

# STUDENT HANDBOOK



**REXCEL TRAINING**  
Skills Training and Placement People Inc

address: Level 1, 60 Waymouth Street, Adelaide SA 5000 | phone: 08 8212 7844 |  
email: [training@rexceltraining.com.au](mailto:training@rexceltraining.com.au) | website: [www.rexceltraining.com.au](http://www.rexceltraining.com.au)

## Table of Contents

<b>Table of Contents</b> .....	<b>2</b>
INTRODUCTION .....	3
PRIVACY .....	4
CHANGE OF DETAILS.....	4
UNIQUE STUDENT IDENTIFIER (USI) .....	4
COMPETENCY BASED TRAINING & ASSESSMENT .....	5
DELIVERY METHODS.....	6
Face-to-Face (In-house) .....	6
On-The-Job.....	6
Online Structured Learning (Distance and self-directed learning) .....	6
Flexible Options .....	6
ASSESSMENT METHODS .....	6
PRINCIPLES OF ASSESSMENT .....	7
RULES OF EVIDENCE .....	7
RECOGNITION SERVICES.....	8
Credit Transfer (CT).....	8
Recognition of Prior Learning (RPL).....	8
IMPORTANT POLICIES & PROCEDURE.....	9
STUDENT CODE OF CONDUCT.....	9
Access and Equity.....	11
Complaints, Grievances & Appeals .....	11
Course Fees and Refunds.....	11
Cheating, Plagiarism and Collusion.....	11
Student Support Services.....	12
Issuance of Parchments.....	12
Language Literacy and Numeracy .....	12
Workplace Health and Safety.....	12
RIGHTS & RESPONSIBILITIES .....	13
Student Responsibilities.....	13
Employer Responsibilities (If Applicable) .....	13
RTO Responsibilities.....	13
DEFINITIONS .....	14
Useful Links and Related Sites .....	15
State and Territory Training Authorities .....	15

## INTRODUCTION

Thank you for choosing Rexcel Training as your preferred training provider. We look forward to making your learning journey relevant to your needs and learning goals.

Rexcel Training maintains a highly ethical, responsible and committed approach to providing high standards of vocational education and training. Our major objectives include safeguarding the educational interest, welfare of Students and Staff, while maintaining the standards of our training in line with the Vocational Education and Training (VET) Quality Framework regulated by the Australian Skills Quality Authority (ASQA).

This Student Handbook outlines the training process you will need to follow and maintain to successfully complete the qualification you have enrolled in. It has been designed to provide you with:

- An understanding of the training (delivery) process.
- An outline of the assessment process including tips to complete assessments successfully.
- Definitions for terms you may encounter during your learning journey.
- Information needed to access your personal training records.
- An explanation of recognition of prior learning (RPL) and credit transfer (CT).
- Some important policies and procedures.

At Rexcel Training we encourage you to be involved and to take responsibility for your learning success. Our training courses are tailored to suit individual and organisational needs. Your Trainers have been chosen to assist you with meeting all of the requirements of the qualification you have enrolled in.

Training and assessment is competency based and centred on adult learning principles. Our proven delivery methods include in-house and on-the-job learning, online structured training, and classroom-based facilitation, coaching and supported flexible delivery (self-paced) tuition.

## PRIVACY

The primary purpose of collecting the required information is to enable the provision of quality training. In addition, some of the information we collect, and record is to satisfy the organisation's compliance obligations under the NVR Standards. Information recorded by us may be disclosed for administrative and educational purposes to others including, but not limited to, Rexcel Training, Trainers, ASQA, NCVET and the Department for Innovation and Skills (DIS). Students can have access to their personal records; we will however request proof of identification in accordance with the Right to Information Act 2009.

If we do not obtain the information referred to above, we may not be able to complete the enrolment process. By completing and submitting Rexcel Training's enrolment forms, you have confirmed your understanding of, and agree with Rexcel Training's privacy policy. If students believe that any of the personal information held by Rexcel Training regarding them is inaccurate, in-complete or out of date, they have the right, in accordance with the provisions of the Privacy Act, to make any updates or corrections.

