

RTO Number: 4881

2018 Student Handbook

Welcome

Dear Learner,

I would like to extend a warm welcome to you, from the South Australian Learning Centre (SALC), who will be responsible for the delivery of your training in the qualification you have chosen.

The South Australian Learning Centre is located within Minda Brighton Campus. The interactive training rooms are equipped with technology such as Smart Boards and video conferencing facilities.

Our courses are delivered in 3 locations:

BRIGHTON

ELIZABETH

KADINA

Check with your coordinator where your course is being delivered

The South Australian Learning Centre has been delivering nationally accredited training courses in the Community services sector for over ten years. We are extremely proud to be leaders in adult vocational education and training especially providing learning for existing workers and people who wish to work in the Community Services sector to gain qualifications and enhance the quality of support and care within the sector.

Our trainers and assessors have extensive knowledge of the **Community Services** sector together with practical hands-on industry experience.

I would like to wish you well in your future studies and I again welcome you to the South Australian Learning Centre.

Yours Sincerely,

Frances Tullis

Manager – RTO

South Australian Learning Centre

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Introduction

The purpose of this program is to provide you with the skills, knowledge and attitude needed to work as an effective support worker and/or coordinator and to enable you to play a crucial role in your organisation.

South Australian Learning Centre is a Registered Training Organisation (RTO code: 4881) under the Australian Skills Quality Authority (ASQA); this ensures we comply with the standards of the VET Quality Framework and Standards for Registered Training Organisations (RTO's) at all times

This document outlines important information regarding the terms and conditions of your enrolment, your rights and responsibilities and our obligations to you.

Please read this carefully, as it is a condition of your enrolment that you have read, understood and accepted this information. In accepting the terms and conditions, you are also ensuring that the information you provide to the SA Learning Centre is true and correct.

This Orientation Guide includes information on:

- Expectations both in the classroom and during placements
- Competency based learning
- Matters pertinent to you as a learner in the program
- Administrative details
- The assessment process
- Personal learning tips

Our training is tailored to suit individuals and organisational needs. Training is competency based and training sessions/coaching sessions are based on adult learning principles and include individual written learning activities, oral presentations, group discussions of specific issues related to the industry/sector, industry placement (practicum) and assessment tasks.

Our trainers and assessors will assist you in meeting all the requirements of the qualification you are undertaking.

We trust that you will enjoy the program and find the learning, practical and of value in your day-to-day activities both personally and throughout your career.

General Information

SA Learning Centre Contact details

Address: South Australian Learning Centre
12-16 King George Avenue, BRIGHTON

Phone Numbers: Administration 08 84226530
salc@minda.asn.au

Manager RTO : Frances Tullis

Email : frances.tullis@minda.asn.au

Fitness for Work

Under the Minda Code and Conduct and the South Australian Work Health Safety Legislation, Minda is committed to ensuring all people on site are 'Fit for Work'.

To be 'Fit for work' anyone onsite needs to be free from the effects of alcohol, drugs and other things that can reduce concentration and performance.

In order to demonstrate that Minda takes all reasonable steps to provide a safe environment, Minda therefore has a no tolerance policy to students and employees being affected by drugs and alcohol while at the Learning Centre. Drug and alcohol testing may be used to ensure all students start and finish with no drugs or alcohol in their system.

Refer to the *Fitness for Work Procedure* for more information.

Delivery Mode

Face to Face Training- Classroom Attendance

Classroom sessions are held for each unit of competency and are essential to assist you with your learning so attendance is compulsory, unless the learner holds consent for alternative arrangements from the Training Coordinator.

You need to notify the Training Co-ordinator of your non-attendance to a scheduled classroom session. A Medical Certificate (MC) is required for non-attendance, for 2 or more classes.

A **minimum** of 80% attendance is required to fulfil the requirements of the qualification, however some sessions are mandatory. At the start of each classroom session you will be asked to sign the register.

Should you not attend for two weeks, SALC will assume that you are no longer interested to continue your learning, and you will be temporarily suspended from the course.

We will attempt to contact you via phone or email for a period of 6 weeks from your last attendance to make arrangements to continue.

Following 6 weeks of no contact, you will be sent a letter advising you will be withdrawn from your course and will need to re-enrol (*subject to places being available*) should you wish to continue.

