STUDENT HANDBOOK

2014
(Version 1 – January 2014)

© School of Volunteer Management

Disclaimer

The School of Volunteer Management makes every attempt to ensure the accuracy and reliability of the information included in this resource. Users should be aware of the following:

- School of Volunteer Management makes no guarantee or warranty as to the accuracy or authenticity of the information in this resource or other resources listed in this resource.
- School of Volunteer Management does not accept any liability in relation to the content of this work.

Information
For further information contact the School of Volunteer Management
Level 3, 40 Gloucester Street
The Rocks NSW 2000

T 02 9261 3600
F 02 9261 4033
W www.svm.edu.au
Message from the School

Congratulations on your decision to study with the School of Volunteer Management, a Registered Training Organisation (RTO), as your training provider. The School is a division of The Centre for Volunteering, the peak body for volunteering in NSW.

The School is committed to high standards in the provision of vocational education and training programs that provide its students with the opportunity to learn new skills upgrade existing skills and obtain nationally recognised qualifications.

The School offers a range of courses in business, volunteering, and community services at certificate and diploma levels. All of the courses are delivered by distance education (correspondence and e-learning), with dedicated tutor support. The tutor’s role is to encourage your learning by developing a positive learning environment in which you can successfully complete the course/unit within the agreed timeframe. You can find the profile of your tutor on the School’s website.

Our training personnel are qualified and experienced professionals who are highly motivated, resourceful and dedicated to equipping students with the skills and knowledge required to assist them in realising their ambitions. Your tutor will work with you to establish a supportive learning environment to facilitate the highest achievable outcomes in terms of your competencies.

I wish you every success as you embark on your learning journey.

Mark Tippet JP TAE
Manager
School of Volunteer Management
# What’s inside

Training Programs ................................................................. 3  
Enrolment Procedure ............................................................ 3  
Liaison with Industry ............................................................. 4  
Flexible Delivery ................................................................. 4  
Revision of Learning Materials ................................................. 5  
Code of Educational Practice .................................................... 5  
Code of Ethics ........................................................................ 6  

Student Support ..................................................................... 6  
Interaction with Students .......................................................... 6  
Access and Equity Policy ........................................................... 7  
Student Counselling/Support ..................................................... 7  
Tutor Support .......................................................................... 8  
Study Tips ................................................................................. 9  
Complaints and Appeal Procedure .............................................. 9  

Assessment ............................................................................. 10  
Assessment Process .................................................................. 10  
Assessment Handling Process .................................................... 12  
Credit Transfer/Mutual Recognition .............................................. 13  
Recognition of Prior Learning (RPL) ........................................... 13  
Assessment Dispute Procedure .................................................. 14  
Guidelines for Preparing and Submitting Assignments .................. 14  

Other ..................................................................................... 14  
Payment of Course Fees and Refunds ......................................... 14  
Staff ....................................................................................... 15  
Occupational Health and Safety Policy ........................................ 15  
Student Records ....................................................................... 16  
Disciplinary Procedures ............................................................ 16  
Additional Copies of Diplomas, Certificates and Statements of Attainment ........................................................................ 17  

Attachments .......................................................................... 18  
Study Tips – Distance Learning .................................................. 19  
RPL – Portfolio Requirements .................................................... 21  
Guidelines for Preparing and Submitting Written Assignments ........ 24  
Privacy Statement ...................................................................... 30
What the SVM offers

The training in volunteer and general management and other training services the School provides include:

**Registered Training Courses**

- **Certificate I in Active Volunteering** CHC10212
- **Certificate II in Active Volunteering** CHC20212
- **Certificate III in Active Volunteering** CHC30612
- **Certificate II in Business** BSB20112
- **Certificate IV in Training and Assessment** TAE40110
- **Certificate IV in Volunteer Program Coordination** CHC42712
- **Diploma of Business** BSB50207
- **Diploma of Management** BSB51107
- **Diploma of Community Services Coordination** CHC52212

**Non-registered training**

- **Customised Training** - Designed to meet an organisation’s specific needs and requirements and is delivered on-site for the client.
- **Individual Training**
  - Helping individuals address their training needs by “piggybacking” PD workshops conducted for organisations, or undertaking a “bespoke” training program or attending Short Courses.
- **Professional Development (PD) Workshops**
- **Bridge to Volunteering**
- **Training Advice and Assistance**

How do you begin...

**Enrolment Procedure**

It is the School’s intention that student enrolment is smooth and efficient, enabling the applicant to commence their studies as quickly as possible. Online enrolment is the preferred method but enrolment can be completed by downloading the Enrolment Forms from the School’s website [www.svm.edu.au](http://www.svm.edu.au).

Applicants must also complete the Student Profile Form and forward it to the School with their Enrolment Form.

Prior to enrolling applicants are to read:

- The Student Handbook
• Details of the relevant course on the School’s website
• The Training and Assessment Strategy for the course in which they are intending to enrol

On receipt of the applicant’s enrolment form by the School the following procedure will apply:

• **Step 1** – the School Administrator will check the information provided on the Enrolment Form and the Student Profile Form.
• **Step 2** – the School Administrator will make telephone contact with the applicant to ensure they understand the requirements of the course, study commitment, that their course completion timeframe is realistic, and explain the next step to the applicant.
• **Step 3** – prepare and despatch the invoice to the applicant.
• **Step 4** – as soon as payment is received provide the student by email or letter (with a copy to the tutor) with their Student ID Number, the relevant Learner Guides and the name of their tutor.
• **Step 5** – within 10 working days of the student being advised of successful enrolment, the tutor will contact the student to arrange the first tutoring session, the aim of which is to agree the Tutoring Schedule – projected completion dates for each unit/module and the dates of the tutoring sessions for the first unit/module to be undertaken – and confirm that the student understands the requirements of the first assessment task and that they are appropriately prepared to commence study.

