

**VACCHO**  
VICTORIAN ABORIGINAL COMMUNITY  
CONTROLLED HEALTH ORGANISATION

# 2024 Student Handbook

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## Introduction

The Victorian Aboriginal Community Controlled Health Organisation (VACCHO) was established in 1996. VACCHO is the peak Aboriginal and Torres Strait Islander health body representing 32 Aboriginal Community Controlled Organisations (ACCOs) in Victoria. The role of VACCHO is to build the capacity of its Membership and to advocate for issues on their behalf.

VACCHO is a Registered Training Organisation (RTO ID: 20739), registered with the Australian Skills and Qualifications Authority (ASQA), and complies with the National Vocational Education and Training Regulator Act 2011, the Vocational Education and Training (VET) Quality Framework, and the Standards for Registered Training Organisations 2015.

Training delivery primarily consists of Aboriginal Health Worker qualifications. Over 95 per cent of our students identify as Aboriginal and/or Torres Strait Islander. Other Programs include business, leadership and management, human resources, counselling, community services, mental health and AOD courses.

This Handbook presents information that is vital for students and includes guidance on processes and expectations. The Handbook contains information on areas including:

- support services available to students
- processes associated with training and assessment.
- where and how to get assistance
- students' rights and responsibilities and
- other general information to support your learning experience.

For further information and to discuss the content of this Handbook please feel free to contact the **Aboriginal Student Mentor** on 03 9411 9411 or by email to [training@vaccho.org.au](mailto:training@vaccho.org.au).

## About VACCHO

The role of VACCHO is to build the capacity of its Membership and to advocate for issues on their behalf. Capacity is built amongst Members through strengthening support networks, increasing workforce development opportunities and leadership particularly in community health sectors. Advocacy is carried out with a range of community, private, and government agencies, at state and national levels, on all issues related to Aboriginal health and wellbeing.

Nationally, VACCHO represents the community-controlled health sector through its affiliation and membership on the board of the National Aboriginal Community Controlled Health



Organisation (NACCHO). State and Federal Governments formally recognise VACCHO as the peak representative organisation on Aboriginal health in Victoria.

VACCHO's vision is that Aboriginal people will have a high quality of health and wellbeing, enabling individuals and communities to reach their full potential in life. This will be achieved through the philosophy of community control.

To find out more about VACCHO's role and activities, please refer to our website [www.vaccho.org.au](http://www.vaccho.org.au) or contact the Membership Officer.

On behalf of VACCHO, we wish you every success with your studies and look forward to many positive learning experiences together.

## Education and Training Unit Values

All staff of the Education Services' team adhere to the values of:

- Aboriginal Culture, Knowledge, and Spirituality
- Creativity and Innovation
- Community Control
- Self- Determination and Purpose

## Holistic Health

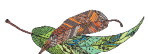
- Visionary Leadership and Enabling Leadership
- Flexible and Adaptive Learning Approaches
- Excellence
- Lifelong Learning
- Supportive Networks
- Purpose and
- Shared Knowledge

## Education and Training Unit Staff Code of Practice

Staff members who conduct or support training and/or assessment on behalf of VACCHO's Education and Training Unit agree to abide by the organisation's policies and procedures governing educational and quality outcomes. Staff of the VACCHO Education and Training unit strive to:

- Comply with the principles, philosophies, and practice of Aboriginal Community Control
- Conduct themselves with a high standard of integrity and professionalism.

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- Apply confidentiality and ethical behaviour in student and client interactions.
- Respond to student/client requests in a timely and courteous manner.
- Provide accurate information concerning the range of education and training services available.
- Respect students, clients, and fellow trainers and staff
- Provide transparent processes for complaints, disputes, and appeals to be registered and resolved.
- Provide high quality, culturally appropriate, vocational education, and training services.
- Ensure ongoing consultation with Victorian Aboriginal communities through:
  - representation and reporting to Members’ meetings and the VACCHO Board
  - facilitation of meetings with management and staff of VACCHO Member services
  - regular consultation and survey of training needs; and
  - inviting and analysing evaluations of training programs and other Education Service’s services.
- Comply with all Commonwealth and State/Territory legislative frameworks.

We at VACCHO commit to you that we will:

- Provide you with sufficient information to allow you to decide on the right course for your needs.
- Provide a student focused service and treat you and every student with respect and equality.
- take care of your and others’ health and safety
- Provide you with all the resources required including access to qualified professional Educators.
- Be aware of current industry trends and best leading practices which we integrate into our training programs.
- Provide you with ongoing feedback.
- Accept and consider your feedback as part of our continuous improvement agenda.
- Issue you with the AQF certification documentation as the responsible RTO, based on you meeting all requirements, and
- Abide by all relevant legislation and regulation and commit to keeping you informed of any amendments (refer to Legislative Requirements section in this Student Handbook).

While we guarantee that all students will receive the full training services paid for, VACCHO does not guarantee a student will successfully complete the course in which they are enrolled or that the student will obtain a particular employment outcome outside the control of

VACCHO. To be issued with AQF certification documentation, students must have, as outlined throughout this Student Handbook:

- Ensured that their commitment to the course was at a satisfactory level, through participation in the learning activities, including work placement where applicable.
- Completed and submitted all assessments in a timely manner and have been assessed as competent by their Educator.
- Paid all fees where applicable, and
- Provided a Unique Student Identifier (USI)

## Student Support and Services

Student support and services are constantly evolving at VACCHO. We are committed to building on services available to students to make studying with us as supportive as possible. Student Support and Services include:

- Cultural and personal support for students undergoing difficulties affecting study progress
- Tutorial support and assistance for all students
- Access to tutors by phone, email, and one-to-one sessions at the workplace or at VACCHO’s training rooms
- Access to additional learning materials and guidance and
- Computer and internet access at training sessions
- Access to Aboriginal Student Mentors via phone and email to discuss any additional support services required.

VACCHO has a comprehensive **Student Support List**, which outlines a range of internal and external supports (both academic and non-academic) available for all students.

The Student Support List is available on our website: [www.vaccho.org.au](http://www.vaccho.org.au). You may access it directly or speak to one of our Student Mentors for assistance. Remember: we are here to help you to achieve your study goals so please talk to us if you have any concerns.

In addition to the student support list on our website, you will find an additional list of Aboriginal support services in this handbook under section “Other Aboriginal Community Organisations in Melbourne (In Addition to Services Listed in the VACCHO Student Support List)”

## Study Support

Our trainers and assessors, known as Educators, are available between training sessions to assist students with their learning needs including advice and clarification about assessment

tasks. Students can get assistance with their assessment and study support by visiting VACCHO and/or our Aboriginal Student Mentors can arrange for telephone tutorials and face to face support at your workplace if required.

If you believe you would benefit from support, discuss your needs with your Educators or Aboriginal Student Mentors. You can contact any of these people by calling 03 9411 9411 or by email to [training@vaccho.org.au](mailto:training@vaccho.org.au)

## Counselling Services

Study and life can offer some challenges, including when you are participating in training. Counselling services are available to students through the Victorian Aboriginal Health Service's Family Counselling Service.

