

Student Handbook

Qualification: _____

Level: _____

Staff Name: _____

Employer: _____

Start Date: _____

We are proud to be a registered training organisation with the NSW Vocational Education Training and Accreditation Board (VETAB). This means that the qualifications we issue are nationally recognised under the Australian Qualifications Framework.



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About Us

Target Training is a Sydney-based private training company.

Established in 1999, the organisation provides nationally accredited training and assessment services with a focus on the retail industry.

The organisation has other services including retail consulting one-on-one, customised workshop series and mystery shopping.

Retail growth has become more and more difficult as a result of increased competition, industrial relations issues, greater expenses, economic conditions, social and technological changes, and internationalisation of the marketplace. With this in mind, consideration should be given to continuous improvement systems in order to continue to grow sales, improve staff motivation, improve customer service standards, improve visual presentation of the business, or simply staff accountability systems.

All programs are planned and executed in conjunction with the relevant industry to facilitate the highest achievable outcomes in terms of participant competencies.

Target Training is flexible with its delivery structure. The training and/or assessing can be structured as self-paced learning workbooks, recognition of prior learning, off the job workshops or workplace assessment.

Our Vision

is to combine resources, experience and knowledge-sharing processes with innovation and inspiration.

The goal is to empower people to understand that with willingness an invincible competitive position is gained, a superior and dominant product offer will be created, and excellence in customer service will result.

VETAB is the New South Wales Government training body that oversees the delivery of vocational training and education in New South Wales and the accreditation of training organisations.



These two logos will appear at the bottom of your certificate. The VETAB logo is to show our company has been approved to conduct the course and the Nationally Recognised Training logo means that the course material has been approved and that the qualification will be recognised throughout Australia.





Expectations of Participants

You are asked to read these expectations thoroughly before agreeing to commence any training or assessing:

1. All participants are expected to attend workplace training to successful complete their training (if applicable). **Attendance is mandatory.** Participants may be able to complete the qualification by missing one session, however, more than that and it may be hard to catch up. Participants must maintain 80% attendance (eg minimum of 7 attendances for 9 sessions). For every session missed, a doctor's certificate or a supervisor statement is required to explain non-attendance.
2. You must maintain a high standard of presentation at all times.
3. To participate in all training activities and carry out any tasks that may be asked by your training consultant to the best of your ability.
4. To complete self-paced learning workbooks and/or assessments as required. **Submission of assessment tasks is mandatory.** An assessment task (mostly written) is given out at each session and relates directly to what was covered in that session. Participants are required to work **INDIVIDUALLY** (group assignments not accepted), to complete these. Participants are given a month to complete assessment tasks and the trainer will collect the completed tasks from all participants at the beginning of the next session. Extensions may be possible, however, participants will need to advise the trainer of the need for an extension before the due date.
5. To produce a Doctor's Certificate for all sick days upon returning to class. You must advise your Training Consultant if you will be unable to attend class for a particular session. Absenteeism may result in units not being completed, or competencies not being achieved. Excessive absenteeism may result in your removal from the program. Excessive tardiness may result in you being marked absent for that training session.
6. If you are unable to attend off-the-job training or structured training sessions/workshops, you must contact your employer and your training consultant.
7. Any concerns that you may have regarding your progress throughout the training program should be discussed with your training consultant.
8. You must advise *Target Training* of any changes in your personal details on the Student Enrolment Details form.
9. You must keep training areas and facilities tidy at all times.



10. Consumption, or being under the influence of alcohol or illicit substances during the training hours is unacceptable and will result in you being asked to leave the premises. Continued abuse of this policy may result in your removal from the program.
11. Your behaviour must not interrupt or threaten other participants. Abusive behaviour or physical violence can result in instant expulsion from your program.

Traineeship Overview

There are 2 distinct traineeship types. These are:

1. New Employee Traineeship
2. Existing Worker Traineeship

New Employee Traineeships are for staff that have been with their employer for a period no longer than nominated by the Department of Education & Training (normally 3 months for fulltime and 12 months for part time staff). These traineeship typically run for a minimum of 1 year (some can be longer or shorter) and involves the introduction of new skills to be learnt through on-the-job training manuals and employer guidance.

Existing Worker Traineeships are for staff that have been with their employer for a period longer than nominated by the Department of Education & Training (normally 3 months for fulltime and 12 months for part time staff). This traineeship typically run for a minimum of 2 years and involves some recognition of existing skills combined with the introduction of new skills to be learnt through on-the-job training manuals and employer guidance.

Structure of Courses

As a general rule, training courses and programs are divided into various subject areas.

