# Student Handbook

**Collaborate - Innovate - Educate**

# Student Handbook

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## Welcome

It is our pleasure to welcome you to Learning Partnerships. Our aim is to inspire and empower individuals and organisations. The goal is to significantly increase performance capability in order to achieve a desired outcome. We do so through exceptional customer service, with the key focus, providing the most up to date, professional development solutions.

As part of our family, you have now opened the door to endless opportunities and dream you may not have yet dreamt, face challenges, come across new ideas and learn from both industry professionals and peers. Tackle these challenges and maximise your chance for success!

We offer you a complete face-to-face program of training that navigates a career pathway from entry to management level. Our integrity, passion for quality and service – along with our strong reputation in the market and amongst employers, sets us apart from our competitors. We develop strong relationships with all of our students, and we truly care about their success.

The education, skills, memories and people you are about to encounter will stay with you always. Be sure to play an active part in your own development by participating fully in all that we have to offer you.

This booklet is designed to assist you with the administrative process (lots of paperwork to look forward to!). We have many different types of students in our organisation. Whether you are completing a School Based Traineeship, Traineeship, Diploma course or VETiS course – we have tried to consider every aspect of every student to provide the most relevant and precise information.

We wish you the very best for a happy and successful learning experience.

# Student Handbook

## Student Services and Support

### About Learning Partnerships

We are an accredited Registered Training Organisation, delivering under strict nationally recognised quality control standards for training and assessment.

We specialise in workplace-based training, management development and team development for organisations, with a strong emphasis on the improvement of customer service. Our courses and our Service Facilitators receive consistently high scores in feedback collected from clients and students.

### Service Facilitators

Our Service Facilitators are some of the most talented trainers. Our outstanding team bring an abundance of current industry experience, combined with training expertise into every learning environment they step into.

Service Facilitators are selected against strict criteria, which ensure that they possess the necessary qualifications and experience in the unit areas they are delivering. Students can have full confidence in the skills, knowledge and workplace experience of our team. All Service Facilitators participate in continuous professional development, including industry experience to maintain and update their knowledge and skills ensuring that students receive the highest standard of training and assessment.

### Who is My Service Facilitator?

Your Service Facilitator is going to be there for you when you need help with an assessment, have questions or concerns and guide you through your journey.

Fill in the table below and keep a record to assist you with contacting the right person.

| | |
|---|---|
| **My Service Facilitator name:** | |
| **Location:** | |
| **Working hours:** | |
| **Working days:** | |
| **Email:** | |
| **Mobile:** | |
| **Other details:** | |

## Educational and Support Services

Learning Partnerships provides prospective students with an opportunity to disclose any disabilities or additional support needs through the enrolment process. All staff in contact with students during the enrolment process will encourage students to disclose additional support needs. This enables a support strategy to be put in place prior to student commencing training. A disability may include, but is not limited to; mental health illness, medical condition, vision impairment, neurological condition, physical condition, learning disability.

Prior to enrolment, Service Facilitator staff are made available to discuss course requirements with students who may have concerns about their capacity to successfully complete components of a course. It is determined that a student will not be able to meet the full requirements of a course, even with additional support and reasonable adjustments, Learning Partnerships will advise the student of this and recommend an alternative course of study. In such cases, Learning Partnerships must provide clear advice to the student. Students are advised that they will receive a Statement of Attainment for units completed but will not be able to receive a full qualification where requirements are not met.

Once a need for additional support or a reasonable adjustment is identified, a support strategy meeting is held with the student and their associate (if applicable). The purpose of this meeting is to develop and document a support strategy which outlines:
- What support or adjustments are required (additional medical advice may be sought at this time)?
- What Learning Partnerships has agreed to provide, when it will be provided and by whom.
- When the strategy will be reviewed to ensure it is meeting the student's needs.
- Who the student should contact if they have any concerns prior to the review?
- The support strategy meeting should be held prior to the student commencing. However, if the need is not identified/disclosed until after the student has commenced, it will be held as soon as possible. Service Facilitators need to notify Management as soon as they observe a student having difficulties and are encouraged to speak with students regarding additional support.

All support strategy meetings are documented.
A copy of this will be:
- Provided to the student.
- Provided to the staff member responsible for providing the support.
- Retained in the student's file, and
- Ongoing support provided as part of the support strategy must also be documented in a Student Management System.

Reasonable adjustments will be determined in consultation with the student and their associate. Where a reasonable adjustment involves a financial cost to Learning Partnerships, the advice of finance will be sought. In determining whether an adjustment is reasonable, the following needs to be considered:
- The student's disability.
- The views of the student or the student's associate.
- How the adjustment(s) balances the interests of all parties affected.
- The effect of the adjustment on the student, including the effect on the student's.
- Ability to achieve learning outcomes.
- Ability to participate in courses or programs.
- Independence.
- The effect of the proposed adjustment on anyone else, including our staff and other students, and
- The costs and benefits of making the adjustment.

During the process, the student and their associate will be consulted to identify:
- Whether the adjustment is reasonable, and
- Whether there is any other reasonable adjustment that is less disruptive and intrusive but no less beneficial for the student.

Where Learning Partnerships decides not to make an adjustment on the grounds that it is unreasonable or that it would impose unjustifiable hardship, the student and their associate will be advised of the reasons for

the decision as soon as practicable. Where Learning Partnerships decides to make a reasonable adjustment, the adjustments will be implemented as soon as practicable. Where an adjustment may take several weeks or more to implement, the student may be advised to defer their enrolment to allow time for the adjustment.

*External Support Services*

- **Reading Writing Hotline:** 1300 655 506.
- **Browns English Language School:** (07) 3221 7871.
- **AMEP (Adult Migrant English Program)** Queensland (QLD):

The AMEP service provider in Queensland is:
- o TAFE Queensland
- o Telephone: 07 3244 5488
- o Email: tells@tafe.qld.edu.au
- o Website: TAFE Queensland – Adult Migrant English Program

- **Translation:**
  - o Email: fts@migrationtranslators.com.au
  - o Phone: 1800 962 100.

- **Literacy Net:**

This page includes resources that were developed under the former WELL Strategic and Resource Programme.

Resources include:
- o Training materials designed to enhance Language, Literacy and Numeracy (LLN) skills that are aligned with nationally endorsed Training Packages;
- o Industry relevant LLN assessment and reporting methods; and
- o LLN professional development recourses for industry trainers/assessors aligned with Training Packages.
- o https://www.education.gov.au/literacy-net-industry-resources-community-services-and- health

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Learning Partnerships delivers high quality education for students through classroom learning supported by Cloud Assess and through virtual classrooms such as Microsoft Teams. The following policy outlines the expectations of students and Service Facilitators in the various learning platforms in the absence of classroom instruction.

Student Expectations

The following expectations apply where students are working through virtual classrooms and not able to attend school. It is important for students to remain connected to their teachers and Service Facilitators and classes during this time. Students will be connected through Teams and through regular communication via email correspondence with their Service Facilitator.

Students are expected to:

- Attend all sessions as required by the Service Facilitator.
- Communicate via email/online if students have any concerns with assessments.
- Complete all tasks that are set by the Service Facilitator on a weekly basis and/or by due dates.

  Check their school emails on a daily basis for any communications, and

- Behave in an appropriate manner on the virtual platform and dress appropriately for the online session.

Students are expected to be ready for learning, with all appropriate resources, for each timetabled lesson. Communication with trainers, completion of work and collaboration with classmates should be taking place at this time. If a student is unable to attend the training sessions, they must contact the Service Facilitator to advise on the day of the lesson or the day prior.

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Online Meeting Protocol

The following is an outline of how the virtual classrooms will be conducted on Teams and the requirements of both parties:

- Unless a prior arrangement has been made with a Service Facilitator, all students will start a meeting with microphone **on mute** and their **video camera switched on**.
- Students in virtual classrooms must be positioned in a common area of the house and where an appropriate background is identified.
- Unless a prior arrangement has be made with a Service Facilitator, students should enter a meeting with audio on mute and with video off. The host (Service Facilitator) can amend voice settings once the meeting is underway and request students to turn on their camera to ensure they are still engaging with the content.
- Screen sharing will be set to 'host only' at the commencement of a meeting, however, this can be extended to participants should students be presenting to the class.
- The chat function is to be used for the purposes explained by the Service Facilitator and should be respectful and on task.
- If students need to speak or ask a question during the meeting, they will be required to use the chat function unless advised otherwise by the Service Facilitator.
- Should any participant in the virtual classroom behave inappropriately, be dressed inappropriately or be situated in an inappropriate location, they will be removed from the virtual platform and the school will be advised.
- The meeting host is the only person who can record all or part of the virtual lesson, no third party devices are to be used to record lessons.
- Recorded lessons will be available for viewing on request by the student. If a student is not attending a training session, a copy of the video will be sent to the student or they will be provided with the appropriate shared location, such as a shared drive, and
- Meetings may be locked, and password protected to prevent 'non attendees' from entering.

