

Student Handbook

###Client###



Welcome to the ###Client### – Your Registered Training Organisation (RTO)

Congratulations on undertaking an educational journey with ###Client###

Message from the CEO

One of the many strengths of ###Client### is the commitment of all our staff and partners to deliver quality training and assessment services to our students.

We are proud to offer a professional and supportive environment for our students to develop the skills and knowledge they require in order to achieve their goals. Our training facilities and resources are maintained at a high standard to ensure that our students are equipped with the necessary tools to learn effectively.

Our Training and Assessment staff are industry professionals with extensive vocational and training experience. Their technical knowledge of the subject matter combined with our structured training approach makes it easy for students to comprehend the lessons.

To support our management systems and ensure that our students consistently achieve high quality outcomes, we have developed a number of policies and procedures that explain our obligations and expectations. This Student Handbook contains a selection of those policies and procedures that will assist our students as they prepare to undertake our training programs.

I trust that the information contained in this handbook is beneficial and extend my personal appreciation, as well as that of my team, to you for choosing ###Client### to assist with your training needs. We look forward to your productive feedback to ensure that our services meet your expectations.

XXXXXX
CEO

(###CLIENT###)



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General Information about ###Client### (###CLIENT###):

Introduction:

This handbook has been written to provide students with important information about the vocational education and training (VET) qualifications offered at ###Client### as well as your rights and responsibilities as a VET student.

Students should take the time to study this handbook carefully and ask their VET Teacher if they are unsure of any details. Students should keep this handbook (or note the intranet location of this document) for reference throughout their enrollment. The contents of this handbook in many instances represents the key points of various VET policies and procedures.

The Australian Qualifications Framework (AQF):

All of the VET courses offered by this RTO lead to nationally recognised qualifications – a certificate (if all of the requirements of the qualification are completed) or a statement of attainment (for those parts that are successfully completed where the full qualification is not completed). This certificate/statement of attainment will be recognised in all eight states/territories in Australia. This is because Australia has a national qualifications framework called the Australian Qualifications Framework (AQF). There are 14 different types of qualifications that can be obtained. These are shown in the following diagram.

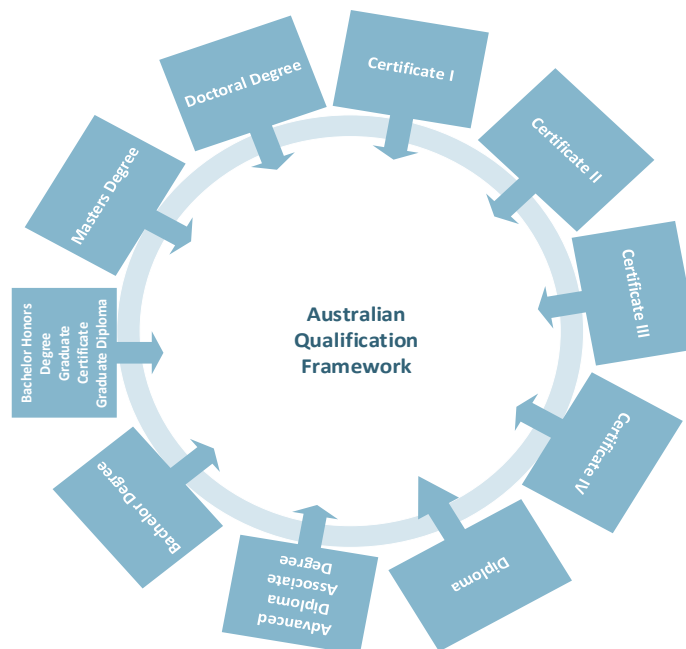




Figure: AQF Qualification Framework

Source: Australian Qualifications Framework Second Edition January 2013

Your VET Trainer will provide you with information about your VET qualification/s including an overview of the specific units of competency/modules in each, assessment requirements, vocational outcomes, etc.

The qualifications available for completion at this School are listed on the Enrolment Agreement that you will be provided with and can also be viewed in the Subject Selection Handbook.

Registered Training Organisation (RTO) Details:

Head Office:

####Client### (###CLIENT###)
Level 26, 44 Market Street
Sydney NSW 2000
Australia
T – 0417 648 667
Email: enquiries.capitalcollege@gmail.com

About ###CLIENT###:

The RTO provides quality vocational training to individuals, enterprises, community organisations delivering a wide variety of courses. The College RTO staff includes a CEO, Trainers/Assessors, Student Administration and Student support Officers.

