



Learners Information Guide

Mitchell Personnel Solutions



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General Information for Participants

Mitchell Personnel Solutions (MPS) is a Training and Personnel Security Assessing Business which delivers a high quality product to Australian Government Agencies and the private sector.

Scope of Registration

The Training Centre here at MPS is also focussed on delivering training services which exceed expectations.

MPS Training delivers training and offers the associated qualifications under our Scope of Registration as a Registered Training Organisation.

PSP04

Certificate IV in Government (Procurement)
Certificate III in Government (Security)
Certificate IV in Government (Security)
Certificate IV in Government (Personnel Security)
Diploma of Government (Security)

BSB02

Certificate III in Business
Certificate IV in Business
Diploma of Business
Certificate IV in Business (Frontline Management)
Diploma of Business (Frontline Management)

TDT02

Certificate III in Transport & Distribution (Road Transport)
Certificate IV in Transport & Distribution (Road Transport)
Certificate III in Transport & Distribution (Warehousing & Storage)
Certificate IV in Transport & Distribution (Warehousing & Storage)

General Information cont...

Our training programs are designed to flexibly deliver the learning outcomes and skills and knowledge required to attain the full or partial qualification, you require for your ongoing career development and advancement.

Our programs are mapped to the nationally recognised competencies within the following accredited training packages.

PSP04 – Public Service Training Package

BSB02 – Business Services

TDT02 – Transport & Distribution

Our staff members are fully qualified trainers and assessors and hold relevant qualifications across the suite of programs on offer.

We also offer a Recognition of Prior Learning assessment pathway for those participants who hold current competency in the areas within our scope of registration.

Code of Practice

MPS is committed to high standards in the provision of education, training and assessment in line with the requirements of the Australian Quality Training Framework and the Training Centre's scope of registration.

Our commitment Our Code of Practice assures clients of our commitment to deliver quality training programs, assessment pathways and participant services in line with the endorsed standards of the Australian Quality Training Framework.

This Code of Practice provides general direction to the following policies of the Training Centre against the Standards for Registered Training Organisations.

- Provision of training and assessment Services
- Issuance of Qualifications
- Marketing of Training and Assessment Services
- Financial Standards
- Provision of information
- Support Services
- Complaints and Appeals
- Record Keeping
- Quality Control
- Access and Equity

Rights and Responsibilities

Course participants responsibilities

As a course participant at the MPS Training Centre you have both rights and responsibilities. You have a right to:

- be treated fairly and with respect by other course members and staff.
- learn in an environment free of discrimination and harassment.
- access welfare and guidance services provided by the Training Centre or as provided by your agency / department where appropriate.
- learn in a supportive and safe environment which includes assistance with any language, literacy or numeracy concerns you may have. Extra assistance will be provided to you if required. Please contact the Training Development Officer to arrange personalised solutions on 02 61620602
- study a program which meets current industry standards and accreditation requirements.
- have your work assessed as promptly as possible and to receive feedback.
- have personal records kept private and made available only to authorised users.
- appeal results and access the review process in accordance with MPS principles. This includes the right to have an independent person with you through the process.
- have qualifications / statements of attainment already held, recognised under the Recognition of Qualifications standard within the Australian Quality Training Framework Standards.

To ensure all participants enjoy the above rights you also have a responsibility:

- to treat other course participants and staff with respect and fairness.
- to behave in a non-discriminatory, non-harassing manner to other participants and staff.
- to behave so as not to offend, embarrass or threaten others.

If you do not meet your responsibilities disciplinary action may be taken in the form of:

- exclusion from sessions or further programs
- the matter being referred to your home agency / organisation for further action where deemed necessary

Rights and Responsibilities cont...

Course participants responsibilities Cont...

To ensure all participants enjoy the above rights you also have a responsibility:

- to treat other course participants and staff with respect and fairness.
- to behave in a non-discriminatory, non-harassing manner to other participants and staff.
- to behave so as not to offend, embarrass or threaten others.