Students with special needs requirements should discuss these with the School prior to enrolment. The School has the capability and resources to provide materials electronically, on CD, in hardcopy and in large print. In addition, extra support is available to students with special needs (see Student Support section).

**Liaison with Industry**

The School liaises with industry through relevant industry training advisory boards, peak organisations, unions and local employers. Input is collected from industry contacts to confirm that proposed and actual training meets the employment and skill demand of industry and future growth areas for self employment and employment of others.

**Flexible Delivery**

The School recognises the principles of flexible delivery. Programs are designed to emphasise flexibility of delivery and assessment to maximise the opportunity for access and participation by disadvantaged clients. Delivery alternatives may include self-paced learning, distance modes of learning, computer assisted learning, and flexible timetabling, face-to-face lecture/tutorial, individualised learning, on-the-job or off-the-job modes, and other appropriate methods.
Revision of Learning Materials

The School regularly reviews its learning materials in an effort to maintain up-to-date and relevant information to students. Where possible, a copy of newspaper articles or new research is sent to students currently studying relevant units. Learning materials are also regularly reviewed in terms of ensuring assessment tasks are valid, that information is current, and that format is easily understood, that instructions to students are clear and that references are authentic.

The School welcomes feedback from students, a feedback form is included in each unit, and results from feedback collected are considered when reviewing materials.

Each time adjustments are made to learning materials, the unit is renamed as a new version and changes are recorded in the Version Log.

Code of Educational Practice

It is the general policy of the School to provide equal training opportunities to all eligible students regardless of gender, cultural or ethnic background, marital status, physical disability or sexual preference.

The School further undertakes to provide:

- qualified, experienced and committed educational and training personnel
- a learning environment which actively encourages the participation of women, Aboriginal and Torres Strait Islander peoples, people from non-English speaking backgrounds, rural learners, people with disabilities, unemployed people and international students in training programs
- a supportive and stimulating learning environment where students may pursue their educational and training goals
- a learning environment inclusive of students with disabilities or who have language, literacy or special learning needs
- a referral system for students who experience language, literacy or numeracy difficulties
- a learning environment where students have ready access to assessment procedures and progressive results
- a non-prejudicial and plain English assessment dispute procedure which:
  - is prompt and courteous
  - keeps the aggrieved student informed of what is happening
  - protects the confidentiality of both students and staff
  - leads to improved services
- a guarantee of privacy concerning records or documents containing personal or sensitive information.
Code of Ethics
All team members within the School will:

- respect the spirit and philosophy of volunteering at all times
- provide a learning environment where students are treated fairly and with respect
- provide a learning environment where students are free from discrimination and harassment
- keep and respect the confidentiality of students by clearly defining what confidentiality means, why it is important and the risks and difficulties involved in its enforcement
- respect and encourage the voluntary participation of students, promoting and not delaying autonomy
- refrain from developing intimate relationships with students during the learning process
- refrain from imposing personal agendas and value system on students
- not record or secretly observe groups or individual sessions without the express permission of the group or the individual
- not use any intervention or technique unless thoroughly trained in its use
- provide information to all students concerning any special techniques or activities in which they are expected to participate
- ensure the well-being of all students through the application of relevant occupational health and safety procedures.

Student Support
Interaction with Students
The particular requirements of individual students are taken into account by trainers/tutors and assessors wherever possible. Students are treated with respect and dignity through:

- courteous behaviour towards students
- recognition of students’ particular needs and circumstances including taking account of their beliefs, ethnic background, cultural and religious practices, etc
- explaining reasons for retaining information about students and assuring them of the confidentiality of information
- organising and monitoring equitable access to, and participation in, activities
- referring students who need specialised assistance unavailable to the organisation to external organisations appropriate to their needs.
Access and Equity Policy

The School prohibits discrimination towards any group or individuals in any form, inclusive of:

- gender
- pregnancy
- race, colour, nationality, ethnic or ethno-religious background
- marital status -physical or intellectual or psychiatric disability, or any organism capable of causing disease (actual or presumed)
- homosexuality (male or female, actual or presumed)
- age (in relation to compulsory retirement)
- transgender
- carer responsibilities.

The School acknowledges that students come to the program with a wealth of personal knowledge and life experiences. It provides an entry point to further/higher/ vocational education by offering accredited or non-accredited curriculum and culturally appropriate teaching resources that are relevant to participant needs and circumstances. The training is self paced or workshop based, negotiable and flexible with participants encouraged to be involved in their own feedback and the decision making processes regarding realistic goals and progress.

Students need to have every opportunity to maximise their training and learning experience. Where there is perceived difficulty in achieving learning goals, discussion with the learner will be encouraged. Information will be provided about possible alternative pathways to achieve goals, options/choices to overcome barriers and ways to access a supportive network. This information will vary according to the individual needs of the learner.

