



ODYSSEY HOUSE  
VICTORIA

# STUDENT HANDBOOK

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June 2018

Odyssey House Victoria

ABN 11 005 583 960, Registered Training Organisation 20995.

202 Nicholson Street, Footscray VIC 3011

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## About Odyssey Institute

### Introduction

For more than three decades, Odyssey House Victoria has provided a range of treatment interventions for people with substance use issues and continues to develop and offer services and programs to meet emerging needs.

Odyssey House Victoria is also a Registered Training Organisation (RTO) and provides accredited training in qualifications listed on its [scope of registration](#). Odyssey RTO is also known as Odyssey Institute.

As an industry-based RTO, we design and deliver training and assessment that is informed by the organisation's clinical expertise in the alcohol and other drugs (AOD) sector.

We are committed to providing training and assessment services that support the development of a strong and progressive AOD sector workforce, and the needs of other allied health professions and corporate agencies. Our programs are for existing workers as well as those seeking to change careers or commence employment in the AOD sector. Programs are delivered via flexible, mixed modes of delivery supported by online materials and resources.

### About This Handbook

This Student Handbook provides information about vocational education and training policy, as well as other vital information to support students' enrolment in Odyssey Institute programs. It demonstrates our commitment to ensuring our students are well informed and can access the information required to support their learning experience.

Key policies and guidelines for students are related to funding, reporting, assessment, recording of outcomes and types of certificates issued, access to student records, complaints and appeals, fees charges and refunds, rights and responsibilities of all parties to the training arrangement.

Course handbooks are also provided which outline the delivery and assessment strategies applicable for each qualification.

Students are advised to refer to this handbook throughout their learning experience with Odyssey Institute. Additional information and support is available from the following contacts.

### Contact Information

#### Student Coordination

Contact: Thomas S.

Phone: 03 8537 7115

Email: [tstephen@odyssey.org.au](mailto:tstephen@odyssey.org.au)

Greg A.

03 8537 7112

[gallan@odyssey.org.au](mailto:gallan@odyssey.org.au)

#### Training Manager

Carol Williams

03 8537 7111

[cwilliams@odyssey.org.au](mailto:cwilliams@odyssey.org.au)

Individual trainers and facilitators will provide information about their availability when you enrol.

#### General Enquiries

Phone: 03 8357 7115

Email: [studentadmin@odyssey.org.au](mailto:studentadmin@odyssey.org.au)

### Errors and Omissions

We work hard to avoid errors, but if you find something wrong please let us know via:

## Quality Controlled Training and Assessment Services

All training and assessment programs provided by Odyssey Institute are developed and delivered in accordance with the **Vocational Education Training (VET) Quality Framework**. The VET Quality Framework provides mechanisms to ensure that training providers offer students and prospective students quality services geared to supporting their learning experience and outcomes. For more information about the VET Quality Framework follow this link:

[The VET Quality Framework: Australian Skills Quality Authority](#)

Other key policy documents and guidelines which inform our service delivery are:

- [Australian Qualifications Framework](#)  
The AQF is the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework. The AQF underpins a national system of qualifications in Australia encompassing higher education, vocational education and training, and schools.
- [Skills First Quality Charter](#)  
This outlines six key principles for quality government supported training. Refer to Appendix I and our website for our [Standards of Service Delivery](#)
- Department of Education and Training: Higher Education and Skills Group Funding Contract
- General and Specific Legislation  
OHV's RTO responds to a range of general and specific legislation and regulations. See Appendix II for a listing.
- General business practices  
Odyssey House is certified under the ISO:9001 standards.

## Trainer/Assessor Expertise and Experience

Odyssey Institute employs trainers and assessors with relevant industry experience as well as the required trainer and assessor qualifications. All trainers and assessors undertake regular professional development to retain their currency in trainer and assessor competencies as well as their fields of expertise (vocational competencies). In many instances our trainers and assessors are current industry practitioners.

## Commitment, Rights and Expectations

Odyssey Institute will:

- Provide training and support, learning and assessment resources, access to flexible delivery classrooms and forums for interaction between trainers and students
- Maintain systems and processes to support quality of service delivery and learner experiences
- Issue Certificates and Statements of Attainment to all eligible students within 30 days of completion of the course or unit of competency
- Retain assessment tasks/submissions for up to 3 years and as required by funding and registration authorities
- Retain relevant training records for a period of 30 years
- Comply with all legislation, regulations and requirements in the provision of training and assessment services.

## Rights and Expectations

This section outlines the rights and expectations to be respected and adhered to at all times. These apply equally to students and Odyssey Institute staff.

## **Rights**

- The right to be treated with respect, to be treated fairly and without discrimination, regardless of religious, cultural, racial and gender identity, sexual orientation, age, disability or socio-economic status
- The right to be free from all forms of intimidation
- The right to study / work in a safe, clean, orderly and cooperative environment
- The right to have personal property (including computer files and student work) and the RTO's property protected from damage or other misuse
- The right to have any disputes settled in a fair and rational manner
- The right to work and learn in a supportive environment without interference from others
- The right to express and share ideas and to ask questions
- The right to be treated with politeness and courtesy at all times
- The right to have access to all information and records held about them.

## **Expectations**

- Students will not engage in copyright breaches, cheating, collusion or plagiarism
- Students will participate in learning and assessment according to their Training Plan
- Students will at all times meet the requirements, terms and conditions contained in the Student application and enrolment form including payment of fees
- Odyssey Institute will provide information, systems, resources and processes to support the learner experience.
- Odyssey Institute will provide access to all relevant information including policies and procedures including its standards of service delivery
- Odyssey Institute will provide quality training and assessment services to its students in line with its obligations under the National VET Regulator as an ASQA registered training organisation.

## **Student Obligations**

Students enrol with Odyssey Institute are required to meet the following obligations:

- Provide complete, correct and timely information
- Abide by Odyssey Institute's rules and training and assessment policies
- Maintain their course participation, including submission of assessments, according to their agreed Training Plan and schedule
- Notify the Student Coordinator in writing for deferrals, withdrawals or inability to meet the requirements of their agreed Training Plan

## **Competency-Based Training and Completion**

Odyssey Institute offers competency-based vocational programs. Competency-based training and completion is an approach to vocational education and training that places emphasis on what a person can do in the workplace as a result of completing a program of training.

Competency-based training programs consist of competency standards set by industry that each student is assessed against to ensure required outcomes have been achieved.

Progression through a competency-based training program is determined by the student demonstrating that they have met the competency standards through the training program and related work, **not by time spent in training**.<sup>1</sup> Competency also embodies the ability to transfer and apply skills and knowledge to new situations and environments.