## CHANGE OF DETAILS

Where any students' details have changed such as: contact number, change of address or change of name, students are required to notify Rexcel Training in writing by using the Change of Details Form. Depending on the circumstances and the details that are being updated, the student will be required to provide identification that accurately represents the change being requested. It is the responsibility of the student to ensure all details are current and up to date.

Contact Rexcel Training to obtain a copy or visit our website [www.rexceltraining.com.au](http://www.rexceltraining.com.au)

## UNIQUE STUDENT IDENTIFIER (USI)

A Unique Student Identifier (USI) is a 10-digit reference number that creates a secure online record of your accredited training and qualifications that have been gained in Australia, gives you access to your transcripts and training records, can be easily accessed online at any time, is free and stays with you for life.

You will be required to provide your USI to Rexcel Training when you enrol to study as it is required to issue your certificate, transcript or statement of attainment Please note that your enrolment may be delayed if you do not have a USI number.

Individuals can create their USI for free and the process is quick and easy. For further information on the USI scheme or how to create your USI, please visit the USI website: [www.usi.gov.au](http://www.usi.gov.au)

If you require assistance creating a USI, please make sure you discuss this with your Trainer, to avoid any delays in starting your Training.

## COMPETENCY BASED TRAINING & ASSESSMENT

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

Competency-based training is an approach to learning where emphasis is placed on what a Learner can do in the workplace as a result of their training, i.e. can perform. Students who have successfully achieved competency will have the skills and knowledge they need to complete workplace activities in a range of different situations and environments, to an industry standard of performance that is expected in the workplace.

Competency-based training allows for flexible entry and exit for Students, enabling them to complete their studies much quicker. Once they have achieved competency in a unit of competency they can then move onto the next unit. Training can take place both on and off-the-job using a variety of delivery modes and methods. It is an approach to establishing relevant standards of competence. Competency-based assessment tools are designed to ensure that each Student has achieved all the outcomes (skills and knowledge) required by each unit of competency.

The VET Quality Framework is aimed at achieving greater national consistency in the way training providers such as Rexcel Training are registered and monitored and in how standards in the vocational education and training (VET) sector are enforced.

The VET Quality Framework comprises of:

- Standards for RTOs 2015.
- Fit and Proper Person Requirements.
- Financial Viability Risk Assessment Requirements.
- Data Provision Requirements.
- Australian Qualifications Framework (AQF).

### STUDY TIP 2

#### **Review your notes and readings**



*Before the class or event starts, it is best to review your readings and your notes so you can ask your Trainer if something is unclear to you. This will also demonstrate that you are interested to learn more. You also need to review your notes and materials soon after an event concludes. The first 24 hours of covering fresh information is critical – this is the time where information is held in your short-term memory and further review is needed to assist in memorising the information for the longer*

## DELIVERY METHODS

### Face-to-Face (In-house)

This is on site learning in a classroom with an industry experienced trainer. This method of delivery allows you to learn in an interactive supportive classroom environment. There are some advantages of face-to-face training such as, networking, engagement, adaptability, discussion and learning from other students. This also allows the ability to have 1 to 1 interaction which can be helpful if there is any misunderstanding or barriers to learning. Students use the online learning management portal to complete their training and assessment requirements.

### On-The-Job

Rexcel training offers online programs in a range of career areas which gives you the flexibility to study where you want and when you want. Rexcel Training utilises an interactive, online learning management portal which allows Students to complete their training at their own pace. It also allows trainers and Students to interact through the portals messenger, which allows for a quick and proactive approach. Students can use the online learning management portal to complete their training and assessment requirements.

### Online Structured Learning (Distance and self-directed learning)

Allowing you the opportunity to study at your workplace and receive practical training which is catered towards your individual role in your workplace. Our industry specialised Trainers will assess your skills regularly, utilising a training plan, which meets you and your employer needs. This method is commonly used in traineeships as it is imperative that the specific training is tailored towards each individual Student and specific job.