If you do not meet your responsibilities disciplinary action may be taken in the form of:

- exclusion from sessions or further programs
 - the matter being referred to your home agency / organisation for further action where deemed necessary
-

Staff responsibilities

MPS Training Centre Staff have a right to:

- be treated fairly and with respect by others.
- expect participants to adopt acceptable training room behaviour.
- exclude from any session a participant who is adversely affecting the learning of others or who is behaving in an unsafe or dangerous manner.
- refer any adverse participant behaviour to the Managing Director MPS Training Centre for further action. Further action may include the Managing Director referring the matter to the home agency / organisation for disciplinary action where deemed necessary.
- be advised of participant complaints which relate to them as a trainer or to relevant session activities.
- try to resolve any complaint before it is progressed.

Training Centre Staff have a responsibility to:

- be adequately prepared for each session
 - assist participants who have language, literacy and numeracy concerns
 - treat others with respect
 - work fairly and equitably with all participants and associates
 - regard and treat personal information about any participant as confidential
-

Rights and Responsibilities cont...

Staff responsibilities Cont...

All staff and course participants are expected to conduct themselves in a professional manner at all times whilst at the Training Centre. The APS Code of Conduct and APS Values are the benchmark for conduct and behaviour.

We realise not all clients of MPS are government employees however we use the APS Values and Code of Conduct as our benchmark for behaviour for all participants and staff. These can be found at <http://www.apsc.gov.au>

Legislation

Legislation

To ensure the safety and wellbeing of participants and staff, MPS identifies and complies with relevant State or Territory laws including Commonwealth and / or State/Territory legislation with regard to:

- Occupational Health & Safety;
- Workplace harassment, victimisation and bullying;
- Anti-discrimination, including equal opportunity, racial vilification, and disability discrimination;
- Vocational education and training

Relevant legislation includes but is not limited to:

- *Public Service Act 1999*
- *Privacy Act 1988*
- *Occupational Health & Safety Act 1991 - Commonwealth*
- *Anti Discrimination & Equal Opportunity Acts – State and Commonwealth*
- *Vocational Education and Training Act 2003.*
- *Tertiary Accreditation and Registration Act 2003*

Further information on relevant legislation can be found at:

Public Service Act - <http://www.apsc.gov.au>

Privacy - <http://www.privacy.gov.au/ACT/privacyact/>

OH&S - http://www.comcare.gov.au/ohs_legislation/ohs_acts_and_regulations

Human Rights & Equal Rights Commission -

<http://www.humanrights.gov.au/about/legislation/index.html>

VETA Act - <http://www.legislation.act.gov.au/a/2003-37/default.asp>

TAR Act - <http://www.legislation.act.gov.au/a/2003-36/di.asp>

Identifying Personal Information

Use of your personal information

We collect your personal information for the purposes of course administration, statistical analysis and evaluation of our programs. Some course administration details may be disclosed to your employer for administration and statistical/monitoring purposes if they make a written request to the MPS Training Centre. Your information will not be used for any other purpose except as required or authorised by or under law. Your information may be used to inform you about other MPS run or sponsored events. If you require any further information please contact the Learning & Development Manager on 02 6162 0602.

In line with the AQTF standards for Registered Training Organisations your program and assessment results will be maintained through the Centre's Administrative procedures. This information will be retained for a period of 30 years. You can access your results at any time through a written submission to the Managing Director – MPS Training Centre. Except as stated above, none of your personal information will be released to a third party without your express written permission.

Feedback & Complaints

Your feedback

MPS welcomes your comments and feedback on the quality and relevance of the services provided.

Evaluation sheets are available in your resource kit for you to make notes during the program. Your feedback is important to us, so we can ensure the quality our training programs.

If you have any other comments you wish to make other than on the evaluation sheets, please email your comments directly to the Learning & Development Manager – helenssharp@mpsolutions.com.au.