Recording lectures or classes

The South Australian Learning Centre may agree that a student be permitted to audio record class lectures provided there is a fair and valid reason.

This may include the use of Smart Pens, digital recorders or computer software. Permission **MUST** be obtained from your training Coordinator **BEFORE** your record.

Code of Conduct

You have the right to participate in this program in an environment free from harassment, discrimination or threatening behaviour and to be treated fairly. The following points are to be followed by any person engaged in training/ assessment activities throughout this program:

- Respect the rights of others to have opinions that may not agree with their own, including differences and cultural diversity
- Active listening during in-class discussions
- Observe any reasonable direction by the consultants/management in regard to Workplace Health and Safety matters. This includes ensuring any electronic equipment that will require use of a power socket is tagged prior to use.
- Behave appropriately – ensure your actions and words support learning and teaching
- Not intimidate any other person by behaving in a disruptive manner such as using offensive language, bullying and making racist or sexist or other inappropriate comments
- Respect people's right to privacy and confidentiality
- Be punctual for training sessions including assessment sessions
- Dress in an appropriate manner
- Not cause damage to the premises/equipment when taking part in training/ assessment activities
- Complete all relevant and reasonable documentation required to assist in the administration of the program
- Mobile phones are not permitted to be turned on during training sessions including assessment sessions
- Fun where appropriate.

SALC reserves the right to suspend a learner for a period of time for breaches of the code of conduct.

Please see the *Code of Conduct Policy* for more information.

Confidentiality

When working in the community services industry, it is common of staff and learners to be asked to maintain confidentiality on matters such as clients, partnerships with other organisations, intellectual property of the organisations and business practices.

Learners of the South Australian Learning Centre are expected to maintain this same level of confidentiality, including but not limited to any matter in regard to individuals, Minda Incorporated, The South Australian Learning Centre and its staff, and other learners.

This includes, but is not limited to, discussing these matters with friends and family, putting information or photos on the internet including social networking sites or discussing matters with other learners in a public environment.

Please be aware that breach of confidentiality may be a serious breach of the code of conduct.

Please see the *Code of Conduct* for more information.

Fees, Charges and Refunds

Course fees:

Your course fee includes the delivery and assessment of your qualification, all resources and study materials (unless otherwise stated) for your course as well as the support you receive from our coordinators.

Course fees are detailed on the Payment agreement form.

Payment terms are as below:

- A deposit is required on enrolment.
- Balance is split into monthly payment over the term of the qualification.
(Monthly equal payments) OR
- Balance is covered by WorkReady*
**eligibility and Subsidised Training List criteria apply.*

Accessing Workready subsidies for this course may affect your ability to access further State Government training funds. It is your responsibility to check with the Department of State Development to determine if this funding will suit your needs now and in the future.

You can vary the standard payment terms via negotiation with the L&D Administration Coordinator who will get to complete and sign a payment plan.

If you are under a payment plan, once training has commenced you will receive a statement each month showing amount outstanding with payments expected each month as per your negotiated plan.

All money must be paid prior to course completion

Incidental fees:

Certification and/or Statement of Attainment:	\$30.00
Training resources / Learning and Assessment Guide:	total cost of purchase

Cooling off period

All courses contain a two (2) working day cooling off period.

If you change your mind during this period contact the L&D Administration coordinator via email to obtain a full refund. This cooling off period exists for you to check you have chosen the qualification that suits you. It is also your responsibility to identify potential barriers to your learning and discuss them with your coordinator during this period. Once the cooling off period expires, you will not receive a refund of the deposit.

Refunds

Refunds will not be granted automatically. You are expected to be aware of your work and personal commitments before you enrol, and will need to demonstrate that the cause of your withdrawal could not be reasonable anticipated before to enrolled

For a refund to be considered all applications must be:

- submitting in writing to the L&D Administration Coordinator
- demonstrate a valid reason why the refund should be given

Note any deposit paid is NON-REFUNDABLE except under exceptional circumstances

Please see *Fees and Refunds Policy* for more information.

Unit enrolment fees following unsuccessful RPL assessment

If a training participant enrolls and pays for an RPL assessment, which is unsuccessful and RPL is not granted, the training participant will be required to pay the balance of the full fee for the unit/s.

Payment defaults

During enrolment, students negotiate and sign a payment agreement.

This requires you to pay a deposit on enrolment and regular payments within a set timeframe.