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<sup>1</sup> <http://www.education.vic.gov.au/training/providers/rto/Pages/competency.aspx>

## Training Packages, Qualifications and Units of Competency

Qualifications are defined in Training Packages. A qualification consists of a minimum set of core units and elective units.

All units of competency consist of the same components. These include:

- Unit code and Title: e.g. CHCAOD001 Work in an Alcohol and Other Drugs context;
- Elements: outline activities associated with the specific competency;
- Performance Criteria: are generic skills required to exercise the competencies in the workplace;
- Assessment requirements including:
  - Performance evidence: describe the evidence of the ability to complete tasks outlined in elements and performance criteria of the unit, manage tasks and manage contingencies in the context of the job role;
  - Knowledge evidence: the essential knowledge required to effectively do the task outlined in the elements and performance criteria of the unit, manage the task and manage contingencies in the context of the work role.

## Enrolling in Courses

### Application Process

There are four steps to enrolling with Odyssey Institute:

Step 1. Identify the course you are interested in, review requirements and ensure that you fully understand the information provided to you prior to submitting your enrolment. You may submit expressions interest in Odyssey programs via our webpage and or make enquiries by phoning our office.

Step 2. Complete, sign and submit the online Enrolment Application Form. You will then be required to undertake a pre-training review, eligibility check (related to government supported training) and to provide your Unique Student Identifier (USI).

Step 3: Select your preferred method of paying fees. Odyssey Institute will provide all students with a statement of fees. The amount of fees payable is affected by whether you are eligible for a 'Funded' place or 'Full Fee Paying' (see further information about eligibility criteria etc); and make payment arrangements.

Step 4. Submit all relevant information and documentation including:

- Letter/s of support from your employer (or volunteer organisation)
- Notarised transcripts for previous qualifications/training undertaken to support applications for Credit Transfer and Recognition of Prior Learning (RPL).

**Please note:** Applications for RPL or Credit Transfer will not be processed without the relevant notarised documentation.

## Unique Student Identifiers

Providing your USI is a condition of enrolment, and training cannot commence until we record your USI on our student data system. Odyssey Institute will not issue a qualification or statement of attainment to any student without recording their USI.

Students can register for their USI through the [USI Registry System](#).

In special circumstances and with individual students' permission, Student Coordinators may assist students in the application process.

## Entry Requirements

Odyssey Institute may implement entry requirements for prospective students seeking to undertake the Diploma of Alcohol and Other Drugs, Certificate IV in Alcohol and Other Drugs and or the AOD Skill Set in the interests of supporting students to succeed.

For those seeking to enrol in the Alcohol and Other Drugs qualifications who are not employed in the sector or who have no experience of working with clients with AOD issues, this may include recommendations for:

- Undertaking volunteer work in an organisation that provides services to clients with AOD issues
- Arranging a practical placement. Please note: Odyssey Institute is not able to arrange practical placements for students, however does provide all the required documentation to support students in securing a placement.

Odyssey Institute recommends these approaches to ensure that learning is appropriately supported through exposure to workplace conditions and to enhance students' experience and outcomes.

Course pre-selection processes may include participation in a face-to-face or telephone interview. Where a course of training is not deemed appropriate for an individual applicant, Odyssey Institute may make recommendations for a different study pathway.

## Pre-Training Review

Odyssey Institute conducts a pre-training review of all students regardless of the funding source that supports their training. The pre-training review assists in informing individual Training Plans and may include face-to-face or telephone interviews conducted by senior trainers and assessors. The pre-training review consists of the following components:

- Questions to help ascertain prospective students' aspirations and interests, gain an understanding of the intended outcomes and purpose of undertaking the program, and to consider whether the chosen pathway is suited to student needs
- Existing educational attainment and capabilities
- Assessment of language, literacy and numeracy (LLN)
- Ascertain levels of digital literacy – skills in using information and communications technology (ICT) as OHV programs have online content
- Recommendations and arrangements for additional support if required.

### **More about the LLN Test**

All students are required to complete an online LLN test before they commence training in the unit or course. Satisfactory completion of the test is an entry requirement for admission into any course, and is a condition of enrolment. The online assessment aligns your LLN skills to the [Australian Core Skills Framework](#). This is a mandatory requirement of all training providers.

In circumstances where it is identified that students require additional support, Student Coordinators and senior trainers and assessors will discuss the outcomes with each student and make referrals to appropriate support services prior to accepting the enrolment. (See also our Support Policy later in this handbook).

## What Happens after You Have Been Accepted into a Course

Step 1. Once an applicant has been accepted into a course they will receive by email a statement of fees, invoice and letter of acceptance (including fee payment terms). Note a full list of fees and charges is also available from the Odyssey Institute website.

Step 2. Upon receipt of your deposit, students will be provided with access to our online flexible delivery classroom

Step 3. Once you have completed the flexible delivery orientation, you will then be given access to your classroom and assigned a trainer / assessor.

**Please note:** Enrolment is not deemed as complete until fees are paid or a payment plan is in place.

## Individual Training Plans

Each student is issued with an individual Training Plan. A training plan is a living document – and may be adjusted to suit individual student needs – this may be based upon ability for early completion or need to defer.

Training Plans are generated from our Student Management System and reflect the delivery sequence and timeframes for completion. Training Plans include details of the units of competency, start and end dates for the course and each unit of competency, information about training and assessment methods, and due dates for submission of assessments.

Training Plans may be altered by discussion with your trainer /assessor or the course coordinator. Students are to sign and return the signed copy to Odyssey Institute and to retain a copy for their own reference.

## Practical Placements

### What is a Practical Placement?

Many qualifications have requirements for students to undertake practical placements. The purpose of practical placements is to enable students to prepare for the workplace by applying what is learnt in course work to a real work environment. For some qualifications, it involves more than just observing what is happening in a host workplace as the training organisation will require specific learning outcomes or activities to undertake while on the placement. These will be detailed in a practical placement agreement.

There are no mandatory requirements for practical placements within the current versions of the alcohol and other drugs qualifications, however Odyssey Institute recommends students who are not currently employed in situations where they are working with clients with AOD issues that they do gain such exposure through volunteering or through a practical placement (as referred to above).

### Practical Placement Agreements

Practical placements are recorded in agreements between the RTO, student and placement host for a number of reasons including to ensure:

- that students have access to appropriate skills development opportunities through a documented and planned process
- all parties to the agreement are aware of their obligations, rights and responsibilities; and
- that responsibility for insurance coverage is assigned and understood.

### Job Rotations

Where students are employed in a relevant organisation but their substantive work duties do not include direct interaction with clients with substance use issues, the student and their employer may agree to job rotations in collaboration with supervisors and or Human Resources officers.