Programs are designed and, wherever possible, facilities are set up to enhance flexibility of delivery in order to maximise the opportunity for access and participation by disadvantage clients.

Student Counselling/Support

- Academic and Vocational Counselling

Students may receive academic or vocational counselling from their tutor/trainer or the Manager. The tutor/trainer monitors the student’s progress and intervenes to provide counselling or support as appropriate and where needed refers the student on to the appropriate qualified person, depending on the nature of the problem.

- Personal Counselling

Any student showing signs of distress or discomfort will be approached by the staff member who notices and offered support. Support may take the form of
advise or referral to an appropriate qualified person, depending on the nature of the problem. Where necessary the Manager will assist the student to access external professional assistance. All staff will treat students with courtesy and empathy at all times.

- **Language, Literacy and Numeracy Support**
  Students needing language, literacy and numeracy (LLN) support are identified on application. Where only a low level of support is needed, the Manager may arrange for the student to receive extra-curricula assistance from the tutor/trainer or another staff member. Otherwise, the student is advised to obtain LLN support from a specialist organisation and enrol in the School’s programs at a later time. Where an applicant’s LLN deficiency will clearly inhibit achievement of learning outcomes and the applicant refuses LLN support, enrolment may be declined.

- **Post Program Support**
  Depending on the program, students may have access to various kinds of post program support. This may include assistance with job seeking, resume and interview skills, vocational advice, mentoring, etc. Students are advised of the particular support available with each program.

**Tutor Support**

Each student will be allocated a tutor on enrolment. The tutor’s role is to encourage learning by developing a positive learning environment in which the student can successfully complete the course/unit within the agreed timeframe.

After the initial discussion with the student, the tutor will have regular telephone and email contact with the student in accordance with the tutoring schedule they have agreed for each unit. Tutor contact is expected to be not less than monthly but may be more frequent as determined by the schedule.

The students tutor will also normally be their assessor. Students can find the profile of their tutor/assessor on the School’s website ([www.svm.edu.au](http://www.svm.edu.au)).

The tutoring sessions are critical to students achieving a successful outcome. The following “tips” will help students obtain maximum benefit from the tutoring sessions:

- Be prepared for each tutoring session with your tutor
- Be available for the agreed duration of the session
- Be at a desk, worktable, etc, and have all necessary reference materials available
- Agree at each session who will initiate contact at the next session and enter session date and times in your diary
- Ensure you will be free of distractions and disruptions during the session
- Keep notes of key discussion points and agreed actions
- Participate actively in discussions with your tutor
If you are unable to keep the agreed session appointment, including the full session time, notify as early as possible prior to the day of the session. Students who fail to keep tutoring appointments and/or times or notify the tutor on the day of their inability to keep the appointment and without a justifiable reason for the late notice, will incur an additional fee for the re-scheduled sessions.

**Study Tips**
Some study tips for students are provided in [Attachment 1](#).

**Complaints and Appeal Procedure**
All complaints and appeals regarding assessments will be dealt with in terms of the Complaints and Appeals Procedure.

The School seeks to prevent appeals by ensuring that students are satisfied with their course and its outcomes. In addition to their functional expertise, staff is expected to be fair, courteous and helpful in all dealings with students. Any complaint about a staff member or program, or appeal against an assessment, will be treated seriously, investigated thoroughly and dealt with according to the merit of the complaint or appeal. As well, the circumstances and results of any complaint or appeal will be considered by senior management to remove any underlying reasons for continued difficulty by the complainant or other students.

The School abides by freedom of information and privacy principles.

All complaints and appeals are taken seriously and their findings incorporated into procedures, as appropriate, in accordance with the Schools continuous improvement practices.

If a student feels that they have a complaint with the School, or believe that they have been discriminated against or harassed, or believe that they have grounds for an appeal against the assessment of their work, they should immediately report the complaint or appeal using the following procedure:

**Step 1:** Students should approach their tutor with their complaint or appeal and explain clearly the problem or the reason for their dissatisfaction, so that the tutor can attempt to resolve the matter.

**Step 2:** If a student is dissatisfied with the way in which the complaint or appeal was handled, or with the outcome, they should speak with the School Administrator, if they have not done so previously. The Administrator will identify the main issues of the complaint and/or appeal and will attempt to resolve the matter.

**Step 3:** If a student still believes they have grounds for dissatisfied with the outcome and/or the process that was followed in the attempt to satisfactorily resolve the matter, they are to lodge their complaint in
writing with the Manager who will:

a) **For dissatisfaction with assessments** – the Manager will convene a review panel comprising the Manager and an independent assessor (one who has not previously assessed the student) and review the assessment in dispute. The student will be advised in writing of the outcome of the review and the courses of action available to them if they still dispute the assessment.

b) **For complaints regarding other matters** – the Manager will convene a review panel comprising the Manager and a member of the School, other than one previously involved or associated with the complaint/dispute, to investigate the students complaint and will inform the student in writing of the findings of the review panel and the courses of action available to them if they are still dissatisfied.

**Note:** Harassment is any conduct which is unwelcome, demeaning, unreciprocated, intimidating and/or offensive to an individual or group. Under Federal and NSW State legislation it is unlawful to harass or discriminate against any person on the grounds of:

- Cultural or ethnic background
- Sexual preference
- Gender
- Age
- Marital status
- HIV/AIDS status
- Physical or intellectual disability
- Pregnancy
- Carer responsibilities
- Transgender

**Assessment**

**Assessment Process**

Assessment is competency based and is designed to determine whether the candidate can demonstrate the target competencies. Students who are unable to demonstrate competency at a given time or who successfully appeal assessment results may be reassessed at an appropriate later date.