Depending upon which course or program you are doing, these subject areas are called *modules or units of competency*

Within each module or unit, there is a series of learning outcomes that reflects the skills or competencies that you need to be able to show that you can do in order to satisfy the assessment requirements.

We recommend a 2 hour high impact training session as a minimum for each unit of the qualification you are completing

The session times and dates are at your convenience and are usually agreed to by your employer. If you have any queries in regards to this please don't hesitate to contact us on our contact information provided.



Competency Based Training

Competency-based training relies on 4 areas to be effective – Skill, Knowledge, Understanding and Attitude.

Some people are very good at applying skills but do not understand why they are required to complete the tasks. Some people have a great amount of knowledge yet can not put it into practice.

Being COMPETENT in competency-based training and assessment means that you can learn and retain knowledge, understand how it fits into the big picture of your organisation AND put it into practice in the workplace in line with their standards and procedures. Of course the right attitude is required to make all this work.

Competency-based training requires staffs to gain knowledge/understanding of workplace standards and procedures and then put them into action.

Employability Skills

Employability Skills describe non-technical skills and competencies which play an important part in contributing to an individual's effective and successful participation in the workplace. They may also be called key skills, core skills, essential skills, or transferable skills.

Employability Skills Summaries for your qualification can be downloaded from <http://employabilityskills.training.com.au>.

On-The-Job Training

Unlike staff that attend off-the-job training, on-the-job staff need to be self motivated and dedicated. The use of manuals will assist in the introduction of new skills but it is up to the staff, with the employer's guidance, to put these skills in to practice.

Your employer is there to assist with the application of new skills, understanding the processes, application of standards and will be ready to answer any questions in relation to the day to day functions required of the staff.



Training Manuals

The training manuals are to be used as a guide only in learning new skills and knowledge. They are not to be used to change workplace standards or procedures. Training manuals should encourage you to look at your workplace and discover the standards or procedures there.

There will be instances where a training manual will deal with an area within your workplace that you are already familiar with. This will not mean that you do not need to address that manual. It will simply mean that you can work through the manual faster.

Never assume that you already know how a skill is done or assume you know an answer. You need to find the correct workplace information and use it. Ask lots of questions and become a confident team member.

Assessment

Assessments play a large part in your traineeship. Apart from Induction, this is where your Registered Training Organisation will become involved. Target Training is this training organisation in this instance.

On the job assessments requires the attendance of the following people:

1. Staff
2. Workplace Supervisor/employer
3. Registered Training Organisation Assessor

Assessment generally takes place by way of assignments and course exercises. Further specific details of assessment are specified in each course or program outline.

Where on-the-job assessment is specified, assessment will normally be by way of a supervisor's report, although additional assessment tasks may be set to test competency in some outcomes. Competency-based assessments DO NOT require you to sit an exam. On the contrary, it is an opportunity for you to demonstrate your new skills and knowledge to the standards or in line with the workplace practices.

To demonstrate competency in a course or training program, you must show that you are competent in all learning outcomes. Consequently, assessment tasks will measure all necessary competencies.



Assessment Outcomes

A student is deemed competent when all outcomes are successfully completed within a module or unit of competency. To demonstrate competency, you must satisfactorily complete each assessment task.

The stated assessment outcomes in competency based courses are:

- **Competent:** the participant has demonstrated competency in all learning outcomes.
- **Not Yet Competent:** the participant has not yet demonstrated competency in all learning outcomes.

Any areas that do not meet the standards at assessment time will be given extra time for re-training and re-assessment. This will not mean that you fail the course. It simply means you are entitled to a re-assessment. We work with you to tailor the assessment to your workplace and individual needs in order to help you through this.

Completion and Return of Assessment Tasks

The final dates for assessment tasks are set after consideration of the work required with the module or unit as a whole. If you are unable to submit an assessment task by the due date, you should contact us before the due date and give the reasons by you need an extension.

All completed assessment tasks, with the appropriate Assessment Task Cover Sheet, are to be posted to:

Target Training
PO Box 1772
CASTLE HILL 1765

It is your responsibility to keep a copy of your written work in case it gets lost in the mail.

You must also sign a statement on the cover sheet of each assessment task that the work done in the assessment task is your own work and not the work of any other student or person.

Target Training will return all assessment tasks, duly marked, to students progressively and timely throughout the program.



Assessment Q & A's

1. What will be assessed?

During this course, each staff will be assessed for the each required unit of competency so that it can be credited towards their qualification.

2. How will my assessment take place?

Within the assessment process, different types of assessment take place for specific purposes and situations. Such a flexible approach ensures that the assessor gains sufficient evidence of your competence and that assessment is fair, relevant and valid.

