ATAR | DESIGN

Student Handbook

Contents

Welcome to ATAR Design

ATAR Design is a Registered Training Organisation that offers Nationally Recognised Training. Our programs are nationally recognised training packages providing high quality training that meet the Australian Qualification Framework (AQF) standards.

ATAR Design is dedicated to providing quality training and assessment for students who wish to gain a formal qualification. Our training is delivered by passionate people who actually worked in industry.

This Student Handbook provides important information regarding an overview of our key policies and procedures to assist you. These policies and procedures have been developed to guarantee you consistent quality throughout your training and assessment with ATAR Design.

Our commitment to you

Code of Practice

ATAR Design values its employees and relationship with our clients. We strive at all times to demonstrate ethical behaviour and standards in all our dealings.

Aims and objectives

ATAR Design is committed to providing high quality, interesting training that is relevant to Learners, employers and the industry. Our aim is to make every Learner feel welcome and ensure they receive the maximum benefits from our training services.

ATAR Design promises to:

- Recognise and accept AQF Qualifications and Statements of Attainments issued by all other Registered Training Organisations
- Maintain a friendly and helpful approach to Learners/clients
- Uphold all legislation and comply with all regulatory requirements relevant to the operation of our organisation
- Provide services that are efficient and consistent through continuous improvement planning incorporating student/client staff feedback
- Provide quality training and assessment by qualified staff and resources of a high standard.
- Endeavour to ensure that no Learner is unfairly disadvantaged. This includes making reasonable adjustments to the training environment, resources, and delivery and assessment strategies to accommodate Learner needs.
- Market services accurately and professionally
- Offer skills recognition (RPL) as an assessment option to all of our clients
- Recognise nationally recognised units of competency and award credits as applicable
- Ensure training is appropriate to Learner/client needs by continual review of scope and delivery
- Take reasonable care to look after the health and safety of others
- Respect the privacy and confidentiality of clients and client information
- Welcome and actively seek client feedback as the basis for continuous improvement of our systems, resources, and the services we provide

Provide a fair and equitable process through which Learners can appeal assessment decisions. This is detailed in the ATAR Design complaints and appeals procedure.

For more information on any of the provisions in our Code of Practice, please contact an ATAR Design Trainer.

What's in it for me?

By being a participant of this program, you will receive development that has been customised to your needs. We are committed to working closely with you as a Learner, your organisation and other employees as appropriate to achieve agreed outcomes. You will be supported throughout the program in developing skills in specific areas. You will benefit from interaction with people from all areas of your organisation

Selection and enrolment
An enrolment into our programs can take place in various ways. Learners/employers are asked to contact an ATAR Design representative whom will guide you through the process that best suits your needs.

From here you will receive a call from the ATAR Design representative to discuss in detail the course you have selected.

Enrolment must be done by completing the Enrolment Form.

Be assured that recruitment of Learners is conducted in an ethical and responsible manner and processes are fair and comply with equal opportunity legislation.

Students are admitted to ATAR Design training programs by demonstrating a genuine interest in the area and a determination to complete the course. An information session will be conducted prior to training commencement.

Refer to your enrolment pack for further details. The information session is detailed later in this document under 'Program information'.

Group numbers (if applicable) are limited and Learners/employers are encouraged to book a place as early as possible.

Entry criteria
Participants of the program need to be able to read, comprehend and discuss in plain English and write simple statements. Predetermined ACSF levels are explained further in this document.

Study options

Workplace	We offer training currently on the job. We work with your employer whom will speak to our Training Manager about the opportunities.
Nationally Registered Training Workshops	We organise workshops throughout each year for various national accredited and non-accredited training and non-national registered training as well as custom designed sessions based on individual requirements and needs. Programs on offer can be studied either part or full time. Contact your ATAR Design representative for information.

Program information

All Learners enrolled in an ATAR Design training program shall, prior to commencement of the training program, receive information about the training program which includes but is not limited to:

- The time and place of the delivery of the training program
- Training program content
- Pre-training review
- The required LLN level for entry into the course; predetermined ACSF level requirement (refer to course information booklet). Testing is provided by LLN Robot.
- The details of the relevant unit/s of competence related to the training program
- Details of the assessment requirements, including RPL and recognition of qualifications issued by other training organisations
- Relevant policies
- Fees and charges
- Enrolment
- Work placement requirement (if applicable)

Legislation

ATAR Design is bound by a wide range of regulatory requirements including but not limited to:

- State Occupational Health and Safety legislation
- Environmental protection legislation
- Workplace Relations Act 1996
- Privacy Act 1988
- Age Discrimination Act 2004
- Australian Human Rights Commission Act 1986
- Disability Discrimination Act 1992
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984

Confidentiality and privacy issues

As a Registered Training Organisation, ATAR Design is obliged to maintain effective administrative and records management systems. This involves the retention of client records. All staff must be scrupulous in using client information only for the purposes for which it was gathered.

ATAR Design protects the privacy and confidentiality of Learners by ensuring that all records and information about individual Learners are kept in a secure place, and are only accessed by, or disclosed to, those people who need the information to fulfil the ATAR Design responsibility to the Learner.

ATAR Design will not disclose any information that we gather about you to any third party. We use the information collected only for the services we provide. No client information is shared with another organisation.

Learner access to records

Learners may access their own personal records at any time. This can be arranged through contact with ATAR Design staff. Learners must provide verifiable forms of identity when seeking to access their own record.

Equal opportunity policy

Equal opportunity acts around Australia are developed to provide the right to fair treatment as established by law. The Acts are created in order to eliminate sexual and racial harassment in the workplace, education and accommodation. The Acts also aims to promote equal opportunity and eliminate discrimination. At ATAR Design we support this act and ensure a training environment that supports the following.

Protection from harassment

ATAR Design has implemented management practices that maintain high professional standards and safeguard the interest and welfare of learners in situations that might result in their harassment.

Bullying and harassment in any form, including sexual harassment, will not be tolerated under any circumstances. All Learners of ATAR Design training programs have a right to participate in training in an environment free from intimidation and harassment.

ATAR Design acknowledges workplace harassment is against the law in any workplace context, including conferences, work or business-related functions and training groups, and expects its workplace and training environment at all times to reflect the principles of law for the benefits of its employees, Learners and visitors.

Disciplinary procedure

ATAR Design has a duty of care to its clients and staff to ensure the safe and effective operation of the training and assessment service and fair treatment of all. A breach of policy, procedure or statutory regulation by staff and/or Learner will be sufficient grounds for disciplinary action ranging from verbal notification, formal counselling or immediate dismissal. Participants are expected to abide by the responsibilities for Learners set out in this Handbook.

All disciplinary matters will be handled by the CEO.

Workplace health and safety

With regard to workplace health and safety, ATAR Design is obliged to:
- Ensure the health and safety of each of their workers, Learners, visitors and guests
- Ensure that people can come to work or a training venue with a minimum of risk of injury or illness
- Ensure that any equipment used by staff or Learners, is safe when properly used

Learners are obligated to:
- Obey instructions regarding their health and safety and the health and safety of others
- Not deliberately interfere with or misuse anything that has been provided for workplace health and safety
- Not deliberately endanger the workplace health and safety of others, or deliberately injure themselves

Access and equity

ATAR Design is committed to the principles of access and equity through the provision of timely and appropriate information and learning support services, which will assist Learners to achieve their qualifications.