Please refer to the Privacy Policy within this handbook for student privacy considerations. Service Facilitators

Service Facilitators will be available during normal timetabled lessons to either host a live learning event or to provide feedback on student work and answer questions. It is quite possible that students will independently work on set tasks for at least two to three hours per week. During this time, support will be available via email during normal work hours. Students are encouraged to initiate contact with their Service Facilitator, to ensure that they are able to complete their tasks on a weekly basis.

Non-submission of Assessment

Monitoring the progress of all students is critical to keeping them engaged and learning. Submission of tasks in Cloud Assess will facilitate engagement in the learning process.

In the first instance, Service Facilitators will aim to manage work submission between themselves and the student through the use of email and Teams sessions. Service Facilitators will take into consideration, a student's personal circumstance when working through submission issues.

In the situation where the above measures have been taken, but the student continues not to submit assessment and/or attend the virtual classroom sessions, both the parents and school liaison will be notified. Students will be given three attempts for assessment as per the assessment policy and applicable fees may apply.

Note: the preferred platform for virtual classrooms is Microsoft Teams, however, alternate arrangements can be made if needed.

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## Enrolling

It is the policy of Learning Partnerships that all students are enrolled without prejudice and in accordance with our Access and Equity Policy. Applications for all training programs should be made in writing using the Enrolment form.

If you need to know more about a course before applying or require an Enrolment form, please phone Learning Partnerships. You will have access to all relevant information in relation to your course prior to being enrolled. This information can be found on our website, www.lps.edu.au, in course outlines and/or provided by staff. Some courses may hold a General Information and/or Recruitment Session, these will normally be held in the employer's workplace before the course commences.

You will need to formally enrol and have your enrolment approved before you can commence class. This can be done by phone, email or in person. Confirmation of your enrolment and information regarding the course will be provided once payment is made.

## Confirmation of Prospective Enrolment

Following successful review of your enrolment and associated pre-training review documentation, assessment of Language, Literacy and Numeracy (LLN) as suitable, Learning Partnerships staff will enter your details into the Student Management System.

Learning Partnerships staff will provide confirmation of your enrolment via email, letter, SMS or phone and a welcome pack will be provided. Applicants must contact Learning Partnerships if they wish to withdraw from their prospective enrolment.

## Traineeship Induction (Specific for Trainees)

Upon receipt of the form nominating Learning Partnerships as a Supervised Registered Training Organisation (SRTO), a representative of Learning Partnerships will contact you and your employer to arrange a time to conduct a formal induction, the Business Development representative will develop a Training Plan in consultation with you and your employer. This will be signed by all parties and a copy maintained on your student file for access by you, employer, Learning Partnerships and other nominated parties i.e. your nominated Australian Apprenticeship Support Network (AASN). You will be required to sign a training contract (if you are under the age of 18, a parent or legal guardian will be required to co-sign).

## Unique Student Identifier (USI)

If you are a new or continuing student undertaking nationally recognised training, you need a Unique Student Identifier (USI). If you do not have a USI, you will not receive your qualification or Statement of Attainment. Don't stress though, we'll get it sorted now! Your USI will give you access to an online record of the training you have done since 1 January 2015. You can create your own USI in a few short minutes online at https://www.usi.gov.au/. If you haven't already done so, please let us know by dropping into our office, visiting our website, emailing info@lps.edu.au or phoning 1300 596 885.

## Language, Literacy and Numeracy (LLN) Assessment

All students must complete a Language, Literacy and Numeracy (LLN) assessment tool. This tool will assist you in identifying the need for additional tutoring and in some cases, modification to learning programs and/or assessment. If you are encountering difficulties with your course due to language, literacy and/or numeracy, please do not hesitate to contact your Service Facilitator. Learning Partnerships has a number of ways in which we can help you and all requests will be dealt with the strictest confidence.

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## Student Hubs

Our Student Hubs are located at the Browns Plains and Townsville campuses to give you access to a variety of services.

## Transport Concession

Some courses may entitle you to transport concession fees, if this is the case, we will issue you with a Student ID Card. The next step will be for you to visit https://gocard.translink.com.au/webtix to register or buy a Go Card.

## Education and Training Guarantee

Learning Partnerships guarantees that we will deliver education, training and assessment and support services to each enrolled student in order to complete the course into which they are enrolled and for which the appropriate fee has been paid. In the unlikely event that unforeseen circumstances prevent Learning Partnerships from honouring this commitment, we will take all necessary steps to ensure that training is completed in accordance with its contractual obligations to the enrolled student.

## Access and Equity

This policy represents Learning Partnerships's commitment to ensuring that everyone has the opportunity to successfully gain skills, knowledge and experience through Vocational Education and Training (VET).

This policy has been developed to address the particular requirement of:

- Potential students
- Students
- Staff
- Other clients

*Equity*

Essentially, equity means fairness. At Learning Partnerships, it means that people are provided with an opportunity to access, participate in and successfully achieve outcomes.

*Access*

Learning Partnerships recognises that there are many factors which influence the ability of people to access, participate in and succeed in a VET environment including:

- Prior educational experiences
- Language
- Goals and expectations
- Work and social experiences Values and beliefs
- Income
- Geographic location
- Cultural identity
- Learning styles
- Motivation
- Gender
- Religion
- Family
- Age

This policy will be used to:

- Inform staff, students and the wider community of Learning Partnerships's commitment to equity and diversity.
- Guide the development of Learning Partnerships's specific equity and implementation plans and strategies, and
- Facilitate the design of products and services that are attractive to clients.

## Policy Statements

- Learning Partnerships aims to provide training programs and services that are accessible to all people.
- The requirements of the individual student are accounted for in the strategic and operational planning processes of Learning Partnerships.
- Clients and staff are provided with opportunities to be involved in the planning and decision-making processes of Learning Partnerships on matters that affect them.
- Learning Partnerships seeks to provide a broad, relevant and balanced range of high-quality training programs and support services that account for the diversity of clients.
- Learning Partnerships provides opportunities for all people to achieve their personal goals.
- Learning Partnerships provides training and support services in an environment free from harassment.

## Career and Course Guidance

For career path guidance, please contact your Service Facilitator or Business Development representative.

## Employability Skills

Employability skills have been added to our units of competency and with qualifications. Unit codes have been changed to reflect mandatory 'Employability Skill' changes. All students are required to reach competency in all units to receive a nationally recognised qualification in which they are enrolled. If a student does not reach competency in all units, they will be granted a Statement of Attainment deemed competent.

## Student Welfare

Students are able to access learning support from their Service Facilitator. Assistance provided during the delivery of the training program includes repetition of content, provision of practice sessions and ensuring the student is progressing in their learning.

Support services, welfare and guidance information for all students is available by contacting your Service Facilitator or Learning Partnerships Administration. Learning Partnerships has access to various support and welfare services for the assistance of its students, including internal counselling services in relation to your training, assessment or career opportunities. Learning Partnerships also has access to a full-time qualified LLN teacher who will be happy to assist you with any developmental needs that you may have. Please contact your Service Facilitator should you wish to discuss the services that Learning Partnerships provides.

## Competency Reporting

For all accredited courses and national training package qualifications, Learning Partnerships uses the following coding system:
- C – Competent
- CA – Continuing Activity

## Assessment Procedures

Assessment is the process of collecting evidence and making judgement on whether competency has been achieved, to confirm that individuals can perform to the standard expected in the workplace, as expressed in the relevant endorsed industry training package.

Students must be given information regarding the assessment requirements for the unit of competency at the commencement of the unit, including due dates and assessment conditions.

The assessment plan for each unit/course will vary. It may consist of any, or all, but is not limited to the following:

- Question and answer
- Role play
- Essay
- Group project
- Case study
- Practical assessment
- Observation

In certain circumstances, modifications to assessments can occur. If you wish to be considered for modification to your assessment items, you will need to make an appointment with the Director of Training Services who will assess your situation and refer you for modification to the relevant teaching team.

## Re-evaluation of Assessment

A student has the right to approach the appropriate Service Facilitator for an initial re-evaluation of any assessment, no later than 14 days after the student has been notified of results.

## Grievances

Students who are dissatisfied with academic procedural matters or are subject to any type of bullying, harassment or discrimination behaviour by others – in or out of the classroom, may take their grievance to their Service Facilitator. Should the student remain dissatisfied with the decision, he/she may appeal in writing to the Director of Training Services, who will address the grievance within 21 days from when it is received.

If the grievance cannot be resolved within 60 days, it may be protracted. This will be done in writing and the student will be updated on a regular basis. If required, it will go to a third party, Learning Partnerships will not be liable for any fees.

## Academic Appeal Process

This process is applicable to appeals by students in relation to academic decisions. A student seeking to again appeal an academic decision, shall have the following avenues of appeal:

- Informal approach may be made to the Service Facilitator.
- If the student is dissatisfied with the decision of the Service Facilitator, the student shall have further right to appeal to the Director of Training Services. This appeal should be in writing.
- If the student is dissatisfied with the decision of the Director of Training Services, the student shall have a further right to appeal to an independent Academic Appeals Committee.
- Notice of appeal should be in writing, addressed to the Director of Training Services and within seven days of the initial decision.

