

## Victorian Skills First Quality Charter

### Preamble

Australian College of Arts Pty Ltd t/a Mercer School of Interior Design (*hereafter known as the MSID*) receives Victorian Government funding support for the delivery of its training courses. As part of the Victorian Government's assurance that the funding is being used appropriately, MSID has customised the Victorian Skills First Quality Charter that describes the Department of Education's expectations of registered training organisations like MSID. The Charter supports the provision of key aspects of the MSID's Training Services. The Charter sets out what MSID must do to satisfy the Department of Education's expectations. MSID must comply, at all times, with all parts of the Skills First Quality Charter. The Charter will be updated from time to time. The following are the six (6) Principles of the Quality Charter. Should students have any questions about the Quality Charter, they can speak with the Reception Staff, their Teacher, or any of the MSID Management Staff.

For the purpose of the Charter:

- Terms have the same meaning as in the VET Funding Contract, and
- A "student" means, as and when the case requires, an individual considering enrolling in or undertaking government subsidised training or an Eligible Individual

<b>Principle 1 : Commitment to serving the public interest</b>	
<b>Objective</b>	<b>MSID delivers training to students that is consistent with the objectives of the VET Funding Contract and promotes confidence in the training.</b>
<b>MSID's Obligations</b>	MSID must:
<i>Provide relevant training</i>	a. Deliver training services that are of high quality and relevant to industry and employers;
<i>Focus on students</i>	b. Provide access to high quality courses and qualifications that will enable students to <ol style="list-style-type: none"> <li>i. Obtain the required skills to make them job-ready</li> <li>ii. Undertake further education; and/or</li> <li>iii. Access training if they are disadvantaged learners</li> </ol>
<i>Link to industry</i>	c. Provide training services that are in the best interests of students, taking into account their diverse social, cultural and special learning needs.
<i>Be ethical</i>	d. Make all reasonable efforts to work and communicate effectively with, and maintain the confidence of, all stakeholders, including maintaining strong and regular links to industry.
	e. Promote and deliver training in a manner that:: <ol style="list-style-type: none"> <li>I. Demonstrates the highest ethical standards;</li> <li>II. Does not damage or bring into disrepute MSID, the training or the <i>Skills First</i> program</li> <li>III. Is transparent and honest</li> </ol>

<b>Principal 2: Accountable and Effective Governance</b>	
<b>Objective</b>	<b>MSID makes proper use of the position of trust placed in its expenditure of public money</b>
<b>MSID's Obligations</b>	MSID must:
<i>Be accountable</i>	a. Comply with all aspects of the Government's policies in the Skills First program and the VET Funding Contract and at all times be accountable to the Department for its performance under the VET Funding Contract
<i>Comply with law and policies</i>	b. Ensure that appropriate compliance, reporting and auditing framework, controls and systems are in place and cooperate with the Department to verify compliance
	c. Comply with relevant state and national laws that in any way affect or are applicable to the provision of Training Services and act appropriately and promptly when known or suspected breaches of any policies or laws are identified or reported
<i>Be professional</i>	d. Maintain and develop professional skills and knowledge across the organisation's workforce to contribute to a high quality training
	e. Ensure that details of the qualifications and industry experience of a <i>Skills First</i> Teachers are maintained in the Register of Trainers and Assessors

<b>Principle 3: Informed choice of course and MSID and awareness of essential training entitlement</b>	
<b>Objective</b>	<b>The student makes an active and informed choice of both course and MSID</b>
<b>MSID's Obligations</b>	MSID must:
<i>Inform</i>	a. Provide information and support to and for each student, including <ul style="list-style-type: none"> <li>I. How MSID training products, programs, pathways and delivery options will affect the individual's training outcomes; and</li> <li>II. All fees, costs and requirements of undertaking the program, including in accordance with the Statement of Fees;</li> </ul>
<i>Be accurate</i>	b. Ensure the information provided is clear, accurate, full and relevant;
<i>Explain</i>	c. Ensure the support provided is reasonable and accessible; and
	d. Ensure each student is made aware of how undertaking training and assessment will impact their access to further government funded training. This includes ensuring that students are aware of the full effect of any dual enrolment on the student's lifetime Entitlements to Funded Training.
<i>Be transparent</i>	e. Publish in a prominent place on its website: <ul style="list-style-type: none"> <li>I. Standard fees and any other fees;</li> <li>II. A list of any brokers used;</li> <li>III. Its online service standards</li> </ul>
	f. Ensure that each student who receives training and assessment under a subcontract arrangements is aware that they are enrolled with MSID, not the subcontracted party.