### Flexible Options

Flexible options are available dependent on the individual circumstances. Flexible options of blended methods can include a combination of classroom, workplace and online structured learning.

## ASSESSMENT METHODS

<b>Written Short Answer (Quizzes or Questioning knowledge assessment)</b>	Written Questions
	Self-assessment
	Verbal Questioning/ Interviews
	Questionnaires
<b>Workplace / Simulated environment</b>	Real work / real time activities in the workplace
	Work activities in a simulated environment
<b>Structures Activities</b>	Simulation exercises / role plays
	Projects
	Presentations
	Activity Sheets
<b>Portfolio of evidence (project / portfolio)</b>	Collections of work samples
	Products with supporting documentation
	Journal. Logbooks
	Work samples / products
<b>Supervision – direct or indirect</b>	Testimonials
	Evidence of training
	Authenticated prior achievements.
	Interviews with employers and / or peers

## PRINCIPLES OF ASSESSMENT

**Validity** refers to the extent to which the interpretation and use of an assessment outcome can be supported by evidence. An assessment is valid if the assessment methods and materials reflect the elements, performance criteria and critical aspects of evidence in the evidence guide of the unit(s) of competency, and if the assessment outcome is fully supported by the evidence gathered.

**Reliability** refers to the degree of consistency and accuracy of the assessment outcomes. That is, the extent to which the assessment will provide similar outcomes for students with equal competence at different times or places, regardless of the trainer conducting the assessment.

**Flexibility** refers to the opportunity for a student to negotiate certain aspects of their assessment (for example, timing) with their assessor. All Students should be fully informed (for example, through an Assessment Plan) of the purpose of assessment, the as-assessment criteria, methods, and tools used, and the context and timing of the assessment.

**Fair** assessment does not disadvantage students or groups of students. This may mean that assessment methods are adjusted for students (such as people with disabilities or cultural differences) to ensure that the method does not disadvantage them because of their situation.

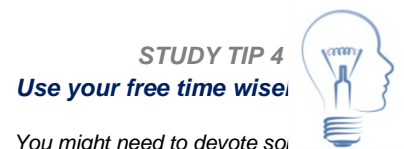
## RULES OF EVIDENCE

**Valid:** there is a clear relationship between the evidence requirements of the unit of competency and the evidence on which the assessment judgement is made.

**Sufficient:** the performance criteria and evidence guide are addressed; competency over a period is demonstrated; all dimensions of competency are addressed; competency in different contexts is demonstrated.

**Current:** the evidence demonstrates the student's current knowledge and skills.

**Authentic:** it can be verified that the evidence is the student's own work.



*You might need to devote some of your free time to searching for other resources that can help you with your study. Don't make room for other activities, which are not important, until your work is done. Keep in mind that it is easier to enjoy fun moments if you don't need to worry about overdue course or study matters.*

## RECOGNITION SERVICES

### Credit Transfer (CT)

A Credit Transfer is the recognition of learning achieved through formal education and training. A Credit Transfer allows the student to be credited for an individual Unit of Competency based on the previously successful completion of the same, matched unit. Credit Transfers will only be awarded where official, verified documentation can be provided.

### Recognition of Prior Learning (RPL)

RPL is the assessment process which recognises competency, based on previously acquired knowledge that may have been attained through formal, non-formal and informal learning.

To achieve competency towards RPL the student must be able to demonstrate the following.

The ability to perform relevant tasks in a variety of situations or in a simulated workplace.

That they understand what they are doing, why and when they are performing tasks.

The ability to perform the tasks in different contexts and environments and adapt where necessary.

To be deemed competent using RPL the student must be assessed against all of the performance criteria identified in the unit of competency.