Sometimes, a single assessment exercise may assess a number of competencies .eg. a role play or a workplace project. The most common forms of assessment will be written using workplace examples.

3. What if I am unhappy about the assessment process?

If you are unhappy with the assessment process in any way, please talk to your assessor or to a staff member of Target Training .

4. What if I am unhappy about a particular assessment result?

If you are unhappy with the result of an assessment, you are able to request another one. Alternative assessment methods can be designed to meet specific needs of staffs e.g. people with disabilities or with literacy/language problems.

5. What if I am absent from training or assessment activities?

If you were unable to be assessed as competent due to your absence during any of the training/assessment sessions, there may be an opportunity for you to join another class. If this is not possible, we can arrange for you to undertake some other form of training and assessment such as assignments or work experience.

6. Will I get some form of evidence to show what I am competent in?

If you are not issued with a Certificate, you will receive a Statement of Attainment for all units of competence which you are proven competent in. You have to be competent in all elements of a unit of competence before being deemed competent for that unit.



7. How will assessment take place in this particular course?

Your trainer will inform you at the beginning of your course of HOW the assessment will take place and will seek assistance from you to establish the assessment strategy suitable to you.

Appeal/Re-Assessment Process

The provisions within the principals of competency based training does provide, that all students will have the right to be re-assessed and to be given ample opportunity to complete their required competencies in full.

Appeals Procedure

If a participant is not satisfied with the assessment result, it is within their rights to appeal the decision. Below is an example of a procedure Target Training applies, when participants appeal a judgment.

STAGE	WHO IS TO BE NOTIFIED	WHO IS TO REVIEW THE ASSESSMENT	SUPPLEMENTARY ASSESSMENT
1	Staff & Target Training [TT] qualified Assessor	Staff & TT Assessor carefully review each section that was deemed NYC.	If both parties consent, a supplementary assessment may be designed by the assessor. If the staff prefers, this assessment can be performed by another assessor.
2	Staff, TT Assessor & third party [could be Business Owner or nominated Manager]	Staff, TT Assessor & Business Owner or a nominated Manager	As above
3	Independent consultant through DET or another training organisation and TT assessor.	Independent consultant / alternate training organisation, TT Assessor.	As above

Each appeal is recorded in writing and therefore if you have a grievance, please contact our office for a copy of the form. If you feel you are not receiving prompt attention to this matter, you can take the matter to the Grievance Manager at Department of Education and Training at grievances@education.nsw.gov.au All appeals are formally documented and each complainant is provided with a written statement of the appeal outcome, including reasons for the decision.



Qualifications

All qualifications issued by the Registered Training Provider will be one of the following:

1. **CERTIFICATE OF COMPETENCE**
This is presented on successful completion of all modules contained within the traineeship
2. **STATEMENT OF ATTAINMENT**
This is presented on completion of modules successfully completed if the whole program was not completed

These qualifications will have a Vocational Education & Training Accreditation Board of NSW (VETAB) and Australian National Training Authority (ANTA) logo on them that will represent nationally recognised qualifications. This means that any other Registered Training Organisation will be required to recognise your qualification anywhere in Australia.

The qualification will also state the Australian Qualifications Framework (AQF) level of certificate along with date of successful completion.

Plagiarism

Plagiarism is the act of using another's work as one's own. Examples of plagiarism include copying the work of another or summarising the work of another.

Any student found plagiarising work will gain a non-completion result in the module attempted. Any person who knowingly aids another person to commit plagiarism shall be dealt with as if they themselves had committed plagiarism.

Referencing (Harvard Method)

Referencing is a standardised way of acknowledging sources of information used in assessments. Information could include evidence, ideas, theories, facts or data. If sources of information is not referenced it is considered plagiarism.

One style of referencing is called Harvard Referencing (or Author-Date system).



This system has two parts:

1. Referencing within the text of the document

When referencing within the text of the document, three pieces of information about the sources of the information is required:

- the name of the author or authors
- the year of publication
- the page number (when the information/idea can be located on a particular page, or when directly quoted)

For example:

The system was first developed by XYZ Inc (Smith 2006).

Smith (2006, p. 89) states that XYZ Inc was the first to develop the system of...

“The system that XYZ Inc developed was first used by 123 Bank in 1990” (Smith 2006, p. 95).

2. A list of references at the end of the document

The List of References is a list of all the books, journal articles and other sources that were referred to throughout the document. The List of References is placed at the end of the document.