To enable ATAR Design to provide a service to meet your needs, you need to advise of any learning disability so reasonable adjustment may be made. ATAR Design will work with you to make a plan to assist you to complete the qualification of units of competence. For each of the disabilities nominated a discussion of the disability, its effect, and suggested workplace modifications to minimise the disability's impact in the workplace and in the assessment of workplace skills will take place. Having access to this information will assist the Trainer/Assessor in considering assessment adjustments. If you are employed, ATAR Design will work with your employer to develop these reasonable adjustments.

Language, literacy and numeracy

Each Training Package sets a minimum requirement in language, literacy and numeracy skills of learners, with which ATAR Design must abide. These are predetermined ACSF (Australian Core Skills Framework) levels. LLN testing will take place via admissions interview (information session) using LLN Robot prior to commencement of the training and assessment program.

ATAR Design makes appropriate concessions for language, literacy and numeracy issues of clients where these concessions do not compromise the requirements of the relevant Training Package and the integrity, equity and fairness of assessment.

Where a Learner is deemed, either prior to commencement or throughout the training program, to possess a lower level of language, literacy or numeracy than is the minimum requirement for the requirements of the Training Package, ATAR Design will provide appropriate advice and support to the Learner regarding further learning options. At times, further language or literacy development or remedial assistance may be required to be completed prior to the continuation or completion of the Learner's program of study.

Guidance services for Learners

We will assist all Learners in their efforts to complete our training programmes. ATAR Design Trainers and Assessors are there to provide support to Learners in meeting their learning needs and in achieving the required competencies. Learners are encouraged to discuss any aspect of their enrolment, learning or assessment with the ATAR Design Training Manager, Student Support Officer or Trainers, between the hours of 9am to 5pm, Monday to Friday.

Support services include but are not limited to:
- Pre-enrolment materials
- Study support and study skills programs
- Language, literacy and numeracy (LLN) programs or referrals to these programs
- Equipment, resources and/or programs to increase access for learners with disabilities and other Learners in accordance with access and equity
- Learning resource centres
- Mediation services or referrals to these services
- Flexible scheduling and delivery of training and assessment
- Counselling services or referrals to these services
- Information and communications technology (ICT) support
- Learning materials in alternative formats, for example, in large print
- Learning and assessment programs contextualised to the workplace; and
- Any other services that the RTO considers necessary to support learners to achieve competency

Academic, language and learning support

Academic support is the responsibility of the Trainers. Learners are advised to approach their Trainer, Student Support Officer or the Training Manager if they need assistance in meeting course requirements.

The mentioned personnel can assist with the following:
- Study skills
- Timetables
- Learning support strategies
- Academic issues
- LLN Support – help with oral and written English expression, reading comprehension and listening is available on an individual basis or as a part of a small group.
- Student Welfare Services

If the Learner's needs exceed TME's support capacity, refer the Learner onto a specialist from the following providers:
- Centrelink 13 10 21
- Reading and writing hotline 1300 655 506
- AMES 13 26 37
- Beyond Blue 1300 22 4636

To read about Centrelink's Skills for Education and Employment program, which may help you improve your speaking, reading, writing or math, go to https://www.humanservices.gov.au/individuals/services/centrelink/skills-education-and-employment

ATAR Design will ensure the ethnic, cultural and intellectual aspects of the target groups have been considered in the selection of appropriate delivery and assessment modes for this training course.

All Learners are provided both direct and referral support regarding their educational and support needs, including Learner wellbeing.

Marketing

ATAR Design markets its learning and development programs with integrity, accuracy and professionalism. In the provision of information, no false or misleading comparisons are drawn with any other provider or program. A learner's written permission will be gained before ATAR Design Learning and Development uses information about that learner in any marketing materials.

Delivery and assessment

ATAR Design adopts policies and management practices which maintain high professional standards in the delivery of learning and development services, and which safeguard the interests and welfare of Learners.

Any Learner found to be in breach of the ATAR Design assessment policy, will be given a fair and reasonable opportunity to explain any anomalies, including plagiarism.

ATAR Design will take into consideration any learning difficulties or disabilities experienced by the Learner. ATAR Design may suspend a Learner's enrolment and training until all issues are resolved.

The Learner has the right to appeal any decision made by ATAR Design as described in this Handbook.

Shared responsibility model of learning

Your commitment	Be open to new ideas: • Put into practice what you have learnt • Have a positive and professional attitude • Review what you have learnt • Share your knowledge with others • Give feedback • Participate • Allow others to learn • Be mentally prepared to be assessed and to learn • Be punctual
ATAR Design's commitment	We aim to provide you with an appropriate delivery mode for your learning: • Evaluate the effectiveness of assessment and training • Provide the correct resources • Constantly improve our performance through analysing feedback • Encourage and foster a positive learning experience • Provide a consistently high standard of training • Provide competent learning and assessment Trainers and Assessors • Visit you in your workplace and provide other opportunities for you to learn • Target training to the right level

Student and workplace commitment

ATAR Design will:
• Keep your Manager/Workplace Mentor informed of assessment and learning dates and times
• Inform your Manager/Workplace Mentor in writing if unable to attend any training sessions or if you leave a training session early
• Require you to inform ATAR Design in writing if unable to attend a training session (follow the extension to the training program process) or if you leave a training session early
• Ensure that all work submitted is authentic and that no part has been copied from another person

Flexible learning and assessment procedures

Assessment tools have been developed to encompass the learning styles of all Learners. When planning your assessment with a Workplace Supervisor/buddy, you will be given the opportunity to request certain assessment tools to suit any special needs you may have. This is to be negotiated with the Assessor.

The Assessment Model

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┌──────────────────┐  ┌──────────────────┐  ┌──────────────────┐  ┌──────────────────┐
│ Internal Training│  │ External Training│  │   Recognition    │  │   Occupational   │
│                  │  │                  │  │                  │  │   Competencies   │
└──────────────────┘  └──────────────────┘  └──────────────────┘  └──────────────────┘
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Assessment Process

Learner notified of results. Competency Achieved (C) or Not Yet Competent (NYC) or Recognition Granted (RPL)

Assessment records updated, information filed. Certificate issued within 30 days (all fees must be paid, and verified USI) or further training organised

Appeal process instigated OR more evidence required

Assessment context

ATAR Design recognises the importance of establishing the right context for Learners during their assessment. Assessment context refers to the physical and non-physical environment in which skills and knowledge are assessed. This may be a workplace such as an office setting. The non-physical environment refers to things such as workplace policy and procedure, workplace tempo and culture.

It is our responsibility to ensure that students are provided with the right context to undertake their assessment activities.