You the Learner

###CLIENT### provides a variety of nationally recognised training and assessment, and we are responsible for maintaining its quality. Our aim is to abide by the rules & regulations concerning the governance of RTOs, being the VET Quality Framework, including the Standards for RTOs 2015 at all times.

We have instituted rigorous internal policies, procedures and systems to make sure our operations are compliant with the framework and standards mentioned above. Additionally, ###CLIENT### participates in audits upon the request of ASQA (The National Regulator) and other national and state regulatory authorities.

As an RTO, we believe it is our responsibility to maintain the quality of the training and assessment that we provide to you, and to also make sure that the issuance of your AQF certification documents is in line with the procedures detailed in this handbook.



If at any time you are concerned that we aren't fulfilling our duties as an RTO, you reserve the right to file a complaint according to our Complaints and Appeals Policy outlined in this handbook. You might have questions regarding your education and support services. This handbook has been designed, keeping in mind the relevant information you may require about your studies and it also answers any other queries you may have about your training.

Please take some time to go through the document and if you still have any queries, kindly send us an email or feel free to give us a call any time during business hours.

We look forward to celebrating your achievements with you.

Best of luck with your training. We hope you will enjoy the journey of learning at ###CLIENT###.

Shamim Ahmed

CEO

Commitment

###Client### RTO acknowledges a student's right to lodge a complaint when dissatisfied with the training and /or assessment services and experiences provided by ###Client###. ###Client### will ensure students have access to a fair and equitable process for expressing complaints, and that ###Client### will manage the complaint with fairness and equity.

In doing so, ###Client### RTO:

- a) Has written procedures in place to collect and manage complaints in a constructive and timely manner;
- b) Ensures these procedures are communicated to all staff, third party partners and students;
- c) Ensures all necessary documentation and resources are in place to enable students to submit a complaint;
- d) Ensures each complaint and its outcome is recorded in writing; and
- e) Ensures customer complaints and the outcomes are fed into continuous improvement initiatives.



Our Objectives

In recognition of our mission, our objectives are:

- **Safety and Equity:** ###CLIENT### believes in equality for all. We aim to provide a secure environment for the members. And we encourage confidence and positivity in the workplace for productivity in every branch of the system.
- **Integrity and Ethics:** ###CLIENT### strongly emphasizes in being ethical so our actions reflect the ethical standard of behaviour, which puts our ethical conduct and integrity at the highest pillar.
- **Quality commitment:** ###CLIENT### is committed to itself providing the best quality and consistently providing premium quality services. Training and assessment superiority is always put on first in employing quality systems.
- **Learner focused:** The whole system is designed focusing on the learner as ###CLIENT### offers quality skills to its learners. We want learners to serve the industry with the most required skills they acquire from us. We want to attract the students from time to time to help them with the skills they will be needing for the next level of their careers.

Information available before enrolment

The following information is available to all prospective students prior to enrolment to ensure that the student can make a sound decision based on all the relevant aspects of the training they wish to undertake:

- information about, all fees and charges, assessment and Recognition of Prior Learning (RPL) and Credit transfer (CT)
- the code, title and currency of the AQF qualification, skill set or VET course to which the student is to be enrolled, as published on the National Register
- the currency of the qualifications/courses in question;
- the duration of training and the assessment requirements;
- modes of delivery and delivery locations;
- fees and charges and refunds;
- entry requirements into the course;



- information specific to student contributions and responsibilities;
- student support, facilities and resources
- any training/assessment to be conducted under third party/subcontracting arrangements.
- The pre-training review process

Getting started at ###Client### (###CLIENT###)

Once we process your enrolment, you will be provided with an outline of your training (known as a training plan) which will include:

- the units/competencies to be obtained;
- the time-frame for achieving these units/competencies;
- the training to be undertaken;
- the delivery modes to be employed;
- the details (when, how and how much) of the time allocated outside routine work duties is for off-the-job training (as applicable);
- who is responsible for the delivery and/or assessment of each competency;
- information about your trainer and assessors;
- assessment details and arrangements;
- a record of any recognised prior learning (RPL) for qualifications and cross-credit hours granted prior to commencing the course. RPL involves the assessment of any existing relevant skills and/or qualifications. This crediting process may reduce the length of the course of study.
- the name of the qualification to be issued;
- any other specific requirements to be met in accordance with the particular training agreement in question.

Unit dates may change over time – your trainer will keep you and your training plan updated.

You will also undertake a Language, Literacy and Numeracy (LLN) assessment relevant to your course. This is to identify whether you need additional support to complete your course successfully. More details are provided in this handbook.