Providing quality training solutions is a priority for the MPS Training Centre. Your comments on the following suggested issues would be greatly appreciated:

1. Course Content and Delivery:

- Relevance
- Applicability to your role/staff/agency
- Level of intellectual challenge
- Course length - specify topics to be added/deleted
- What is your preferred method of training e.g. face to face, on-line

2. Course Offerings:

- Do our current offerings meet all your training needs?
- What new courses or seminars do you feel should be offered?

3. Trainers:

- Effectiveness in the transfer of knowledge to participants
- Communication and presentation style
- Knowledge of subject content

4. Any other comments you would like to make.

Feedback and Complaints cont...

Complaints / Appeals

Complaints / Appeals are taken seriously by staff at every level and every effort will be made to resolve identified problems in a timely manner.

If you have a complaint, in the first instance you should speak to the Course Coordinator who will endeavour to rectify the issue. If your issue concerns the Course Coordinator and you feel uncomfortable with the Coordinator contact another trainer or the Training Development Officer.

If your complaint is unresolved at this level, please refer the issue to the Managing Director who if unable to resolve the issue will arrange a panel or independent person to hear the complaint.

Where an independent person is appointed by the Managing Director, this person will be from an appropriate government agency or allied private training provider.

You may chose to have an independent person with you for any hearing of the complaint. This person can be anyone of your choosing. Eg work colleague, other course participant.

Clients will receive a written statement of the outcome of the complaint or appeal.

Contact:

Managing Director: 02 6162 0602
Mitchell Personnel Solutions
PO Box 129
Mitchell ACT 2911

Assessment

How does assessment work?

Assessment processes provide an avenue through which your skills and knowledge can be formally recognised and accredited towards nationally recognised qualifications.

MPS recognises Statements of Attainment issued by any other registered provider for nationally recognised training. In line with AQTF standards where a participant is seeking a full qualification, Statements already held will be recognised as full units towards a qualification i.e. Certificate or Diploma level, but not to the extent of replacing one Certificate or Diploma with another. A request for recognition should be sent to:

Administration Officer
Mitchell Personnel Solutions
PO Box 129
Mitchell ACT 2911

Your application must contain a certified copy of your qualification / Statement of Attainment along with the transcript of your units completed. Our staff will verify your application and notify you of the result. If you cannot supply the relevant information our Training Development Officer will work with you to confirm your claim.

There are two pathways to assessment in a competency based framework:

- Recognition of competency – Evidence Portfolio based
- Workplace assessment – assessment on the job

You will need to gather examples of evidence either from past and present workplace experience or by engaging in development activities, and provide these to a workplace assessor.

Assessment cont...

Evidence

Evidence plays a critical role in the assessment process. When supplying evidence it is important the evidence is:

- **Valid** – must focus on the specified skills and knowledge in the Performance Criteria and Evidence Guide of the unit of competency.
- **Sufficient** - must satisfy all elements of the unit of competency taking into account the Range of Variables and Evidence Guide. To ensure you are supplying enough evidence it may be necessary to use supplementary sources such as – verbal confirmation, written testimonials, completed performance appraisals, certificates, job descriptions or third party reports.
- **Authentic** – evidence must relate to the performance of the person applying for assessment, not that of another person.
- **Current** – this is a particularly important aspect as you must be able to demonstrate your evidence is still relevant and current according to the competency requirements.

After analysing your evidence the assessor may wish to speak with you. The aim of these conversations will usually be to validate the evidence you have presented and to satisfy the assessor your skills and knowledge are as they appear on paper.

They will discuss their decision with you and once they are satisfied you have the necessary skills; knowledge and attributes will find you competent against the relevant Unit of Competency.

Requesting a formal assessment

When you are ready to begin the assessment process contact the Training Development Officer to arrange a time to discuss an assessment plan. Once you have agreed on the range of evidence and the method of assessment, timeframes can be set to complete the assessment.