## Issuing of Results, Qualifications and Awards

All enrolments after 1st August 2021 will only receive an electronic copy of Statement of Attainments or Certificates. If you would like a copy, this will be at a cost of $20.00 for digital copy only and $38.00 for both digital copy and hard copy.

As required by ASQA's 'User Guide to the Standards for RTOs 2015 – Clauses 3.1 to 3.4 Provide Secure Certification', Learning Partnerships will issue all results of assessment, qualification and award documents within 30 days of your final assessment being deemed competent, or a graduation date. If, however, you require your award to be issued early due to exiting the course, you will need to advise your Service Facilitator.

**Note**: If a student has outstanding fees and charges when a result of assessment, qualification or award document is printed, the document will not be issued to the participant until all outstanding payments are made or an arrangement has been agreed upon.

## Copies of Student Records

If students require replacement copies of their Academic History, or reprints of lost or destroyed Results of Assessment, a charge is incurred:

- Student Academic History – $30.00
- Student Records – $30.00
- Statement of Attainment – $15.00
- Duplicate Receipts – $10.00
- Digital copy for Certificate and transcript $20.00
- Digital copy and hard copy for Certificate and Transcript $38.00

**Additional Assessment Information**

Learning Partnerships is committed to providing the best possible learning environment for all staff and students, to achieve the outcomes sought by industry. Therefore, the Service Facilitator of Learning Partnerships will work with you to ensure that your needs are met, in accordance with your own learning style. The way you learn will depend greatly on your ability to be able to interpret and comprehend the information being provided by the Service Facilitator and your ability to be able to apply this knowledge and skill in an assessment. Competency-based assessment is designed to ensure that you have achieved the knowledge and skills required in a workplace. It is based on gathering sufficient evidence which is valid, reliable, fair and flexible to enable a Service Facilitator to make a judgement that the competency has been achieved against the elements and performance criteria of nationally recognised competency standards (your Service Facilitator will explain this to you in more detail).

At the first training session, your Service Facilitator will provide an overview of the content of the course and vocational outcomes. Further information may be found on the Learning Partnerships website. Learning Partnerships has developed generic learning and assessment methodologies that can be contextualised/customised to suit:

- Your learning styles.
- Working environment, and
- Needs of your industry and employer.

Whilst the learning and assessment have been developed generically, your Service Facilitator will negotiate with yourself, and where applicable a third party (school, employer etc.), to ensure that you have the best possible opportunities for completion. Furthermore, your Service Facilitator will be available to assist wherever necessary. Assessment methodologies may consist of the following:

- Written and/or oral questions.
- Direct observation of skills on site, and Project work.

All assessments include clear information of the requirements for completing each activity, whether they be questions (written or oral) or direct observation of your skills. Changes to assessments can be made at any time, providing sufficient opportunity to make amendments prior to conducting the activity has been made.

Upon completion of the assessment activity, you will be provided with feedback on the result of the assessment regarding whether you have achieved competency or not. In accordance with the principles of competency-based training and assessment, if you have been determined 'Not Yet Competent', you will be given two (2) further opportunities to be reassessed. Where you have been unable to achieve competency after three (3) assessments, your Service Facilitator will negotiate with yourself and the suitable contact to attend/complete further training (your Service Facilitator will explain this to you in more detail).

**Changes to Student Records**

Students are required to notify Learning Partnerships immediately when their name, address or contact details change.

**Access to Your Records**

You will have access to your own records whenever necessary. If you wish to access any hard copy records, you must first contact the Administration, to obtain instructions for accessing records, you may be required to attend the offices of Learning Partnerships and provide suitable identification (preferably a driver's license or passport) prior to access being granted. You will then be able to view all records privately. No other parties will have access to your records without your prior written permission.

Should you permit a third party to access your records, this will need to be clearly communicated to Administration. Third parties that will have authority to access student records must provide suitable identification (preferably a driver's license or passport) to Administration before access will be granted.

**Note**: An administration fee may be applicable of $38 to reproduce a certificate or Statement of Attainment.

## Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) means recognition of competencies currently held, regardless of how, when or where the learning occurred. Competencies may be attained in a number of ways, for example, any combination of formal or informal training and education, work experience or general life experience. The applicant must be currently competent against the endorsed industry enterprise competency standard or specified outcome in the accredited course for which they are applying for RPL.

Students must submit an Application for RPL form, available when you complete the enrolment paperwork, enrol and pay fees (excluding materials). RPL for an entire course/training program can be granted if appropriate supporting documentation is supplied.

*Purpose*

The objective of the Recognition of Prior Learning (RPL) for the Vocational Education and Training (VET) system is to ensure that individuals' prior learning achieved through formal and informal training, work experience or other life experiences is appropriately recognised.

*How is Competency Recognised?*

Competencies held by a student may be recognised through the process of recognition of prior learning or Credit Transfer.

*What RPL is Not?*

Using the RPL process is not an easy way to get a qualification. It is not a matter of time served or amounts of experience, but the prescribed competency standards. Applicants need to be committed to supporting their case by locating and providing suitable evidence and documentation as required by Learning Partnerships. This often requires a significant effort.

*Re-evaluation When RPL is Not Granted*

The Service Facilitator must provide written feedback to the unsuccessful applicant. The unsuccessful applicant may make an informal approach to the content specialist. When requested by the applicant, the Service Facilitator will re-evaluate the application within seven (7) days of request.

*Stages of the RPL Process*

- Information
- Initial support
- Application
- Assessment
- Post-assessment guidance
- Certification

## Credit Transfer (CT)

We may grant Credit Transfer where there is documentary evidence that equivalent competencies have been achieved in a course of study with another Registered Training Organisation. Credit Transfer may be granted where there is parity of training outcomes/competencies, the student is required to undergo a process of RPL, at which time they would enrol and pay fees.

Currency of competency held is an essential criterion in the determination of whether a Credit Transfer is undertaken. Applicants will need to complete an Application for Credit Transfer form, available at time of enrolment.

No fees are payable for Credit Transfer. Credit Transfer cannot be given for a
whole course. The student must achieve competency in at least one unit of study through normal enrolment
or through the RPL process.

## Accelerated Progression

Accelerated progression (or fast tracking) requires the completion of all designated assessment requirements for a particular unit of competency and must be negotiated with the training consultant. No special application or processes are required, and normal enrolment fees apply.

**Note**: applications for RPL and Credit Transfer must be lodged with Administration within four weeks of commencement. These are available on request form our office. Call 1300 596 885 or email info@lps.edu.au.

## Referencing and Plagiarism

Assessments must be your own original work. If you use another person's ideas, writing or work and do not acknowledge the original source, you are committing plagiarism.

Plagiarism is when you pretend that someone else's work is yours. As a learner, you are expected to acknowledge the work of others. All issues regarding plagiarism will be addressed according to Learning Partnerships's plagiarism policy and procedures.

## Fees – Fee for Service Students

Where a student enrols for a fee for service course or qualification, an initial payment for tuition fees is payable, not exceeding $1,500.00 in advance at any stage. The balance of the fee will be paid in accordance with a payment plan, negotiated and agreed upon between Learning Partnerships and the student.

All participants will be required to pay fees in relation to their training, unless otherwise specified, prior to commencement of study. In many cases, fees will be paid by the employer on the student's behalf, however, you should confirm this with your employer before enrolling.

*Hint! Students should (if not already done so):*
Consult with an accountant to see if course fees and material are tax deductible. Check to see if you are eligible for either state or federal funding – ask your AASN, Business Developer or Service Facilitator for guidance.

In addition to enrolment fees, there are also incidental costs which may include:
- Materials, learning resources (e.g. course materials, class hand-outs, replacement of training record etc.).
- Excursion costs, and/or
- Learning texts.

*GST*

All fees quoted within this handbook are GST exclusive. In the event that a fee or charge attracts GST, the GST component will be specified in all course publications. Any enquiries regarding GST can be directed to the Financial Services on 1300 596 885.

*Fee Payment*

Fee for service – non-refundable enrolment fee of $100. Then refunds are based on units not commenced.

Traineeships and apprenticeships – refunds are applicable for all units not commenced or if a Statement of Attainment is produced for a Credit Transfer.

VET Investment Programs – the co-contribution fee must be paid prior to commencement of any units. Any unit not commenced or if a Statement of Attainment is produced for a previously completed unit after enrolment a refund will be processed for those specific units not commenced.

*Late Fees*

Late enrolments will incur a $25.00 (GST included) fee per application.

*Course Cancellations*

Whilst every endeavor will be made to conduct all advertised courses, Learning Partnerships reserves the right to change or cancel timetables, class locations, Service Facilitator and other such details or circumstances beyond our control that effect enrollments. Every effort will be made to advise students of any changes. Should a course be cancelled, students automatically receive either a full or partial refund, dependent on the circumstances.