If you default on a payment:

- you will be unable to attend class nor
- have assessments marked nor
- Attend placements until amount outstanding is paid.

All payments must be up to date for your certificate or Statement of Completion to be issued.

NB: if the learner has outstanding fees for course work they have already participated in, learners will be required to pay this amount by the date specified on the invoice. If a learner pays all remaining amounts, and would like to recommence the course, they will be invited to join the next available course.

Guarantee

In the event that the South Australian Learning Centre is no longer able to provide the training and assessment services as initially agreed, then the South Australian Learning Centre will arrange for agreed training and assessment to be completed through another Registered Training Organisation (RTO) - no fees will be incurred for this change OR a refund of any unused tuition fees if preferred by the student.

Prior to any transfer, students will be formally notified of the arrangements including refund of any fees that may be applicable.

Enrolment Period and extensions

All enrolments at the South Australian Learning Centre are subject to fixed period as shown below. All assessments, work placements and class room activities must be completed within these timeframes.

Certificate III	12 months
Certificate IV	18 months
Diploma	24 months

Extensions beyond these timeframes are NOT automatically granted and must be applied for in writing with supporting evidence supplied. If you have not applied for an extension and fail to complete within these times you can be withdrawn for the course with written notice.

You can apply in writing to place your enrolment on hold OR transfer your enrolment to another cohort group. This is subject to availability and each case is reviewed on the evidence provided as to why you need to change.

The Assessment Process

Assessment is a key part of quality training. In competency based assessment, skills and knowledge are assessed against specific criteria as set out in competency standards or performance requirements, ie performance criteria. Performance criteria are statements which specify the standard of performance required in the workplace.

The South Australian Learning Centre is required to keep learner's assignments for a period of 6 months from the date of marking, or for the duration of the learners course, whichever is longer. This may be in the form of photocopies, photographs or the original version of the assignment. We suggest that you take copies of all your assignments before submitting them.

Your trainer/assessor will collect evidence and make a judgment on the nature and extent of how that evidence meets the performance criteria set out in the competency-based training modules you are studying.

The South Australian Learning Centre aims to provide feedback to learners on their assignments within a two-week time frame. However, there may be times where we are experiencing a higher than normal volume of marking which may delay this process. Should this be the case, your Trainer or course Coordinator will discuss this with your class.

Feedback and individual comments will be written on the assessment cover sheet attached to your assessments and returned to you.

Learners are able to access their record of results at any time by asking their Learning and Development Coordinator.

Methods of Assessment

The trainer/assessor will use different types of assessment methods to assess your achievement of the Elements of Competency and Performance Criteria defined for the Unit of Competency you are studying.

Some of the methods of assessment used in your course include:

- *Skills/competency tests* - where you are required to perform, ie role play, case study, industry placement at a particular standard
- *Presentations* – where you will present findings or report progress to the group/trainer/assessor and initiate discussion
- *Questioning techniques* (oral and written) - where oral questions are used to supplement direct observation of your performance and provide the assessor with evidence of underpinning knowledge
- *Personal reflection exercises* – where you will complete self assessment questionnaires.
- *Group activities* – where you will work with one or more other learners in the class. This will also assess your ability to work as a team.
- *Essays or written reports* – where you will be required to conduct research and provide analytical insight to the topic at hand.

Assessment Modes

The assessment process taken by you may involve one or both of the following assessment modes when completing a full qualification.

For single competency units, the assessment mode chosen will need to suit the candidate's current level of skills and knowledge. You will need to seek advice from the Trainer/Assessor to ensure that the correct mode of assessment is used for each unit of competency unit.

1. Training and Assessment Pathway – if you are new to the Community Services sector you will need to complete the training and assessment pathway. This requires you to attend the classroom session(s) for the unit of competency you have been enrolled in, including completing the assessment for the unit.

2. Recognition of Prior Learning Pathway (RPL) – is an assessment process through which learners can gain recognition for prior relevant skills, knowledge and experience. This pathway places the learner on an accelerated path to achieving their qualification. The process of RPL acknowledges the fact that the learner's skills, knowledge or competence may be gained without necessarily completing a training program and may have been learnt through life and work experiences and/or through non-accredited training.

If you are applying for recognition you are required to complete the documentation on enrolment and to submit documentation of evidence that may confirm you are competent and entitled to exemptions within the program.

