI Website (<http://www.blendedlearning.com.au/policies>)

Occupational health and safety

BLI is committed to providing a safe and healthy environment for its staff and students. This is achieved by fully integrating health and safety into all of our operations and activities, and embracing continuous improvements in safety.

Training and information will be provided to assist staff and students to identify health and safety hazards, leading to safe work practices within the learning environment and beyond. All potential health and safety hazards should be reported immediately.

For details of the policy and procedure here please refer:

- Policy_Occupational Health & Safety

at the BLI Website (<http://www.blendedlearning.com.au/policies>)

Diversity

BLI welcomes students with disabilities by providing a working and learning environment which is free from discrimination, harassment, victimisation and bullying, and that promotes equality of opportunity and values, and nurtures the diverse range of abilities, talents and interests of its staff and students.

Students can discuss their special needs directly with the Program Manager, who can provide assistance with:

- individual support needs, including the need for adaptive equipment
- welfare and guidance services
- alternative print formats or note-takers
- adjustments to assessment tasks
- the process of negotiating adjustments within BLI

- medical or other information needed to validate the adjustments that may be required.

For details of the policy and procedure here please refer:

- Policy_Access and Equity

at the BLI Website (<http://www.blendedlearning.com.au/policies>)

Access and equity

BLI supports and applies access and equity principles to people from, but not limited to, the following areas:

- people with a disability
- Aboriginal and Torres Strait Islanders
- women
- people from a non-English speaking background.

BLI will ensure that:

- access to programs is available to all persons regardless of age, colour, gender, religion, race or social/ethnic background
- disadvantaged groups have access to training
- all advertising and promotion of training programs will be closely monitored to reflect BLI's policy of inclusion.

For details of the policy and procedure here, please refer:

- Policy_Access and Equity

At the BLI Website (<http://www.blendedlearning.com.au/policies>)

Privacy

BLI has a detailed privacy policy, which adheres to the Privacy Act. In brief, BLI staff and trainers will not disclose any information that we gather about students to any third party, subject to legal obligations. We must use the information we collect only for the services we provide. No client information is shared with another organisation. If a third party requests information about a student, BLI must obtain that student's written consent prior to the release of any information.

For details of the policy and procedure here, please refer:

- Privacy Policy listed on the BLI Website at (<http://www.blendedlearning.com.au/privacy-policy>)

Confidentiality

Student records and assessment items are confidential. Subject to legal obligations, BLI will release such information **only** to that student, and to authorised staff members.

If properly authorised, in writing, by a student (signed letter), BLI will release his/her student records, and/or assessment items to another person or organisation.

Where information from student records or assessments is disclosed, other than as stipulated above, that information must be published in such a way that the student cannot be identified from that information.

Access to student records

The following staff are authorised to access student records:

- Director, Blended Learning International
- Facilitator / Trainer (only assessment and attendance records relevant to the units being delivered by that trainer)
- BLI Administration staff.

For details of the policy and procedure here, please refer:

- Policy_Access and Equity
- Policy_Student Assessment

Blended Learning International

ABN 62 106 265 105

GPO Box 1097, Canberra City, ACT, 2601

Telephone: +61 2 6320 4633 Email: services@blendedlearning.com.au

at the BLI Website (<http://www.blendedlearning.com.au/policies>), and

- Privacy Policy listed on the BLI Website at (<http://www.blendedlearning.com.au/privacy-policy>)

Withdrawal

Students must advise the BLI Program Administration Office in writing of their intention to withdraw from a course. A student is deemed withdrawn on the date the notice is received. Please refer to the section on "Refund of fees" for details of any refund entitlement.

For details of the policy and procedure here, please refer:

- Policy_Student Assessment

at the BLI Website (<http://www.blendedlearning.com.au/policies>)

Misconduct

BLI is a community where everyone can be expected to be treated with dignity and respect. We are committed to providing equality of opportunity.