To achieve this, we will apply the following strategies:
- Incorporation of the Learner's own workplace policies and procedures into the assessment scenario or activity
- Conduct of the assessment by using the Learner's workplace project and tasks
- Integration of relevant industry codes of practice and other industry information into the assessment activity
- Incorporation of industry job descriptions for Learners to align with, during realistic simulated workplace scenarios and case studies
- Incorporation of certification from professional bodies which applies to some qualifications
- Tailoring the program outcomes to meet the organisational training needs of the enterprise without compromising the Training Package requirements
- Creating assessment activities which require the student to conduct specific research relating to industry situations and occurrences
- Provide a realistic simulated workplace when necessary

Three levels of assessment
Various levels of assessment may be used, including:

Diagnostic assessment	Diagnostic also known as pre-assessment provides information about prior knowledge and skills. This baseline information may diagnose a problem or training requirement.
Formative assessment	Formative assessment assists and supports training by monitoring and advising clients of their performance and rate of progress against the training outcomes. This provides feedback to the client, supervisor and trainer on what development activities are needed to achieve the required competencies. Assessment accumulates.
Summative assessment	Summative assessment evaluation of achievement of the Training outcome. Often conducted in the workplace, summative assessment confirms achievement of the competency requirements. Assessment culminates.

Assessment modes may include
- On-the-job
- As part of training
- Off-the-job (simulation)
- Blended learning classroom/self-directed/vocational placement
- Completion and submission of assignments/work projects
- Recognition of Prior learning (RPL)

Evidence gathering methods
Evidence gathering methods commonly used by ATAR Design may include, but are not limited to:
- Knowledge based questions – questioning, written tests
- Scenarios/case studies – projects, written assignments, documentation,
- Practical – documentation, demonstration, role play, simulation, oral presentations
- Workplace assessment – observations, workplace assignments, workplace performance, documentation, demonstration
- Supplementary evidence to make an informed judgement – third party reports, workplace logbook
- Assessment is carried out in accordance with the requirements of the relevant Training Package, on a consistent and timely basis to ensure that learning has taken place and that clients have acquired the knowledge and skills required to demonstrate competency
- All assessments will be recorded in accordance with ATAR Design Records Management Policy and procedures using appropriate documentation and Student Management System (SMS).
- Assessment outcomes will be recorded and securely maintained in both electronic and manual systems
- Feedback is provided to Learners and includes the assessment outcome and guidance for further learning and assessment (as appropriate)

Assessment information

Assessment information is the information provided to both Learners and Assessors to guide their conduct of the assessment and the completion of assessment activities. This information is used to draw out a response from a Learner.

Examples of assessment information include:
- Instructions to set the framework for the assessment activities such as who, what, where, when and how.
- The expected outcomes refer to the 'what' and it is critical that from reading the assessment information, the required (expected) outcome is straight forward and in line with the student's preparation during learning or through other competency development pathways.
- Scenario information includes information that sets the context for a simulated assessment activity. This may be a simple case study or a deep scenario which requires analysis and interpretation. It is important to note that the higher the AQF qualification level, the greater the requirement to analyse and apply cognitive skills to produce workplace outcomes. Scenario information used to support assessment at a Diploma level, for example, should be relatively deep and complex to allow the student to exercise their analytical skills and produce viable workplace products and outcomes.

At ATAR Design, our final assessments are to be supported by clear assessment information that will ensure a reliable assessment across our operation. Ultimately, the quality of assessment outcomes produced by a student will be directly affected by the quality of the information provided at the commencement of the activity. Suitable assessment information for all assessment activities are provided by ATAR Design.

Workplace Assessment

Manager's responsibilities

Employers must:

- Support and encourage Learners
- Identify and endorse suitable supervisor/buddy's
- Support participants supervisor/buddy
- Accommodate rostering to enable Learners to attend off the job training
- Report problems/needs to ATAR Design Learning and Development as soon as they arise
- Allow Learners access to resource materials in the workplace
- Workplace observations to be conducted without interruption

Supervisory responsibilities

Supervisors must:

- Conduct workplace observation in accordance with ATAR Design Learning and Development and legislative requirements
- Report difficulties to ATAR Design as they arise
- Ensure the observation process is not interrupted
- Support and encourage Learners
- Assist participants to access relevant resources in the workplace
- Provide Learners with feedback on workplace performance

Workplace Supervisor role

Both the ATAR Design Assessor and a Workplace Supervisor will be involved in your assessment in the workplace. Feedback from a Workplace Supervisor is crucial to your assessment process.

There are those occasions where assessment by an 'outsider' would compromise the privacy and dignity of clients in the organisation you work for. Either your Manager or the ATAR Design Assessor will assist you in organising a Workplace Supervisor.

The Workplace Supervisor will work in your organisation and be in a position to comment on the way you perform your work tasks.

The ATAR Design Assessor will arrange to meet with the Workplace Supervisor early on in your assessment process, and then at prearranged intervals. The ATAR Design Assessor will let the Workplace Supervisor know how they can assist with your assessment.

Staff time for observation

For Learners in a Workplace training program, observation must be conducted in paid time. Workplace Supervisors need time to conduct the observations. Workplace observation is part of the essential process of supervising, supporting, developing and mentoring staff. Workplace observations are conducted in the Workplace Supervisor work time.

It is an expectation of professional conduct when an observation is in progress, neither the Supervisor/buddy nor participant will be interrupted.

Assessment policy including reassessment and appeal

It is inevitable that some Learners will not meet the requirements of the assessment evidence and will be judged as Not Yet Competent or Not Satisfactory for a task.

At ATAR Design, our approach to these situations, is to work with the Learner in order to address deficiencies and to build their skill and knowledge in preparation for additional two assessments. This will be undertaken within the scheduled Training Plan or may be completed under alternative arrangements agreed between the Learner and the Assessor.

In some rare circumstances, Learners may find it difficult to develop the necessary skills and knowledge within the constraints of the scheduled Training Plan. When this occurs, arrangements may be agreed to that allows the Learner to undertake additional learning in their own time and return for additional assessment at a time suitable time for ATAR Design. This may be during a period of reduced training activity or at a time when planned assessments are occurring and it is convenient to facilitate the additional assessment of the Learner.

As a general guide, Assessors are to make alternative arrangements to provide opportunities for assessment within the constraints of available time and resources. In all circumstances, the assessment is to be a planned activity that is conducted in accordance with the assessment procedures in the following section.

You must apply to extend the Training and Assessment Plan. Note a fee may be incurred if more than one request to extend the Training Plan applies.

In some cases, after alternative arrangements have been exhausted, it will be suitable to find a Learner as Not Yet Competent and record this result with their statement of attainment.

The Learner is given 3 attempts free of charge. The Learner can request to be reassessed after the 3 attempts at a cost of $200 per unit and any attempt thereafter.

Duration extensions and reduction process

The duration can be impacted by the following scenarios, however not limited to:

1. Reduction in the Training and Assessment Planed duration

The duration may be reduced for an individual Learner if credit towards the qualification is given in the form of recognition of prior learning or credit transfer. The underlying principle of Nationally Recognised Training is that a Learner does not have to repeat training and assessment that has already been undertaken.