Assessment is in accordance with the Australian Quality Training Framework:

a) SNR15 requires the RTO “provides quality training and assessment across all of its operations”. 15.2 and 15.3 of this standard stipulate that “strategies for training and assessment meet the requirements of the relevant Training Package or VET accredited course and have been developed through effective consultation with industry”. Additionally, “staff
facilities, equipment, and training and assessment materials used by the RTO are consistent with the requirements of the Training Package or VET accredited course and the RTO’s own training and assessment strategies”.

b) SNR16 requires the RTO “adheres to the principles of access and equity and maximise outcomes for its clients”. 16.5 require “Learners receive training, assessment and support services that meet individual needs”. Additionally, 16.6 states that “learners have timely access to current and accurate records of their participation and progress, and (16.7) … complaints and appeals addressed efficiently and effectively”.

Assessment may be undertaken on or off the job, but in the case of courses delivered by the School by distance education, students usually are required to submit an assignment or portfolio of work for assessment. If conducted in the workplace, suitable workplace assessors and assessment procedures are to be used. All assessment materials must be appropriate to clients’ needs and program delivery methods.

The Manager and all staff are required to ensure operational compliance with AQTF standards, and to review, evaluate and adjust as necessary assessment systems and procedures for validity, reliability, flexibility and fairness of assessment. Assessment records are kept and aggregated to monitor assessment reliability. Industry and client input and feedback is obtained to monitor and plan assessment validity, flexibility and fairness.

Assessors are required:

- to be fair and reasonable during assessment
- to be familiar with the field, with relevant industry standards and OH&S requirements and to be up to date with assessment methods and procedures appropriate for the clients and learning environment
- to negotiate flexibly with clients regarding the type of assessment, taking into account Flexible Delivery, EEO and anti-discrimination principles, and the particular needs and circumstances of clients
- to advise clients regarding RPL processes
- to make proper assessment decisions based on explicit evidence of competency
- to expedite assessment and to avoid unnecessary delay
- to use cost and time effective methods and materials appropriate to the task
- to gather assessment evidence that is authentic, valid, reliable, relevant to learning outcomes, current and varied
- to systematically review the assessment evidence obtained through means such as interview, workplace assessment, and/or performance test
Assessment Handling Process

All assignments are to be submitted electronically for assessment by the agreed date to assignments@svm.edu.au. Students unable to submit their assignments by the due date are to apply for an extension of time after discussing their need for an extension with their tutor.

Application forms for an Extension of Submission Time are available on the School’s web site and must reach the School prior to the deadline. Applications are to be sent to assignments@svm.edu.au or mailed to the address below. Assignments submitted after the due date and for which an application for an extension of time was not received by the School will incur, except in exceptional circumstances, a Late Submission Fee, details of which are available on the School’s website under Registered Training Fees.

Students who elect to submit their assignments in hard-copy will incur an additional administration fee “per assignment”, details of which are available on the School’s website as per the previous paragraph. Hard-copy assignments are to be sent by Registered Mail to:

Student Assignments (Attention: School Administrator)
School of Volunteer Management
Level 3, 40 Gloucester Street
The Rocks NSW 2000

It is the School’s objective for all assignments to be assessed and the results discussed with the student within 15 working days of the receipt of the assignment by the School. The following process applies:

- **Step 1** – students assignments are received by the School and, after logging receipt and checking documentation for completeness and accuracy, the assignment is forwarded within two working days to the tutor for assessment

- **Step 2** – tutor assesses the assignment, completes the assessment report and sends it to the School

- **Step 3**
  - **Competent** – the tutor discusses the assessment results with the student and, if applicable, discusses with the student the next unit or units to be completed and agree the submission date with them. The assessment report is sent to the School and it will forward a copy to the student
  - **Not Yet Competent** – the tutor will discuss the assessment results with the student, identifying the corrective action necessary. A re-submission date will be agreed and included in the tutor’s
assessment report. The report is sent to the School and it will forward a copy to the student. Steps 1 and 2 will then be repeated.

- **Step 4** – students who enroll in individual units or are paying in instalments will be invoiced for the next unit or installment fee and on payment and if applicable will be sent the Learning Guide for the next unit or units

If a student is required to re-submit an assignment for re-assessment, a Re-Assessment Fee will be charged, details of which can be found on the Schools web site under Registered Training Fees.

**Credit Transfer/Mutual Recognition**

Students who have completed any unit required for their qualification through another RTO are entitled to advanced standing for that unit. You must support your request with a verified copy of the qualification or statement of attainment issued by the RTO where you undertook the unit.

**Recognition of Prior Learning (RPL)**

If you look through the course materials and decide that you have already achieved the learning outcomes specified, it may be possible to apply for RPL.

However if you apply for RPL for any part of the course you will need to submit documentary evidence that you have achieved the outcomes and have the knowledge and/or skills specified.

The purpose of RPL is to give students the chance to have their knowledge and skills assessed regardless of where or when the learning took place. This means that learning could have been achieved through work experience, through non-credentialled courses, through life experiences or through volunteering.