*Withdrawals*

Students will be permitted to cancel enrollments in units of competency without incurring academic penalty provided cancellation is processed prior to completion of 30% of the course delivery time in the unit of competency. If students fail to attend classes for over 1 month and ignore all the reminder and warning, LPS will withdraw the course.

**Note**: no fees, paid in full or part thereof, will be refunded where students withdraw or cancel enrollment after the commencement date of the class(es), and all outstanding fees/invoices are due and payable immediately.

*Refunds*

A student will receive a refund if:
- Learning Partnerships cancels the course unit of competency (automatic refund), and/or
- Credit Transfer is granted for a unit of competency.

In other circumstances, refunds are applicable as follows:
- If the student withdraws 14 days or more prior to the commencement date of the course – full refund.
- If the student withdraws 7-14 days prior the commencement date of the course – 50% refund.
- If the student withdraws 7 days or less prior to the commencement date of the course – nil refund.

An Application for Refund form can be obtained from Learning Partnerships and must be completed. For cancellations after the commencement date, supporting documentation must also be presented.

A refund may not be available on all courses. A refund may take two to four weeks to process.

*Extension*

If fee service students are not able to complete the course within agreed period, extension fee will apply.
- · 3-month course extension fee-$300
- · 6-month course extension fee-$600
- · 12-month course extension fee-$1200

*Appeals*

A person who is refused a refund may, within 14 days after written notice is given, apply to the Director of Training Services for re-consideration of the refusal.

## Training Evaluation and Feedback

At Learning Partnerships, we value your feedback, so please take the time to complete a Student Feedback Survey at the completion of your training or any other time you feel it is required. This information will be analysed on a regular basis to ensure that Learning Partnerships remains compliant with the various regulations that govern the provision of Vocational Education and Training.

Learning Partnerships surveys all students and employers using the Quality Indicators and internal surveys. National Vocational Education and Training Regulator Act 2011 Amendment No.1 to the Data Provision

Requirements 2012 requires all Registered Training Organisations (RTOs) registered with The Australian Skills Quality Authority (ASQA) to provide an annual summary report of their performance against the learner engagement and employer satisfaction quality indicators to ASQA.

ASQA may also survey students in accordance with their audit protocols. More details about ASQA, their policies and audit processes can be found on www.asqa.gov.au. The information contained in this form is forwarded to the Department of Education, Small Business and Training (DESBT) for statistical purposes.

# Student Handbook

*Purpose*

This policy and procedure has been created to provide clear and practical guidelines to ensure that complaints and appeals of students can be resolved in accordance with the principles of natural justice, equitably and efficiently.

*Scope*

The complaints and appeals policy applies only to students enrolled with Learning Partnerships. Complaints regarding school conduct can be directed to the individual school principal.

*Policy*

Learning Partnerships believes that all students, who have a complaint or appeal, have the right to raise the complaint or appeal and expect that every effort will be made to resolve it in accordance with this policy, without prejudice or fear of reprisal or victimisation.

The students have the right to present the complaint or appeal formally and in writing.

Learning Partnerships will manage all complaints and appeals fairly, equitably and efficiently as possible. Learning Partnerships will encourage the student to approach the complaint or appeal with an open mind to resolve problems through discussion and conciliation.

Confidentiality will be maintained throughout the process of making and resolving complaints. We seek to protect the rights and privacy of all involved and to facilitate the return to a comfortable and productive learning environment.

A copy of this policy is available to all parties through Learning Partnerships. The information will also contain details of external authorities they may approach.

*Procedure*

Should a student have a complaint or appeal, the following steps are to be followed:
1. Student should discuss the complaint or appeal with the person involved to try and resolve it verbally.
2. If no resolution is reached, the student should discuss the complaint or appeal with his/her Service Facilitator to see if it can be resolved.
3. If still no resolution, the student should put the following formation relating to the complaint or appeal to the Head of Department that the complaint relates to:
   a.     Training – Director of Training Services.
   b.     Business Development – Business Development Executive.
   c.     Administration or any other area of the business – CEO.
4. Upon receipt of the complaint or appeal, the Head of Department will acknowledge receipt in writing within five days and will either deal with the issue personally or arrange for it to be dealt with by the CEO. This process must commence within 48 hours from the time of the Head of Department receiving the notification from the student about their dissatisfaction to the response received from the student and a response/resolution must be presented within 30 days.
5. Should the issue still not respond to the student's satisfaction, the Head of Department will bring it to the CEO's attention, who will make arrangements for an independent third party to mediate the issue.
6. Where a complaint or appeal cannot be resolved through discussion and conciliation, Learning Partnerships acknowledges the need for an appropriate external and independent person to mediate between the parties. These parties will be given the opportunity to formally present their care to the independent person through LEADR/IAMA, the Association of Dispute Resolvers. Complaints can contact South Queensland Dispute Resolution Centre directly as follows:
   * Address: Level 1, 363 George Street, Brisbane, QLD 4001;
   * Phone: 07 3239 6007 or 1800 017 288 (toll free outside Brisbane);
   * Fax: 07 3239 6284
   * Email: drc.sq@justice.qld.gov.au.

Learning Partnerships will give due consideration to any recommendations arising from the external review of the complaint/appeal within 30 days of receipt if the recommendations and the CEO will ensure that they are fully implemented.
7. All complaints will be recorded in the complaints register. This will identify potential areas for improvement and is also important if the same student has a complaint to the VET Regulator.
8. All documentation relating to complaints or appeals will be archived for audit purposes for a period of 10 years.

Learning Partnerships's Compliance will be responsible for the implementation and maintenance of the policy.

*Definitions*

**Complaints and appeals** – include but are not restricted to, matters of concern to a student relating to training delivery and assessment, the quality of the training, student support materials, discrimination, sexual harassment, or one of its third parties.

**Principles of assessment** – students are assessed through a wide range of tasks and activities to ensure reliability and validity of assessment. This ensures that a student is assessed on their ability to perform the task(s) and to have knowledge relevant to industry standards. Assessments used by Learning Partnerships, are validated on a regular basis to ensure they meet the following principles of assessment:

- Fairness – the individual student's needs are considered in the assessment process. Where appropriate, reasonable adjustments are applied to consider the individual student's needs. The student is informed about the assessment process and provided with the opportunity to challenge the result of the assessment and be reassessed if necessary.
- Flexibility – assessment is flexible by: reflecting the student's needs; assessing competencies held by the student no matter how or where they have been acquired; and drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual student.
- Validity – any assessment decision is justified, based on the evidence of performance of the individual students. Validity requires: assessment against the unit(s) of competency and the associated assessment requirements, covers the broad range of skills and knowledge that are essential to competent performance; assessment of knowledge and skills is integrated with their practical application; assessment to be based on evidence that demonstrates that a student could demonstrate the skills and knowledge in other similar situations; and judgement of competence is based on evidence of student performance that is aligned to the unit(s) of competency and associated assessment requirements.
- Reliability – evidence presented for assessment is consistently interpreted and assessment results are comparable, irrespective of the Service Facilitator conducting the assessment.

**Rules of Evidence** – rules of evidence have been identified to ensure that assessment produces evidence that has:
- Validity – the Service Facilitator is assured that the learner has the skills, knowledge and attributes as
- described in the module or unit of competency and associated assessment requirements.
- Sufficiency – the Service Facilitator is assured that the quality, quantity and relevance of the
- assessment evidence enables a judgement to be made of a student's competency.
- Authenticity – the Service Facilitator is assured that the evidence presented for assessment is the students own work.
- Currency – the Service Facilitator is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

**Natural Justice** is concerned with ensuring procedural fairness:

- Decisions and processes should be free from bias.
- All parties have the right to be heard.
- The respondent has a right to know of what he/she is accused, and All parties are told the decision and the reasons for the decision.

Learning Partnerships is committed to maintaining the privacy and confidentiality of our RTO personnel and participant records. Learning Partnerships complies with the Privacy Act 1988 including the 13 Australian Privacy Principles (APPs) as outlined in the Privacy Amendment (Enhancing Privacy Protection) Act 2012.

As a component of our risk management practices, Learning Partnerships has conducted a Privacy Impact Assessment for all operations. Mitigation actions from this risk assessment have been implemented for the management of privacy risks at each stage of the information lifecycle, including collection, use, disclosure, storage, destruction, and de-identification.

Providing an overall framework for our privacy practices, Learning Partnerships has developed and implemented this APP Privacy Policy.

Learning Partnerships manages personal information in an open and transparent way. This is evident in the implementation of practices, procedures and systems we outline in this policy, that ensure our compliance with the APPs and any binding registered APP code and provide suitable procedures for Learning Partnerships personnel to be able to deal with related enquiries and complaints that may be received from time to time.

The following sections of this policy outline how we manage personal information.