If you feel you need support, you can find the Family Counselling Service at 238 – 250 Plenty Road, Preston or you can contact them on (03) 9403 3300 or look up our Student Support List for alternative services on our website: [www.vaccho.org.au](http://www.vaccho.org.au).

All VACCHO Education and Training Unit staff members are bound by confidentiality and Privacy Legislation. VACCHO has Privacy Policy and Procedure, which explains how we collect, store, and use your personal information, in line with the Australian Privacy Principles. You can access the full Policy and Procedure from our website.

## Aboriginal Study Grants Scheme (ABSTUDY)

ABSTUDY may be available for students who identify as being of Aboriginal and/or Torres Strait Islander. If the student requires any further information to process their ABSTUDY application, please contact Aboriginal Student Mentors at VACCHO at 03 9411 9411.

## Accommodation, Meals, and Travel

- Eligibility for this form of assistance is dependent upon individual students meeting guidelines as set out by the Commonwealth Department under the **Away from Base funding guidelines** prescribed by National Indigenous Australian Agency (NIAA) This funding is only available to students who identify as Aboriginal and/or Torres Strait Islander and meets the eligibility requirements.

Students and employers will be advised of the availability and application of this funding assistance upon enrolment or application for admission. Funding to cover accommodation

and meal allowances are available for students who meets away from base funding eligibility criteria. VACCHO will provide advice of this to employers and students.

## Student Access to Computers

Students are to bring their own laptops during training sessions. VACCHO has limited shared access to Laptops for use during training sessions for research and to prepare assignments or make notes. The guidelines to be followed when using VACCHO student Laptops are as follows:

- Do not save to the VACCHO/other facility internal hard drive. Only save to a portable storage device (such as a UBS Flash Drive) as the laptops are shared and automatically delete your data when you log out to protect your privacy.
- Be virus aware! Scan your Flash Drive or USB for viruses.
- Do not download or view any items that are likely to contain viruses.
- Be responsible about the content you view.
- VACCHO Laptops are to be used for study and research purposes only.
- Do not have food or drinks near the laptops.
- Usage is restricted to sites that are directly related to your studies, such as health information sites.
- Chat sites, Facebook, Twitter and other similar social network sites are not permitted.
- The viewing or downloading of sexually explicit materials is strictly prohibited.
- Laptops should be shut down after use.

VACCHO has On-line Service Standards, which is our commitment to you about the quality of your on-line experience. You can access our On-line Service Standards from our website: <https://www.vaccho.org.au/learning-hub/student-information>

## Access and Equity

VACCHO is actively committed to access and equity principles in the delivery of its services and training environments in accordance with the Disability Discrimination Act 1992 (Commonwealth), Racial Discrimination Act 1975 (Commonwealth), Sex Discrimination Act 1984 (Commonwealth), Anti-Discrimination Act 1977 (NSW) and Equal Opportunity Act 2010 (Victoria).

We aim to provide the best possible opportunities for students to access our full range of training, assessment, and associated services. Students will not be denied access to services where they are deemed eligible for such a service and where VACCHO has the appropriate

allocated resources to provide the service to a high quality. Access to courses requires the prospective student to meet any prerequisite requirements as stated on our website, as well as the completion of a Pre-Training Review (see section on Pre-Training Review).

VACCHO and its staff treat each prospective and enrolled student equitably and without discrimination. Staff are always professional and supportive in their approach. VACCHO is committed to providing an inclusive environment where students are treated in an ethical and responsible manner. Programs are designed to enhance flexibility of delivery and assessment to maximise the opportunity for access, participation, and support of all students. Delivery alternatives may include self-paced learning, computer-assisted learning, flexible timetabling, face-to-face tutorials, and individualised learning.

VACCHO takes meaningful, transparent, and reasonable steps to consult, consider, and implement reasonable adjustments for students, including those with disability.

VACCHO has in place its Fair Treatment and Equal Opportunity Policy and Procedure. VACCHO's Education and Training Unit is committed to ensuring equal benefits and opportunity requirements are provided for all current and prospective students.

VACCHO will always treat fairly and consistently:

- All applicants seeking to enrol with VACCHO in a course.
- All applicants/students seeking a review or reconsideration of a decision made by VACCHO and
- Any applicant/student or stakeholder who uses VACCHO's complaints or appeal process.

The processes for the selection and admission of students to VACCHO's RTO courses is governed by the following overarching principles:

- Access and equity
- Fairness
- Consistency
- Transparency
- Timeliness, and
- Merit

VACCHO promotes, encourages and values equity and diversity. VACCHO will ensure services offered are provided in a fair and equitable manner to all, free from bias. The



following principles and processes are implemented by VACCHO to achieve a working and learning environment that is free from harassment and discrimination:

- It is the right of all staff and students to work and study in an environment free of any form of harassment and discrimination.
- All reports of harassment and discrimination will be treated seriously, in an unbiased, respectful, and sensitive manner. Any form of harassment and discrimination is considered unacceptable behaviour and will not be tolerated.
- When any staff member is informed of any event involving harassment or discrimination, it is their responsibility to report it to management and for management to take immediate and appropriate action to address it.
- In dealing with all complaints, the rights of all individuals involved will be respected and confidentiality will be maintained.
- It is the intention of management that a process of discussion, cooperation, and conciliation will resolve all complaints. The aim is to achieve an acceptable outcome for the involved parties while minimising any potential damage to the organisation.
- Both the person making the complaint and the person against whom the complaint has been made will receive information, support, and assistance in resolving the issue from management.
- Victimisation is unacceptable and will not be tolerated. No person making a complaint or appeal or assisting in the investigation of a complaint or appeal will be victimised.
- Harassment or discrimination should not be confused with legitimate comment and advice (including constructive feedback) given appropriately by management or Educators or the Aboriginal Student Mentor/team.
- Staff, students, and other stakeholders should not make any frivolous or malicious complaints. All persons are expected to participate in VACCHO's complaint and appeals resolution process in confidence that the procedures are designed to ensure fair resolution.

## Alcohol and Other Drugs

Students are prohibited from being in an unfit state due to the use of alcohol or other drugs while undertaking training and assessment activities.

The use, possession, purchase, sale, or distribution of illegal substances on the VACCHO or a placement provider's premises, during work placement or while undertaking training and assessment activities is not permitted and may result in the appropriate authorities being notified. Disciplinary action may also be taken by the VACCHO including suspension, cancellation of enrolment, or any other penalty appropriate under the circumstances.

## Fees and Charges

Tuition fee vary depend upon funding sources. Where students are eligible under the Skills First Program, VACCHO may charge a tuition fee, in line with the minimum fee where applicable. Where funding is not available for training programs VACCHO advertises fee for service rates. Employers and students will be notified in advance of these fees with students receiving a fee quotation, known as a Statement of Fees, prior to enrolment.

Skills First Aboriginal Access fee waiver' is available for students who identify as Aboriginal and/or Torres Strait Islanders

The student tuition fees, as published, are subject to change given individual circumstances at enrolment.