You may also be required to be assessed in the workplace and attend an interview whereby your underpinning knowledge will be assessed.

3. Credit Transfer – learners may be granted Credit for units of competency completed successfully at other recognised educational institutes.

With your application, you will need to provide certified copies of all your official transcripts for previous studies and copies of the subject/unit of competency descriptor.

Assessment extensions

If a learner is unable to complete the assessment by the due date required, they need to contact the course co-ordinator, to discuss alternative options.

Extensions may be granted when a learner finds it impossible to submit an assessment due to:

- Illness of a significant enough nature to have affected the submission of work and which is substantiated by a Medical Certificate
- Exceptional personal circumstances.

For an extension to be granted without a penalty being imposed, the learner **MUST** contact the Trainer/Assessor at least **TWO DAYS BEFORE** the assessment due date.

Marking and Assessment Submission

The qualification you have enrolled in, is a competency based qualification. Competency is defined as:

CA = Competency Achieved

NYC = Not Yet Competent

All assessments must have a cover sheet and the declaration of authenticity must be completed for each submission.

All written assessments **MUST** be in blue or black pen **ONLY**

Assessments must be submitted for marking via the assessment box in the student lounge OR you may submit via email, please check with your coordinator.

If an assessment is marked “Not Yet Competent” learners will be required to re-submit the assessment within a given timeframe.

Three submissions of an one assessment will be allowed before a review of training needs is undertaken

Course text book

A text book for your course will be provided as part of your course fee. These texts are used in the sessions and should be bought to class each day.

SALC has a resource library that learners can access during normal business hours. An IT suite with internet access is also available for use by all learners.

Competency Based Training

The emphasis in competency based training is on “**performing**” rather than just “knowing”.

A competency is defined in terms of what a person is required to do (performance), under what conditions it is to be done (conditions) and how well it is to be done (standards). As well as being a description of a work task or activity, a competency addresses the knowledge, skills, and attitudes required for a person to perform a job to a required standard.

Competency based training and assessment is education and training for work. It exists to develop and recognise the knowledge and skills of learners. Competency (or competence) is the ability to perform tasks and duties to the standard expected in a workplace setting. A competency standard is an industry determined specification which sets out skills, knowledge, and attitudes required to operate effectively in employment.

The Australian Skills Quality Authority (ASQA) promotes quality training so that students, employers and industry have confidence in Australia’s training sector.

In regulating Registered Training Organisations, ASQA applies a risk-based approach and applies the risk assessment framework as required by the National Vocational Education and Training Regulator Act 2011

All learners must gain and be assessed against all the knowledge and skills described in the accredited course that is delivered.

Additional Support

If you think you need assistance with language, reading and writing skills or any other matter please talk with the Course Co-ordinator to work out what help you require and how we can best support you.

Areas where support is available to you include living, learning or transition please talk to your coordinator for more information.

Study Groups

Study groups can provide exciting ways to understand the content of information covered in the unit of competency you are studying. Also, you can share ideas and many views and opinions. You can form a study group:

- In your workplace or
- With other people who live near your home.

The South Australian Learning Centre provides a learner lounge where you can meet up with other learners. Two IT rooms are also available for learner use. You can make enquiries regarding the use of the computers with the staff at the reception desk.

Certification

After successful completion of all the Units of Competency, for each a course you will be awarded a nationally recognised AQF qualification

Certificates are issued within 30 days of assessment completion and will be available for collection from the South Australian Learning Centre or be presented at a graduation ceremony.

On confirmation you are eligible to graduate you will be provided with a letter and an Academic Record as evidence.

As we require all certificates to be signed by members of the board, no certificates can be generated outside of this time.

Industry Placement

Workplace learning and assessment is an integral component of the course and essential for learners to achieve an overall competency. This is demonstrated through completion of an industry placement. Your course co-ordinator will support you with sourcing this where needed.

During placements, learners develop a wide range of necessary competencies and utilise the classroom underpinning knowledge, skills and attitudes that have been covered in classroom sessions. The course coordinator will inform each learner of the hours required for placement.

The following documents are required for placement and they will be provided by the course co-ordinator and/or manager:

- Work placement agreement form
- Student placement arrangement form
- Learner Work Placement Guidelines
- Assessment workbook/ observation record tool

During the time on placement a learner will have workplace visits from a SALC training and assessor. These visits will be arranged via phone/ email and will be conducted at a time that is convenient to all parties.