## Support Policy

Odyssey Institute implements a support policy which outlines its commitment to providing additional support as required for students identified as having specific language, literacy and numeracy or other needs.

Whilst Odyssey Institute is not registered or funded to provide specialist foundation skills programs, where it is shown through the pre-training review or observed during the course of study that a student has additional needs, staff of Odyssey Institute will discuss this with the individual student.

Referrals may be made to other training providers who specialise in programs to support development of LLN skills. These support programs may include LLN / Foundation Skills and or English as a Second Language (ESL) programs.

Odyssey House also offers a range of other support services and programs for students in need. Contact us for more information.

## Communication with Trainers/Assessors

Participants can contact their trainer via the e-learning portal for queries concerning their course, assessments or learning needs. Other queries can be made by contacting Student Coordinators on (03) 8537 7115. Queries to your trainer / assessor should be responded to within 48 hours and queries to OHV should be responded to within one working day.

Students are encouraged to maintain communication with their employer about their studies and with consent, OHV is available to be contacted by employers if they wish.

Information about communication, support processes and expectations are outlined in our Standards of Service Delivery. Refer to Appendix 5.

## Deferring / Withdrawing

Odyssey Institute understands that there are times when students are not able to continue with studies due to illness or other life circumstances. In these situations, participants are able to defer or withdraw from a course. Unless there are exceptional circumstances, only one deferment is allowed per course.

Participants must notify Odyssey Institute in writing of their decision to withdraw or defer from a course. Contact the Student Coordinator for a copy of the required form.

Students who choose to defer may have up to 12 months from the date that they have deferred to resume their studies. Odyssey Institute will place deferred students into the next available enrolment period from the date the student wishes to return and or adjust their Training Plan to reflect the revised arrangements.

Results for assessments completed (for a whole unit) by students prior to deferral will be recorded in the Student Management System. Trainers retain records of individual assessments completed prior to the deferment. Students are reminded to keep copies of all assessments submitted.

Refer also to the section on refunds for relevant information regarding refunds of fees.

**Note: Students who are enrolled under government-supported funding are advised that withdrawing from a course may jeopardise their eligibility for government supported funding in the future.**

## Non-Completion of Course Work

It is expected that all participants enrolled in Odyssey Institute courses will comply with the completion dates in their Training Plan and follow the suggested guidelines for hours of study.

In the event of technical difficulties or unforeseen circumstances that impede a student's ability to complete their course in line with their Training Plan, Odyssey Institute will adjust timeframes as necessary. Refer also to Applications for Extensions in the section on Assessment.

## Assessment

### Assessment Methods

Odyssey Institute uses a range of assessment methods and processes that are described in training and assessment strategies, course handbooks and individual Training Plans. Assessment tasks are provided to students in version controlled formats and templates.

Assessment methods vary for each unit of competency and may include:

Written/Oral questioning  
Case Study Analysis

Portfolio  
Role Play

Reports and Research Projects  
Observation and Third Party Reports

### Key Points about Assessment Tasks and Submissions

Assessment tasks are designed to enable students to demonstrate the skills and knowledge outlined in units of competency. This includes: elements and performance criteria, knowledge and performance evidence.

Written responses to assessment tasks may require short answers or longer responses. Word limits will be stated in each task.

### *Videos of Role Plays / simulations*

Some assessment tasks require the demonstration of skills. These types of assessment task may require students to carry out role plays based upon case studies that are to be recorded in video form and submitted to OHV. Other role play tasks may be carried out and observed by a senior practitioner / colleague providing supervision in the workplace or other simulated environment.

Role plays are generally short in timeframe and the skills required to be demonstrated and observed are clearly outlined in instructions to candidates.

This form of assessment can allow students to review their skills prior to submission as part of a developmental / reflective practice process. Participants are encouraged to buddy up with others in their classroom (real or virtual) to practice and participate in role plays to enrich the learning.

Instructions on video submission are provided in each task. Videos may be submitted via the OHV Student Portal, into a private YouTube space or submitted via mail saved to a disc or flash drive.

### *OHV's Youtube Space*

The advantage of submitting your videos through the private YouTube space are that you may invite others to view your videos which are not available to general viewing. It is important that you follow the instructions on how to do this to ensure your privacy.

### Application for Extension

Participants who wish to apply for an extension for submission of assessments must apply in writing to their trainer/assessor, showing due cause. Applications for extension will be granted on an individual basis at the discretion of the trainer / assessor.

## Assessment Feedback and Resubmissions

Your course facilitator will endeavour to respond within two (2) working days of assessment submissions. In some instances (busy periods) this may be slightly longer. Students should contact their trainer or Student Administration via email [studentadmin@odyssey.org.au](mailto:studentadmin@odyssey.org.au) if they have not received feedback for an assessment submission within **5 working days**.

Where students are assessed as Not Yet Competent they will be provided with additional feedback on their assessment outcome to assist in achieving the required performance standard on reassessment.

Students are **permitted up to three attempts to achieve competency in a unit**. After the first two (2) attempts an additional fee is applied for reassessment (see the section on Fees, Charges and Refunds).

### Missing Tasks

All computer systems are susceptible to glitches. As tasks are submitted through the e-learning portal, it is possible that from time to time submissions may not reach the facilitator. Students are required and are advised to keep copies of any assessment tasks until the end of their course to ensure any missing tasks are able to be uploaded upon request from the course facilitator.

## Recording Assessment Results

Most units of competency are assessed using a number of assessment tasks. Results of individual tasks may be recorded as:

Satisfactory (S)                      Not Satisfactory (NS)

Final outcomes recorded when all assessments have been marked may be:

Competent (C)                      Not Yet Competent (CN)

All final results are recorded in our Student Management System. Statements of Attainment will list all units achieved.

## Recognition of Prior Learning

Assessment of RPL is based upon mapping the evidence supplied to the elements, performance criteria, evidence and knowledge requirements as indicated in units of competency.

Applicants must complete the enrolment process and will then gain access to an RPL kit which is available on the e-learning portal. This details the RPL process.

Applicants for RPL may need to provide documentary evidence such as:

- Training and education qualifications certificates and statements of attainment
- De-identified workplace documentation e.g. assessments, case studies, group reports, referrals, treatment plans, incident reports
- Agency protocols and procedures, e.g. OH&S, risk management
- Third party reports, curriculum vitae
- Evidence from other areas e.g. training delivered or developed.

Odyssey Institute's RPL process also includes an interview with senior trainers / assessors to confirm skills and knowledge.