*Australian Privacy Principle 1 – Open and Transparent Management of Personal Information*

Purposes for information collection, retention, use and disclosure. Learning Partnerships retains a record of personal information about all individuals with whom we undertake any form of business activity. Learning Partnerships must collect, hold, use and disclose information from our clients and stakeholders for a range of purposes, including, but not limited to:
- Providing services to clients.
- Managing employee and contractor teams. Promoting products and services.
- Conducting internal business functions and activities, and
- Requirements of stakeholders.

As a Government Registered Training Organisation, regulated by the Australian Skill Quality Authority (ASQA), Learning Partnerships is required to collect, hold, use and disclose a wide range of personal and sensitive information on participants in nationally recognised training programs. This information requirement is outlined in the National Vocational Education and Training Regulator Act 2011 and associated legislative instruments. In particular, the legislative instruments:
- Student Identifiers Act 2014.
- Standards for Registered Training Organisations (RTOs) 2015, and
- Data Provision Requirements 2012.

It is noted that Learning Partnerships is also bound by various State Government Acts requiring similar information collection, use and disclosure (particularly Educations Act(s), Vocational Education and Training Act(s) and Traineeship and Apprenticeship Act(s) relevant to state jurisdictions of Learning Partnerships operations).

It is further noted that aligned with these legislative requirements, Learning Partnerships delivers services through a range of Commonwealth and State Government funding contract agreement arrangements, which also include various information collection and disclosure requirements. Individuals are advised that due to these legal requirements, Learning Partnerships discloses information held on individuals for valid purposes to a range of entities including:
- Governments (Commonwealth, State or Local).
- Australian Apprenticeship Support Network (AASN).
- Employers (and their representatives), Job Network providers, schools, guardians, and
- Service providers such as credit agencies and background check providers.

*Kinds of Personal Information Collected and Held*

The following types of personal information are generally collected, depending on the need for service deliver:

- Contact details
- Employment details
- Educational background
- Demographic information
- Course progress and achievement information
- Financial billing information

The following types of sensitive information may also be collected and held: Identity details

- Identity details
- Employee details and HR information
- Complaint or issue information
- Disability status and other individual needs
- Indigenous status
- Background checks (such as National Criminal Checks or Working with Children checks)

Where Learning Partnerships collects personal information of more vulnerable segments of the community (such as children), additional practices and procedures are also followed. Please refer to Learning Partnerships Working with Children Policy and Procedure for further information.

*How Personal Information is Collected*

Learning Partnerships's usual approach to collecting personal information is to collect any required information directly from the individuals concerned. This may include the use of forms (such as registration forms, enrolment forms or service delivery records) and the use of web-based systems (such as online enquiry forms, web portals or internal operating systems).

Learning Partnerships does receive solicited and unsolicited information from third party sources in undertaking service delivery activities. This may include information from such entities such as:

- Governments (Commonwealth, State or Local). Australian Apprenticeship Support Network (AASN).
- Employers (and their representatives), Job Network providers, schools, guardians, and
- Service providers such as credit agencies and background check providers.

*How Personal Information is Held*

Learning Partnerships's usual approach to holding personal information includes robust storage and security measures at all times. Information on collection is:

- As soon as practical converted to electronic means.
- Stored in secure, password protected systems, such as financial systems, learning management systems and student management systems, and
- Monitored for appropriate authorised use at all times.

Only authorised personnel are provided with login information to each system, with system access limited to only those relevant to their specific role. Learning Partnerships's IT systems are hosted internally with robust internal security to physical server locations and server system access. Virus protection, backup procedures and ongoing access monitoring procedures are in place.

Destruction of paper-based records occurs as soon as practicable in every matter, through the use of secure shredding and destruction services at all Learning Partnerships sites.

Individual information held across systems is linked through a Learning Partnerships allocated identification number for each individual.

*Retention and Destruction of Information*

Learning Partnerships maintains a retention and disposal schedule, documenting the periods of which personal information records are kept. Specifically, for our RTO records, in the event of our organisation ceasing to operate the required person information on record for individuals undertaking nationally recognised training with us would be transferred to ASQA, as required by law.

*Accessing and Seeking Correction of Personal Information*

Learning Partnerships confirms all individuals have a right to request access to their personal information held and to request its correction at any time. In order to request access to personal records, individuals are to make contact with Learning Partnerships's Privacy Officer on 1300 596 885 or info@lps.edu.au.

A number of third parties, other than the individual, may request access to an individual's personal information. Such third parties may include employers, parents or guardians, schools, AASNs, Governments (Commonwealth, State of Local) and various other stakeholders.

In all cases where access is requested, Learning Partnerships will ensure that:
- Parties requesting access to personal information are robustly identified and vetted.
- Where legally possible, the individual to whom the information relates will be contacted to confirm consent (if consent has not been previously provided for the matter), and
- Only appropriately authorised parties, for valid purposes, will be provided access to the information.

*Complaints About a Breach of the APPs or a Binding Registered APP Code*

If an individual feels that Learning Partnerships may have breached one of the APPs or a binding registered APP, follow the Privacy Complaints Procedure.

APP Privacy any type of personal information held by Learning Partnerships (as listed above) may be included in these disclosures.

*Making Our APP Privacy Policy Available*

Learning Partnerships provides our policy, free of charge, with all information being publicly available from the website. This website information is designed to be accessible as per web publishing accessibility guidelines, to ensure access is available to individuals with special needs (such as individuals with a vision impairment).

## Study Tips Guide
### Introduction

When you study, you devote your time and attention to gaining knowledge and skills in a subject area. This often requires discipline where you need to do research, reading, identification of important information and note taking for the purpose of increasing your knowledge and skills in the topic.

By carefully examining a subject matter of a published report, online article, book or journal, you are able to practically apply what you have understood during assessment effectively and perform certain tasks you have learnt.

Committing to study often occurs before employment or during a break from a person's usual work. With the right study tips and processes however, you can juggle study loads, normal work, school and family routine.

Learning how to study effectively is an important skill. When it is difficult to balance commitments, students can feel stressed and worn out from their life, work, school or course requirements and often end up struggling with learning, begrudging assessments or ultimately dropping out of a course.

The purpose of this guide is to help you organise how you study best and provide you study tips that you can use to be successful in the course you are undertaking. The following sections provide a general understanding on the processes involved in effective studying that you can apply, particularly in a VET environment where applying skills and performing tasks is a critical as knowledge of a subject area.

# Stay motivated and Study hard

Time management
Plan ahead of time
Practice healthy habits
Reading and comprehension
Note taking
Ask for help
Prepare for assessments

## Effective Study Skills

Studying is a skill that you can acquire through proper discipline. Here are some practical study skills for success.

*Time Management*

- Schedule a certain time of the week devoted mainly for studying. Make sure that your space for studying is uncluttered and free from any distractions. You may choose a corner of your house or room mainly for this purpose.
- Make a weekly list over the subject areas that you need to study. A planner or a calendar is helpful. Prioritise subjects that are challenging for you and allocate more time on these.
- Participate in a study group if this is available – other's viewpoints will give you a fresh perspective
- when studying. Plus studying with others can be motivating!

*Plan Ahead of Time*

- Make a list of your priorities and when you draft your schedule, make sure not to draft it too tight. Make room for emergencies because you will never know when they might happen. At least you are prepared in case something happens.
- Socialising is important but make sure to keep it minimal, especially if you have a tight schedule. You can meet your friends or do your not so important activities after you have done your important tasks.

*Practise Healthy Habits and Lifestyle*

- You need to give your body the right sustenance it needs to stay fit and healthy. You need to rest when it is time to rest.
- Don't stay up late. You need to be asleep at a reasonable time such as 10:30pm. As you sleep, your brain is busy converting all the information you gathered for the day into long term memory.

*Reading and Comprehension*

- Skim – start by clarifying your purpose when reading material. This will set the tone for your reading and comprehensions. Skim the title, summary and main points of the chapter. The headings and subheadings will highlight the key ideas in the text.
- Question – you might devise questions as you progress through your reading based from the subheadings. This will help you concentrate and test assumptions you might have on the topic.
- Read – budget your time over how many minutes you will devote for each chapter or section.
- Recite or visualise – for some topics, these approaches are helpful for retention and memorisation. Take time off from reading and recite key points or ideas that you remember. For practical skills, visualise a person performing the task or job correctly – what is the person doing at each point to make sure the task is successfully completed?
- Review – read summary sections of the material where available or note your own summaries – these will be useful when reviewing the section in future for assessment.

Remember that reading and comprehension are two different things. So is understanding and memorising. It is important that you comprehend what you have read and what you take as notes, as this will be retained in the long run.

*Note Taking*

- When note taking, write down only the most important points or key words, and elaborate them in your own words. This aids in developing your understanding of the topic. However, be careful to retain technical words, jargon or acronyms as they are given.
- Date all notes and use proper headings to assist in your review of the notes at a later date.
- Never crowd your notes. Focus on keywords that are important. Unnecessary information will just confuse you.
- Using different colours for note taking can help to retain the most important aspects of your notes.
- Review notes within 24 hours of taking them – this will assist in your recall of the information in the future.