Credit transfer:
Complete an application for credit transfer form and attach the evidence. The form must be submitted to the course coordinator whom will review the application. If the credit transfer is applied, then the course duration will be reduced according to the units credited and the training hours allocated to that unit. A 'credit transfer application form' must be completed with the required evidence attached. A revised Training and Assessment Plan will be provided once approval of credit transfer is granted.

Calculations example: 'unit name and title' is granted a credit transfer – XX hours has been allocated to this UOC for training and assessment. The duration is reduced by the number of hours/weeks allocated to the UOC as per the Training Plan schedule

Recognition of prior learning (RPL):
Learners can apply for RPL. The student must lodge an RPL application form. If RPL is granted the then the course duration will be reduced according to the units provided with nan RPL outcome. The Learner's Training and Assessment Plan will be amended accordingly.

Calculations example: 'unit name and title' is granted a RPL – XX hours has been allocated to this UOC for training and assessment. The duration is reduced by the number of hours/weeks as per the Training Plan schedule

2. Extension in the Training and Assessment Planed duration

The Learner may be required to extend the training and assessment schedule for various reasons as stated below. If in the unlikely event the Learner is required to extend the Training and Assessment Plan, then the Learner must complete 'Notice to extend the Training and Assessment Plan' form. The form will then be sent to the Training Manager for approval.

Reasons could include but not limited to:
- Not ready for assessment, more time requested
- Medical grounds (medical certificate provided)
- NYC provided for one or more units which needed to be repeated to enable completion of course
- Outcomes of academic review – extra time granted due to educational support strategies
- suspended training for a period of time due to personal reasons
- Work commitments impacted on training and assessment schedule (e.g. work placement delayed)
- Rescheduling of assessment to work in with the work program
- Personal commitments impacting the volume of learning requirements
- Cancelled appointments
- Missed classes (reasons unknown)
- Any other unforeseen circumstances

Ask for the 'Notice to extend the Training and Assessment Plan' form from your Trainer/Assessor.

Recognition of Prior Learning (RPL)

All RPL assessments are to comply with the requirements detailed in the training package documentation or training product documentation.

RPL Applications are available from ATAR Design.

The general principle to be observed is that 'As the level of risk increases, there should be a corresponding increase in the rigor of the RPL processes'.

ATAR Design's RPL policy is based on National Assessment Principles, 'ATAR Design assessment process shall provide for the recognition of prior learning regardless of where this has been acquired'.

RPL assessment processes

The assessment process will cover the following:

- Assessment processes should cover the broad range of skills and knowledge needed to demonstrate competency
- Assessment of competency should be a process that integrates knowledge and skills with their practical application
- During assessment, judgments to determine an individual's competency, wherever practicable, are based on evidence gathered on a number of occasions and in a variety of contexts or situations, including the validation of evidence
- Assessment processes should be monitored and reviewed to ensure that there is consistency in the interpretation of evidence
- Assessment should cover both on and off the job components of training
- Assessment processes should provide for the recognition of competencies no matter how, where or when they have been acquired
- Assessment processes should be made accessible to individuals so that they can proceed readily from one competency standard to another
- Assessment practices must be equitable to all groups or individuals
- Assessment procedures and the criteria for judging performance must be made clear to all individuals seeking assessment.
- The assessment approach should be participatory – the process of assessment should be jointly developed / agreed between the Assessor and the Learner.
- A referee check will be conducted if required to confirm the authenticity of evidence

RPL applications attract a fee of $250 a unit applied for.

Note: Certificates or Statements of Attainment will not be issued until all fees are paid and a USI is verified unless an exemption applies.

Credit transfer

ATAR Design acknowledges the requirement as a Registered Training Organisation to recognise the awards issued by other RTOs. This is limited to outcomes that are drawn from the national skills framework being units of competence awarded and accurately identified in statements of attainment and qualifications.

What is credit transfer?

Credit transfer is the recognition by an RTO of learning achieved through formal education and training at another RTO. Under the Standards for Registered Training Organisations, qualifications and statements of attainment issued by any RTO are to be accepted and recognised by all other RTOs. Credit transfer allows a Learner to be awarded a unit of competency based on successful completion of the unit which has been previously awarded.

When unit codes and titles are different

If credit transfer is being sought for a unit of competence which has a different title or code, then it is necessary to establish the equivalence between the unit held and the unit being sought. In many cases this information can be found in mapping documents published in the relevant Training Package or by the National VET Regulator who provide purchasing guidelines and mapping guides. Our administrative staff will obtain this information and validate claims of equivalence.

As a general guide, if there is no such mapping available then we are not obliged to recognise the unit through credit transfer. In these circumstances the applicant should be referred for recognition in accordance with our Recognition policies and procedures.

Evidence requirements

An applicant will be required to present his or her Statement of Attainment or qualification for examination by ATAR Design. These documents will provide the detail of what units of competence the applicant has been previously issued. Applicants must provide satisfactory evidence that the Statement of Attainment or qualification is theirs and that it has been issued by an Australian RTO. Statements of attainment or qualifications should be in the correct format as outlined in the Australian Qualifications Framework, Second Edition, 2013. The applicant is required to submit only copies which are certified as true copies of the originals by a Justice of the Peace (or equivalent).

Credit transfer guidelines

The following guidelines are to be followed when an application for credit transfer is received.

- Any Learner is entitled to apply for credit transfer in a course or qualification in which they are currently enrolled.
- Learners may not apply for credit transfer for units of competence or qualification which are not included in our scope of registration.
- Whilst Learners may apply for credit transfer at any time, they are encouraged to apply before commencing a training program. This will reduce unnecessary training and guide the student down a more efficient path to competence.
- The Learner does not incur any fees for credit transfer and we do not receive any funding when credit transfer is granted.
- Credit transfer may only be awarded for whole units of competence. Where a mapping guide identifies a partial credit, this will not be considered for credit transfer and the applicant will be advised to seek recognition.
- Credit transfer will only be issued when the Learner's enrolment includes at least one other unit of competence for which the Learner is participating in training or is seeking recognition. A Learner may not enrol only for credit transfer.

Procedure

The following procedure is to be applied by ATAR Design upon receipt of an application for credit transfer.

Step 1	We will provide sufficient information to Learners to inform them of opportunities for alternative pathways via credit transfer and credit transfer policy. Ideally, this information should be provided to Learners prior to enrolment.
Step 2	To apply for credit transfer, the applicant must complete and submit the following documentation to ATAR Design: • Credit Transfer Application Form to be completed • A certified copy of the qualification or Statement of Attainment; and • An enrolment application for the training program applicable to the units of competence for which credit transfer is requested.
Step 3	On receipt of the application we will check the qualification or Statement of Attainment for authenticity and grant credit transfer for the units of competence that have been completed at any other Registered Training Organisation.
Step 4	Where the units of competence do not align with the units of competence requested, further information is to be sought in the form of Training Package mapping guides or purchasing guides.
Step 5	Verified copies of qualifications and Statements of Attainment used as the basis for granting credit transfer must be kept on the Learner's file.
Step 6	The completed credit transfer application form must be signed by the Learner and the ATAR Design CEO (or delegate) and retained on the Learner's file at ATAR Design.
Step 7	Learners will be notified in writing of the outcome of their application. This may include issuing statements of attainment or qualifications awarded through credit transfer in accordance with our qualifications issuance policies and procedures.