The amenities and material fee will be covered by various funding scheme for student who identifies as Aboriginal and/or Torres Strait Islanders.

You can access our Fees and Charges from our website: [www.vaccho.org.au](http://www.vaccho.org.au)

Should a student decide to vary their enrolment, such as withdrawing, VACCHO's refund policy will apply where students are eligible to receive a refund. Please refer to VACCHO's Fees, Charges and Refunds Policy and Procedure on our website, for all circumstances where a refund may be available.

## Victorian Government Subsidised Training (Skills First Funding)

Skills First is a Victorian Government program that provides access to government-subsidised training for courses in growth industries. You need to meet eligibility requirements to access the subsidy.

Please use the below link to check your eligibility to access skills first subsidy:

<https://www.skills.vic.gov.au/s/how-to-check-your-eligibility>

If you have any questions, contact our Aboriginal Student Mentors on 03 9411 9411.

## Other Funding Sources

VACCHO often receives some limited funding for special training programs for specific workforces. VACCHO will always promote these funding sources to the appropriate agencies and employer groups. This type of funding generally covers all training costs. This will be determined individually for each student. For further information, contact our Aboriginal Student Mentor team on 03 9411 9411.

## Fee for Service Rates

VACCHO provides information on its website about fee for service rates for each qualification on its Scope of Registration. These rates include tuition , amenities and materials costs which apply where government subsidised training places are not available. Fee for service rates quoted are a guide only and may also apply to processes such as Recognition of Prior Learning. The fees quoted may vary on an individual basis.

VACCHO’s course fees are available on our website: [www.vaccho.org.au](http://www.vaccho.org.au)

## Fees Paid in Advance and Refunds

VACCHO protects the fees paid in advance by students. We will not require a student to ever pay more than \$1,500 in advance for services not yet provided, either prior to course commencement or at any stage during their course. Fees will be paid off during a course in instalments according to an agreed payment plan. VACCHO will not accept any fees above \$1,500 in advance if the fees are paid by an individual.

If a student withdraws, by written notice, prior to commencement of the course or if VACCHO cancels a course, a full refund applies. If a student withdraws after course commencement, there is no refund except in exceptional circumstances and at the discretion of the Executive Director. A copy of our Fees and Charges Policy is available on our website.

If you are having difficulty paying your fees, please contact our Aboriginal Student Mentor Team.

## Legislative Requirements

The VACCHO, as a Registered Training Organisation, must comply with the Standards for Registered Training Organisations 2015. These standards require VACCHO to have quality processes, materials, and facilities; as well as appropriately qualified staff to deliver the qualifications on our Scope of Registration.

VACCHO is committed to providing and ensuring that the needs of students/trainees are met in line with Australian and Victorian Legislative requirements, Access and Equity Principles and student/trainee welfare and guidance services.

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It is important that you understand the laws and regulations that apply to you as a student. This Student Handbook embeds these within the relevant section and VACCHO commits to keeping you up to date and in writing, should there be any changes. This is likely to be through the re-issue of an updated version of this Student Handbook.

## Commonwealth Legislation includes but is not limited to:

- National Vocational Education and Training Regulator Act 2011
- Unique Student Identifier Act 2014
- Work Health and Safety Act 2011
- Human Rights and Equal Opportunity Act 1987 Age Discrimination Act 2004
- Disability Discrimination Act 1992
- Disability Standards for Education 2005
- Racial Discrimination Act 1975
- Racial Hatred Act 1995
- Sex Discrimination Act 1984
- Privacy Act 1988 and National Privacy Principles 2001
- Workplace Relations Act 1996
- Skilling Australia's Workforce Act 2005
- Child Protection Act 1999
- Copyright Act 1968
- Trade Practices Act 1974

## Victoria Legislation includes but is not limited to:

- Education and Training Reform Act 2006
- Occupational Health and Safety Act 2004
- Accident Compensation (Workcover Insurance) Act 199
- Disability Act 2006
- Fair Trading Act 1999 and
- Working With Children Act 2005

All legislation may be accessed from [www.comlaw.gov.au](http://www.comlaw.gov.au) and [www.legislation.vic.gov.au](http://www.legislation.vic.gov.au).

## Privacy Policy and Procedure

All VACCHO Education and Training Unit staff members are bound by confidentiality and Privacy Legislation. VACCHO has a Privacy Policy and Procedure, which explains how we collect, store, and use your personal information, in line with the Australian Privacy Principles. You can access the full Policy and Procedure from our website.

A summary is provided in this section.

VACCHO is legally required to comply with legislation dealing with privacy. This includes the collection, use, storage, and disclosure of personal information, and access to and correction of that information.

VACCHO endorses the responsible and transparent handling of personal information and the promotion of practices which support this. VACCHO also supports professional development initiatives to further promote information acquisition and understanding of the Information Privacy Act (Vic) 2000. Further information about the Information Privacy Act may be located from: <http://www.ovic.vic.gov.au>

## Privacy Policy on Managing Student Information

All student information is treated as confidential and is used only in relation to the accredited training and related services that we provide and for reporting to government agencies as per the requirements of registration and funding authorities.

VACCHO will not disclose student information collected to any third party other than for statistical data collection, reporting to funding bodies and government agencies under the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS), and in compliance with the National Vocational Education and Training Regulator Act 2011.

In other circumstances, a student will be responsible for providing information to other persons. Where training is undertaken as part of their employment, students are asked to give permission to VACCHO to release details of participation and progress to employers when signing the Enrolment Form.

## Student Access to Information

All current students have access to their records of participation and assessment outcomes free of charge via student management system. For graduates and withdrawn students please get in touch with the Administration team to access your records and request a Statement of Attainment and/or Certificates/Testamurs. You will be asked to complete and submit a

Student Records Request Form or email the team. VACCHO is required to contact you to confirm your identity- before releasing your information/records.

## VACCHO’s Registered Training Organisation Privacy Officer

For further information on how we handle student information or to access information, please contact the RTO Executive Director on 03 9411 9411 or [training@vaccho.org.au](mailto:training@vaccho.org.au).

## Pre-Training Review

All students enrolling in VACCHO accredited programs and courses are required to participate in a Pre-Training Review. The Pre-Training Review assists VACCHO staff and yourself to determine whether this course is the most suitable for you and to identify any support needs you may have once you commence your studies and to help you succeed in your chosen course. The review also helps to identify skills recognition and credit transfers when applying for an accredited course.

The purpose of the Pre-Training Review (PTR) is to:

- ascertain the most appropriate qualification for enrolment in line with the applicants’ prior learning, work background, capabilities, aspirations, and future job prospects.
- ascertain the most appropriate learning strategies and materials to suit the individual and any additional support needs.
- determine eligibility for Government training subsidies and

## The PTR covers:

- Whether your preferred course aligns to your career and future goals
- Any pre-training and/or experiences that may off-set the duration of your course through Recognition of Prior Learning (RPL) or Credit Transfer (subject to application and approval – refer below to RPL and Credit Transfer section)
- Your readiness to study at your preferred qualification level
- How you prefer to learn

## Language, Literacy, and Numeracy Skills

The PTR will include an external language, literacy, and numeracy (LLN) assessment. Currently, VACCHO uses LLN Robot, and you will receive a link as part of your application process.