*Ask for Help*

- If there is something that's bothering you or something is not clear to you, then it is fine to ask for help. You can ask your Service Facilitator, friend, classmate or family to help you out, especially if you can't find a clear answer from your book or the internet.
- Instead of wasting too much time trying to find the elusive answer to your questions, it's best to ask!

*Preparation for Assessments*

- Make sure you know what the requirements of the assessment are in advance and also options that might be available to you.
- Identify areas of weakness in your skills or understanding so that you can devote your time more on subjects you are not familiar with.
- Make flashcards of key information for every subject area of your notes.
- It is not ideal to 'cram' before an assessment. The most effective approach is to revise topics progressively until you have comprehended or memorised all key information.

The following sections provide further detail on key study strategies that might assist you.

# Work hard in silence.
# Let success make the noise.

1. Create a goal

2. Start studying now

3. A comfortable environment

4. Reward yourself

## Motivating Yourself to Study

Motivation is helpful for our daily lives to achieve positive results in any activity. This includes with studying. A motivated student finds it easier to reach the extra mile and all necessary steps that are needed to be successful. Greater motivation will assist you to learn and study more with focus and concentration. Procrastination is a number one enemy!

Here are some tips on how to study with motivation and beat procrastination.

*Create a Goal*

Goals and objectives are very powerful motivation setters. These can either be short-term goals or long-term goals. They will help to keep you on track and stay positive to reach your goals.

*Start Studying Now*

This may sound cliché, but difficulty in studying has a lot of causes. These include watching tv, social networking, being distracted by friends and more. Stop wasting time. Therefore, the best way to start studying, is just to start studying. Boost yourself to get started or you might force yourself to study for now and eventually learn the basics. It's all worth it.

*A Comfortable Environment*

This is vital. Even if you are well motivated, if you are in a crowded and noisy place, your concentration level will drop. It adds to your motivation when your environment is relaxed, quiet and conducive to study.

*Reward Yourself!*

Celebrate when you achieve a goal or finish a difficult topic. Rewarding yourself for small achievements on an ongoing basis will assist with motivation and support your hard work. Your enthusiasm will overcome the initial hindrance and obstacles to motivate yourself.

## Managing Study Time

There are a number of different strategies that you can use to manage your time effectively and allocate study time.

It is useful to consider how you spend your time every day. You can jot down your activities and try to eliminate the things that you find unnecessary. You might find it challenging to manage study time at first until a routine is established.

# Student Handbook

*Prepare a Schedule*

Once you have your course schedule, you can prepare your overall weekly schedule to follow. When preparing a schedule, start with all your fixed commitments. From there, it is easier to consider study time and free time. Your schedule might look like this:

| | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|---|---|---|---|---|---|---|---|
| 6am | Breakfast – Get ready | | | | | | |
| 7am | Exercise | Review | Exercise | Review | Exercise | Breakfast – get ready | |
| 8am | Review | | Review | | Review | | Sport |
| 9am | Class | Class | Work | Class | Study | Work | |
| 10am | | | | | | | |
| 11am | | | | | | | |
| 12pm | Lunch | | | | | | |
| 1pm | Work | Lunch | | | | | Lunch |
| 2pm | | Class | Class | Class | Class | | Study |
| 3pm | | | | | | | |
| 4pm | | | | | | | |
| 5pm | | | | Work | | | |
| 6pm | Dinner | | | | | Dinner | |
| 7pm | Free time | Study | Study | | Free time | Free time | Free time |
| 8pm | | | | | | | |
| 9pm | | Free time | Free time | | | | |
| 10pm – 6am | Sleep | | | | | | |

While your schedule might look quite different, depending on your daily commitments, work commitments, course study mode and personal preferences, the key is to ensure that your schedule is balanced, with study time and free time scheduled around your other key commitments at times that are conducive to successful study whilst also enjoying life! You need to plot your course schedule first, and you can put your study time and other important things that you need to do in the blank blocks. Make sure you prioritise well when plotting your schedule, and don't forget to plot your breaks, including lunch and dinner.

*Look for the Ideal Study Spaces*

In each location where you study, such as at home, work/school or at Learning Partnerships campuses, look for the most ideal spot to study. This should be free from distraction. You also need to refrain from using your phone and other gadgets while you are in that area. Your goal is to maximise your concentration. It is also advisable to have a back-up space in case your ideal study space won't be able to serve its purpose at a certain time.

*Review Your Notes and Readings*

Before the class or event starts, it is best to review your readings and your notes, so you can ask your Service Facilitator if something is unclear to you. This will also demonstrate that you are interested to learn more.

You also need to review your notes and materials soon after an event concludes. The first 24 hours of covering fresh information is critical, this is the time where information is held in your short-term memory and further review is needed to assist in memorising the information for the longer term.

*Do the Most Difficult Task First*

When studying, your mind works at its best if you are full of energy. Make it a point to do the most difficult task first when you still have ample amount of energy. You need to determine which subject or task is difficult for you and start with the subject first.

*Use Your Free Time Wisely*

You might need to devote your free time searching for other resources that can help you with your study. Don't make room for other activities, which are not important, until your work is done. Keep in mind that it is easier to enjoy fun moments if you don't need to worry about overdue course or study matters.

*Conduct Weekly Reviews*

Weekly reviews can help you remember and refresh the things that you have learned so you won't forget them. It will also assist you monitor your own progress and keep you on track. It is important to determine the best time to do your weekly review and learn to turn it into a useful habit.

Choose the best study time strategy that works for you. Remember that no two people are exactly alike. A certain study strategy might work for your friend, but not for you and vice versa. You need to find the best study time for yourself and stick to it.

# Relax
# Be organised and
# Take notes

1.  Be a good listener

2.  Focus on key points

3.  Note taking methods

4.  Edit and organise your notes

## Taking Notes

Taking notes is a skill that must be learned by every student who wants to succeed. Writing down the important concepts will assist your learning. Taking your own notes forces you to listen closely during a class or event and also allows you to put the concepts in your own terms, which makes the subject area easier to understand.

There is no such thing as a right or wrong way when it comes to taking notes as you can develop your own style that you find most effective. However, adopting certain techniques will enhance your note taking skills, give you a sense of organisation, and improve your performance.

Here are some tips that will help you take down notes effectively.

*Be a Good Listener*

Listening intently throughout a class or event is the first key to taking effective notes. Give your full focus on the Service Facilitator and try not to be distracted by other students or sounds you may hear. Make sure that your mobile phone is either in silent mode or turned off.

*Focus on Key Points*

There is no need for you to write down everything that is being said by a Service Facilitator. Taking notes also requires good judgement as you should identify the important and relevant points that need to be written down. When your Service Facilitator stresses a key point, it must be important so jot it down! It is also recommended that you pay close attention to any documents or charts that are presented. Any unfamiliar words or facts should also be jotted down on your notes, so you can investigate these in your review.

*Note Taking Methods*

You have to develop a method of taking notes that fits your learning style and is most helpful to you. You may colour code your notes, using different coloured pens to identify important terms. Or you may find the use of flash cards more effective in memory recall. As Service Facilitators tend to speak fast and keeping up is hard to do, you may use abbreviations when writing instead of trying to write the entire sentence.

*Edit and Organise Your Notes*

Review your notes and make any modifications that you find necessary. It is ideal to do this within 24 hours of the event so that it is still fresh in your mind. As you take notes during an event, there can be a tendency for notes to be disorganised, especially when the Service Facilitator changes or inserts a different topic and later goes back to the original discussion. It is helpful to rewrite your notes in a more organised manner.

Placing dates and chapter references on your notes will make it easier for you to look up relevant information later when you study.

And remember – if you take notes on your laptop or device, it is best to keep a backup file!

# Think Different

1. Mnemonics
2. Analysing skills
3. Brainstorming
4. Questioning skills
5. Interpretation skills

## Thinking Techniques

Logical thinking, sometimes called 'critical thinking' is defined as the way in which you think, view, assess, and create a structure in order to deepen the comprehension and analysis of your study. A range of thinking techniques below may assist in your study.

*Mnemonics*

Mnemonics are used as a memory device that will help you recall the numerous pieces of information, as it requires to memorise lists, names, characteristics, parts of a process, stages and phases. This is used to increase recall. Some of the ways in which you could use mnemonics would be associating information with letters of the alphabet, music or names.

*Analysing Skills*

Some subjects need deeper analysis. There is a need to know how to analyse concepts and ideas before you can properly explain them. Take the most important part of the subject and write your ideas on the right-hand side of your notes. Next, draw relationships by placing arrows or lines on topics in which you think are related.

*Brainstorming*

Brainstorming is a technique to boost your mind's creativity. If you are using this for problem solving or for group work, all you have to do is to list down as many ideas as possible. There is no such thing as a right or wrong idea so go ahead and list everything.