The Training Development Officer can be contacted on:

T: 02 6162 0602

E: training@mpsolutions.com.au

MPS considers your time valuable and offers on-going support and feedback during the evidence gathering process to ensure that when you submit your portfolio you will have met the requirements of validity, currency, reliability, and sufficiency of evidence.

Assessment cont...

Making an appeal If you are unhappy with an assessment decision you should, in the first instance, discuss your concerns with the assessor. You may be able to negotiate an opportunity for reassessment based on the gaps in your evidence highlighted by the assessor.

If you wish to appeal an assessment decision based on a matter of fact, or the process that was used to conduct the assessment, you should lodge a formal appeal with the Managing Director MPS.

All appeals must be lodged within fourteen days of the assessment decision. If once you have appealed the original assessment decision you are still dissatisfied with the outcome you can pursue the matter further through MPS's Complaint and Appeal procedure.

Contact details Managing Director - MPS Training Centre
T. 02 6212 0602

A Candidates Assessment Checklist is included at Appendix A to assist you.

Guide to Developing an Assessment Portfolio

This information aims to assist you to develop your portfolio. MPS staff are available to assist you and to clarify any information.

What is a portfolio?

A portfolio is a collection of documentary evidence from a range of sources relevant to the competencies for which you are being assessed. It will become your permanent and transportable record of achievement in the workplace.

Your portfolio will be composed of documentary evidence. Under the assessment process this can include, but is not limited to:

- a report you have written
- a project you were involved in
- an extract from your previous performance agreement (where available)
- a demonstration of a specific task in the workplace
- your answers to questions
- letters from clients, the public, other organisations, etc.
- participation in a role play
- relevant qualifications or awards
- copies of documentation you have completed / processed
- a paper you have written or an oral presentation you have given
- third party reports
- written references and citations

If your evidence is not on the list

However, you are able to include any evidence you think is necessary to demonstrate your competence. You may also refer to the Evidence Guide contained in each unit of the competency standards. Competency units can be found at www.ntis.gov.au.

The evidence you include in your portfolio must be:

- Relevant to the competencies for which you are being assessed.
- Current, try not to include documents that are more than two years old.
- A reflection of your actual work performance.
- Valid, that is, it must be your work.
- Sufficient for a workplace assessor to make a decision on competence.

Assessment Portfolio cont...

How should your portfolio be presented?

The most important aspect of a portfolio presentation is the evidence is accessible and comprehensible to a workplace assessor. It should contain:

- A cover page detailing your name, contact details and the competencies you wish to be assessed against.
- Two or more third party reports.
- A guide referencing your evidence to the competencies.
- A range of supporting documentary evidence clearly referenced to the competencies.

It is your responsibility to maintain the portfolio and to clearly reference your evidence to the relevant competencies. Workplace assessors will assess your evidence; they **will not** map it to the competencies for you. If your portfolio does not contain some form of referencing to the competencies it will be regarded as incomplete and returned to you by the workplace assessor. A suggested portfolio structure is included at Appendix B.

What should your portfolio contain?

A portfolio assessment will be made based on a combination of the following three key pieces of evidence:

- workplace documents – including training program attendance verification
- an interview with a workplace assessor and / or a subject matter expert
- Third party reports (minimum of two (2) reports)

This is in contrast to a workplace assessment which can include:

- direct observation of task performance, either in the workplace or via a scenario / simulation
- questioning to determine underpinning knowledge
- Examination of the product / service directly or via third party reports and / or workplace documents.

Therefore the contents of your portfolio will vary, depending on your job and the principal method of assessment you have chosen. If you have chosen a portfolio assessment your portfolio is the key piece of evidence on which the workplace assessor will base his/her decision of competence. It will therefore need to demonstrate **ALL** of the skills and knowledge acquired through your job and defined in the competencies.

If you are preparing a portfolio as a supplement to a workplace assessment it should address those areas that are not adequately covered in the principal assessment. In this instance the portfolio will not need to be as comprehensive.

Assessment Portfolio cont...