## Credit Transfer

Odyssey Institute recognises AQF and VET qualifications and statements of attainment issued by any other RTO – this is known as National Recognition and recorded as Credit Transfer. Applicants who have qualifications in other competency based training may gain recognition of any units which are the same as

that contained within their course. Full fee paying students eligible for Credit Transfers will receive a reduction of fees per unit recognised.

When applying to enrol it is expected that prospective students provide details of the credits they are seeking in the relevant section of the application form and or contact the Student Coordinator. Applicants must attach notarised academic transcripts or records of prior learning to their application.

**Please note:** Statements of Attainment reflect outcomes against a unit or units that make up part of a qualification, or accredited short course and can be used as evidence for National Recognition.

## Notarised Copies

Odyssey Institute requires a notarised copy of academic transcripts, certificates and statements of attainment submitted as evidence for Credit Transfer or RPL at the time of application. A notarised copy is a photocopy of the original document that has been dated and signed as a true copy either by a person authorised to witness. Refer to the following website for more information about authorised persons: <http://www.vit.vic.edu.au/SiteCollectionDocuments/PDF/Authorised%20Witnesses.pdf>

Documents may also be authorised by Odyssey Institute training staff who have seen your original documentation. Please note that documents that are submitted to Odyssey Institute cannot be returned.

## Statements of Attainment

Odyssey Institute will issue Statements of Attainment for units of competency achieved.

## Certificates/Testamurs

Odyssey Institute will issue Certificates/Testamurs for all qualifications achieved. Certificates will be accompanied by a Statement of Results.

Documentation will be issued on approved Odyssey Institute templates and are signed by the relevant manager. Odyssey Institute retains a record of all certificates issued.

## Plagiarism Policy

Odyssey Institute encourages students to work together. This is viewed as supportive learning, which enhances the learning material and facilitation provided within the learning environment.

However, Odyssey Institute treats incidences of plagiarism very seriously. Plagiarism is the deliberate misrepresentation of other people's work as a student's own.

Plagiarism can take form in a number of ways:

- Copying material from texts without appropriate referencing
- Submitting the work of someone else/another student
- Direct duplication of another student's work
- Allowing a student's own work to be copied directly by another
- Paraphrasing of another's work with minor changes but that retains the essential meaning, form or ideas maintained
- Piecing together sections of work which have been compiled by another person / student.

When trainers / assessors suspect plagiarism they may request the student to resubmit and/or undertake an alternative assessment task/s or respond to additional questions.

Trainers / assessors conduct randomised checks to detect plagiarism, this may include contacting students by phone and conducting interviews to discuss the issue.

Further information on citing and referencing material from books and/or websites can be found at <http://monash.edu/library/skills/resources/tutorials/citing/index.html>

## Funding Sources

### Full-Fee-Paying and Government-Supported Programs

Odyssey Institute provides training and assessment services that are offered to prospective students and employers on a full-fee paying basis or through subsidy provided by Victorian and Commonwealth governments.

Odyssey Institute has a contract with the Department of Education and Training: Higher Education and Skills Group for the provision of courses on its scope of registration (funded) to individuals who meet eligibility criteria (see more about eligibility in the next section).

### Workforce Development Programs

From time to time Odyssey Institute may receive specific funding grants for existing AOD workforce development and will promote these as they become available. Odyssey works collaboratively with VAADA, other AOD service providers and the Department of Health and Human Services for workforce development programs.

## Government-Supported Training

### Eligibility Criteria

Prospective students must satisfy eligibility criteria to receive government-supported training. Eligibility criteria are stipulated by the Department of Education and Training: Higher Education and Skills Group.

Prospective students may undertake an eligibility self check via the OHV website prior to applying and are required to sign and submit an eligibility check form which is then approved by an approved RTO officer.

For full information follow this link [Eligibility for government supported training](#) or speak to our student coordinator.

In summary the following eligibility requirements apply:

- A. To meet general citizenship/residency eligibility requirements, an individual must be:
  - i. an Australian citizen; or
  - ii. an Australian permanent resident (holder of a permanent visa); or
  - iii. a New Zealand citizen.
  
- B. An individual must enrol and commence training in a course or qualification provided by the RTO on or after of 1 January 2018 and 31 December 2018 inclusive and be:
  - i. under 20 years of age (as at 1 January 2018) and undertaking recognised training; or
  - ii. over 20 years of age (as at 1 January 2018) and undertaking recognised training in an Approved Foundation Skills course; or
  - iii. over 20 years of age (as at 1 January 2018) and undertaking recognised training as an Apprentice (not Trainee); or
  - iv. over 20 years of age (as at 1 January 2018) and undertaking recognised training in a course that is at a higher qualification level than the highest qualification held by the enrollee.

## Other rules

### ***Two at a time***

Eligible individuals may begin two government subsidised courses at the one time. For example, if you are continuing a government subsidised Certificate III in Aged Care from 2017, you can start one more course in 2018 until you finish (or withdraw from) your Aged Care course, then you can start a second course in 2018.

### ***Two in a lifetime***

Individuals accessing the government supported training under the Odyssey Institute Skills First funding contract will only be eligible to commence a maximum of two courses/qualifications at the same Australian Qualifications Framework (AQF) level (e.g. Certificate IV, Diploma) in their lifetime.

## Continuous Improvement

Odyssey House Victoria is an ISO certified organisation and as an RTO has requirements to continually improve its service delivery and processes under funding agreements and the Standards for Registered Training Organisations.

We implement a number of strategies towards ensuring we continually improve our service delivery, business processes and training and assessment materials.

Strategies include:

- Seeking feedback from students, employers and other clients
- Internal audits
- Validation and moderation processes of its learning and assessment materials
- Engaging with industry and other training providers.

If at any time you find information provided in learning and assessment materials confusing or in error, please inform your trainer/assessor so we can make improvements.

From time to time we detect areas for improvement in our assessment materials and resources and may need to change these. Where it is indicated that there are significant changes required we will endeavour to provide at least two weeks notice to students of major changes to units to allow for assessment completions. Minor changes may occur without notice and are changes that will not affect assessment or progression.

## Feedback

We value open communication with all our students and trust that you will find your learning experience rewarding and enjoyable.

We respond and draw on your feedback to make improvements to our courses and processes.

Communications with your trainer / assessor early on can help clarify understandings and help ensure we meet your needs. It is recommended that if you have feedback or concerns you raise these with your trainer / assessor in the first instance, or alternatively with Student Administration at [studentadmin@odyssey.org.au](mailto:studentadmin@odyssey.org.au) or phone 03 8537 7115.