***Please refer to Recognition Policy***

Contact Rexcel Training to obtain a copy or visit our website [www.rexceltraining.com.au](http://www.rexceltraining.com.au)

### STUDY TIP 6

#### Study time

*Choose the best study time strategy that works for you.*

*Remember that no two people are exactly alike. A certain study strategy might work for your friend, but not for you and vice versa. You need to find the best study time for yourself and stick to it.*





## IMPORTANT POLICIES & PROCEDURE

### STUDENT CODE OF CONDUCT

This Code of Conduct applies to all Students enrolled in any course offered by Rexcel Training and formalises expectations of Students whilst undertaking their studies. The policy has been founded upon our collective (Student and Staff) expectations of:

- Friendliness, honest communication, cooperation, and respect.
- A foundation of inquiry, originality, innovation, and excellence.
- Mutual obligation, accountability, and transparency.

### Student Responsibilities

Rexcel Training expects Students to align with the following responsibilities to:

- Be aware of all rules concerning the terms and conditions of their enrolment and use of facilities. This means Students are to follow the rules, policies, and procedures.
- Respect all property and facilities including computers and resources and to respect the rights of others using these facilities.
- Maintain academic integrity and to respect and comply with the conventions of academic learning.
- Not engage in fabricated complaints or grievances where there are no demonstrable or substantiated grounds for complaint.
- Abide by all rules and requirements of Rexcel Training and respond to all lawful and reasonable directions from staff.
- Be aware that all forms of academic dishonesty or misconduct are unacceptable and that they may take measures to ensure compliance.
- Use all equipment and resources appropriately, legitimately, and safely following all relevant health and safety requirements including COVID-19 directions as stated by the health authorities in each state.
- Follow the recognised policy and procedures for complaints, grievances, and appeals.
- Be considerate in how they use their mobile phones and electronic equipment in order not to disturb or disrupt teaching and other business operations. Mobile Phones may only be used during Training if the student has gained permission, or it has been an instruction of the Trainer.
- Participate actively and contribute to the committees on which they are representatives or members.
- Work with the other Students to improve the overall experience of learning and development.
- Treat staff and other Students with respect and courtesy.
- Always promote a safe environment at Rexcel Training and/or the Host Organisation.
- Show awareness of sensitivity towards other cultures.
- Respect the opinions of others and to engage in rational debate in areas of disagreement.

### Standards of behaviour – Punctuality, Time, and Study Commitments

Students are informed that they must consider the following:

- Attend classes as required and submit work in a timely manner.
- Be well informed about courses and course requirements and to plan accordingly.
- Take responsibility for learning and to accept responsibility for moving towards intellectual independence.
- Monitor their own progress in the teaching and learning environment and academic program.
- Prepare for and actively participate in learning experiences such as discussion and debate.
- Incorporate feedback into their learning experience and be aware of the specific rules and course requirements applying to their course of study.

- Conduct selves in a professional manner while undertaking professional placement and fieldwork and respect the confidentiality of Student or commercial information made available to them as part of their placement.

### **Student Dress Code**

Rexcel Training expects a standard of dress code to be upheld for all persons enrolled into our course and that they are appropriately groomed, and personal hygiene is at a professional standard at all times.

**Business/Retail Students are required to wear** proper business attire including enclosed shoes, black or navy pants such as slacks and a professional business shirt, polo or button up top. Skirts and shorts must be of an appropriate length.

Please note: Jeans, leggings, miniskirts, jeggings, t-shirts, shirts without collars, singlets, crop tops and footwear such as flip-flops, sneakers, and sandals are not appropriate business attire.

### **Warehousing Operations/Forklift/White Card Students are required to:**

- Wear appropriate steel capped boots.
- Wear navy blue or black work pants, pants must be secured using a belt.
- Wear High Visibility shirt.

Our facilities provide services to a range of students and facilitate activities that include local employers and other stakeholders. To ensure we maintain a professional environment, and maintain a comfortable learning environment for all students, our presentation is important in upholding a professional standard.

Failure to uphold the safety wear dress code may result in:

- Exclusion from simulated activity that required appropriate clothing and PPE to be worn.
- Exclusion from external site visits to employers and or industry stakeholders.
- Exclusion to participate in normal Rexcel Training activities.

If for any reason, personal circumstances restrict your ability to meet the above dress code, please speak to your Trainer, or any Rexcel Training staff member to discuss options.