Using competencies to prepare your portfolio

Once you have identified the relevant competencies, you need to collect evidence that reflects demonstration of the skills and knowledge identified in these competencies. As a guide you may refer to the Evidence Guide that forms a part of each competency standard. You should aim to collect evidence that addresses the elements in the competency standard. When referencing your evidence to the competencies, indicate which of the competencies it is relevant to as well as the element in the competency that you believe it addresses. It is vital your referencing system is accurate or assessors may miss an important piece of evidence.

You should try to select evidence that covers more than one competency. For example, a report you have written may cover a number of elements in different competencies. There may still be some areas that your portfolio does not cover.

In this instance you should flag gaps for the assessor and they will be able to either run you through a scenario or ask you some questions to cover this gap.

Competency based assessment processes recognise there are some skills it is difficult to collect evidence of. As a general rule, you should aim to fully cover 80% of the material in the competencies. The assessor is then able to work with you to address remaining gaps to facilitate the assessment process.

How will your portfolio be assessed?

Your portfolio will be examined by a workplace assessor, and if necessary, a subject matter expert. Assessment is a process of confirming you have achieved competency. To be certain the final decision of competent / yet to demonstrate competence is accurate, your evidence must be examined to ensure it is valid, reliable, sufficient, authentic, and current.

If the workplace assessor is also a subject matter expert, they will make these decisions alone. However, if they require subject expertise, the assessor will decide if your evidence is sufficient and reliable, whereas the subject matter expert will advise if it is valid, current, and authentic.

The focus of the assessor will be “Can the candidate do this now?” They will make this decision based on the evidence you present and any discussions you may have. Additionally, the assessor will need to determine whether the evidence, as a whole, matches your claims. They will do this by comparing and contrasting the documents with the competency standards. If there is something the assessor cannot reasonably infer from the evidence, they will either ask you a specific question about this at interview or request further documentary evidence.

Assessment Portfolio cont...

Although documentary evidence is the key to a portfolio assessment, you will also need to meet with the assessor. This provides an opportunity for you to flesh out the evidence you have presented and for the assessor and / or subject matter expert to satisfy themselves regarding any concerns about gaps in your skills and / or knowledge they may not be able to infer from work documents alone. You will usually be asked “what if ...” type questions by the assessor so they can be sure you are able to apply your knowledge to real life situations.

Who will have access to my portfolio?

If the workplace assessor is not a subject matter expert in the competencies you have addressed, they will need to consult with one or more subject matter expert/s to accurately assess your evidence.

MPS's Assessment Policy confirms your portfolio will be treated in confidence and only shown to individuals who have a genuine need to see the portfolio in order to conduct the assessment. It is recommended where you feel the need to use classified documents as evidence, that your Third Party Reports refer to this and you **do not** include them in your portfolio.

Third Party Reports

Third party reports can be completed by any member of staff who has worked with you, and you are confident can supply relevant examples of your work performance.

Staff completing third party reports do not need to be Work Place Assessor trained. These are not statements of competence they are only comments and examples of how you conduct yourself in the workplace.

There is no requirement for a third party report to be completed by a staff member of a higher level as in many cases it is other staff of the same or even a lower level who are best placed to submit comments on your behalf.

How much is enough evidence?

There are no hard and fast rules about how much evidence is enough. If the task you are being assessed against has a number of dimensions, try and provide evidence for each of these. If an assessor feels they would like more evidence to demonstrate a particular skill or facet of knowledge, they are able to ask you for it prior to making their final assessment decision.

Remember – it is your responsibility as a candidate to provide the assessor with enough evidence so they can be confident they are making an accurate assessment decision.

Assessment Portfolio cont...

What to expect when meeting with a workplace assessor (WPA) for an on the job assessment

The length of an assessment will vary depending on a number of factors, such as – what is being assessed, the strategies being used to gather evidence, how many tasks you are being assessed against, the type of evidence you present, the availability of assessors and / or subject matter experts, etc.