It is important to understand that it is the learning you have achieved and not the experiences you have had which will be assessed through the RPL process.

If you apply for RPL for any part of the course, the School needs to be able to assess three criteria in your application. These are:

- the level of learning
- the quality of the learning
- the currency of the learning.

The materials clearly specify the learning outcomes. You need to base your judgment about applying for RPL on these learning outcomes.
You need to be clear that you will need to support any application for RPL with appropriate evidence.

If there is sufficient evidence in the application and supporting documentation, no further assessment may be necessary. If further assessment is required, it may take any practical form consistent with the assessment criteria for the claimed competencies and the principles of validity, reliability, fairness and flexibility. The form of assessment may be negotiated with the student and may consist of interview, written assignment, workplace assessment, exam, or other method. A qualified assessor or assessment panel, under the supervision of the director and trainer, must conduct assessment.

Fees will be charged for the RPL service, and the fees charged will depend on the time required to complete the assessment and associated administration. The fee charged will not exceed the course enrolment fee. Details of these fees are available on the School’s website under Registered Training Fees.

Evidence considered for assessment is a letter of request plus a wide range of supporting evidence. If further evidence is required then this is negotiated with the candidate. The process may include a further interview, written assignment, workplace assessment, and collection of other material.

Successful candidates are notified promptly of the RPL outcome. The Director advises unsuccessful candidates of reasons for non-recognition and steps they can take, including remedial training and appeal mechanisms.

Attachment 3 provides further information about the process of preparing a portfolio to support a claim for RPL.

Assessment Dispute Procedure
If you feel that your assessment has not been fair or you wish to dispute any area of your assessment, you are to follow the School’s Complaints and Appeals Procedure (see page 8).

Guidelines for Preparing and Submitting Assignments
These are detailed in Attachment 2.

Other

Payment of Course Fees and Refunds
Fees. All fees are payable before commencement of studies. Payment arrangements are detailed for each course.

Refunds. There is no refund of the course fee after enrolment in courses delivered by distance education. In the case of courses delivered by other methods, students who cancel their enrolment prior to the commencement of the
course will be refunded the course fee less ten percent (10%). The Enrolment Fee will not be refunded. If the School cancels a course/module, the student will receive a full refund.

Staff
Tutors/trainers and assessors hold the Certificate IV in Training and Assessment (TAE40110), and relevant competencies and knowledge at an equivalent or higher level than specified in the module of instruction to be delivered, as well as industry knowledge.

Biographical details of the tutors/trainers are on the School’s website (www.svm.edu.au).

Workplace Health and Safety Policy
The safety of staff and clients is of primary importance in all activities carried out by the organisation. The organisation observes all workplace health and safety legislation and copies of the relevant Act are available to staff and clients. Trainers must incorporate WHS considerations when planning and delivering training, and clients must be advised of the WHS requirements of their programs and supervised accordingly.

Abusive Behaviour
In the interests of workplace safety, abusive behaviour from any person on The Centres’ and the Schools’ premises will not be tolerated. A procedure has been developed for removal of abusive persons from the premises and all staff, volunteers and committee members are required to follow that procedure.

Smoking
The Centre and the School recognise the dangers of passive smoking and have made their premises and activities a smoke free environment. Staff and students are not permitted to smoke within the building.

Hazards
Students need to be aware of any health or safety hazards in the place of work and should report, in writing, any hazards to your tutor as soon as possible. Any “near miss” incidents must also be reported.

Accidents
An accident report must be completed by any student involved in an accident (however minor) either at The Centres’ and the Schools’ premises or activities or
on their way to and from project activities. Accident Reports are to be given to the School Administrator as soon as possible after the accident.

First Aid

In line with the First Aid Regulation of the Workplace Health and Safety Act, the following policy in relation to first aid will apply to The Centre and the School:

- first aid kits are made available in premises used by The Centre and the School
- a notice in the premises specifies the 000 number, ambulance number and nearest medical centre
- the School is responsible for ensuring that copies of accident reports are kept for at least five years.

Student Records

The School maintains individual files and data base records for each student. All records are kept in a secure and confidential environment. Access to files and records is limited to staff involved in their maintenance and appropriate program personnel. You may request access to your own files or records at any time. The attached Privacy Statement (Attachment 4) applies to all student records.

Student records are maintained for a period of 30 years to enable the re-issue of a qualification or statement of attainment if required. Should the School cease to exist; records will be transferred either to The Centre archives, to another RTO designated to maintain records, or to ASQA.

Disciplinary Procedures

Students may face disciplinary action under the following circumstances:

- Plagiarism, cheating or collusion
- use of SVM copyright material
- impairing the rights of other students to pursue their studies
- harassment of other students or staff
- breaching legislative requirements

Should any of the above occur, the Manager will be notified and will have the matter investigated. Investigations will take place within fourteen days of the notification. Where the investigations conclude that academic misconduct has taken place, the student may respond in writing with fourteen days. The final determination of the Manager may include one of the following options:

- no action is taken against the student
- the student is judged not competent in the units concerned but may be allowed to continue with the remaining sections of the program
- the student is excluded from training and his or her enrolment cancelled with no refund of fees
- the student is suspended from the program for a period of time or permanently.