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Completing this assessment, it will assist VACCHO to offer appropriate and additional support and assistance to students to support their LLN skills relevant to their qualification.

## Unique Student Identifier

All Vocational Education and Training (VET) sector students, whether new or ongoing, are required to have a Unique Student Identifier (USI). A USI is a reference or account code made up of letters and numbers that enables students to access their training information. It is free and available online. It stays with a student for life. You must have a USI to be issued with a VET qualification or Statement of Attainment.

All nationally recognised and accredited training courses a student has undertaken since the USI was created in 2015 are connected to this national system. This makes it easy for students to find, collate, and authenticate their VET results using a single transcript that will never be lost.

VACCHO can apply on your behalf or assist you with applying for a USI. Alternatively, you can apply directly online at [www.usi.gov.au](http://www.usi.gov.au).

## Individual Training Plans

A Training Plan is a document providing you with information on the training and assessment you will undertake during your course, and records actual delivery and assessment details of the program. It is a customised Plan, based on the outcomes of your PTR and is subject to your approval.

The Training Plan will include all units of competency you are enrolled in. When enrolling in the course, your training plan will follow the structure outlined on our website. If any adjustments are needed based on the information gathered during Pre-Training Review, the training team will collaborate with you to incorporate these changes into your plan. Training Plans are living documents that may be altered, added to, and updated regularly by discussion between the student and your Educator.

Your Training Plan will include the following information:

- VACCHO’s contact details.
- Your name
- Your student number
- Your employer/workplace supervisor details (Where applicable)

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- The Code and the title of qualification you are undertaking.
  - Units of Competencies/modules to be attained.
  - Nominal hours for Units of competencies
  - Proposed and actual commencement and completion date of training
  - Assessment methods
- Record of Recognition of Prior Learning (RPL) and Credit Transfer (CT) actions; and Assessment outcome
    - Mode of delivery

## Training Agreement

All students enrolling in a VACCHO study program and/or course and are employed in member organisation/hospitals are required to enter into a Training Agreement with VACCHO. The training agreement outlines the rights, roles and responsibilities of all parties to the training process, including you, your employer, and VACCHO.

## Recognition of Prior Learning and Credit Transfer

Recognition of Prior Learning and Credit Transfer can reduce the duration of your training program by recognising previous achievements and not requiring you to repeat them.

## Credit Transfer

If you've completed a unit of competency with another provider that aligns with our proposed course, you can request a credit transfer. This means you won't have to repeat the unit. We will need supporting evidence to process your request, such as your USI Transcript, certified copies of your Certificate, or a Statement of Attainment.

VACCHO will recognise all Australian Qualifications Framework (AQF) qualifications and Statements of Attainment issued by other Registered Training Organisations.

Credit Transfer details are discussed with you during your Pre-Training Review. We recommend students apply for the CT at the beginning of the course. However, if you complete a unit with another provider before we deliver it, please let us know the outcome immediately. For more details, you can talk to The Aboriginal Student Mentor. If you believe you are eligible, apply for credit transfer using VACCHO's Application for RPL and Credit Transfer Form by asking any of our training staff.



Please note there is no fee for any Credit Transfer service. If you would like any further information about this service, please refer to VACCHO’s RPL and Credit Transfer details available on our website: [www.vaccho.org.au](http://www.vaccho.org.au).

## Recognition of Prior Learning

Recognition of Prior Learning (RPL) is an assessment process that assesses your formal, non-formal, and informal learning to determine the extent to which you have achieved the required learning or competency outcomes or standards for entry to, and or partial or total completion of, a VET qualification.

Recognition of Prior Learning (RPL) is an assessment process that assesses the competency/s of an individual that may have been acquired through formal, non- formal and informal learning to determine the extent to which that individual meets the requirements specified in the training package.

There is also Recognition of Current Competencies (RCC), where you may have some current work or personal experiences that can be mapped to the units of competency.

- a) **formal learning** refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (for example, a certificate, diploma, or undergraduate degree);
- b) **non-formal learning** refers to learning that takes place through a structured program of instruction, but does not lead to the attainment of an AQF qualification or statement of attainment (for example, in-house professional development programs conducted by a business); and
- c) **informal learning** refers to learning that results through experience of work- related, social, family, hobby, or leisure activities (for example the acquisition of interpersonal skills developed through several years as a carer).

## Applying for Recognition of Prior Learning (RPL)

RPL/RCC is discussed with you during your Pre-Training Review. If you think you might be eligible, let our Aboriginal Student Mentors know during the initial conversation, and they'll guide you to a suitable educator for more details.

If you believe you're eligible, apply for RPL using VACCHO's Application for RPL and Credit Transfer Form available by asking any of our training staff.

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Please note there may be a fee with any RPL/RCC services. Please refer to VACCHO’s RPL and Credit Transfer Policy and Procedure for further detail, available on our website: [www.vaccho.org.au](http://www.vaccho.org.au).

We encourage you to contact our dedicated Aboriginal Student Mentor or team for detailed information about the Recognition of Prior Learning (RPL) process. They are well-equipped to provide initial guidance and will be able to direct you to a knowledgeable educator who can offer further details.

## Training

VACCHO has a Learning and Teaching Policy and Procedure which you may access by asking one of the training staff. A summary of our training approach strategies is provided below.

VACCHO is committed to delivering high quality services that support each of our students throughout their training and assessment. We take a systematic approach to establishing and recognising the needs of each student, from the initial interest phase in one of our courses. All staff members do their utmost to meet the needs of our students. Should your needs be outside of the scope of our expertise, we provide you information on where to find appropriate service providers.

Our training services commitment to you is that we will provide you with:

- Consideration of your needs to provide the best opportunity for skill development and attainment of qualifications that can lead to further training or employment.
- Access to high quality training materials, facilities, and equipment, relevant to industry needs and in line with the Australian Quality Framework and national Training Packages
- Access to information and course materials is readily available via VETtrak student management system and in an easily understood format.
- Access to our internal student support services
- Access to qualified training and assessment professionals with industry currency
- Any adjustment/s that may be required to support undertaking of your assessments where a need has been identified (in line with our Reasonable Adjustment Policy and Procedure)
- Training programs and services that promote inclusion and are free from discrimination.

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- consideration of any previous training or experiences that align to your enrolling course, for the purposes of recognition of prior learning and competencies or Credit Transfer (refer to RPL and Credit Transfer section in this Student Handbook)
- Consideration of your views through both informal and formal feedback opportunities, and
- Ongoing information to assist you in planning your career pathway.

## Assessment

VACCHO has a Learning and Teaching Policy and Procedure which you may access through asking one of the training staff. A summary of our assessment approach and strategies is provided below.

Assessment is the process of collecting evidence and making a judgment on whether competency has been achieved to confirm whether an individual can perform to the standard expected in the workplace and as expressed in relevant competency standards.