A learner will be on placement during normal business days (Mon-Fri) with no shifts on weekends or public holidays. However, the learner will be required to work early and late shifts.

If a learner requires sick leave or carers leave during the placement periods, these hours will need to be made up. Sick leave for two or more days requires a medical certificate and you will be required to notify the workplace AND the course co-ordinator of absence from the workplace.

SALC holds Public Liability Insurance for learners and accepts responsibility for any adverse outcomes arising from non-compliance to industry attachment requirements as outlined in the Learner Work Placement Guidelines.

Please note that learners on placement are unpaid and surplus to staffing requirements. Also note that timetables are subject to change due to staffing issues (But the learner will be consulted about these changes as soon as practical)

Grievance Procedure

Any learner dissatisfied with the assessment process, or any aspect of the programme, should refer the matter to the Trainer/Assessor in the first instance. The Trainer/Assessor will adjudicate any dispute which may arise, as he/she is responsible for monitoring and evaluating the entire programme. At all times, the learner's right to confidentiality will be respected.

Please see the *grievance procedure* for more information.

Appeals Process

Learners are entitled to seek a review of their final assessment results where relevant grounds exist.

The South Australian Learning Centre is committed to providing learners with a clear procedure governing review of, and appeals against assessment outcomes which are fair and transparent. The procedure defines the process to be followed where a learner wishes to seek a review of an assessment result.

Where a learner believes there is a discrepancy in their result and the grounds exist they must first seek a review of the result with the Program Coordinator.

If a learner is dissatisfied with the outcome, they can request to refer the matter to the RTO Manager who will complete a second review within 10 working days.

Please see *Grievance Procedure* for more information.

Unique Student Identifier

As from 1st January 2015, all students undertaking Nationally Accredited VET Courses need to have a Unique Student Identifier (USI) This number will stay with the student for life and be used to record all accredited training as from this date.

A student must hold a USI and provide details to the L&D Administration Coordinator before they can be enrolled

Any learner who does not hold a USI can apply for on via www.usi.gov.au

Plagiarism

Plagiarism is when a learner presents someone else's work as their own without acknowledgement of sources. Plagiarism is evident when:

- Material is transcribed Verbatim (written word for word) without using quotation marks and citing the source.

Plagiarism of assessments is a breach of the South Australian Learning Centre's Plagiarism Policy and is treated a serious matter. Identified instances of plagiarism will result in a fail being recorded against the competency. Learners who knowingly allow their work to be copied will also have a fail grade entered against the relevant unit of competency.

As adult learners we would like you to consider the following in relation to plagiarism:

- In most assessments the majority of the information has been derived from the work of others, our knowledge is based on that provided from reading, class handouts and overheads, class notes or listening to speakers. It is important to distinguish this knowledge from your own contribution to the assignment, ie learners should use the Harvard Referencing System when acknowledging the work of others. The Program Co-ordinator will explain the Harvard Referencing System in your Orientation/Introduction session.
- It is considered highly improper to hide or cover up your sources of information. The ideas you write and its source must be acknowledged to allow accurate identification, whether it is a book, study guide, journal or unpublished materials (written or spoken).
- Learners are required to sign a certification on their assessment cover sheet (attached) acknowledging the originality of their work.

Right to access personal information

At any time, learners have the right to access *their own* personal information.

To do this, please fill out the form at the back of this book. Coordinators may ask for ID to verify the identity of the learner to ensure the integrity and confidentiality of this information

Personal Matters

Keeping Healthy

Whether you are working or learning, you need to look after your health. Poor physical condition reduces your work efficiency, especially your mental efficiency.

To avoid becoming mentally and physically tired or run down, you need to:

- Eat well
- Get sufficient sleep
- Exercise regularly.

Water Intake

In as much as good foods are essential for effective brain functioning, you also need to drink plenty of water. Water aids learning, especially the retention of information, and helps individuals overcome boredom, concentration lapses and confusion, all signs of a dehydrated brain.

Maintain Balance

You will always find that you have many commitments imposing on your time. These include:

- Family
- Work
- Social interactions
- Recreation
- Learning.

You need to balance these commitments carefully which may result in your managing your time more carefully.