<b>Principle 4: Deliberate planning of training program</b>	
<b>Objective</b>	<b>The student's training program is suitable for their individual needs.</b>
<b>MSID's Obligations</b> <i>Individualise</i> <i>Links to outcome</i> <i>Add value</i> <i>Document</i>	MSID must ensure the student's training program is suitable, where suitable means the training program <ul style="list-style-type: none"> <li>a. Meets the individual's needs;</li> <li>b. Links to likely job, participation and/or further study opportunities;</li> <li>c. Is vocationally relevant and reflects industry requirements and the workplace settings; and</li> <li>d. Minimise duplication of the individual's existing competencies, as: <ul style="list-style-type: none"> <li>I. Determined and documented through a thorough individual Pre-Training Review; and</li> <li>II. Ultimately, reflected in the Training Plan.</li> </ul> </li> </ul>

<b>Principle 5: High quality delivery of training and assessment</b>	
<b>Objective</b>	The student's training and assessment meets regulatory standards and is delivered by experts in a manner appropriate for their individual needs and in a learning environment that is conducive to the success of students.
<b>MSID's Obligations</b> <i>Meet MSID's standards</i>  <i>Train enough</i>  <i>Train for long enough</i>  <i>Use the right resources</i>  <i>Document</i>	MSID must ensure: <ul style="list-style-type: none"> <li>a. The student's training and assessment is delivered to Regulatory Standards;</li> <li>b. The student's training and assessment is delivered in an appropriate manner, including that: <ul style="list-style-type: none"> <li>I. The student is provided reasonable and accessible support to facilitate their participation in training and attainment of skills; and</li> <li>II. The Volume of Learning, Amount of Training, Duration, delivery modes, materials, facilities and equipment are sufficient. <ul style="list-style-type: none"> <li>A. To meet the student's needs, including as identified through the Pre-Training Review;</li> <li>B. For the student to consolidate skills and produce job-ready competencies; and</li> <li>C. To meet the requirements and guidance in the Australian Qualifications Framework, training packages and accredited courses, as documented through:</li> <li>D. An appropriately tailored Training and Assessment Strategy; and/or</li> <li>E. The Training Plan;</li> </ul> </li> </ul> </li> <li>c. For each learner cohort, where the Training and Assessment Strategy is structured so as to be completed in a shorter time period than the minimum described in the Australian Qualifications Framework, MSID describes the documents within the Training and Assessment Strategy, using a rational based on the previous skills and knowledge and the needs of learners, how a specific learner cohort:</li> <li>d. For each student undertaking a Practical Placement, a written agreement is in place between MSID and the host organisation;</li> <li>e. Where training is delivered and/or assessed partly or wholly online, or in a workplace, the training must reflect and respond to the unique requirements of that type of delivery, and</li> </ul>

<i>Be expert</i>	f. The student's training and assessment is delivered by a <i>Skills First</i> Teacher.
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<b>Principle 6: Responsive feedback systems</b>	
<b>Objective</b>	<b>The student can provide feedback on their training experience and MSID responds and improves adequately.</b>
<b>MSID's Obligations</b> <i>Listen</i> <i>Be open</i> <i>Respond and resolve</i> <i>Improve</i>	MSID must: <ol style="list-style-type: none"> <li>a. Have and maintain a complaints and appeals process compliant with Regulatory Standards;</li> <li>b. Publish on its website its complaints and appeals process;</li> <li>c. Respond to and co-operate with any complaints mechanism or process established by the Department; and</li> <li>d. Participate in performance improvement initiatives as determined by the Department.</li> </ol>