Competency based training is concerned with assisting people to gain specific competencies relevant to the purpose of their course of study. Students will be assessed by performing set tasks as specified standards, under prescribed conditions. A range of assessment methods will be used to enable students to demonstrate competency.

## Methods of Assessment

Assessment methods are included in the assessment details on your Training Plan. Methods of assessment may include the following depending on the qualification:

- Group and or individual projects – students work alone and/or together.
- Reflective Journal entries
- Presentations – where students provide information or lead discussion about the topic and involve other students.
- Written or oral response to questions
- Case study analysis
- Reports – students may prepare a written or oral report on an activity where descriptions and conclusions are required.
- Skills Workbook – workbook that includes assessment tasks.
- Logbook
- Observation of skills demonstrated on and off-the-job.

- Third Party Report, usually by your workplace supervisor or may be from another source such as a previous employer, or from a subject matter expert arranged by VACCHO.
- Simulation / Role play – students engage in a practical demonstration of skills.

Your Training Plan will outline what training and assessment strategies are proposed to be used in your course.

Assessment can be carried out in a variety of ways and may be contributed to by several people:

- Trainer / assessors who have the qualifications for training and assessment.
- An Assessment Team, comprising staff who in combination have the competencies (one assessor with the technical competencies/skills and another with the assessor competencies)

Please note:

The national qualifications in Aboriginal and/or Torres Strait Islander Primary Health Care from the Health Training Package require that all AHW units of competency are assessed by a person who is Aboriginal and or Torres Strait Islander, and/ has knowledge of primary health care or is known and respected by the community and or a team of assessors who combined meet these requirements.

## Assessment Outcomes

Final assessment for all units will be recorded as:

- C      Competent: Competency achieved
- NYC    Not Yet Competent: Competency not yet achieved.
- CT      Credit Transfer: Where students have achieved the competency with another RTO and produce a statement of attainment for the exact same unit of competency.
- RPL    Recognition of Prior Learning
- RCC    Recognition of Current Competence (Assessment Only pathway)

Where students do not complete their studies the student database may record participation as WD Withdrawn: Withdrew from the unit or qualification.

Unless special circumstances apply and have been negotiated and agreed upon by the responsible Educator, the following will apply:

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- Due dates for all assessment tasks will be set prior to the commencement of training. This information is included in individual training plans.
- Students are expected to submit work by the due date.
- Extensions may be granted if the student negotiates for an extension with the appropriate Educator prior to the due date and
- Educators may arrange catch-up sessions for students who are running late with assessment tasks submission.

## Rights of Students in Respect to Assessment

Students have the right to:

- Receive information of assessment details with stated due dates
- Receive adequate written assessment guidelines, complete with expectations and requirements to achieve competence, criteria upon which assessment is determined and any other relevant criteria.
- Negotiate alternative assessment methods, tasks, or extensions
- Advice on how to meet assessment criteria and/or extra support as required.
- Have work assessed and returned within a maximum of 30 days of the submission date.
- Resubmit work once within a two-week timeframe if the work has not met the stated criteria and the trainer/assessor requests resubmission.
- Appeal against an assessment decision and
- Have the right to re-assessment

## Reasonable Adjustments

VACCHO has a Reasonable Adjustment Policy and Procedure which you may access through asking one of the training staff. A summary is provided below.

Reasonable adjustments can be made to assessment processes to suit the individual needs of students. This means that adjustments can be made to the way in which evidence of performance is collected. When reasonable adjustments are made the evidence criteria is not diminished. Examples of reasonable adjustments to assessments may include:

- Providing visual rather than reading materials
- Providing learning materials in different formats (larger print, graphics)

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- Trainer/assessor or support staff/s scribing oral evidence rather than written evidence
- Changing the physical environment or equipment and
- Changing the language or wording to suit students' needs (vocabulary).

These may be applied to assessments for full units of competency where the result is Competent or Not Yet Competent or for assessment tasks where the outcome may be Satisfactory or Not Satisfactory.

## Rules of Evidence (For Assessments)

Rules of evidence provide guidance on the collection of evidence to ensure that it is valid, sufficient, authentic, and current.

- **Validity:** The assessor must be assured that the student has the skills, knowledge, and attributes as described in the unit of competency and associated assessment requirement.
- **Sufficiency:** The assessment must be assured that the quality, quantity, and relevance of the assessment evidence enable a judgement to be made of a student's competency.
- **Authenticity:** The evidence presented is the candidate's own work.
- **Currency:** Relates to the age of the evidence. Evidence must be from either the present or the very recent past. In the case of currency of clinical skills VACCHO would consider 6 months as the current.

## Appeals Against Assessment

If a student feels that he/she has been unfairly assessed, then the following steps can be taken:

- Discuss their concerns with the Educator or the Aboriginal Student Mentor
- Speak to the relevant manager
- Make a request in writing for the assessment item to be reviewed, preferably through completing a VACCHO Appeals Form, available on our website or by asking any of our staff
- Make a formal appeal against the assessment decision, which will mean the assessment item is reconsidered and assessed by an independent assessor

The appeal process must be started within one month of the assessment decision issued for the unit.

A full copy of our Complaints and Appeals Policy and Procedure can be found on our website: [www.vaccho.org.au](http://www.vaccho.org.au). For further information, please contact the Aboriginal Student Mentor on 03 9411 9411 or [training@vaccho.org.au](mailto:training@vaccho.org.au).

## Attendance

A student who cannot attend training block/workshops/classes is required to contact VACCHO and advise of their non-attendance. You can either contact VACCHO on 03 9411 9411 or you can contact your Educator or the Aboriginal Student Mentor directly. You must report your absence to us before 10:00 am on the day. If you do not contact us, VACCHO will try to contact you, and if we cannot contact you, we may also try to contact your Emergency Contact or your employer. If requested, a medical certificate should be supplied.

It is your responsibility to:

- Follow-up on work missed during absences from class.
- Obtain assessment information presented in class sessions in your absence.
- Inform your employer of your absence (your employer might be advised of your attendance)
- Arrive on time or if you are running late, contact VACCHO to let us know you are on your way and

If you are unable to attend more than two consecutive study blocks, The Aboriginal Student Mentor will contact you to arrange appropriate catch-up strategies.

### Please note absence from class

- Will affect your travel allowance and entitlements.
- May be reported to your employer
- May result in a VACCHO initiated withdrawal if we have been unable to reach you 3 times from your last contact with us. This means that you will be required to re-enrol in your course.

## Student Options Related to Progress

### Special Circumstances

If you feel your progress through a module or course may be hindered by special circumstances, please contact the Aboriginal Student Mentor/team or your Educator.

Special circumstances could include any of the following:

- sole supporting parents
- transport
- family commitments
- medical considerations and
- bereavement (Sorry Business)
- Natural Disasters

Students will not be discriminated against for circumstances beyond their control. When special circumstances are recognised, then the resolution of issues must be negotiated, for example workload, attendance requirements. Where students are undertaking the studies as part of their employment, they should also inform their supervisor or manager.