Additional Copies of Diplomas, Certificates and Statements of Attainment
Past students requiring an additional or duplicate copy of a diploma, etc, previously issued to them are to apply in writing to the School. Where the previously issued diploma, etc, has been lost or destroyed, the application must be accompanied by a Statutory Declaration stating the cause of the loss or destruction. A fee will be charged for the additional or duplicate document and details are available on the School’s website under Registered Training Fees.
Attachments

1. Study Tips

2. RPL – Portfolio Requirements

3. Guidelines for Preparing and Submitting Written Assignments

4. Privacy Statement
Introduction

Studying by distance learning gives you more opportunity for individual help than attending a large class, so take advantage of the fact that these courses are run by a "real" person, your tutor, who will support and guide you.

You can work at your own pace and at your own time, so you have the benefit of being able to work around other aspects in your life. Your time will also be more productive. However, you also need to motivate yourself and observe certain disciplines to maximise your learning opportunities.

Make a Start

1. *Allow yourself some time to get used to your study* and familiarise yourself with the content.
2. *Read through the assessment task’s*, print them out and keep them handy while you study. Highlight key aspects.
3. *Contact your tutor* if you have any questions or need clarification about the tasks. But remember they also have commitments, so they may not be able to devote time to you immediately. If you have an urgent question make mention of this in your communication with your tutor. Remember, email is not always the best way to communicate and resolve your problem/issue. Think carefully about the best way to communicate with your tutor on the issue.
4. *Complete and submit the evidence and assessment plan form* where it is included, to verify that you agree with the method and tasks included in this unit.
5. *Then make a start!* Once you get started you will soon get into the swing of things. Don't worry if you don't get it right the first time as I will receive feedback – written and verbal – on all your assignments. There is no penalty for resubmitting work.
6. *Building your confidence*, Also, it takes at least the completion of one task before you feel more confident about things such as how much you need to hand in, how much time you need to devote, how to best answer questions, and so on. Talk about your study with your tutor during your scheduled meetings.
7. *Don't get bogged down*, your tutor will give you feedback if you're not handing in enough, or if you hand in too much. Don't try to be a perfectionist!
8. *When you are working on a simulation project, or a case study*, make sure you put yourself in the situation.
9. *Keeping Your Computer Organised.* Make sure you keep your computer files organised. Create a folder for your study to keep all your work safely stored on your computer. If you are studying a full certificate course, create subfolders for each unit.

**Unproductive time**

There may be a point when you are studying that you become unproductive. Learn to recognise this point and take a break.

Organise your time into "blocks" and have a goal for each. Try to set aside at least an hour for each sitting, and stick to the time you’ve set yourself. Develop your study timetable and enter the dates into your diary. It will help you to keep yourself flexible but organised. Don't expect to be able to see into the future with certainty with regard to timeframe but do “budget” your time, then be flexible.

Minimise distractions: close the door, put the answering machine on, switch off your mobile phone, and try to set aside time away from the family if possible. Tell family members you are studying and you don't want to be disturbed.

People learn more if they take a "practical" approach to study. Try to relate the material to your own personal experience. Leave time to reflect on what you are doing and relate it to your own life and your future.

Read your material carefully and don't try to rush through. Take short breaks. Contact your tutor if you need clarification; don't soldier on unnecessarily.

*Don’t forget to take a break but put a time limit on it*

Enjoy your course!
RPL – Portfolio Requirements

Students may wish to claim RPL for any module or unit of accredited courses conducted by the School.

As part of their application students will need to submit a portfolio establishing that they have already achieved the learning outcomes for the module they wish to claim. If their application is approved they will be credited with the relevant outcomes incorporating part, or all, of the module.

The following steps outline the procedure for compiling a portfolio:

**Step 1:** Carefully examine the learning outcomes and assessment criteria for the module
The portfolio will need to demonstrate that the learning outcomes have already achieved. They are listed at the beginning of each module.

**Step 2:** Gather relevant documents
The following documents may be useful to support a student’s claim and copies should be obtained wherever possible.

- Students’ resume
- Transcripts or other result records from relevant qualifications
- Certificates of participation in relevant workshops and training sessions
- Reports and other major documents prepared in the course of the applicants work (paid or voluntary)
- Other documents thought to be relevant which may include reports and samples prepared in cooperation with co-workers. For these, the applicant should clearly identify their own role in the preparation.

Documents must demonstrate a link to the learning outcomes.

**Step 3:** Identify potential referees
Identify people who could verify aspects of the application for RPL, particularly in areas where sufficient documentary evidence may not be available. Contact information for these people will need to be provided.

**Step 4:** Prepare a claim for each learning outcome
The next step is to prepare a claim for each learning outcome, stating how the outcome has been achieved. Note that the claims should focus on what the applicant has done and can currently demonstrate, not on what the applicant knows. This is an essential feature of competency based qualifications.
The following is an example for learning outcome one of Module Three of the Diploma of Volunteer Management Practices – “can identify the requirements for new paid and voluntary team positions”

“During my work for the Broadbeach Community Centre, I formulated a job description for a volunteer receptionist in consultation with team members, prepared an advertisement and advertised the position in the local paper and at the Broadbeach Secretarial College.

Applicants received a special information kit containing a job description for the volunteer receptionist’s position, a volunteer application form and information on the organisation etc”.