Fees and refunds

In accordance with the applicable legislation ATAR Design is entitled to charge fees for services provided to Learners undertaking a course of study. These charges are generally for items such as course materials (textbooks, and other learning materials), administration and training and assessment services (tuition fees).

Payment of fees
On acceptance of an offer in the program, Learners are required to pay a *deposit. This will be invoiced before starting the program, and payable on commencement of the training program

Deposit* means:

BSB51615 Diploma of Quality Auditing	BSB41415 Certificate IV in Work health and Safety
• Material fee $550 including GST • Administration fee $200 including GST	• Material fee $187.95 including GST • Administration fee $200 including GST

Learners who have difficulties in paying by the due date are encouraged to contact ATAR Design accounting to arrange an alternative payment option.

Schedule of Fees and Charges
The CEO is responsible for approving the ATAR Design Schedule of Fees and Charges.

As a minimum the schedule of fees and charges is to include:
• The total amount of all fees including course fees, administration fees, material fees and any other charges for enrolling in a training program;
• Payment terms, including the timing and amount of fees to be paid and any non-refundable deposit/administration fee;
• The nature of the guarantee given by ATAR Design to honour its commitment to deliver services and complete the training and/or assessment once the Learner has commenced study;
• The fees and charges for additional services, including such items as issuance of a replacement qualification parchment or statement of results, re-assessment, RPL applications, replacement materials and the options available to Learners who are deemed not yet competent on completion of training and assessment; and
• The ATAR Design refund policy.

Fee payment arrangements:
Payment of no more than $1,500 from each individual Learner prior to the commencement of the course. Regarding payment plans – monies for an individual client will not exceed $1500 at any given time.

In accordance with the Standards for RTOs 2015, ATAR Design adopts the following to protect fees paid in advance:
• Flexible payment arrangements/ options will accommodate individual circumstances.
• Fees must be paid in full before certification will be issued
• ATAR Design reserves the right to suspend the Learner's learning or assessment (or both) until all fee payments are up-to-date, in the event payment instalment arrangements become overdue and remain unpaid for a period in excess of 14 days.
• Payments can be made by Electronic Funds Transfer (EFT)

The deposit invoice will be raised upon enrolment and due prior to commencement of training. ATAR Design reserves the right to not permit entry into the course until the deposit has been paid. Program materials will not be provided until the commencement of training and deposit paid in full. After commencement, the Learner will be invoiced at 30 days, and 60 days, and monthly there on until completion of training whichever comes first.

Note: 10 working day cooling off period applies prior to commencement.

Fee schedule

Description	Total fee	Deposit	Instalment plan every 30 days
BSB51615 Diploma of Quality Auditing	Tuition $,3600 Material $550 including GST Administration $200 including GST	Material fee $550 Administration fee $200	$1500 per month until completion of training whichever comes first
BSB41415 Certificate IV in Work health and Safety	Tuition $1,695 Material $187.95 including GST Administration $200 including GST	Material fee $187.95 Administration fee $200	$1500 per month until completion of training whichever comes first

Description	Total fee
RPL Fees and charges	Tuition – $250 per unit
Replacement of text or learning material	At cost
Replacement of Certificate or SOA	$35
Re-assessment	The Learner is given 3 attempts free of charge. The Learner can request to be reassessed after the 3 attempts at a cost of $200 per unit and any attempt thereafter.
Extension of the Training and Assessment Plan	A cost will be incurred after the second attempt per cluster of the program at $250 per request thereafter.

Extension of the Training and Assessment Plan
A cost will be incurred after the second attempt per cluster of the program at $250 per request thereafter.

Note: Certificates or SOAs will not be issued until;
- Payment in full is made as per the payment schedule
- A verified USI is received unless exemptions apply

Replacement certification issuance

The cost of a replacement certification issuance will be charged at $35 per issue. Before issuing the replacement certificate, complete a 'Replacement Certificate Form' and submit to admin with payment. This can be requested by contacting the ATAR Design head office.

Replacement of text and training workbooks

Learners who require replacement of issued text or training workbooks will be liable for additional charges to cover the cost of replacement. Where a Learner has purchased a text or training workbooks and subsequently cancels his or her enrolment, ATAR Design will not refund monies for the text unless a written request for a refund is received and we are satisfied that the text is in as-new condition. For a full list of replacement charges please refer to the ATAR Design Schedule of Fees and Charges.

Giving notice of enrolment cancellation

A Learner who wishes to cancel their enrolment must give notice in writing. This may be via email or letter. ATAR Design staff who are approached with initial notice of cancellation are to ensure the Learner understands their rights with regards to the refunding of fees. The Learner is also to be advised of other options such as suspending the enrolment and re-commencing in another scheduled training program.

Learners who give written notice to cancel their enrolment and who are eligible for a refund are to be provided with a 'Refund Application Form'. Learners who may not be eligible but are requesting a refund should also be provided with the Refund Application Form so the request can be properly considered by the CEO.

Refunds

The following refund policy will apply:
- ATAR Design reserves the right to retain the amount of administration fees incurred
- ATAR Design will provide a refund to the Learner within 14 days of receipt of the 'Application for Refund form'.
- The refundable amount will be for material costs, if the application form is received prior to the commencement of the program and the materials provided are returned in an unused condition

The administration fee of $200 (GST inclusive) is not refundable.

No refund

ATAR Design will make no refund of any fees if 'Application for refund form' is received after the commencement of training'.

Discretion may be exercised by the CEO in all situations if the Learner can demonstrate that extenuating or significant personal circumstance led to their withdrawal. In these cases, the Learner should be offered a full credit toward the tuition fee in another scheduled program in-lieu of a refund. The CEO may also authorise a refund of tuition fees if in her/his opinion the circumstances require it.

Where refunds are approved, the refund payment must be paid to the Learner within 14 days from the time the Learner gave written notice to cancel their enrolment. Tuition refunds are to be paid via electronic funds transfer using the authorised bank account nominated by the Learner on the Refund Request Form.

Note: If for any reason ATAR Design is unable to fulfil its service agreement with a Learner, ATAR Design must refund the Learner's proportion of fees paid for services not delivered.

Protecting fees being paid in advance

ATAR Design acknowledges that it has a responsibility to protect the fees paid by Learners in advance of their training and assessment services being delivered. To meet our responsibilities ATAR Design adopts the option to accept payment of no more than $1,500 from each individual Learner prior to the commencement of the course.

Following the course commencement ATAR Design may require payment of additional fees in scheduled payments in advance from the Learner but only such that, at any given time, the total amount required to be paid does not exceed $1,500 per month

The basis for determining the amount for scheduled payment must be the costs of the Learner's training and assessment which is yet to be delivered to the Learner.