Methods for collecting feedback include:

- completion of surveys located in the student portal at the end of each unit, and at the end of each course
- specific learner and employer surveys; and
- comments or queries on course material and/or assessments through communication with facilitators.

OHV will endeavour to respond to all queries within two (2) working days and to incorporate feedback into future planning and enhancement goals.

Student Coordinators will supply links to surveys via email at the end of each program.

Students who would like to provide compliments about our courses can also provide [Feedback here](#)

## Surveys: Measuring the Quality of Our Training and Assessment

### **External Surveys**

Students and employers may be contacted individually by external agencies such as the National Centre for Vocational Education Research (NCVER) and or the Department of Education and Training Higher Education and Skills Group and or their authorised representatives: eg auditors who may be conducting audits, reviews or investigations. Students are advised of this at the time of enrolment and are asked to agree to this by signing the form.

Odyssey Institute publishes an annual summary report of our performance against the learner engagement and employer satisfaction collected by survey. This report is known as our quality indicators which we also provide to the Australian Skills Quality Authority (the national regulator).

All this feedback is collected to inform our training and assessment services and to monitor the quality of students' learning experience.

## Complaints and Appeals

A complaint may arise when a student, or other stakeholder, is not satisfied with an aspect of our services or of the registering body. Appeals arise where a student is not satisfied with an assessment decision or outcome of a complaint and can include other issues such as rejection of enrolment. In the first instance you are reminded that your trainer/assessor is available to help you with your studies to support your course completion.

The information below outlines the process for handling complaints and appeals.

### Complaints and Appeals Policy

The following is an extract of the Odyssey Institute Complaints and Appeals Policy.

#### **1. Policy Information**

1.1. The purpose of this policy is to manage and respond to allegations involving the conduct of:

- a) The RTO, its trainers, assessors or other staff;
- b) A third party providing services on the RTO's behalf, its trainers, assessors or other staff;  
or
- c) A learner of the RTO.

1.2. Odyssey Institute's complaints and appeals policy:

- a) ensures the principles of natural justice and procedural fairness are adopted at every stage of the complaint and appeal process;
- b) is publicly available;
- c) sets out the procedure for making a complaint or requesting an appeal;
- d) ensures complaints and requests for an appeal are acknowledged in writing and finalised as soon as practicable; and
- e) provides for review by an appropriate party independent of the RTO and the complainant or appellant, at the request of the individual making the complaint or appeal, if the processes fail to resolve the complaint or appeal.

- 1.3. The policy includes methods to manage requests for a review of decisions, including assessment decisions, made by the RTO or a third party providing services on the RTO's behalf
- 1.4. If a student has a complaint that they wish to raise with Odyssey Institute they are encouraged to do so through the Complaints and Appeals procedure set out below. Students are also encouraged to appeal any of Odyssey Institute's decisions if they feel they have grounds via the Appeals process as per this policy. This includes assessment and Recognition of Prior Learning (RPL) decisions.
- 1.5. Students may lodge informal and formal complaints and have access to Odyssey Institute's internal, and in turn, the external appeals process.
- 1.6. Odyssey Institute has a procedure for informal and formal complaints and internal and external appeals processing and handling.
- 1.7. All complaints and appeals lodged are reviewed for continuous improvement purposes in Odyssey Institute's Quality System.
- 1.8. The Training Manager is responsible for implementing this policy and reviewing its effectiveness in compliance with regulatory guidelines.
- 1.9. This policy will be implemented in compliance with the requirements of the Standards for RTOs, Standard 6, Clauses 6.1 – 6.6.
- 1.10. The student will incur no cost to themselves during the complaints and appeals process unless they seek external representation.
- 1.11. In circumstances where the RTO considers that more than 60 calendar days are required to process and finalise the complaint or appeal, the RTO will:
  - a) inform the complainant or appellant in writing, including reasons why more than 60 calendar days are required, and
  - b) regularly update the complainant or appellant on the progress of the matter.
- 1.12. Records of all complaints and appeals and their outcomes are securely maintained
- 1.13. Potential causes of complaints and appeals are identified and appropriate corrective action is taken to eliminate or mitigate the likelihood of reoccurrence
- 1.14. The following procedure outlines how complaints and appeals are processed.

## Appealing Assessment decisions

### 2. Internal Appeals Process – Assessments

- 2.1. If a student feels they have been unfairly assessed or there are circumstances that impacted their performance they may appeal the assessment decision.
- 2.2. Students should approach their assessor in this case outlining the reasons for their appeal.
- 2.3. If the assessor feels there is reasonable grounds for the appeal they may decide to review the assessment outcome
- 2.4. The assessor should document this process along with the outcome in the complaints and appeals register. All supporting documentation should also be placed in the students file.
- 2.5. If after reviewing the assessment outcome the assessor decides not to change the result, the student may lodge a formal appeal by submitting a complaints and appeal form. The student must provide reasons for the appeal along with any supporting evidence.
- 2.6. Complaints & Appeals forms are to be submitted via the electronic submission.
- 2.7. If the appeal is in relation to the Training Manager's decision a member of executive staff will deal with the process.

- 2.8. If the Training Manager or other staff member handling the process decides that the student's appeal be upheld the following will apply.
- 2.9. The assessment in question will be marked independently by a different trainer (or from a trainer from another RTO if appropriate and feasible) and the outcome communicated to the student.
- 2.10. The assessor should document this process along with the outcome in the complaints and appeals register. All supporting documentation should also be placed in the complainant's file.
- 2.11. The complainant will be awarded the grade that gives them the most favourable outcome between the two outcomes.
- 2.12. If the complainant's appeal is refused they will be sent written notification of the outcome within five working days of the meeting taking place. This will include the outcome including reasons and details for the decision. The letter will also inform the complainant of their right to access the external appeals process.
- 2.13. Complainants can only appeal an assessment decision once.
- 2.14. If students are dissatisfied with the outcome of the internal appeals process they may access the external appeals process. Details of how to activate this process are contained in the policy and procedure.
- 2.15. Complainants must inform the OHV's RTO in writing if they are accessing the external appeals process