**Step 5: Sort evidence**
You will then need to sort your documentary evidence and list of referees so that each of your claims is supported. Samples for the above claims include:

“I have included a copy of the job description, advertisement and the information kit. Doris Day, my Manager, has signed a statement verifying my involvement in the recruitment process and the successful filling of the volunteer position. She can be contacted on 1234 5678. I have also enclosed a letter from the Head of secretarial studies from the college and some feedback from the volunteer receptionist.

* A verified copy of the certificate for participation in a one day Course ‘Recruiting and Interviewing Skills’ delivered by the School of Volunteer Management is attached.*

**Step 6: Review and sign the portfolio**
When you have completed all areas of the portfolio, and attached the necessary documentation, you should review each of the items to ensure that they truly and accurately reflect your skills and that each of your claims is well supported.

Portfolios are to be submitted to the School for approval.
The following page provides a template for your portfolio.

*An example is provided for learning outcome 2 of module 3, Selecting Volunteers.*

Repeat the steps for each of the learning outcomes in the module.

**Request for Recognition of Prior Learning for Module Three - Selecting Volunteers**

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>Assessment criteria</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Can recruit for a specific role</td>
<td>drafts advertisement for volunteers</td>
<td>Letter from Manager (22.4.02) verifying involvement Certificate of attendance at Recruiting and Interviewing module (School of Volunteer Management 16.5.01)</td>
</tr>
<tr>
<td></td>
<td>discusses what the volunteer can expect to gain from the job</td>
<td>Letter from Manager (22.4.02) verifying consultation Feedback from volunteer receptionist</td>
</tr>
<tr>
<td></td>
<td>advertises position in appropriate media</td>
<td>Advertisement from local paper Letter from Broadbeach Secretarial College</td>
</tr>
<tr>
<td></td>
<td>prepares a targeted information package</td>
<td>Information kit for the volunteer receptionist</td>
</tr>
</tbody>
</table>
Guidelines for Preparing and Submitting Written Assignments

Introduction

It is important that you submit written work of a good standard. The assessment requirement for some units is the completion of an interactive learning guide. The guide provides all submission requirements. For all other units, the following guidelines will assist you in presenting work that will clearly show your level of learning, will be easy for your tutor to mark and will follow academic conventions.

Submission Requirements

Assignments are to be submitted by email, unless prior arrangements have been made with the School (see page 11).

Where arrangements have been made with the School to submit assignments in hardcopy, they are to be printed on standard A4 paper, securely fastened in the top left-hand corner. Students choosing to submit larger documents are required to include an appropriately sized, stamped, self-addressed envelope for return posting. Students are to keep a copy of all work submitted.

Presentation

The main consideration in presenting written work is ease of reading for your tutor who has to mark a number of papers. The following layout conventions make your essay more accessible:

1. **Margins** - use wide margins all around the page to allow for comments

2. **Spacing** - use double spacing which makes your paper easier to read and allows for corrections and comments and write on one side of the page only

3. **Cover page** - your paper must be submitted with a cover page (typed) which contains the following or using the Assignment Cover Sheet, which can be down-loaded from the School’s website:
   a. your name
   b. your postal address
   c. your email address
   d. your contact telephone number
   e. the course name and number
   f. the module name and number
   g. the date of submission
4. **Section labels** - clearly label each section of your response, using the numbers and subheadings provided in the assessment task.

**Editing and proofreading**

Carefully edit and proofread your paper. Leave a few days after you have finished a final draft before you proofread and do a final edit. It is difficult to pick up mistakes when you have not had time to distance yourself from the assignment. If possible, ask someone else to read it. This will give you an idea of whether it is clearly written.

**Plagiarism**

Plagiarism is using the work of other people and not acknowledging it. Plagiarism is unacceptable and full acknowledgment of other people’s work is an essential characteristic of writing. Plagiarism can lead to you being asked to resubmit your written work. For further information on this issue, visit: [www.plagiarism.org/plag_article_plagiarism_faq.html](http://www.plagiarism.org/plag_article_plagiarism_faq.html)

**Referencing**

There are three current straightforward conventions to show that you have used other people’s ideas or words.

1. **Referring to broad ideas**

Sometimes we refer to ideas in a broad way without direct quotations. We can do this in two ways:
   a) We can refer to the person directly within the sentence putting the year in parentheses after the name e.g:

   Noble (1991) states that work which people are forced to do cannot be classified as volunteering.

   b) We can refer to the person in parentheses with the year after the idea has been presented eg:

   Work which people are forced to do cannot be classified as volunteering (Noble 1991).
2. Direct quotations

Sometimes we use direct quotations from other writers. We can do this in two ways:

a) We can use an extended quote. In this case we insert the quote as an indented and separate paragraph with no inverted commas. We put the author’s name, the year of publication and the page number after the quote in parentheses, eg:

It is important to clarify what we mean by the term voluntary sector:

The voluntary sector refers to non-government organisations or non-statutory as they are often called. These organisations might or might not involve volunteers in service provision. (Noble 1991: 7).

b) We can use a short quote which we insert into the middle of a sentence. In this case we put the quoted words inside inverted commas. We then put the author’s name, the year of publication and the page number directly after the quote in parentheses eg:

Stereotypes of volunteers often depict them as “women (middle aged with too much time on their hands) working in the areas of health and welfare” (Noble 1991:7). This stereotype means that ..... 