### Withdrawal

Withdrawal is formally leaving the course or unit/s. If a student wishes to withdraw from study, they must notify staff of the Education and Training Unit as soon as possible. Staff may include an Educator, The Aboriginal Student Mentor, or the Compliance team. Where studies are undertaken as part of employment/Traineeship, students should also discuss their withdrawal with their workplace supervisor or manager. Students are required to complete and submit a Variation to Enrolment Form.

Please discuss your study options with your Educator to discuss the best possible study option for your situation before you decide about withdrawal. Where students do not attend training blocks for an extended period of time (for example, missing two or more study blocks and do not notify VACCHO and/or after 3 unsuccessful attempts at contacting you) then withdrawal from the course may be processed at the discretion of the Executive Manager of the relevant department.

VACCHO will contact employers to advise them of non-attendance and a withdrawal confirmation notification will be sent to you via email.



## Deferrals

From time to time, other priorities get in the way. VACCHO allows up to **6 months** of deferral from your studies. If a student wishes to defer from study, they must notify staff of the Education and Training Unit as soon as possible. Staff may include an Educator, the Aboriginal Student Mentors, or the Compliance team. Where studies are undertaken as part of employment/Traineeship, students should also discuss their deferral with their workplace supervisor or manager. Students are encouraged to complete and submit a Variation to Enrolment Form.

Please note, deferral is subject to the approval of Executive Manager of relevant departments.

## Ceasing to Offer a Qualification – Enrolled Students

In the instances where VACCHO ceases to offer a qualification, and the student opts to withdraw, a refund for the balance of their course will be provided (i.e. VACCHO will withhold pro-rata fees for any training services provided, including classroom-based workshops and reimburse the balance to the person who made the payment).

## Termination as an RTO

In the unlikely event that VACCHO cannot complete the training and/or assessment, once the student has commenced studies, it will provide a refund for any services not provided for both subsidised and fee-for-service students.

This includes the unlikely event that VACCHO withdraws from the training market and terminates as a Registered Training Organisation, where all students, both enrolling and commenced will receive a pro-rata refund (i.e. consisting of a full refund for enrolling students\* who did not commence with their studies and a pro-rata refund to the enrolled students\* for any services not provided).

\*Where a third party made payment, any refund will be returned to the third party.

## Certificates and Results

VACCHO will issue:

- A Certificate (Testamur) and a Record of Results listing all results to students who complete all the requirements of a full qualification and/or
- Statements of Attainment for all unit/s of competency completed

AND subject to:

- All fees paid (Where applicable)

Depending on your course of study and whether you successfully completed it, you will receive one of the following:

- **Statement of Attainment (SOA)**  
Students who successfully complete unit/s of competency, not full qualification, will be issued a statement of attainment for the unit/s. This includes students who withdrew earlier than the expected course completion date. VACCHO recognises that students may not always study a full AQF qualification, instead choosing to complete only one/some units of competency from a program. The issuing of a statement of attainment acknowledges that completion of the accredited unit(s) contributes to the student's lifelong learning goals.
- **Certificate**  
Students who successfully complete the full nationally accredited program of study as defined in your Training Plan will be awarded the relevant certification.
- **Record of Results**  
A record of results is issued to all students who have completed a full certificate. A list of the unit(s) studied including full name a code and a result of 'Competent' (C) or 'Credit Transfer' (CT) or Recognition of Prior Learning (RPL) is recorded.
- **Statement of Attendance**  
A Statement of Attendance may be issued where a workshop has been attended but no assessment has been competently completed or a student completed a non-accredited workshop.

## Graduations

Graduation ceremonies are conducted periodically where graduating students will be presented with Certificates. The ceremonies are usually held in Melbourne.

## Student Feedback/Evaluations

Feedback about our training programs is highly valuable to VACCHO and is part of our ongoing efforts to continuously improve. Students will be surveyed at mid-point of a full qualification and at the completion of training delivery for all qualifications.

VACCHO encourages all students to provide any informal feedback, which may be a compliment or a suggestion for improvement through completing a Feedback Form

(informal), available on VACCHO’s website: [www.vaccho.org.au](http://www.vaccho.org.au) and/or through asking the Aboriginal Student Mentor team.

VACCHO also reports to government on statistics related to training. Some of this information is collected via the Enrolment Form, which is uploaded onto the VACCHO Student Management System, and is made available to the National Centre for Vocational Education and Research (NCVER) through regular data uploads to the Department of Education.

This data includes demographic information about our students that is privacy protected and module / unit completion rates.

The NCVER and regulatory and funding authorities may contact a random sample of students based on that data and ask them to participate in an interview about their training experience. VACCHO is also audited regularly by funding and registration authorities. Auditors may ask to interview a sample of students. It is important that you cooperate with these external agencies as your feedback will help VACCHO to improve the quality of its training services.

## Complaints and Appeals

If you are not satisfied with any training services offered by VACCHO or have a complaint about any matter related to your training program or wish to appeal a VACCHO decision, please contact your Educator or The Aboriginal Student Mentor as soon as possible. Telephone or email contact is acceptable.

You can make a complaint or appeal to any VACCHO staff member, including an Educator, The Aboriginal Student Mentor or the RTO Executive Director. You can contact any of those people by calling 03 9411 9411 or by email to [training@vaccho.org.au](mailto:training@vaccho.org.au). If you believe your complaint has not been resolved you can refer the matter to the Chief Executive Officer of VACCHO, or if the complaint is about the Chief Executive Officer, to the Chairperson of VACCHO. If you require support and assistance to do this, you can ask an Elder or respected community member to assist.

All complaints and appeals will be acknowledged within seven working days. When a complaint or appeal is recognised as requiring more than 60 calendar days to process, finalise and resolve, VACCHO’s RTO Executive Director will inform the individuals about the reasons in writing, and provides regular updates on the progress.

If anyone who has lodged a complaint or appeal remains dissatisfied with the outcome, as decided by VACCHO, they have the right to seek an independent review via

The Resolution Institute’s details are as follows:

List of ADR Provider Database: <https://www.resolution.institute/>

Phone number: 1800 651 650

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VACCHO recognises the rights of all students, staff, clients, employers and members of the public to comment and complain or appeal a VACCHO decision, and to have access to an effective, fair, objective, unbiased, and accessible process. VACCHO will ensure that:

- All parties to a complaint/appeal shall have the right to be heard, including, but not limited to, anyone who has allegations made against them being able to tell their side of the story before a decision is made.
- All relevant submissions and evidence shall be considered.
- Matters that are not relevant shall not be taken into account.
- The decision maker was not involved in the matter under dispute and shall not be biased or appear to be biased.
- Any decisions made must be fair and just.

Each party may be accompanied and assisted by a support person at any relevant meetings.

For people with disability, a guardian, carer, advocate, or support person may make a complaint on behalf of the person with disability or otherwise be involved in assisting the complainant to make the complaint and in resolving the complaint.