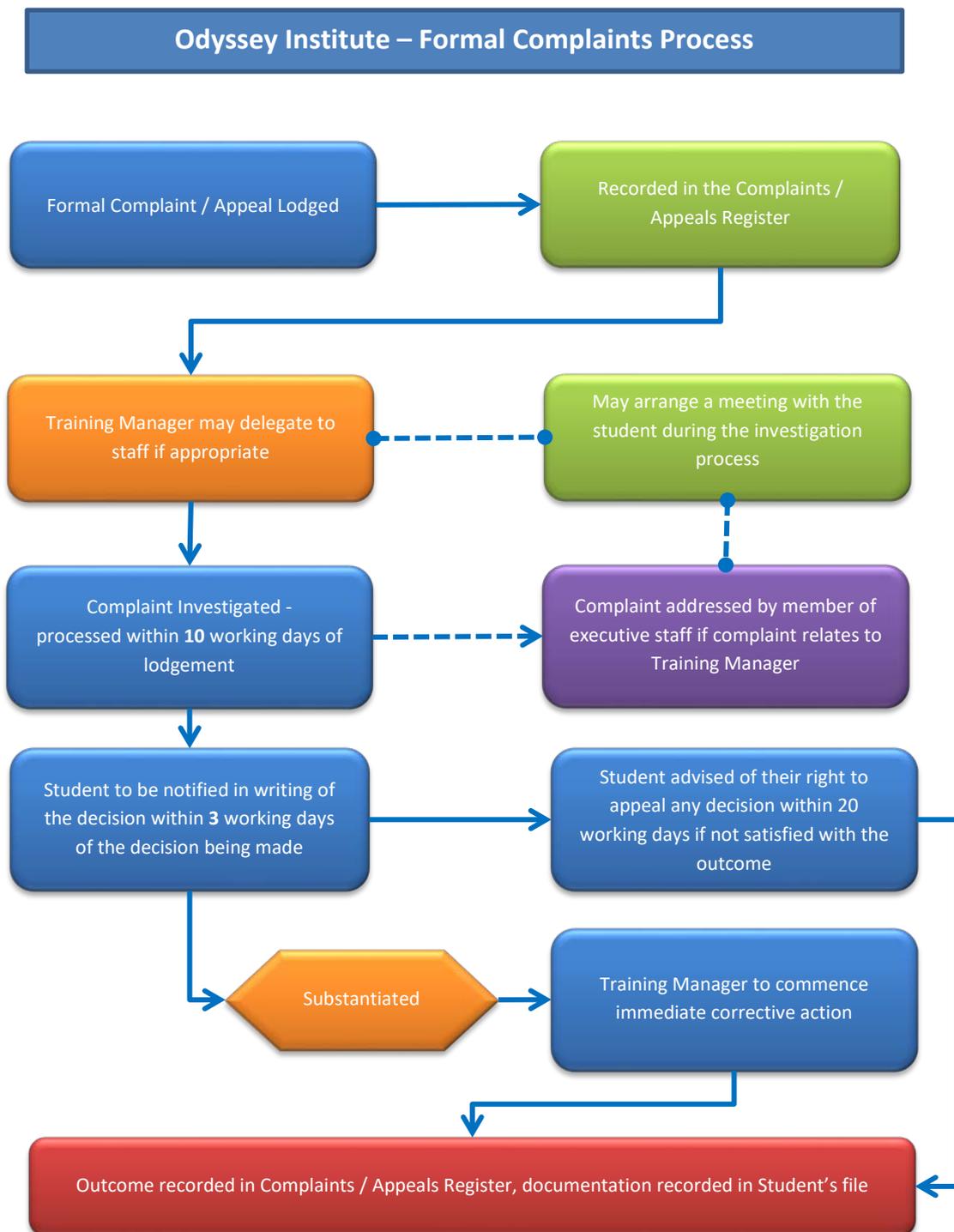
### ***Further information***

Odyssey Institute Complaints and Appeals policy in no way affects the student's right to access consumer affairs legislation and legal representation.

[Click here to provide Odyssey with feedback, register a complaint or appeal](#) any decision.

Students may lodge complaints about Odyssey Institute via the Australian Skills Quality Authority website. More information is available about this by following this link [complaints to ASQA](#)

## Flowchart of the Formal Complaints Process



### Access to Student Records

We maintain privacy and confidentiality of Student Records through a dedicated and secure records management system. Access is made available only to staff for the purpose of facilitating the process of tuition, including training, administrative processes and contractual auditing.

Students may apply to view their training records by contacting the Student Coordinator by phoning 03 8537 7115 or by email to [studentadmin@odyssey.org.au](mailto:studentadmin@odyssey.org.au)

## Fees, Charges and Refunds

### Fees and Charges

Fees and charges are applied to students' enrolments in line with their individual circumstances. Fees payable may be calculated on a full-fee paying basis or dependent upon students' eligibility for government-supported training (see later information about eligibility).

Fees for government-supported training are based upon \$0.50 per nominal hour. The Student Coordinator will calculate your fee based on your particular situation and issue you with a Statement of Fees. Course fees include a non-refundable enrolment administration cost.

Students enrolling in our programs are advised to retain a record of their Statement of Fees for future reference. All fees are to be paid prior to commencement.

Odyssey Institute publishes all relevant information about fees and charges for all training programs on its website. [See here for the current Statement of Fees and Charges.](#)

### Fees Paid in Advance

For full-fee paying enrolments, Odyssey Institute must comply with regulations related to the holding of funds paid in advance and will not accept payment of more than \$1,500 at enrolment or in advance.

### Payment Plans

Payment plans may be arranged by discussion with the Student Coordinator. Details of your individual payment plans will be provided in your Student Agreement made available prior to starting training with us.

### Payment Methods

Applicants are required to pay a deposit at least two weeks prior to commencing study. Payments are made via monthly instalments and can be made via our secure PayPal website, direct deposit or cheque.

### Late Payment of Fees

Payments are expected to be made regularly on a monthly instalment basis. It is the responsibility of the participant to maintain consistency in payments. In the instance where a participant misses payments and does not inform Odyssey Institute student administration within one week of expected due payment, access to course material and progression through the course may be suspended at the discretion of OHV management.

In situations where a student has completed all the requirements of a qualification they are enrolled in but has outstanding fees, Odyssey Institute reserves the right to withhold issuing Certificates and or Statements of Attainment until all fees are paid in full.

Non-payment of fees exceeding 2 months will result in access to the flexible delivery classroom being suspended until payments are received.

### Concessions

Students who believe they are eligible for concession are to provide evidence of eligibility for a concession. Evidence includes: Commonwealth Health Card.

## Financial Hardship/Fee Waivers

Students or prospective students enrolling in Odyssey training programs through government supported funding may seek to have fees reduced in situations of financial hardship. The Odyssey Chief Executive Officer may approve reductions to the student contributions payable by participants who experience genuine hardship. In the first instance students are required to request this in writing addressed to the OHV Training Unit Manager.

For more information about fees, concessions and fee waivers contact the Student Coordinator at [studentadmin@odyssey.org.au](mailto:studentadmin@odyssey.org.au).

## Refunds

In respect of fees paid in advance, participants who withdraw from a course of study prior to their agreed start date shown on their Training Plan will receive a full refund of fees paid less a \$75 administration charge.