3. Broken quotes

Sometimes we do not want to use all the words of the author but selections from across one quote. Sometimes we do not want to finish the quote. In these cases we need to insert a series of dots to mark the omitted words eg:

The Hillary Commission in New Zealand, whose interests cover recreation and sport decided to continue to use the word ‘volunteer’ following a survey in 1990 .......... It was found the word ‘volunteer’ best described the overall nature of those engaged in a variety of activities. (Noble 1991: 7)

The Hillary Commission in New Zealand, whose interests cover recreation and sport decided to continue to use the word ‘volunteer’ ..... (Noble 1991:7)
Inserting your own words into a quote Sometimes we need to insert words into a quote for it to make sense to the reader. In this case we need to insert the words in square brackets eg:

*He* [Governor Phillip] *dealt with it several times during his career* (Terita 1960 : 150).

Referring to the author’s name When you use the author’s name you only use their surname eg:

Noble (1991) describes volunteering as ...

4. Referencing The contemporary approach to referencing is to follow the Harvard convention which means that we reference every time we quote someone directly or use their ideas. This is done directly after the reference in parentheses in this way:

(Noble 1991 : 150)

If you quote across pages you need to show this in this way:

(Noble 1991 : 150-151) **Two or more authors** If the book or article has been written by two authors then you need to list both eg:

(Burns and Jones 1997)

If the book or article has been written by more than two authors then you need to list the first one in your reference and add *et al* eg: (Burns et al 1997)

Using two books by same author written in the same year If you reference two books by the same author which were written in the same year then you need to label one *a* and the other *b* eg: (Noble 1991a) and (Noble 1991b)

Footnotes

The current approach to footnoting is to keep it to a minimum within essays. References to people’s ideas and referencing of direct quotes is now done after the item in the body of the paper.

Footnotes are now used primarily to add extra information that you feel would be intrusive within the body of the essay. If you use footnotes frequently then they should be numbered consecutively on the page.
Bibliography

A bibliography is a list of all the reference materials you have used to write your paper. It is an essential part of your writing and failure to include a bibliography means that your paper is incomplete. The references are listed in the alphabetical order of authors’ surnames.

The conventions for presenting source information have been simplified over the past few years and the current accepted approach by most institutions is the author-date system. This means presenting the entry in this sequence:

1 Author’s or editor’s surname followed by a comma 2 Author’s or editor’s initials followed by full stops 3 The year of publication followed by a full stop 4 The title of the book or article in italics or underlined followed by a full stop 5 The place of publication followed by a colon 6 The publishers name followed by a full stop


Use of capital letters The titles of books and articles are given in sentence case with one capital letter at the beginning unless they contain words which would normally have a capital letter eg:

A concise history of Russian art.

5. Multiple authors If the book or article has been written by multiple authors then you must list them all in you bibliography. You must:

- put the authors’ names in the order they appear on the book or article
- put the first author’s surname followed by initials
- put subsequent authors initials first followed by surname
- put full stops after initial and a comma between authors but put and before the final author


Sourcing two books by same author written in the same year. If you have used references from two books by the same author which were written in the same year, then you will have labelled them a and b in your paper. The entry in your bibliography should use the same numbering eg:

(Noble 1991a)
(Noble 1995b)
Sourcing an article If you need to source an article in your bibliography then you must:

- put the name of the author and initials of author as above
- year of publication followed by a full stop
- title of article in normal type followed by a full stop
- title of journal in italics followed by a comma
- details of journal volume number followed by a comma
- details of journal issue number followed by a colon
- page numbers on which the article appears in the journal eg: Willing, K. 1996. Form and function in the architecture of Frank Lloyd Wright. The architecture review, 7, 3 : 57-97.

Internet If you need to source an item from the internet, include as much identifying information as possible, set out as for a book. Always include the web address.
Privacy Statement

The School abides by the National Privacy Principles and has no exemptions.

COLLECTION

The School will collect personal information by lawful and fair means after seeking and gaining student approval to do so. Sources of collection may include electronic, hard copy and verbal data from enrolment forms, resumes, e-mails, assignments and contacts with tutors and administrative staff, and will include information such as an applicants/students contact details, information required for external authorities (AVETMISS, copyright agency etc) and enrolment, attendance and assessment records. Information will be stored in files and in a password-protected database.

Applicant/student information will not be disclosed to anyone outside the School without the applicants/students consent. An applicant may choose not to provide information to the School but this may limit our ability to enrol the applicant in the School’s courses.

USE AND DISCLOSURE

The School will use applicants/students personal information only for the purpose it was collected, or a directly related purpose, or for use or disclosure required by law, or if necessary to prevent or lessen a serious threat to life or safety.

DATA QUALITY

The School will ensure that reasonable steps are made to ensure that applicants/students personal information is relevant, necessary, accurate, complete and up to date prior to use or disclosure.

DATA SECURITY

The School will make every effort to protect personal information against unauthorised access, alterations, destruction, use or disclosure. The School is not able to totally guarantee the security of data transmission via the Internet.
ACCESS AND CORRECTION

The School will make every effort to correct personal or sensitive information held which is not accurate, complete or up-to-date.

IDENTIFIERS

The School does not use identifiers assigned by external agencies or bodies.

ANONYMITY

The School will allow anonymity where lawful and practicable when entering into transactions.

SENSITIVE INFORMATION

The School will not collect sensitive information without prior applicant/student approval.

TRANSBORDER DATA FLOW

The School will not forward personal or sensitive information to another country without prior applicant/student approval.