Learner complaints about fees or refunds

Learners who are unhappy with ATAR Design arrangements for the collection and refunding of tuition fees are entitled to lodge a complaint. This should occur in accordance with ATAR Design complaints policy and procedure.

Keeping Learners informed

To ensure that Learners are well informed of the financial considerations of their enrolment ATAR Design undertakes to provide the following fee information to each Learner prior to enrolment:
- The total amount of all fees including course fees, administration fees, materials fees and any other charges provided on the enrolment form
- Payment terms, including the timing and amount of fees to be paid and any non-refundable administration fee;
- The nature of the guarantee given by ATAR Design to complete the training and/or assessment once the Learner has commenced study in their chosen qualification or course;
- The fees and charges for additional services, including such items as issuance of a replacement qualification testamur, re-assessment and the options available to Learner's who are deemed not yet competent on completion of training and assessment; and
- The ATAR Design refund policy.

Transition of Training Packages Procedures policy and procedure

ATAR Design is committed to providing quality training and assessment in accordance with the Standards for Registered Training Organisations (SNRs 2015). As such, ATAR Design is required to transition scope of delivery and clients to new Training products in a timely manner.

ATAR Design is committed to ensuring you have access to and attain a qualification that most closely represents the current skill needs of industry.

ATAR Design ensures that it has effective and efficient practices in place:
- To monitor currency of training products
- To maintain currency of its scope of registration
- For the transition of training products
- For the transfer of clients to upgraded Training Package qualifications and VET Accredited courses

Plagiarism policy

ATAR Design delivers programs which are nationally recognised. ATAR Design issues qualifications which have credibility in the marketplace within the regions we deliver in.

Employers and those undertaking the training have faith in the expertise and knowledge ATAR Design trained individuals bring with them. The desire to do better is an admirable pursuit in prospective or new employees but this may on occasions, drive a Learner to act fraudulently when writing and submitting assessments. This is often done through plagiarism.

Plagiarism can arise from failing to understand research methodology and referencing systems, dishonest attempts to use and obtain recognition for another person(s) work and/or poorly referenced work. To plagiarise is to take and use the thoughts, ideas, inventions, music etc. of another person(s) and present it/these as one's own.

This procedure includes all enrolments for accredited and non-accredited training under the ATAR Design scope of registration.

The objectives of ATAR Design's student plagiarism policy, procedures and related strategies are to:
- Identify and define ethical issues in research and reporting; including copyright, referencing, bibliographies, citations etc.
- Facilitate Learner achievement of information literacy competence
- Provide readily accessible references and tools for staff and Learners to prevent and manage plagiarism
- Provide appropriate training and induction for members of staff charged with implementing the student plagiarism policy in order to maintain consistency in the way it is implemented. This includes guidelines for writing and conducting assessment events and assessment of Learner group research projects.

Trainers and Assessors are responsible for:
- Applying the student plagiarism policy and providing the Learner with information
- Counselling Learners and collaborating with management to determine whether corrective or disciplinary action is appropriate when plagiarism breaches occur
- Recording breaches in Learner notes/files
- Arranging support services such as tutoring, counselling and to assist Learners to achieve competence in information literacy.

All Learners are required to:
- Be aware of their responsibility in regard to plagiarism as per the Student Handbook
- Reference all assignments for submission appropriately
- Seek advice and support from ATAR Design Trainers and Assessors

Actions and penalties

Remedial actions may be determined by:
- Counselling or training on proper academic conventions and techniques
- Attempt the assessment item again without a reassessment attempt
- Attempt the assessment item again with a reassessment attempt
- Completion of a new piece of work with a reassessment attempt
- Award not satisfactory for the assessment item
- A grade fail/Not yet competent in the unit of competency

Complaints and appeals

Complaints policy

ATAR Design is committed to providing quality training and assessment in accordance with the Standards for Registered Training Organisations (SNRs 2015). As such, ATAR Design is required to have a policy and processes in place to manage and respond to allegations involving the conduct of staff, Learners and third party training and assessment providers who provide services on behalf of ATAR Design.

This policy is based on providing and maintaining training and assessment services that are fair and reasonable and afford a forum where issues or inadequacies can be raised and resolved. This process provides opportunity for complaints to be recorded, acknowledged and dealt with in a fair, efficient and effective manner.

The objective of this policy is to ensure that ATAR Design staff act in a professional manner at all times. This policy provides clients with a clear process to register a complaint. It ensures all parties involved are kept informed of the resulting actions and outcomes.

Policy statement

ATAR Design acknowledges the clients' right to lodge a complaint when they are dissatisfied with the training and /or assessment services and experiences that they have been provided by ATAR Design.

ATAR Design will ensure that clients have access to a fair and equitable process for expressing complaints, and that ATAR Design will manage the complaint with fairness and equity.

In doing so, ATAR Design:
- Has written procedures in place for collecting and managing complaints in a constructive and timely manner
- Ensures that these procedures are communicated to all staff, third party partners and clients
- Ensures that all necessary documentation and resources are in place to enable clients to submit a complaint
- Ensures that each complaint and its outcome is recorded in writing
- Ensures that customer complaints and their outcomes are fed into continuous improvement initiatives

Principles

In managing complaints, ATAR Design will ensure that:

- The principles of natural justice and procedural fairness are adopted at every stage of the complaint process
- The complaints policy is publicly available on our website (under development)
- There is a procedure for making a complaint
- Complaints are treated seriously and dealt with promptly, impartially, sensitively and confidentially
- Complaints will be resolved on an individual case basis, as they arise
- All Learners have the right to express a concern or problem and/or lodge a complaint if they are dissatisfied with the training and assessment services that they have been provided (including through a third party) or the behavioural conduct of another Learner
- All complaints are acknowledged in writing and finalised as soon as practicable
- The complaint resolution procedure is based on the understanding that no action will be taken without consulting the complainant and respondent, using a process of discussion, cooperation and conciliation
- The rights of the complainant and respondent will be acknowledged and protected throughout the complaint resolution process, including the conduct of separate interviews initially
- In the interest of confidentiality, the number of people involved in the resolution process will be kept to a minimum
- Final decisions will be made by the CEO or an independent party to the complaint
- The complaint resolution procedure emphasises mediation and education while acknowledging that in some instances formal procedures and disciplinary action may be required
- If the complaints process fails to resolve the complaint or the complainant is not satisfied with the outcome of the complaint the matter will be referred to an independent third party for review, at the request of the complainant. All costs incurred for the third party review will be advised to the complainant.
- If the complaint will take in excess of 60 calendar days to finalise, ATAR Design will inform the complainant in writing providing the reasons why more than 60 calendar days are required. The complainant will also be provided with regular updates on the progress of the complaint.
- Victimisation of complainants, respondents or anyone one else involved in the complaint resolution process will not be tolerated
- All complaints will be handled as staff-in-confidence and will not affect or bias the progress of the client in any current of future training.

Refer to Annex A and B for a flowchart of the complaints and appeals process at the end of this document.