Learning in this program will necessitate that you devote two to four hours each week to private tasks, such as reading the content in your learner resource manual and completing assessments and written activities. It will also require that you spend some time organising and planning your week to achieve more effective use of your time.

It is important that you do not go to extremes. For example, while a training session task may require some time on your part to complete, you need to make sure that it does not consume all your time.

Plan your time carefully during the week and include structured learning times. For some, learning time may mean nothing more than reducing television time and re-directing it into learning.

Personal Learning Tips

You have probably found that the things you have learned well have been achieved because your mind was in an active learning state prior to the input of new information.

There are some key strategies for making learning effective. These include:

- Getting yourself into the correct frame of mind for learning
- Having positive expectations
- Seeing the benefit of your learning new information and skills
- Managing your time effectively
- Applying and demonstrating your knowledge as you learn
- Using a variety of ways to take in your learning
- Discussing your new learning with someone else
- Asking for assistance when unsure
- Reviewing, and reflecting on, what you have learned.

Learning Issues

Learning times

During the program, the trainers will structure your learning times for maximum learning.

Outside the classroom, you can study for as long as you feel you are productive. For some, this can be as long as an hour to an hour and a half, while, for others, it may be twenty minutes.

What is important is that you can judge how well you are working. This means that when concentration wanes, you should take a short break. Often, a short walk or drink is best, as these allow you to return quickly to the task upon which you are working.

When you get to something you cannot understand or answer - which often happens late at night when we are over-tired – “sleep on the problem” and return to it next day when you are more refreshed.

Always set yourself achievable learning goals in any given learning session. These will help you maintain motivation.

Learning Environment

It is important for you to have a place – a learning environment – where you study regularly, both at home and at work. Your own learning environment allows you to settle down and commence work more readily. It also allows you to set things up as you like, without having to clean things up before you start on a task. In planning your learning environment, be conscious of the need for:

- Your own desk and chair
- Good lighting
- Few distractions
- Good heating and ventilation
- Pleasant surroundings.

If you are unable to set up a learning environment at home, you could use your local library.

Effective Reading Strategies

Some people are able to read more quickly than others. Speed, however, is less important than reading effectively. This means that we must read for understanding. Having to interpret the message and then construct its meaning means that we are engaging ourselves actively in the reading process.

Before you begin reading, jot down what you already know about the topic or discuss the topic with a colleague or friend. Alternatively, you may read the contents page and the first and last paragraphs of the text to get some idea about the topic and the writer's view of it.

Some tips about reading more effectively include:

- Never read too slowly - Sometimes, often, people believe that the slower they read the more they understand; generally, this is not so. Instead, have a quick read (skim) of the topic and from that, jot down the main ideas. Follow this up with a closer reading of the text.
- Never just read - this may be okay when you read for pleasure. Instead, as you read more closely, jot down the key ideas and points of what you read. This will help cement ideas in the brain.
- When you are reading and taking notes, use a highlighter, pen or pencil for underlining or jotting down ideas. This aids your active participation in the learning process and allows you to return directly to a point or issue at a later time without much trouble.

Keeping Notes

It is important that, as you read and listen in classroom sessions, you take notes. Taking notes helps you to:

- Understand the meaning of what you are covering
- Remember information at a later date
- Gather information on topics you are researching.

Good noting is always set out well and written under headings. Some people make use of mind-maps for noting. These are good for overviews and connecting ideas. Also, when taking notes in the training session, be sure to maintain a balance between listening to what is being said and writing down ideas.

Summary

We trust that you will find your return to study very rewarding. The end result will be a nationally recognised accredited qualification for your hard work.

Try to be organised in your work environment, home responsibilities and arrange a time to study that suits you. Remember it is the quality of time, not quantity of time that promotes the best study outcomes.

Enjoy your study and remember it is important to keep in contact with the Program Co-ordinator, Trainers and Assessors and do not hesitate to ask for assistance should you require it!

Learner Access form

I, _____,

would like to gain access to the following information from my file:

☐ Enrolment form

☐ Progress notes

☐ Training Plan

☐ Record of Results

☐ Other _____

I understand that SALC cannot be held accountable for these records while they are in my possession.

Signed: _____

Date: _____

Please hand to your Training Coordinator

SALC USE ONLY

Date received by Training Coordinator: _____

Approval for learner to see requested information YES NO

Date given to learner: _____