Withdrawals within the first two (2) weeks of course start date shown on their Training Plan will be refunded at the rate of 50% of fees they have paid in advance.

Students whose training is funded under government supported funding arrangements are entitled to a full refund if they withdraw within four (4) weeks of enrolling. Withdrawal after this timeframe results in forfeiture of any fees paid in advance unless exceptional circumstances, such as serious illness, are demonstrated with supporting evidence to the RTO's satisfaction.

Any refund due will be payable by cheque within one (1) month of notification of the student's withdrawal. Refunds will only be made to the same individual who paid the fees or to the same account.

A Statement of Attainment for all units of competency completed, assessed as Competent and paid for will be sent by regular post to participants who withdraw prior to completion of a course of study.

## A Guide to Flexible Delivery Study

Odyssey Institute delivers its programs using flexible delivery modes that may include blended online and face to face delivery as well as fully online according to the needs of prospective students, students and employers.

### Support Provided for Your Flexible Delivery Course

- A manual of instructions for the flexible delivery classroom
- Access to an IT help-desk
- Access to trainers / assessors via telephone, email or in person
- Assessment and subject content paced in weekly instalments
- Clinical and communication skills combined in simulated casework
- Flexible delivery materials include all lecture and tutorial content, reading materials and assessment tasks.

## Facilities and Equipment

You will need access to a computer with the following minimum requirements:

### Software requirements

- Windows - 2000, XP, Vista, Windows 7 or Windows 8 **OR**  
Apple - OS X or later **OR**  
Linux - Ubuntu, Fedora, etc. Desktop Editions
- Word processing software such as Microsoft Word or Open Office Writer

- A web browser such as Internet Explorer or Firefox
- Adobe Reader and Flash viewer (latest versions)

### Hardware requirements

- 1.6 GHz CPU, 1GB of memory and at least 1GB of free hard drive space
- Video recording device such as mobile phone or video camera
- A connection to the internet, 56Kbps or higher

## Study Tips

### Participation and Scheduling Your Study

At the start of your course you will have signed a 'Student Agreement', obligating you to undertake a certain number of hours of study, or complete a certain part of your course on a weekly basis. Our standards of service delivery outline our approach to establishing and maintaining communication with trainers and assessors. We encourage you to stay in touch with your trainer/assessor and to seek assistance and ask questions about any of the learning or assessment.

Your Training Plan is your course calendar. It is your guide to what you are expected to complete on a weekly and monthly basis. If you have any questions or concerns about the pace of your work, please contact your trainer/assessor as soon as possible.

Set yourself goals, use your phone or other device as a calendar, or the calendar in the classroom, to give yourself reminders of due dates.

Engagement is key in any learning environment. Your train / assessor will provide you with information about setting up forum discussions and other functions of our learning system to assist you with communicating with our staff and other students.

### Training Plan Guide

Each **unit** in your course has a **planned completion date** by which all assessment tasks are to be submitted. Each unit **planned completion date** serves as a guide to completing your course; however, the planned completion date of the **final unit** is your **course completion date**. This is the date by which you have agreed to complete your course. Each unit varies in workload and your training plan provides for the amount of time required to complete the unit. Following the agreed training plan ensures that you complete your course by the **course completion date**.

We recommend that you organise your personal study arrangements to meet your study schedule.

**You will complete only the units with a 'planned completion date' (see figure - *Planned Comp. Date*).**

Unit Title	Nom Hrs	CT / RPL apply?	Planned Comn. Date	Planned Comp. Date	Training Arrangements 1, 2, 3, 4, 5, 6	Assessment Methods & Arrangements
Work effectively in the alcohol and other drugs sector	50		01/08/2014	05/09/2014	2	
Work effectively with client with complex alcohol and/or other issues	75		05/09/2014	24/10/2014	2	
Provide advanced interventions to meet the needs of clients with alcohol and/or other drug issues	90		24/10/2014	12/12/2014	2	
Develop and implement a behaviour response plan	60		12/12/2014	16/01/2015	2	

## Appendix I: Legislation, Regulations and Standards

- Age Discrimination Act 2004 (Cth)
- A New Tax System (Goods and Services Tax) Act 1999 (Cth)
- Audit Act 1994 (Vic)
- Charter of Human Rights and Responsibilities Act 2006 (Vic)
- Children, Youth and Families Act 2005 (Vic)
- Child Wellbeing and Safety Act 2005 (Vic)
- Copyright Act 1968 (Cth)
- Copyright Amendment (Digital Agenda) Act 2000 (Cth)
- Corporations Act 2001 (Cth)
- Competition and Consumer Act 2010 (Cth)
- Disability Act 2006 (Vic)
- Disability Discrimination Act 1992 (Cth)
- Disability Discrimination Amendment (Education Standards) Act 2005 (Cth)
- Disability Discrimination and Other Human Rights Act 2009 (Cth)
- Disability Standards for Education 2005 (Cth)
- Education and Training Reform Act 2006 (Vic)
- Electronic Transactions (Victoria) Act (Vic)
- Equal Employment Opportunity (Commonwealth Authorities) Act 1987 (Cth)
- Evidence Act 2008 (Vic)
- Fair Work (Registered Organisations) ACT 2009 (Cth)
- Fair Work Act 2009 (Cth)
- Fair Work Amendment (state referral) Act 2009 (Cth)
- Freedom of Information Act 1982 (Vic)
- Health Records Act 2001 (Vic)
- Higher Education Support Act 2003 (Cth)
- National Vocational Education and Training Regulator Act 2011 (Cth)
- Occupational Health and Safety Act 2007 (Vic)
- Ombudsmans Act 1973 (Vic)
- Privacy and Data Protection Act 2014 (Vic)
- Racial Discrimination Act 1975 (Cth)
- Sex Discrimination Act 1984 (Cth)
- Sex Discrimination Amendment (Sexual Orientation, Gender Identity and Intersex Status) Act 2013 (Cth)
- Skills First Program - Quality Charter (Vic)
- Standards for Registered Training Organisations (RTOs) 2015 (Cth)
- Working with Children Act 2005 (Vic)
- Work Health and Safety (Transitional and Consequential Provisions) Act 2011 (Cth)
- Work Health and Safety Act 2011 (Cth)
- Legislation Act 2003 (Cth)
- Human Rights and Equal Opportunity Commission (Transitional Provisions and Consequential Amendments) Act 1986 (Cth)

## Appendix II: Support Contacts List

The following is a list of organisations that provide support services and information. Odyssey House also provides support services including counselling. Contact our office on 03 8537 7115.