Once all ideas have been noted, look for the most appropriate idea or common threads. This will assist to achieve the task or solve the problem.

*Questioning Skills*

Questions are great ways in which you can hone your thinking skills. It will also promote a spirit of questioning. You can prepare questions that you think will be asked, then provide your answers from your readings or notes.

*Interpretation Skills*

This is your ability to analyse and communicate what you have understood and feedback this to others. You use your readings, observations and inference skills to make a good interpretation of what you have studied and explain your understandings to others. Ideally the people you select are aware of the topic and can discuss their understanding and views also to provide you with feedback.

Remember, your thinking ability will be aided by sleep, exercise, a balanced diet, quiet music, water and most of all giving yourself rest periods so that your brain will be able to function well!

# Assessments

1. Reports and projects
2. Questioning, quizzes, interviews or exams
3. Referencing Plagiarism

## Assessments

*Reports and Projects*

When preparing to complete a report or project, consider the scope and limitation of your work. Plan a working outline of information that will be included. This might include:

- Title page, which would normally include the title, your name and date.
- Acknowledgement when it is necessary.
- Table of contents, which are in numbered form that states the corresponding pages.
- Introduction the overview of your topic.
- Main content where the sections of the report or project are completed.
- Summary.
- References would be the list of authors or sources you used.

Remember to write in a simple and clear form.

*Questioning, Quizzes, Interviews or Exams*

Preparing for questioning assessments involves intellectual, emotional and physical preparation. Intellectual preparation:

- Give yourself ample time for study. Don't resort to cramming at the last minute. Do your reading days ahead of the slated day of assessment. This will give you time to be familiar with the notes you are reading.
- Ask what type of assessment you will be taking. Short answer questions, essay writing or other activities may require different study techniques.
- Practise on old assessments if these are available. This is useful, most especially when you are familiar with the techniques used in the assessment and also reinforces the subject matter.
- Organise your notes. This is when your note-taking papers are put to good use. Because you took down notes in your own words, it is easy to memorise them come exam time.
- Use charts and diagrams. These will assist with your recall, particularly with more complex concepts.

Emotional preparation:

- Listening to relaxing must will not only boost your mood, but it will encourage the cells of your brain to function well.
- Plan your assessment day well. Make sure you have everything you need. Forgetting items, you need may leave you worried and frazzled, which will not help you in gaining the momentum you need to answer questions.
- Group reviews are a great way of bonding with your friends but will also lift up your mood. It will also leave you more motivated to study because you will share the burden of studying with friends.
- Have a positive attitude. Negativity will cloud your mind and your judgement.

Physical preparation:

- There is no better preparation than a good night's sleep on the eve of your assessment. This will allow your brain to recover and the rest will assist your memory.
- You might like to eat so called 'brain foods' such as nuts, fish, berries, yoghurt and choicest fruits.
- Drink plenty of water and eat nutritious food before and during assessments. Never skip your meals.

*Referencing*

Referencing is an important part of any written assessment work you complete. Referencing is a consistent method of acknowledging or citing another person's ideas, which you have used, in your own project or assessment.

Referencing has several important purposes:
- To uphold intellectual honesty (avoiding plagiarism).
- To attribute prior or unoriginal work and ideas to the correct persons or sources, and
- To allow the reader of the assessment to determine independently whether the referenced information supports the position or argument put forward in the assessment.

There are generally two parts to referencing; the note within the text of your assessment where the information appears and within the reference list provided with your assessment. For example, a common referencing approach is the 'author-date' system as outlined below.

Note in the text of the assignment consists of the author(s) name and year of publication given wholly or partly in round brackets. Generally, you should use only the surname of the author(s) and the year of publication. Include page, chapter or section numbers, preceded by a comma, if you need to be specific. For example: (House and Willis, 2006, 56 – 67).

The full details of the source information should then be provided in a reference list at the end of your assessment. The reference list contains all the information that someone would need to follow up your source.

For example:
House, J., and Willis, P. 2006. *Management Fundamentals: A Practical Guide*. 3rd edition. Melbourne: Knowles Publishing.

This full referencing provides author names and publication details including year, title, edition, location and name of the publisher.

*Plagiarism*

Cheating is the act of attempting to circumvent the assessment practices in an unethical or illegal manner. Plagiarism is a form of cheating. Plagiarism is the practice of claiming or implying original authorship of (or incorporating material from) someone else's written or creative work, in whole or in part, into one's own without adequate acknowledgement.

The following list outlines some of the activities considered plagiarism:
- Presenting any work by another individual as one's own intentionally.
- Handing in assessments markedly similar to or copied from another student.
- Presenting the work of another individual or group as their own work, and
- Handing in assessments without the adequate acknowledgement of sources used, including assessments taken totally or in part from the internet.

Cheating and plagiarism are serious acts any may result in a student being excluded from a unit or a course overall. Where a student has any doubts about including the work of other authors in their assessments, they should consult with their Service Facilitator before handing in their assessment.

## Success in Online Learning

There is a difference between online learning and the traditional learning format where students attend classes at an institution. With the virtual format of studying, you have the ability to study at your own time. This flexibility has many advantages but, unfortunately, too much flexibility and freedom can also be the cause of failing to complete the course requirements schedule. Taking a course online is not as easy as it sounds, especially if you do not know how to handle responsibilities or you lack self-discipline. If you are interested in online learning or you are enrolled in an online course, following these tips can help you be a successful online learner.

*Establish a Consistent Study Schedule*

The lack of class schedules can always lead to procrastination. You may be tempted to delay your time for learning for another day that can negatively affect your studies. You have to create an effective working schedule for your online course and strictly adhere to it. Establishing a consistent study schedule is very important when you are taking online classes.

*Communicate with Your Service Facilitator*

It is important to communicate regularly with your Service Facilitator and ask questions where certain topics are not clear to you. Usually, you can communicate by email or phone, through the online learning system such as discussion forums or chat rooms, or through a web conferencing system. When asking a question, make it clear and concise so your Service Facilitator understands your query.

*Connect with Fellow Online Students*

Having a connection with your fellow online students can have many advantages. You can even form your own study group online. You might use social media such as Facebook or Google Hangouts to communicate with other students, or your provider might have other web-based solutions to provide this service.

## Rules and Code of Conduct

### Student Enrolling Requirements

- Conduct themselves in a manner which promotes an effective learning environment. Refrain from behaviour which may disrupt or interfere with the teaching or learning of others.
- Maintain a high standard of behaviour whilst participating in activities organised by Learning Partnerships and not indulge in any acts which may result in damage to property or unduly interfere with the comfort or convenience of others.
- Keep all areas of the learning and working environment tidy and free from litter. Observe all local rules that may apply to parking for cars, bikes, etc.

Students who are unable to attend a scheduled training or assessment activity, should contact their Learning Partnerships Service Facilitator or employer before the scheduled time, to advise of absenteeism and to make alternative arrangements (if possible). Frequent absences or lateness may result in non-achievement of some assessments and/or qualification.

### Student Responsibilities Under the Training Contract

As a trainee, you (and your parent/guardian while you are under 18) have a number of obligations to uphold as part of the Training Contract:
- Agreeing to go to work.
- Train to learn new skills and making adequate progress against your Training Plan. Behave professionally.
- Traineeship course is required to be completed in 12 months. You will need to request extension if you are unable to complete the course in 12 months and extension Fee will apply.
- Following lawful instructions of your employer.
- Respecting confidentiality of information gained during employment, and Maintaining your Training Record.

### Parent/Guardian Responsibilities Under the Training Contract

If you are under 18 years old when you commence, both yourself and your parent/guardian nominated in the Training Contract hold responsibility for the obligations listed above and your overall conduct. When you turn 18, your parent/guardian is no longer a party to the contract.

### Employer Responsibilities Under the Training Contract

Your employer also holds responsibility under the Training Contract, including:
- Ensuring the Training Contract is completed and signed within the probationary period and forwarded to the AASN to arrange with Learning Partnerships and to deliver to the new employee the training required under the Training Plan.
- Traineeship course is required to be completed in 12 months. Please note that you will need to request extension if the trainee is unable to complete the course in 12 months. Extension fee will apply.
  · 3-month course extension fee-$300
  · 6-month course extension fee-$600
  · 12-month course extension fee-$1200
- To make sure you are safe in the workplace.
- To provide you with entitlements, according to your employment award or agreement. Release from regular duties to complete the learning.
- Provide you with a workplace mentor/supervisor.
- Throughout the traineeship, training and assessment will be provided by a Service Facilitator from Learning Partnerships as well as the workplace mentor/supervisor.
- Regular contact will also be made (in person, by email and by phone) with the trainee and the workplace mentor/supervisor to monitor progress.
- At the workplace, the workplace mentor/supervisor is responsible for monitoring the trainee's progress throughout the qualification. Feedback will be provided to the Service Facilitator.

## Issues of Concern

Any issues of concern should be initially talked through with the staff member involved. If this is impractical, please discuss your concern with the Director of Training Services. Complaints may also be addressed in writing to the Director of Training Services.