### **Rexcel Training will not tolerate the following behaviour**

- Unlawful and/or violent and/or unsafe disruptions of training, periods of instruction or other learning-based activities.
- Bullying, assaulting, harassing, intimidating, or displaying aggressive, disruptive or ill-mannered behaviour towards others.
- Interfering with or causing wilful or negligent damage of any property.
- Theft of property or any personal property.
- Attending under the influence, or being in possession, of alcohol, drugs or any prohibited substance.
- Discriminating against any Rexcel Training Staff or other Student.

### Access and Equity

Rexcel Training is committed to Access & Equity Principles & Processes in the delivery of its services and working environment in accordance with the Sex Discrimination Act, Human Rights and Equal Opportunity Act, Racial Discrimination Act and Disability Discrimination Act.

**Please refer to Access and Equity Policy**

Contact Rexcel Training to obtain a copy or visit our website [www.rexceltraining.com.au](http://www.rexceltraining.com.au)

### Complaints, Grievances & Appeals

Rexcel Training is committed to providing quality training and assessment in accordance with the Standards for Registered Training Organisations 2015. As such, Rexcel Training is required to have a policy and process in place to manage and respond to allegations involving the conduct of Staff, Students and third-party training and assessment providers who provide services on behalf of Rexcel Training.

**Please refer to Complaints, Appeals and Grievances Policy**

Contact Rexcel Training to obtain a copy or visit our website [www.rexceltraining.com.au](http://www.rexceltraining.com.au)

### Course Fees and Refunds

Unless otherwise specified, course fees include training and all of the resources you will need. All course fees include up to two (2) attempts per unit for successfully completing a Unit of Competency. Rexcel Training require that the student signs all relevant documentation to acknowledge their understanding of the fee payment arrangements and refund policy arrangements prior to provision of the service.

Rexcel Training does not charge fees in advance. All fees are charged and collected at/after enrolment once the information including payment conditions (if applicable to the course) i.e. funding type has been provided to the student for the qualification they have enrolled in. Rexcel Training is committed to providing quality training and assessment in accordance with the Standards for Registered Training Organisations 2015.

**Please refer to Refund Policy**

Contact Rexcel Training to obtain a copy or visit our website [www.rexceltraining.com.au](http://www.rexceltraining.com.au)

### Cheating, Plagiarism and Collusion

Rexcel Training is committed to upholding standards of participant integrity and honesty in regard to the assessment of their work, and places value in the declarations of authenticity made by Students.

Students are expected to always act with integrity and only submit work that is their own, or that has been appropriately referenced and includes acknowledgements of all texts and resource materials utilised in the development of the work. Students and staff have a duty to ensure they gain the necessary understanding of how to correctly acknowledge and cite references and resources to minimise the incidents of plagiarism and cheating and the allegations of such.

Definitions you should be aware of include:

- Cheating – seeking to obtain an unfair advantage in the assessment of any piece of work.
- Plagiarism – to take and use the ideas and/or expressions and/or wording of another person or organisation and passing them off as one's own by failing to give appropriate acknowledgement.
- Collusion – unauthorised collaboration between participants when completing assessment tasks.

**Please refer to Plagiarism, Cheating & Collusion Policy, and Student Disciplinary Policy**

Contact Rexcel Training to obtain a copy or visit our website [www.rexceltraining.com.au](http://www.rexceltraining.com.au)

### Student Support Services

Trainers offer Students support in making informed decisions regarding their learning plan, including all aspects of their individual, learning and classroom needs.

Services that may be offered include but are not limited to; in class support, adaptive technology, assessment adjustments, modified learning material and tutoring.

Where the required support is not available through Rexcel Training, we have the resources and connections to link Students to external support services where necessary.

### Issuance of Parchments

In accordance with the Standards for Registered Training Organisations 2015, Rexcel Training ensures that all Students receive their Certificates or Statements of Attainment within the 30-calendar day requirement. However, all fees must be paid in full, and assessments aligned to the required units of competency must be completed and the USI must be provided to enable Rexcel Training to issue the Parchment or Statement of Attainment in this timeframe.