The following are the guiding principles for handling complaints and appeals:

- All complaints will be handled professionally, sensitively, confidentially, and in a timely manner.
- VACCHO Complaints and Appeals Policy and Procedure provides a clear outline of the steps to be taken in processing and resolving complaints and appeals. Complaints and appeal handling will involve a process of discussion and cooperation wherever possible, with the aim of reaching an acceptable outcome in a timely manner and
- Proposed solutions to complaints may also be appealed.

A full copy of our Complaints and Appeals Policy can be found on our website: [www.vaccho.org.au](http://www.vaccho.org.au)

## Student Conduct

VACCHO has in place a Student Conduct Policy and Procedure. Please ask for a copy from any training staff member. A summary is provided in this Handbook.

VACCHO strives to ensure that all students achieve their potential when enrolling in their courses and training programs. VACCHO has policies, procedures and guidelines designed to assist in dealing with student misconduct and to maintain an educational environment that allows students, staffs and others to undertake educational activities with personal freedom while maintaining an orderly, friendly, and non-disruptive environment. It is expected that students demonstrate respect to others at all times throughout their studies.

In some instances, VACCHO may exercise its right to suspend or cancel a student's enrolment. To ensure all students receive equal opportunity to gain the maximum benefit from their training, any student displaying the following behaviour/s may be asked to leave the session (and their enrolment will be suspended) and/or the course (and their enrolment will be cancelled). The decision to suspend or cancel is at the discretion of VACCHO's RTO Executive Director.

## Misconduct

Misconduct is any behaviour which impairs the reasonable freedom of other persons to pursue their studies or work during training, or which impairs the reasonable freedoms of persons to express their opinions within the training course.

It includes:

- Failure to comply with a reasonable instruction by a VACCHO staff member.
- Failure to comply with an instruction relating to safety.
- Wilful or negligent damage to VACCHO student or staff property
- Assault upon any person
- Wilful false representation (oral or written) of a matter concerning the student.
- Knowingly publishing any confidential information of or held by VACCHO.
- Conduct which is disorderly or interferes with students, staffs or other persons.
- Failure to abide by any penalty imposed under these procedures.
- Plagiarism (Plagiarism is when you present work of another person (for example, the author of a book or website) as if it were your own, by not properly acknowledging the other person)
- Cheating (Cheating is when you try to deceive the assessor to obtain a competent result in an assessment task) and
- Collusion (Collusion is when you work with another student (without the permission of the trainer/assessor) and then present the work as your own, achieved independently)

The maintenance of acceptable standards of behaviour is the responsibility of each student and staff member. Where students are enrolled in training as part of their employment, VACCHO trainers and assessors are required to provide reports to workplace supervisors and or managers relating to participation, progress, and attitudes demonstrated in class. Students are also required to enter into a Training Agreement which outlines student rights and responsibilities.

When dealing with student misconduct the emphasis is on prompt resolution of student behavioural difficulties, taking into consideration the need to assess extenuating circumstances. Referral for counselling and on-going support may be the most effective method of resolving these issues.

## Australian Apprenticeship/Traineeships

Apprenticeships and traineeships are a way of gaining a qualification whilst you are working. The process involves a close working relationship between the worker/student, their employer, and a training organisation. Competencies can be achieved whilst working and this is recognised by the training organisation.

Traineeships may be completed via a mixture of on and off the job training.

All trainees have a training plan which details all information about the qualification such as the units of competency, on and or off the job training, the trainers and assessors, and dates for final assessments. The Training Plan is to be signed by the employer (supervisor), Trainee and representative of the RTO.

All trainees must attend monthly training sessions at the designated location set by VACCHO. Employers must release their employees to attend these face-to-face delivery sessions. Our Educators will visit the workplace to meet with trainees and supervisors to conduct assessments where necessary.

Where a proportion of training and/or assessment is planned as workplace-based, the Educator must make a minimum number of visits to deliver the training and assessment as follows:

Proportion of program's nominal hours to be workplace-based	25% or less	26-50%	51-75%	Greater than 75%
a) Minimum number of visits per year	1	2	3	4

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Dependent on the student's course of study and whether they successfully completed all aspects of training and assessment as well as VACCHO obtain employer confirmation of competence student will receive one of the following:

- Statement of Attainment
- Certificate/ Testamur

Traineeships require that certain obligations are met by employers, Trainees and training organisations such as VACCHO. The following details these obligations for each party:

## Employer Responsibilities and Obligations (Traineeships)

Employers must:

- Fulfil their legal obligations.
- Provide a safe working environment.
- support the structured training.
- Ensure the Trainee is enrolled with an RTO (e.g. VACCHO) and that the Training Plan is established within three months of commencing work.
- Allow VACCHO trainers and assessors to access the Trainee for training and assessment.
- Provide appropriate supervision and support to the Trainee.
- Allow the Trainee to attend the off-the-job training during normal working hours (this is paid time)
- Advise Trainees of their rights and responsibilities
- Pay the Trainee the agreed wage and inform Trainees of the terms and conditions of employment.
- Make sure the Trainee is covered by a Work Cover policy (You can contact your Work Cover Insurer)
- Arrange for superannuation payments for the trainee to be paid into a superannuation fund (to check contact The Australian Tax Office Superannuation Infoline on 13 10 20).
- Notify the AASN or Department within 5 working days if the trainee ceases employment.
- Signing supervisor's report and signing on the trainee's competency

## VACCHO Education and Training Unit Responsibilities (Traineeships)

VACCHO Education Services will:

- Conduct a Pre-Training Review

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- Offer and undertake an appropriate Recognition of Prior Learning (RPL) process.
- Assist the Employer and the Trainee to develop an appropriate training plan within three months of the trainee commencing employment to meet the needs of all parties.
- Complete the enrolment and provide advice on fees and charges.
- Train the Trainee and provide assistance to make sure the training is completed.
- Ensure all Trainees undertaking training at Certificate III and above are withdrawn from routine work duties for a minimum of three hours per week, averaged over a four-week cycle for the purpose of undertaking structured training/learning activities (pro rata for part time)
- Ensure all Trainees undertaking workplace training at Certificates I and II are withdrawn from routine work duties for a minimum of 1.5 hours per week, averaged over a two-month cycle for the purpose of undertaking structured training/learning activities. This release must occur periodically.
- Visit the Trainee’s workplace to check progress.
- Provide additional learning support if required.
- Issue Statements of Attainment for completed units or qualifications at the completion of the Traineeship, subject to VACCHO’s terms and conditions (refer above section).

## Trainee Obligations

Trainees are required to.

- Work in a safe manner and comply with all legal requirements.
- Commit to work and training responsibilities.
- Participate in developing a Training Plan
- Maintain a record of training.
- Submitting assessments by due date
- Attending scheduled training and review blocks

## Structured Training Withdrawal

As part of a traineeship, trainees need to keep track of their training and the support provided to achieve competency. If the trainee is enrolled in a qualification at AQF Level 3 or above and employed full time, it is expected that the trainee spends a minimum of three hours per week on competency related activities throughout the duration of their traineeship, and pro-rata if employed part-time.