See Grievances in the Student Services section of this handbook.

# Student Handbook

## Dress Standard

Whilst attending any training provided by Learning Partnerships, a minimum standard of dress applies: Footwear should be substantial and in good condition, providing adequate protection to the feet.

- Protective footwear is to be worn at all times. Thongs, open toe shoes and bare feet are not permitted at any time.
- Different standards of dress may be required in the practical work environment in which you are involved.

Non-compliance of these standards could result in a breach of Workplace Health and Safety obligations and you may be asked to leave.

## Misconduct

Misconduct by a student is behaviour which: Disrupts the learning of others.

- Prevents a staff member from performing their duties. Endangers the health and safety of others, and/or Interferes with the conduct of the operations.
- Misconduct is a disciplinary offence, it can include, but is not limited to:
- Wilfully obstructing or disrupting any official meeting, ceremony, activity, class or examination.
- Wilfully carrying out any behaviour that may be detrimental to the health and safety of the students or staff.
- Any form of harassment, whether based on gender, race, age, sexual preference or religious belief. Wilfully damaging, or wrongfully dealing with any property.
- Assaulting or attempting to assault any person.
- Drunkenness and/or disorderly behaviour while in placement or in a learning environment. Being under the influence of prohibited drugs and/or substances.
- Cheating or plagiarism.
- Trespassing or knowingly entering any place, within the premise, which is out of bound to students. Making a false representation as to a matter affecting a student's status.
- Any indictable offence which impinges on operations. Possession of prohibited or dangerous articles.
- Theft or property. Verbal abuse.
- Physical abuse. Sexual abuse.

A student is required to observe any lawful direction given by a staff member in order to ensure the safety of individuals and the orderly conduct of learning programs. A student must at all times maintain a high standard of behaviour within the premises of Learning Partnerships and must not indulge in any acts which may result in damage to the property, or unduly interfere with the comfort or convenience of any person lawfully entitled to be within the premises.

A student must maintain the standard of dress. As laid down by the current Workplace Health and Safety Act/legislation and that which is acceptable to industry standards.

## Consequences of Student Misconduct

A member of Learning Partnerships's staff, in respect of any misconduct by a student committed in/on the premises, may suspend the student from attendance at such class. The Director of Training Services, following receipt of advice will conduct a hearing so the student has been given reasonable opportunity to be heard. The Director of Training Services may:

- Modify or dismiss the charge.
- Reprimand and warn the student against repetition of the breach of discipline. Suspend the student for up to 14 days, and/or
- Dismiss the student from the program.

## Code of Ethics

The Code of Ethics outlines the obligations and responsibilities required to meet the standards for the provision of Vocational Education and Training. Learning Partnerships will ensure that policies and management practices are adopted, which maintain high professional standards in the marketing and delivery of Vocational Education and Training services, and which safeguard the educational interests and welfare of participants. Learning Partnerships is committed to integrating access and equity principles within all our services that we provide to our clients. All staff will and do recognise the rights of clients and students and provide information, advice and support consistent with this Code of Ethics.

*Marketing*

Learning Partnerships markets our training programs with integrity, accuracy and professionalism in all their marketing strategies and materials.

*Course Information*

We provide accurate information to participants regarding fees, access and equity, national recognition, Credit Transfer, Equal Employment Opportunity and Harassment Policy.

*Recruitment*

Recruitment of participants will be conducted at all times in an ethical and responsive manner. Recruitment decisions will rest on assessment by Learning Partnerships, incorporating the standards and outcomes of the course that are likely to be achieved by the applicant, given the applicant's qualifications, proficiencies and aspirations.

*Dealing with Students*

Students will be treated with respect and dignity at all times. The student has a right to receive care, support and guidance from all staff without interference in their personal life. The student has a right to confidentiality. The student has a right to comprehensive and constructive feedback on all work activities and assessment items. The student has the right and responsibility to negotiate with personnel, regarding the learning process and the successful outcome of learning.

*National Recognition*

Learning Partnerships will recognise the qualifications and Statements of Attainment issued by another RTO.

*Appeals and Complaints*

Learning Partnerships will ensure that participants have a fair mechanism for appealing disputed assessment decisions, through the Complaints and Appeals Policy.

*Refund Policy*

We have fees, charges and refund policies that are fair and equitable. The policies contain guidelines for refunding fees to participants should the training provider cancel or discontinue a course for any reason, or should a participant withdraw from the course.

*Fees and Charges*

Information on fees and charges is clearly documented and made available to all students and other stakeholders.

## Workplace Health and Safety (WHS)

### Legislation

Under the current Workplace Health and Safety Act/legislation, all students and workers have an obligation at the workplace or training environment:

- To comply with instructions given for health and safety within the environment.
- To use Personal Protective Equipment if the equipment is provided by the worker's employer and the
- worker is properly instructed in its use.
- Not wilfully or recklessly interfere with or misuse anything provided for WHS. Not wilfully place at risk the WHS of any person, and
- Not wilfully injure themselves.

A person on whom a WHS obligation is imposed, must discharge the obligation.

### Reporting and Injury or Incident

If an injury or incident occurs whilst in the learning environment, report the injury or incident on the Incident Report form.

It is important to notify the person in charge, within three (3) days of the injury or incident occurring. This person will also be able to assist in completion of the form and ensure the form is processed.

What is manual handling?

- Lifting Pushing Pulling Carrying Sliding Wheeling Stacking Holding
- A large number of injuries occur as a result of manual handling. The main causes of these injuries are as follows:
- The object to be handled Frequency and duration of the lift Height to which the object is lifted Condition and type of load Bending the back while lifting Jerking, stretching or twisting
- When lifting an object remember: Correct feet position
- Firm grip
- Use forearm Straight back
- Avoid strain and disc damage
- Head raised, chin in (helps to keep back straight) Lift with legs (these muscles are the strongest)
- Use body weight to reduce muscle strain and fatigue
- Health problems related to manual handling include: Physical tiredness and muscle pain
- Abdominal hernia
- Back injuries

## Hazards

A hazard is an unplanned condition with the potential to cause injury, loss or damage. Potential hazards can result from:

- The work through horseplay or misuse of equipment.
- The workplace/learning environment through contaminated air, chemical spills, etc., and/or
- Work methods, for example, working without prescribed Personal Protective Equipment (PPE), or sitting at a computer without adjusting the chair to the correct position.

To prevent potential hazards or accidents from occurring, please:

- Ensure your area is kept clean and tidy, maintain housekeeping within the area.
- Gain the correct knowledge of machinery and its correct safety procedures before beginning operation.
- Know where safety switches are located, and
- Always use the PPE provided, as this equipment protects you from harm.

## Emergency Procedures

*Evacuations*

When the evacuation alarm sounds, please ensure that you evacuate the area in which you are located and proceed to the nearest designated assembly point, via the nominated exit. A Service Facilitator/staff member will direct you to the nearest assembly point in the event of an emergency evacuation.

Make sure you know the following:

- Where your exits are
- How to turn on the fire alarm
- Never use lifts in the event of a fire
- Know where the fire extinguisher is

## First Aid

If you require first aid, notify a staff member who will contact a qualified First Aid Officer.

## Smoking

You are unable to smoke in uniform while completing practical work experience. Whilst in the training environment/classroom, if you are legally permitted to smoke, you must do so in the designated areas.

## Alcohol and Drugs

There are enough hazards in the workplace without adding to them:

- The use of consumption of drugs and alcohol is not permitted in the learning environment.
- Persons affected by either alcohol or drugs will not be permitted in the classroom or any practical activities.

# Student Handbook

## Get Started

- ☐ I have successfully enrolled into my course.
- ☐ I know the times, dates and location of my classes.
- ☐ I have created my USI and registered it with the office.
- ☐ I have completed my LLN assessment.
- ☐ I have my laptop/pen/paper/books ready to go.
- ☐ I know how to get my ID card and transport concession card (if applicable).
- ☐ I have recorded my Service Facilitator's details.
- ☐ I liked and followed Learning Partnerships on Facebook and Instagram to get regular updates and info.
- ☐ I know how to access Student Services if needed.
- ☐ My Service Facilitator has told me if I need uniforms, material etc.
- ☐ I am ready to go!

# Student Handbook

## Campuses

We are proud to have some wonderful learning locations. Explore and uncover endless opportunities with Learning Partnerships. Our main office is the Brisbane Campus, but check out all the campuses below. General contact details for are as below. Please note, whilst on campuses, we do use surveillance cameras as part of our security systems.

**Phone:**          1300 596 885
**Email:**          **info@lps.edu.au**
**Website:**        **http://www.lps.edu.au/**


### South Townsville Campus
CoHabitat Space, Entrance via, Level 1 33-35 Palmer Street/Plume Street, South Townsville, QLD 4810

### Brisbane Campus
Unit27/8-14 St Jude Ct, Browns Plains QLD 4118