All Transcripts, Certificates and Statements will be posted to the student nominated address as detailed on their initial enrolment form. It is the responsibility of the student to ensure their postal details are kept up to date and accurate. Where a student requires an electronic copy of their Certificate, Transcript or Statement, they will need to send a request through to [training@rexceltraining.com.au](mailto:training@rexceltraining.com.au) as this is not an automatic service.

For further information please contact Rexcel Training or visit our website [www.rexceltraining.com.au](http://www.rexceltraining.com.au)

### Language Literacy and Numeracy

Rexcel Training recognises that all vocational education involves Language, Literacy and Numeracy levels of competency. All Students undertaking accredited training are required to complete a Language, Literacy and Numeracy Assessment prior to the course commencing to determine if the students have any learning support needs to maximise their chance of successfully completing the course.

The Language, Literacy and Numeracy assessments gives Rexcel Training Staff an accurate indication of:

- The student level of reading, writing, speaking, listening and numeracy at the time of enrolment.
- The type of assistance the student may require ensuring successful completion.

Based on the individual Students LLN level, reasonable adjustment of resources and assessments may be implemented to enable the student the best chance of success. Where the level of support is high, it may be considered to disadvantage a student and the student may be referred to an external LLN support service either prior to the commencement of or during the training and assessment for an LLN plan to be implemented.

For further information please contact Rexcel Training or visit our website [www.rexceltraining.com.au](http://www.rexceltraining.com.au)

### Workplace Health and Safety

Rexcel Training is committed to providing a safe working and learning environment for all Staff, Students and Visitors. Rexcel Training emphasises the philosophy that Workplace Health and Safety is everybody's responsibility. All Staff, Students and Visitors are informed of WHS requirements and responsibilities during induction and orientation sessions. To mitigate risk of harm and to promote safety, Rexcel Training conducts risk assessments and audits to ensure safe work methods are utilised. Where external training venues are used, Rexcel Training ensures in the contracts that all WHS policies and procedures are in place. Follow the COVID-19 directions from the state health authority.

For further information please contact Rexcel Training or visit our website [www.rexceltraining.com.au](http://www.rexceltraining.com.au)

## RIGHTS & RESPONSIBILITIES

### Student Responsibilities

As a Student with Rexcel Training, you will be required to take responsibility for the following:

- Completing your enrolment documentation in full.
- Notifying your Trainer if you have previous skills and knowledge, you believe are relevant so recognition of your prior learning may be applied for.
- Engaging in the learning journey designed for you.
- Working closely with your trainer and/or supervisor.
- Requesting reasonable adjustment to your training, where needed.
- Treating other people in your training program with courtesy and respect.
- Being punctual with regular attendance and notifying your trainer if you are unable to attend.
- Observing normal safety practices.
- Completing all assessments by the agreed date.
- Seeking feedback from your trainer/ supervisor on your progress.
- Discussing any concerns with your workplace supervisor, employer, or trainer.

### Employer Responsibilities (If Applicable)

Your employer will:

- Provide employment as per Fair Work Australia rules and/or the term of the Australian Apprenticeship/ Traineeship in accordance with the national Training Wage.
- Provide training in the workplace to help achieve the competency standards as set out by industry.
- Provide a safe working environment.
- Help assess your skills in relation to the performance required by your industry and the training package.
- Offer feedback on your progress.
- Liaise with your Trainer about your achievements and how they believe you have achieved these.

### RTO Responsibilities

The RTO will:

- Provide you and your Employer with a comprehensive course induction.
- Help to identify and assess your current skills and knowledge and process any application for Recognition of Prior Learning or Credit Transfers.
- Support you and your employer in selecting elective units that will best suit.
- Contextualise the learning experience to meet your needs.
- Develop a training plan with you and your Employer.
- Provide training and assessed resources required.
- Monitor your progress throughout the training.
- Record your progress in your student file and the Student Management System used by Rexcel Training and store this information confidentially.
- Arrange access to your file at your request.
- Sign off achievements in your training record book.
- Arrange the issuance of a certificate at the completion of your learning.