Definitions

The following words and expressions have the following specific meaning, as in the Standards for Registered Training Organisations (RTOs) 2015.

Assessment means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course.

Third party means any party that provides services on behalf of the RTO but does not include a contract of employment between an RTO and its employee.

Types of complaints

A complaint may include allegations involving the conduct of:
- ATAR Design, its trainers, Assessors or other staff; or
- A third party providing services on behalf of ATAR Design, its Trainers, Assessors, other staff or;
- A Learner of ATAR Design

Complaints process

If a client has a complaint, they are encouraged to speak immediately with the Trainer/Assessor to resolve the issue. If the complainant is not satisfied that the issue has been resolved they will be asked to complete a Complaints Form, to lodge a formal complaint. ATAR Design will then investigate the complaint and advise the complainant of the outcome.

If the complainant is not satisfied with the outcome they may write to the CEO, setting out in detail the issue of concern. This may lead to occasions where an industry-training representative may be invited to act as an objective party in order to negotiate a satisfactory resolution.

All complaints shall follow the below process:
- Complaints are to be made in writing within 7 calendar days of the incident using the Complaints Form.
- A submitted complaint form will constitute a formal complaint from the client. Further detail of the complaint can be provided by the client verbally.
- The CEO must be informed of receipt of all complaints immediately.
- The CEO may delegate responsibility for the resolution of the complaint.
- In the case of a complaint, the CEO will initiate a transparent, participative investigation to identify the issues.
- Complaints will be processed in accordance with the Complaints flowchart Annex A
- Complaints, where possible, are to be resolved within 14 calendar days of the initial application.
- In all cases the final conclusion will be assessed by the CEO
- The client will be advised in writing of the outcome of their complaint, within 7 days of resolution.
- If the outcome is not to the satisfaction of the Client, they may seek an appointment with the CEO
- If the client is not satisfied with the decision they have the option to seek outside assistance to pursue the complaint.

Refer to Annex A and B for a flowchart of the complaint and appeals process at the end of this document.

Appeals policy

ATAR Design is committed to providing quality training and assessment in accordance with the Standards for Registered Training Organisations (RTOs) 2015. As such, ATAR Design is required to have a policy and processes in place to manage requests for a review of assessment decisions, including those made by third party training and assessment providers who provide services on behalf of ATAR Design.

This policy is based on providing and maintaining training and assessment services that are fair and reasonable and afford a forum where issues or inadequacies regarding assessment can be raised and resolved. The appeals policy provides opportunity for appeals to be recorded, acknowledged and dealt with in a timely manner.

The object of this policy is to ensure that ATAR Design staff and third party partners, act in a professional manner at all times. This policy provides Learners with a clear process to register an appeal. It ensures all parties involved are kept informed of the resulting actions and outcomes.

Refer to Annex A and B for a flowchart of the complaint and appeals process at the end of this document.

Appeals policy statement

ATAR Design acknowledges that Learners have the right to appeal an assessment decision, based on valid grounds for appeal.

ATAR Design has provision for clients to appeal against assessment decisions, including those made by a third party partner.

ATAR Design ensures that clients have access to a fair and equitable process for lodging an appeal against an assessment decision.

In doing so, ATAR Design:
- Has written processes in place for collecting and dealing with appeals in a constructive and timely manner
- Ensures that these procedures are communicated to all staff, third party partners and clients
- Ensures that each appeal and its outcome are recorded in writing
- Ensures that each appeal is heard by an independent person or panel
- Ensures that each appellant has the opportunity to formally present his or her case
- Ensures that each appellant is given a written statement of the appeal outcomes, including reasons for the decision
- Takes appropriate action upon the subject of any appeal that is found to be substantiated
- Utilises outcomes of appeals to review current practices which may potentially lead to continuous improvement

Refer to Annex A and B for a flowchart of the complaint and appeals process at the end of this document.

Definitions

The following words and expressions have the following specific meaning, as in the Standards for Registered Training Organisations (RTOs) 2015.

Assessment means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course.

Third party means any party that provides services on behalf of ATAR Design but does not include a contract of employment between an RTO and its employee.

Policy principles

- Learners have the right to lodge an appeal against an assessment decision if they feel they were unfairly treated during an assessment, and/or where they feel the assessment decision is incorrect and they have grounds for an appeal.
- The principles of natural justice and procedural fairness are adopted at every stage of the appeal process.
- The appeals policy is publicly available, via ATAR Design
- The appellant can provide detail of their appeal either verbally and/or in writing.
- All appeals must be lodged within 7 calendar days of the date of the assessment result notification to the client.
- If the appeals process fails to resolve the appeal or the appellant is not satisfied with the outcome of the appeal, the matter will be referred to an independent third party for review, at the request of the appellant. All costs incurred for the third party review will be advised to the appellant.
- Every appeal is heard by a suitably qualified independent Assessor or panel, who will be asked to make an independent assessment of the application.
- All appeals are acknowledged in writing and finalised as soon as practicable.
- ATAR Design may charge a fee for the appeals process where an external Assessor is engaged. Should this be the case, all costs incurred will be advised to the appellant.
- If the appeal will take in excess of 60 calendar days to finalise, ATAR Design will inform the appellant in writing providing the reasons why more than 60 calendar days are required. The appellant will also be provided with regular updates on the progress of the appeal.
- ATAR Design strives to deal with appeal issues as soon as they emerge, in order to avoid further disruption or the need for a formal complaint process.
- All appeals will be handled 'in-confidence' and will not affect or bias the progress of the participant in any current of future training

Refer to Annex A and B for a flowchart of the complaint and appeals process at the end of this document.

Grounds for appeal

Valid grounds for an appeal against an assessment decision (where the Learner feels the assessment decision is incorrect) could include the following:

- The judgement as to whether competency has been achieved and demonstrated was made incorrectly;
- The judgement was not made in accordance with the Assessment Plan;
- Alleged bias of the Assessor;
- Alleged lack of competence of the Assessor;
- Alleged wrong information from the Assessor regarding the assessment process;
- Alleged inappropriate assessment process for the particular competency;
- Faulty or inappropriate equipment; and/or
- Inappropriate conditions.

Appeal outcomes

An investigation into an appeal may result in one of the following outcomes:

1. Appeal is upheld; in this event the following options will be available:
   - The original assessment will be re-assessed, potentially by another Assessor.
   - Appropriate recognition will be granted.
   - A new assessment shall be conducted/arranged.

2. Appeal is rejected/ not upheld; in accordance with ATAR Design assessment policy the client will be required to:
   - Undertake further training or experience prior to further assessment; or
   - Re-submit further evidence; or
   - Submit/undertake a new assessment.

Appeals process

All appeals shall follow the below process:

- Appeal to be made in writing within 7 calendar days of notification of the assessment decision using the Appeals form.
- A submitted Appeals form will constitute a formal appeal from the appellant. Further detail may be provided by the appellant verbally.
- The CEO shall be informed of receipt of any appeal.
- The Appeals will be processed in accordance with the Appeals flowchart – Annex A.
- Appeals, where possible, are to be resolved within 28 days of the initial application.
- In all cases the final conclusion will be endorsed by the CEO
- The appellant will be advised in writing of the outcome of their appeal, within 7 days of the resolution
- If the outcome is not to the satisfactory of the appellant, they may seek an appointment with the CEO
- If the appellant is not satisfied with the decision, they have the option to seek outside assistance to pursue the appeal

Refer to Annex A and B for a flowchart of the complaint and appeals process at the end of this document.