- List the sources in alphabetical order, according to the author’s last name
- Avoid using numbers or bullets, unless required
- Start a new line for each resource
- Present full bibliographic details in the following order:
 - author’s surname and initial(s)
 - year of publication
 - title of publication (in italics and with minimal capitalisation)
 - publisher
 - place of publication



For example:

Cottrell, S 2001, Teaching study skills and supporting learning, Palgrave Macmillan, New York

Elvin, I 1993, Sport and physical recreation, Longman, Harlow, Essex

Ward, R 1966, The Australian legend, 2nd edn, Oxford University Press, Melbourne.

Recognition of Prior Learning or Current Competencies

At the information session of each course, you will be asked if you wish to obtain RPL information from *Target Training*, in regards to the certification you are seeking, (if your request is in the affirmative, this will be discussed with your employer and you will be provided with an RPL application form for gathering of your evidence.)

At any time during the course a request can be made for RPL to be applied to any part of the curriculum. If you can substantiate that you can complete the competency, including the underpinning knowledge requirements, please feel free to discuss this with your trainer/assessor.

Target Training will always recognise the AQF qualifications and Statements of Attainment issued by any other Registered Training Organisation. If your certificate or statement of attainment contains the two logos as shown on page 3 of this manual, we are bound by mutual recognition obligations under our registration as a registered training organisation with the Vocational Education Training and Accreditation Board.

You are welcome to contact us at any time if you have any queries in this regard as training and assessment of individual needs is a key part of our business.

Occupational Health and Safety

Target Training is committed to providing a safe and healthy environment for all employees, contractors and visitors. We aim to achieve the highest degree of occupational health, safety and security by adhering to government legislation and taking a personal interest in the well being of our staff and visitors.

All employees, contractors and visitors to our organisation are encompassed by our Occupational Health and Safety policy.

Our organisation abides by the Commonwealth Employees Occupational Health and Safety Act 1991 and NSW Workers Compensation legislation.



All employees and students are responsible for Occupational Health and Safety in the workplace.

Students – are responsible for not only their own health and safety but the health and safety of others within their working environment. Students must report unsafe working conditions, faulty equipment and accidents in the workplace immediately to their supervisor or manager. Students must abide by safe working practices and comply with health and safety procedures.

Employees - are responsible for the implementation and instruction of all company occupational health and safety procedures and are also responsible for their staff adhering to the procedures set by the company. This is especially important while training venues are most often supplied by employees.

Any information required pertaining to this policy should be forwarded to our office.

Grievance Policy

Clients of *Target Training* will be advised of the grievance procedure applying should they have any problems with course content or conditions relating to the training delivery.

In the first instance the participant should discuss the problem with their training consultant and seek a solution at that stage.

If the student feels that they have a grievance with their training consultant, they are at liberty to contact our office at any time. For further information or assistance you may contact the Grievance Manager at Department of Education and Training at grievances@education.nsw.gov.au

At each stage of the grievance procedure, both the client and Target Training's representative should seek to have a witness present.

Trainer/Assessor Qualification

Trainers/assessors employed by *Target Training* must possess the minimum qualifications specified in curriculum in which they train and Certificate IV in Training and Assessment (TAA) or equivalent. We are proud of the qualifications of our staff and we are happy to provide information on them at your request.

Record Keeping

All student records are kept on file for a period of up to 30 years and a student wishing to obtain access to these records, must make a formal request to the Training Supervisor of *Target Training*.



Protection of Privacy and Information

Target Training gathers and maintains information used for the purposes of registration and other fundamental activities related to being a registered training organisation with the NSW Vocational Education and Training Board. In signing an application for admission, all applicants are advised that both the information they provide and any other information placed into the student record will be protected and used in compliance with the NSW Privacy and Personal Information Protection Act (1998) No 133.

Access and Equity

Target Training's Access and Equity Policy is based upon application of the following principles:

1. Equity for all people through the fair and appropriate allocation of resources and involvement in vocational education and training.
2. Equality of outcomes for all people, without discrimination.
3. Access to all people to appropriate quality vocational education and training programs and services.
4. Increased opportunity for all people to participate in vocational education and training.

With these principles in mind, the objectives of Target Training's Access and Equity Policy are:

- To incorporate access and equity principles and practices in key processes which affect the outcomes for individual participants in the vocational education and training system;
- To achieve equitable access for all current and potential participants and clients to vocational education and training services and programs;
- To increase the participation of people who are under-represented in vocational education and training programs, by setting targets for funding arrangements;
- To increase participation in decision-making processes associated with, and for people from under-represented groups;
- To encourage positive outcomes for participants and clients of the vocational education and training system by giving them enabling skills to participate successfully in vocational education and training services and programs;



- To develop quality support services which enhance clients' and participants' changes to achieve positive outcomes.
- To help to prevent and eliminate discrimination on the basis of race, colour, sex, sexual preference, age, physical or mental disability, marital status, family responsibility, pregnancy, political opinion, national extraction or social origin.