Examples of competency-related development and structured training withdrawal include:

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- Interview/s with their trainer
- On- and off-the-job training with their trainer
- Interview/s with the trainee’s company supervisor/mentor
- On- and off-the-job training with their supervisor/mentor
- Working through learning materials and completing structured activities
- Coaching where supervision is provided in areas that a trainee may lack experience.
- Mentoring where experienced workers are partnered with a less experienced trainee so that the required skills, experience, and knowledge can be passed on.
- Demonstrations
- Buddying
- Role-playing
- Work Shadowing including the opportunity to watch others at their work and then consider and talk about what the trainee has seen with another staff member or trainer.
- Job Rotation: this is ‘hands-on’ approach where employees try to work in new roles and situations and learn about these ‘new jobs’ in the workplace to become multi-skilled.
- Problem Solving: where a trainee is presented with a workplace problem and may seek assistance from team members to solve the problem. Trainees may also work on solving problems alone.

## Supervised Clinical Placements

VACCHO may include supervised clinical placements as a requirement in some of their Aboriginal and/or Torres Strait Islander health worker training programs. Where this is arranged, students, employers, and host employers will be required to sign an agreement which outlines the details for the placement including the qualification and purpose of the placement as well as the contact details of all parties to the agreement. Students undertaking clinical placements are required to provide evidence of adequate vaccination for:

- Diphtheria/Tetanus
- Pertussis
- Hepatitis A
- Hepatitis B
- Measles/Mumps/Rubella
- Varicella Zoster virus (Chicken Pox), or history of infection
- Poliomyelitis
- Covid 19

Placement hosts may have further vaccination requirements. Your trainer/educator will advise you of whether placement is a requirement of the course and what the requirements are.

Where students are participating in placements, student discipline, attendance and assessment requirements will be as for normal workshop or training attendance.

## Criminal History Checks and Working with Children Check

Students undertaking placement may also be required to provide evidence of a National Police Check and/or a Working with Children Check (WWCC) prior to their placement commencing. Typically, both the National Police Check and a Working with Children Check are required. This may vary under the discretion of your employer/host employer. Please check with your employer/host employer before the commencement of your practical placement and provide adequate documents as per their request.

## PRACTICAL PLACEMENT

Practical placement hours are mandatory for specific qualifications to enhance skills and competencies in real workplace settings. Students must arrange this placement with a suitable facility or organisation if required. For course specific information please visit our website <https://www.vaccho.org.au/>

### AHPRA REGISTRATION DETAILS (Applicable to Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice only)

Students enrolled in this training program will be registered with the Board under the National Law. More information on Student Registration can be found on the AHPRA [website](https://www.ahpra.gov.au/).

Under limited circumstances Registered Students may be liable for mandatory notification to be made about them. It is important that prospective students are also familiar with AHPRA's

[Guidelines for Mandatory notifications about registered students](#)  
[AHPRA National Board of Conduct](#)

### Administration of Medications

Students looking to undertake the training program should be aware of legislative limitations and workplace policy or procedural requirements about the administration of medications. This training program includes the delivery of two core units of competency that address

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performance evidence about Administering Medications and Supporting the Safe Use of Medications.

To ensure all students have the opportunity to gain competency in the knowledge and skills required for these units, VACCHO attempts to fully replicate the resources, environment, and time productivity pressures associated with these activities within its simulated learning environment.

Students looking to go on to register with AHPRA must maintain current knowledge about the scope of practice of their role with regards to medicines within the State or Territory they intend to practice.

## Other Aboriginal Community Organisations in Melbourne (In Addition to Services Listed in the VACCHO Student Support List)

### First Peoples - State Relations

GPO 4912, Melbourne, VIC 3001  
 Telephone: 1800 762 003  
 aboriginalaffairs@dpc.vic.gov.au

First Peoples – State Relations is a newly established group within the Department of Premier and Cabinet, responsible for nation-leading work in the areas of cultural rights, self-determination, treaty and truth – an extensive program of priority work with First Peoples.

### Victorian Aboriginal Child Care Agency (VACCA)

Address: 340 Bell Street, Preston 3072  
 Telephone: 03 8388 1855

The Victorian Aboriginal Child Care Agency supports Indigenous children and families experiencing social and economic problems which have often contributed to family breakdowns. VACCA also plays an advisory role and advocates on behalf of Indigenous families dealing with the Department of Human Services (DHS).

### Victorian Aboriginal Education Association Incorporated (VAEAI)

Address: 144 Westbourne Grove, Northcote  
 Telephone: 03 9481 0800

Victorian Aboriginal Education Association Incorporated (VAEAI) is the peak contact body for Indigenous education issues in Victoria. VAEAI are policy makers who negotiate at a state level with government and education providers on matters pertaining to Indigenous education policy and programs.

### Victorian Aboriginal Health Service

Address: 186 Nicholson Street, Fitzroy  
 Telephone: 03 9419 3000

The Victorian Aboriginal Health Service (VAHS) has three clinical areas of service. This includes medical, dental and children’s services. The operation of specific services provided by VAHS may vary according to community needs. Additional services include mental health, home and community care and a HIV/AIDS unit.

**Victorian Aboriginal Legal Service (VALS)**

Address: 273 High Street, Preston  
 Telephone: 1800 064 865

The Victorian Aboriginal Legal Service (VALS) is a State-wide legal service provider to Aboriginal people. It has criminal, civil, and family law solicitors. VALS also has Aboriginal Client Service Officers who assist Aboriginal people who are being interviewed by the police, at court, and other stages of the criminal justice system.

VALS can be contacted by telephone 24 hours a day for advice and support. Appointments can be made by ringing the 24-hour number and speaking to an Aboriginal Client Service Officers.

**Koori Heritage Trust**

Address: The Yarra Building, Federation Square  
 Corner Swanston Street and Flinders Streets, Melbourne  
 Telephone: 03 8662 6300

The Koori Heritage Trust is a Cultural Centre and Keeping Place. The Koori Heritage Trust also undertakes research, education and cross-cultural training activities.

**Centrelink (ABSTUDY)**

Address: Yarra Service Centre (this is the closest Centrelink to VACCHO’s office)  
 617 Victoria Street, Abbotsford  
 Telephone: 132 317

ABSTUDY (The Aboriginal and Torres Strait Islander Study Assistance Scheme) is a living allowance paid to Aboriginal and Torres Strait Islanders undertaking full-time studies in Higher Education and TAFE courses. ABSTUDY is tailored according to income tests, and the status of partners, guardians, and dependent children.

**Dispute Settlement Centre of Victoria - Aboriginal and Torres Strait Islander Team**

Address: Level 4, 456 Lonsdale Street Melbourne 3000  
 Telephone: 1300 372 888

Aboriginal Dispute Resolution Officers (ADRO) are a team of Aboriginal and Torres Strait Islander staff who are trained dispute resolution officers and mediators. The team can provide

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dispute resolution information for members of the Aboriginal community to resolve their own disputes through culturally safe and appropriate methods of managing conflict. The alternative dispute resolution service that is free of charge and confidential.



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