## DEFINITIONS

<b>Competency:</b>	The ability to perform a task consistently over time.
<b>RTO:</b>	A Registered Training Organisation is a training provider registered by ASQA (or, in some cases, a state regulator) to deliver vocational education and training (VET) services. An RTO is recognised as providers of quality-assured and nationally recognised training and qualifications.
<b>RPL:</b>	Recognition of Prior Learning, takes into account a person's skills and experiences, no matter where these were learned, to enable them to get credit in a course of study or particular qualification.
<b>Credit Transfer:</b>	Is the recognition of learning achieved through formal education and training. A Credit Transfer allows the participant to be credited for an individual Unit of Competency based on the previously successful completion of the same, matched unit. Credit Transfers will only be awarded where official, verified documentation can be provided.
<b>AAC:</b>	Australian Apprenticeship Centre - Responsible for steering all the Government paperwork associated with your traineeship or apprenticeship.
<b>Trainer:</b>	A Trainer is a qualified person that is employed by your RTO to deliver Nationally Recognised Training and assess your skills against National Competency Standards of you.
<b>Apprenticeship:</b>	Structured training completed under a registered legal training agreement (training contract) with the Government, yourself (apprentice) and your employer. The training contract lasts until you have completed your training and both you and your employer agree you are competent. You will learn on the job under your supervisor at your place of work, as well as off-the job with a training provider
<b>Traineeship:</b>	A traineeship is the time you will spend learning a job (or vocation) under a supervisor at your place of work, as well as off-the-job. You can do a traineeship in just about any workplace, for example in a shop, a fast-food outlet or office. After finishing your traineeship, you will gain a minimum qualification at a Certificate II level. As a Trainee, you and an employer have a legal agreement called a training contract.
<b>NCVER:</b>	The National Centre for Vocational Education and Research is a not-for-profit company owned by the Commonwealth and State and Territory Ministers responsible for vocational education and training. It is responsible for collecting, managing, analysing, evaluating and communicating research and statistics about Vocational Education and Training (VET) nationally. NCVER's vision is to inform and influence VET in Australia through credible, reliable, and responsive research and statistical services.
<b>Host Organisation:</b>	Is an organisation that supports Students referred by Rexcel Training to gain suitable work experience (practical component) as required by the course the student has enrolled in. The host organisation is required to treat the student as if though they were their own by providing and maintaining a safe working environment and conditions.
<b>Contract of Training:</b>	This Contract establishes the legal relationship between your employer, yourself and the Registered Training Organisation. The Contract of Training is the central document that forms the basis of both your employment and your training; conditions apply.
<b>Unique Student Identifier:</b>	A Unique Student Identifier (USI) is a 10-digit reference number that creates a secure online record of your accredited training and qualifications that have been gained in Australia, gives you access to your transcripts and training records, can be easily accessed online at any time, is free and stays with you for life.

## Useful Links and Related Sites

Training.gov Web Site

[www.training.gov.au](http://www.training.gov.au)

Unique Student Identifier

[www.usi.gov.au](http://www.usi.gov.au)

Australian Government Department of Employment Web Site

<http://www.employment.gov.au>

My Skills

<http://www.myskills.gov.au>

Australian Skills Quality Authority

<http://www.asqa.gov.au>

## State and Territory Training Authorities

Skills SA with Department for Innovation and Skills

[www.skills.sa.gov.au](http://www.skills.sa.gov.au)

Australian Capital Territory

[www.decs.act.gov.au/services/Training.htm](http://www.decs.act.gov.au/services/Training.htm)

New South Wales

[www.det.nsw.edu.au/trainingindustry](http://www.det.nsw.edu.au/trainingindustry)

Queensland

[www.trainandemploy.qld.gov.au](http://www.trainandemploy.qld.gov.au)

Victoria

<http://www.skills.vic.gov.au>

National Centre of Vocational Education and Research

<http://www.ncver.edu.au>