For details of the policy and procedure here, please refer:

- Policy_Access and Equity

at the BLI Website (<http://www.blendedlearning.com.au/policies>)

Complaints

BLI has a complaint management policy which provides guidelines for students who would like to submit an appeal against an assessment decision, or make a complaint.

For details of the policy and procedure here, please refer:

- Policy_Complaint Management

at the BLI Website (<http://www.blendedlearning.com.au/policies>)

Training evaluation

Students will be given the opportunity to fully evaluate their trainers and all aspects of the training provided by BLI. This feedback is anonymous and is used to inform and improve our programs, our staff, and our services.

For details of the policy and procedure here, please refer:

- Policy_Continuous Improvement
- Policy_Organisational Risk Management

at the BLI Website (<http://www.blendedlearning.com.au/policies>)

For all policy copies and advice, please either download from the BLI website (<http://www.blendedlearning.com.au/policies>), or contact the BLI Program Administration Office.

Timesheets

Trainers may be required to complete and submit their timesheets to the Administration Manager each fortnight. Keeping a copy for your own records is advised.

Copyright

All trainer and learner resources supplied by BLI to their trainers and students are copyright to BLI and cannot be copied, distributed, or used for other purposes without the written consent of a Director of BLI.

Trainers are responsible for ensuring that material copied for use in their sessions complies with the provisions of the Copyright Act.

The following websites are a useful reference to staff regarding copyright:

<http://www.copyright.org.au>

<http://www.ipaustralia.gov.au>

Confidentiality agreement

New trainers are required to read and sign a BLI confidentiality agreement. The form is to be returned to the BLI Program Administration Office within seven (7) days of commencing employment.

A sample copy of the agreement appears at the end of this handbook.

Important contacts

BLI Administration Office & Training Centre
Suite 5, Ground Floor
54 Marcus Clarke Street
Canberra City ACT 2601

GPO Box 1097
Canberra City ACT 2601

T) +61 2 6230 4633

F) +61 2 6230 4622

E) services@blendedlearning.com.au

Query area	Contact person
Course/program information	Ian Read
BLI policies and procedures	Ian Read
Student records and complaints	Kathryn Deng
IT equipment and help desk	Chris Shen
OH&S and first aid	Ian Read
Fees and payments	Chris Shen
General enquiries	Kathryn Deng

(Sample copy only)

Confidentiality Agreement

I, _____ of _____ agree to abide with the following confidentiality conditions and requirements, as part of my acceptance of the training position offered together with its terms and conditions thereof:-

I shall not, except as authorised or required by my duties, reveal to any person, or persons, or Company, any trade secrets, secret or confidential operations, processes or dealings or any information concerning the organisation, business, finances, transactions or affairs of Blended Learning International or any of their subsidiaries or related corporations which may come to my knowledge during my employment and shall keep in complete secrecy all confidential information entrusted to me and shall not use or attempt to use any such information in any manner which may injure or cause loss either directly or indirectly to Blended Learning International or any of their subsidiaries or related corporations or their businesses or may be likely so to do.

I shall not during the continuance of my employment make otherwise than for the benefit of Blended Learning International or any of its subsidiaries or related corporations any notes, memoranda, list of customer or client names or computer disks relating to any matter within the scope of the business Blended Learning International or any of their subsidiaries or related corporations or concerning any of its dealings or affairs nor shall I during the continuance of my employment use or permit to be used any such notes or memoranda otherwise than for the benefit of Blended Learning International.

I hereby acknowledge that, notwithstanding that I will acquire certain information in the ordinary course of my employment, the property of Blended Learning International includes, and will at all times include, all confidential information and all records, documents, accounts, plans, formulae, designs, specifications, price lists, customer lists, computer disks, computer programs, proprietary software, correspondence and letters, manuals, course materials and papers of every description, including all copies of or extracts from the same, within my possession or control relating to the affairs or business of Blended Learning International or any of their subsidiaries or related corporations or which may come into my possession in the course and by reason of the consultancy, whether or not originally supplied by Blended Learning International.

Signed:

Dated:

Witnessed:

Blended Learning International

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