Literacy Support

English literacy, language and numeracy support is available through your local TAFE or community college. It is our responsibility to assist you through your qualifications despite any language, literacy or numeracy barriers and involve support services such as an interpreter if required and agreed with your employer.

Refund Policy

In the case of cancellations, Target Training will refund full amount paid if 14 days notice [before work is due to commence] is provided, otherwise a cancellation fee of \$500.00 will apply. Target Training does not invoice any fees prior to course commencement. If you are completing this course through your employer, all fees are paid by your employer and outlined in our Training Services Contract to them.

Money Back Guarantee

Target Training offers a full money back guarantee on all services, if you are not fully satisfied.



Code of Practice

- I. **Preamble** - *Targett Retail Training Pty Ltd.* is committed to ensuring the continued high standing of Australian education, and therefore aims to be a provider of Australian education and training services.
 - All training and assessment will be conducted in a manner that supports these objectives so that the potential benefits to all participants are realised.
 - In gaining this registration, *Target Training* is committed to understanding the Commonwealth and State Government's policies and procedures.

- II. **Provider of Education and Delivery/Assessment of Training Services** - *Target Training* has adopted policies and management practices which maintain high professional standards in the delivery and assessment of education and training services, and which safeguard the educational interest and welfare of participants.
 - *Target Training* will maintain a learning environment that is conducive to the success of all participants. Although the learning environment is normally on the premises of the client, or public facility, we have the capacity to deliver the nominated courses, and use methods and materials appropriate to the learning needs of the participants. [Refer to training room setup checklist and session plan for specific topic to be presented].
 - Participants enrolled into registered courses will be monitored individually in the areas of their performance assessed, course attendance and progress.
 - *Target Training* will only employ suitably qualified trainers and assessors who are sensitive to the needs of the participants being taught and will provide for further training of such staff as required.
 - Assessment procedures adopted by *Target Training* are of a high standard, meeting the National Assessment Principles. [Refer to Assessor's Brief and documentation requirements].

- III. **Marketing of Education and Training Services** - *Target Training* will market their educational products and services with integrity and accuracy; avoiding vague and ambiguous clauses, and with due regard to the reputation of Australian education and training. In the provision of information, no false or misleading comparisons will be drawn with any other provider or course.
 - *Target Training* will market their services in consistence with the education, cultural and regulatory systems of the Australian market and will not detract from the reputation and interests of other Australian institutions.



- IV. **Financial Standards** - *Target Training* will safeguard funds paid by any participants/clients.
- *Target Training* will make a refund to the participant/client in accordance with relevant Commonwealth or State legislation, if unable to deliver agreed services.
 - There is proper documentation of the contractual and financial relationship between the participant/client and *Target Training*, and *Target Training* will make available to the participant/client copies of this documentation.
- V. **Participant Information** - *Target Training* will supply accurate and current information to enable a person unfamiliar with the Australian education and training system and living conditions to make an informed decision about the appropriateness of *Target Training* and its courses to the participants'/clients' needs.
- *Target Training* will supply accurate and current information to participants/clients and prospective participants/clients on all relevant matters. This will include but not be limited to detailed and realistic estimates of costs; academic programs; flexible programs; Australian recognition given to qualifications(s) offered; withdrawal arrangements; termination of tuition; credit transfer; refund entitlements including instances where the provider defaults; and details of facilities and equipment.
 - *Target Training* will review regularly all information provided to students/clients to ensure its accuracy and relevance.
- VI. **Client Recruitment and Placement** – Recruitment of participants/clients will be conducted at all times in an ethical and responsible manner. Offers of course placement will be based on an assessment of the extent to which the qualification, proficiencies and aspirations of the applicant are matched by the educational opportunity offered. Proficiency in English will also be assessed. *Target Training* will ensure that the assessment of the educational background of intending staff is undertaken by suitably qualified staff and provide for the additional training of such staff, as appropriate.
- VII. **Student Support Services** - *Target Training* will be sensitive to all issues and meet the special needs of students as required, especially those with language, literacy or numeracy difficulties. These services will include mentoring, counseling, and concurrent assistance.
- *Target Training* ensures that participants/clients have access to fair and equitable process for dealing with grievances.
 - *Target Training* ensures that an appeals process is in place should the assessee not be happy with an assessment outcome.