As a guide an assessment will usually involve:

- A briefing meeting where an assessor will explain the assessment process to you and together you can determine the most appropriate way of gathering evidence.
 - A period of time for you to gather evidence.
 - A meeting with the workplace assessor where you will either be presenting your evidence or the assessor will be observing you in the workplace.
 - If necessary, some time to find additional evidence and a follow up meeting to discuss that evidence.
 - A final meeting to provide feedback to you on your performance, to advise the final assessment rating and to allow you to sign the assessment report. This is also an opportunity for you to provide feedback to the assessor on the conduct of the assessment process.
-

Appendix A

Candidates Assessment Checklist

This checklist is designed to be used as a reminder when you are preparing for and participating in a formal assessment of your competencies.

<i>Preparing for the Assessment</i>		
	Yes	No
▪ Do you know why you are being assessed?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Have you sought advice about which development options will best meet your needs? (if required)	<input type="checkbox"/>	<input type="checkbox"/>
▪ Have you undertaken appropriate development activities? (if required)	<input type="checkbox"/>	<input type="checkbox"/>
▪ Are you satisfied that you are competent in all aspects of the units for which you are seeking assessment?	<input type="checkbox"/>	<input type="checkbox"/>
<i>Requesting the Assessment</i>		
▪ Have you met with the workplace assessor to discuss how the assessment will be conducted?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Have you let the assessor know about any special needs that may affect the assessment?	<input type="checkbox"/>	<input type="checkbox"/>
<i>Gathering Evidence</i>		
▪ Are you clear about what types of evidence you should collect?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Have you requested third party reports from your supervisor / manager or other appropriate person?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Have you gathered the evidence required by the assessor and/or taken part in evidence gathering activities?	<input type="checkbox"/>	<input type="checkbox"/>
<i>Participating in the Assessment</i>		
▪ Did you present yourself, your evidence and your claims to the assessor in a professional manner?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Did you gather additional evidence if required?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Did you provide feedback to the assessor on the conduct of the assessment?	<input type="checkbox"/>	<input type="checkbox"/>
▪ Did you notify the assessor if you disagreed with the assessment outcome?	<input type="checkbox"/>	<input type="checkbox"/>

RPL Elements and Evidence Form

To avoid delays in processing this application, please check you have addressed and provided sufficient evidence for **each** Element (see example below)

Unit No / Name	Element Name	Element Evidence	Evidence Reference	Comment
<i>PSPSEC3031A Secure government assets</i>	<i>Protect assets from security threats</i>	<i>As the Security Liaison Officer I am required to conduct regular walk throughs of the secure areas</i>	<i>Log book - Secure Areas</i>	<i>Copy of pages 11 – 14 attached</i>

Unit No / Name	Element Name	Element Evidence	Evidence Reference	Comment
Unit No / Name	Element Name	Element Evidence	Evidence Reference	Comment
Unit No / Name	Element Name	Element Evidence	Evidence Reference	Comment

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Unit No / Name	Element Name	Element Evidence	Evidence Reference	Comment
Unit No / Name	Element Name	Element Evidence	Evidence Reference	Comment
Unit No / Name	Element Name	Element Evidence	Evidence Reference	Comment
Unit No / Name	Element Name	Element Evidence	Evidence Reference	Comment

I hereby certify the particulars attached are correct certified / verified copies.

Signature Date.....

Appendix C

Emergency Evacuation Procedures

You will find these procedures in the Training Room. When you hear the standby alarm (***fast beeping***) prepare to evacuate.

When you hear the evacuation alarm (***long whooping***) follow the procedures below:

1. Leave the building immediately by nearest emergency exit or as indicated by Emergency Control Warden.
2. Assemble in class or work groups in the assembly areas indicated on map located in your classroom.
3. Check that your class or work mates are with you. Notify Emergency Control Warden or Fire Brigade of any absences.
4. All staff and students are to return to the building when the “All Clear” signal is given by the Emergency Control Warden.