Problem	Website	Phone
Emergency		000
Alcohol, other drugs and mental health	<a href="http://www.health.vic.gov.au/aod/directline.htm">www.health.vic.gov.au/aod/directline.htm</a>	1800 888 236
Depression and anxiety	<a href="http://www.beyondblue.org.au">www.beyondblue.org.au</a>	1300 22 4636
Asthma	<a href="http://www.asthma.org.au">www.asthma.org.au</a>	9326 7088
Consumer credit and debt	<a href="http://www.consumer.vic.gov.au">www.consumer.vic.gov.au</a>	1300558181
Crimestoppers	<a href="http://www.crimestoppers.com.au">www.crimestoppers.com.au</a>	1800 333 000
Crisis counselling	<a href="http://www.lifeline.org.au">www.lifeline.org.au</a>	13 11 14
Disabilities	<a href="http://www.scopevic.org.au">www.scopevic.org.au</a>	9843 3000
Domestic violence	<a href="http://www.dvrcv.org.au">www.dvrcv.org.au</a>	1800 737 732
Domestic violence	<a href="http://www.wdvc.org.au">www.wdvc.org.au</a>	1800 015 188
Eating disorders	<a href="http://www.eatingdisorders.org.au">www.eatingdisorders.org.au</a>	1300 550 236
Eczema	<a href="http://www.eczema.org.au">www.eczema.org.au</a>	1300 300 182
Epilepsy	<a href="http://www.epinet.org.au">www.epinet.org.au</a>	1300 852 853
Family planning information	<a href="http://www.fpv.org.au">www.fpv.org.au</a>	9257 0100
Gambling counseling	<a href="http://www.responsiblegambling.vic.gov.au">www.responsiblegambling.vic.gov.au</a>	1800 262 376
Gay & lesbian counselling line	<a href="http://www.switchboard.org.au">www.switchboard.org.au</a>	1800184 527
Grief support	<a href="http://www.grief.org.au">www.grief.org.au</a>	1300 664 786
Hepatitis C	<a href="http://www.hepcvic.org.au">www.hepcvic.org.au</a>	9380 4644
HIV/AIDS	<a href="http://www.livingpositivevictoria.org.au">www.livingpositivevictoria.org.au</a>	9863 8733
Telephone interpreter service	<a href="http://www.vits.com.au">www.vits.com.au</a>	9280 1970
Legal information and advice	<a href="http://www.legalaid.vic.gov.au">www.legalaid.vic.gov.au</a>	1300 792 387
Health issues	<a href="http://www.health.vic.gov.au/nurseoncall">www.health.vic.gov.au/nurseoncall</a>	1300 60 60 24
Poisons information centre	<a href="http://www.austin.org.au/poisons">www.austin.org.au/poisons</a>	13 11 26
Victoria Police	<a href="http://www.police.vic.gov.au">www.police.vic.gov.au</a>	9247 6666
Pregnancy counseling	<a href="http://www.pregnancycounselling.com.au">www.pregnancycounselling.com.au</a>	1300 737 732
Sexual assault crisis line	<a href="http://www.sacl.com.au">www.sacl.com.au</a>	1800 806 292
Relationship counselling	<a href="http://www.relationshipsvictoria.com.au">www.relationshipsvictoria.com.au</a>	1300 364 277
Schizophrenia support	<a href="http://www.sane.org">www.sane.org</a>	1800 187263
Cancer support	<a href="http://www.cancervic.org.au">www.cancervic.org.au</a>	131120
Smoking - Quitline	<a href="http://www.quit.org.au">www.quit.org.au</a>	13 78 48
Suicide support	<a href="http://www.suicideline.org.au">www.suicideline.org.au</a>	1300651251
Victims of crime support	<a href="http://www.victimsofcrime.vic.gov.au">www.victimsofcrime.vic.gov.au</a>	1800 819 817

## Appendix III: Glossary and Definitions

Term	Definition
<b>Flexible Learning</b>	Flexible learning is a form of learner-centred education designed to cater for individual learning needs. It provides learners with greater flexibility in their preparation for study, teaching and learning approaches, learning pathways and points of entry and exit. Flexible learning approaches increase learner choice in content, sequence, method, time and place of learning. Flexible learning approaches are often associated with the increased use of communication and information technologies but do not depend on technology and are unlikely to rely on online learning exclusively. Flexible learning approaches also encourage teachers to vary their response appropriately to address a student's learning request or demonstrated need. Students will be able to discuss this flexible option with staff.
<b>Blended learning</b>	Blended learning is an approach to training and assessment that combines a number of strategies. Generally these strategies include traditional face to face and online / web based instruction. It may also include workplace based activities through acknowledging these in individual training plans.
<b>Training Packages</b>	Training packages are sets of nationally endorsed standards and qualifications for recognising and assessing people's skills. Training Packages specify the combination of competency standards required to achieve a particular qualification. They also include details of the assessment requirements. Learners who complete some, but not all, standards for a qualification are awarded a Statement of Attainment. When they are assessed as competent in the remaining standards, they attain the qualification.  <i>Further information is available at <a href="http://www.training.gov.au">www.training.gov.au</a>.</i>
<b>Australian Qualifications Framework</b>	The Australian Qualifications Framework (AQF) is a single, coherent framework for qualifications from Senior Secondary Certificates through to Doctoral Degrees.  The AQF links together all these qualifications and is a highly visible, quality-assured national system of educational recognition which promotes lifelong learning and a seamless and diverse education and training system.  It covers qualifications issued by secondary schools, vocational education and training (VET) providers and higher education institutions. All qualifications are nationally-recognised.
<b>ASQA</b>	Australian Skills Quality Authority: Is the national regulatory authority for vocational education in Australia
<b>Standards for RTOs</b>	These are the standards which all RTOs registered with the ASQA must meet.
<b>Traineeships/ Apprenticeships</b>	An apprenticeship or traineeship is a training contract between an employer and an employee in which the apprentice or trainee learns the skills needed for a particular occupation or trade. An apprenticeship or traineeship can be undertaken on a full-time or part-time basis.
<b>Assessment</b>	According to the Standards for Registered Training Organisations 2015: Assessment means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or a vocational education and training (VET) accredited course.

Term	Definition
<b>Recognition of Prior Learning (RPL)</b>	RPL is a process that assesses an individual's formal, non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of, a qualification.
<b>ACSF</b>	Is a tool that has been designed to identify and measure students' foundation skill levels, including language, literacy and numeracy skills. Odyssey house checks these for each student through the online foundation skills assessment tool.
<b>Foundation Skills</b>	Foundation skills are the skills that are required for basic job readiness and include language, literacy, numeracy and basic computer skills.