Issuing qualifications

ATAR Design will issue a Nationally Recognised certificate indicating the competencies and qualification that have been achieved on completion of all training and assessment components. If the program is partially completed a Statement of Attainment will be issued for units in which the participant has been assessed as competent.

Your certificate will only be issued within 30 days upon successful completion of the required Units of Competence and when FULL monies have been paid and a verified USI received unless an exemption applies by ATAR Design.

Loss of Certificate or Statement of Attainment
In the event of loss of your Certificate or Statement of Attainment please contact ATAR Design.

Your Certificate, transcript or Statement of Attainment can be reissued please refer to the below regarding details of costs.

To have either your Certificate or Statement of Attainment reissued you will need to provide a Statutory Declaration stating details of the loss. The Statutory Declaration must be signed by an appropriate person.

Reissuing certificates
If your Certificate or Statement of Attainment is lost or stolen and you wish ATAR Design to issue another Certificate you must apply in writing. Note there will be a cost involved (Refer to fees and charges in this document).

Student Identifier
USI (Unique Student Identifier) requirements include but are not limited to:
- All Learners are required to provide their unique Student Identifier, in accordance with requirements of Student Identifier Act.
- Learners will be advised on the process of obtaining a Student Identifier if they do not already have one, via http://www.usi.gov.au/Pages/default.aspx
- ATAR Design will verify and maintain all Student Identifier numbers in its Student Management System (SMS).
- Certificates or statement of attainments will not be issued until you have a verified USI confirmed by ATAR Design confirmation with the registrar.
- If an exemption applies, the results of training will not be accessible through the commonwealth and will not appear on any authenticated VET transcripts prepared by the registrar. For more information on exemptions refer to the following link https://www.usi.gov.au/training-organisations/training-organisation-requirements/exemptions-reporting-usi

Feedback

ATAR Design is continuously striving to improve the quality of training and assessment it is extremely useful to receive feedback form our clients and Learners. Reviews will be undertaken during your training and an Evaluation Form will be provided to you on completion of your program.

If you have any further questions pertaining to your enrolment, course or learning please do not hesitate to contact any one of the dedicated friendly training team. You may also receive an NCVER survey and/or an invitation to participate in an Industry endorsed project/ or be contacted by the commission for audit purposes.

Travel safe – Learner safety plan
ATAR Design will typically deliver training in the workplace, however if you are required to attend our training facility, schedules will range from 9am – 8pm.

Although we are located in a well accessible and safe location it's important that our Learner are aware of the public transport that is available in the area.

- If the Learner is required to use public transport, please ensure the following steps are explained to all Learners to maximise safety
- If possible walk with a friend or someone you are familiar with
- Walk along well lit-areas and try to walk along areas where other people are around
- Walk with confidence and a steady pace and avoid walking in poorly lit side street
- If verbally harassed, ignore and do not respond and keep walking towards an area where there are other people such as a shopping centre
- When leaving the venue any concerns should be referred to staff for assistance
- Call for staff assistance if you need to on 03 59772618 and put this number in your phone
- In case of emergency contact police or other emergency services by dialling 000

Please seek further information or for other public transport routines at http://ptv.vic.gov.au/ and go to the journey planner.

Annex A: Complaints process

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┌──────────────────────────────────────────────────────────────────────┐
│            Learner verbally raises concerns with ATAR Design           │
└──────────────────────────────────────────────────────────────────────┘
                                   │
                                   ▼
┌──────────────────────────────────────────────────────────────────────┐
│              Matter resolved with ATAR Design staff                    │
└──────────────────────────────────────────────────────────────────────┘
           │                                              │
           ▼                                              ▼
       ┌───────┐                                      ┌───────┐
       │  YES  │                                      │  NO   │
       └───────┘                                      └───────┘
           │                                              │
           ▼                                              ▼
┌──────────────────┐                         ┌──────────────────────────┐
│ No further action│                         │ Client completes         │
│ required         │                         │ Complaints Form and      │
└──────────────────┘                         │ outlines the grounds for │
           │                                  │ the complaint            │
           ▼                                  │ (Valid, Reliable,        │
┌──────────────────┐                          │ Flexible,                │
│ Staff member     │                          └──────────────────────────┘
│ involved is      │                                      │
│ required to      │◄─────────────────┐                   ▼
│ forward all      │                  │        ┌──────────────────────────┐
│ documentation to │                  └────────│ Complaint lodged with    │
│ the CEO or       │                           │ ATAR DESIGN within 7     │
│ delegated        │                           │ calendar days of the     │
│ representative   │                           │ incident date            │
└──────────────────┘                           └──────────────────────────┘
           │                                              │
           ▼                                              ▼
┌──────────────────┐                         ┌──────────────────────────┐
│ COMPLAINT UPHELD │                         │ CEO or delegated         │
├──────────────────┤                         │ representative commences │
│ Appropriate      │                         │ complaint resolution     │
│ outcomes are     │                         │ through a participative  │
│ implemented with │                         │ process                  │
│ the complainant, │                         └──────────────────────────┘
│ root cause       │                                      │
│ identified and   │                                      ▼
│ rectified        │                         ┌──────────────────────────┐
└──────────────────┘                         │ CEO or delegated         │
                                             │ representative reviews   │
                                             │ all evidence and makes a │
                                             │ judgement. The           │
                                             │ complainant is informed  │
                                             │ of the                   │
                                             └──────────────────────────┘
                                                          │
                                                          ▼
┌──────────────────┐                         ┌──────────────────────────┐
│ COMPLAINT NOT    │                         │ Matter is resolved       │
│ UPHELD           │                         │ within 28 calendar days  │
├──────────────────┤                         └──────────────────────────┘
│ Complainant is   │◄─────────────────────────────────┘
│ informed of the  │
│ decision and     │
│ their right to   │
│ pursue the       │
│ decision further │
│ with external    │
│ agencies         │
└──────────────────┘
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Annex B: Appeals Process

Learner verbally raises concerns with Trainer or Assessor

Matter resolved with Trainer or Assessor

YES

No further action required

Trainer or Assessor is required to forward all documentation to the CEO or delegated

APPEAL UPHELD

Appropriate recognition is issued, assessment arranged, root cause identified and rectified

APPEAL NOT UPHELD

Learner is required to undertake further training or experience prior to further assessment

NO

Client completes Appeals form and outlines the ground for appeal

Appeal lodged within 7 calendar days

CEO or delegated representative commences appeal through a participative process

CEO or delegated representative reviews all evidence and makes a judgement. The client is informed of the outcome

Matter is resolved within 28 calendar days

ATAR Design RTO: 45112

ATAR|DESIGN