Education and Training Delivery by ###CLIENT###

###CLIENT### unites adult learning principles into the training and assessment strategies of all its training programs. We will provide all relevant information about the program of study,



availability of learning resources and appropriate support services to all the participants before the training program inaugurates.

A pre-training will be conducted to identify any specific needs of each individual learners including their skill recognition capability of prior learning.

###CLIENT### will ensure that training and assessment occurs in accordance with the requirements of the training program and the recommended Training Package and where appropriate, the Training Package guidelines for customizing. ###CLIENT### customizes its education and training programs to meet the needs of the individual learner.

Participants are encouraged to take responsibility for their own learning and to partake in the learning and assessment process enthusiastically.

Your Trainers and Assessors

###CLIENT### will ensure that the responsibility for the management and coordination of training delivery and assessment (including the recognition of prior learning and recognition of current competencies), staff selection and professional development is clearly identified and undertaken by a person or persons with relevant qualifications and experience.

###CLIENT### will ensure that all Trainers and Assessors have:

- the necessary training and assessment competencies as determined by the National Quality Council (Currently, Australian Industry and Skills Committee) or its successors;
- have the relevant vocational competencies at least to the level being delivered or assessed;
- can demonstrate current industry skills directly relevant to the training program being trained/assessed; and
- will continue to develop their VET knowledge and skills as well as their industry currency and trainer/assessor competence.

Your Trainer and Assessor can provide you with assistance on any aspect of the course content, resources or assessment activities.

Pre-Training Review

A pre-training review ensures that the training and assessment strategy is designed to meet your individual needs and your workplace requirements. This information will enable ###CLIENT### to understand your training needs, your current competencies that relate to the course, the



opportunity for Recognition of Prior Learning (RPL) and to ensure that your Language, Literacy and Numeracy skills suit the training and assessment strategies.

###CLIENT### will conduct a pre-training review for each participant. Pre-Training Review includes a documented review of:

- a copy of the student handbook;
- a detailed outline of the training program;
- the sufficiency of the information provided to the prospective student to ensure s/he can make an informed decision about future enrolment (prior to enrolment);
- the appropriateness of the course and AQF level for the individual student (prior to enrolment);
- Pre-training review form
- the student's prior learning, skills and experience that may result in Recognition of Prior Learning (RPL) or Credit Transfer (CT) in their chosen course (prior to enrolment);
- a Language, Literacy and Numeracy (LLN) assessment to identify student's language, literacy and numeracy skills to determine future support needs (before or after enrolment but before training commencement);
- a final training plan.

to ensure that participants are provided with high-quality training that meets their needs.

###CLIENT### will use this review to provide you with the support you require in areas such as language, literacy and learning and assessment while ensuring you will get the maximum outcomes and benefits from the course you are enrolling in, according to your learning objectives, career aspirations and skill level.

Pre-training assessment is to ensure ###CLIENT### is compliant with the following requirements:

- Standard 1.7 of the National VET Regulator Standards for Registered Training

Pre-training reviews will also ensure that all participants are enrolled in an appropriate training program and identify any special needs with their individual learning requirements. Participants who do require assistance or support with any special need, including LLN, can speak confidentially with their Trainer and Assessor. ###CLIENT### 's experienced staff can discuss options for participation in training programs to assist participants in achieving competence.



Educational Standards

- ###CLIENT### has always been strict and careful in maintaining high professional standards in delivering their services. Moreover, ###CLIENT### always puts first the safeguard of its learners and when required their employers.
- ###CLIENT### maintains a professional learning environment to ensure the professional development of the learners.
- ###CLIENT### holds the capability of delivering the Education and Training programs on its scope of registration and the facilities, tools and materials required for the training to be appropriate to the needs of the learners.
- ###CLIENT### upholds a compliant system for recording and archiving learner registrations, attendance, achievement, assessment outcomes, and recognition of prior learning, complaints, qualifications and statements of attainment issued.
- ###CLIENT### handles all personal records of learners confidentially and conforms with the national privacy principles.

General Information – Student Support, Facilities, Resources and Equipment provided to the students

Student Support Services

###CLIENT### will comply with all laws relevant to the operation of the training premises, including workplace health and safety and fire safety regulations.

###CLIENT### will determine the support needs of individual students and provides access to the educational and support services necessary for the individual student to meet the requirements of the AQF qualification, skill set or VET course as specified in training packages or VET accredited courses.

###CLIENT### will ensure that training facilities, equipment and other resource materials are adequate for the training programs being delivered and are maintained in good order and repair.

###CLIENT### has clearly documented procedures for managing and monitoring all Education and Training operations and reviewing learner /employer satisfaction.

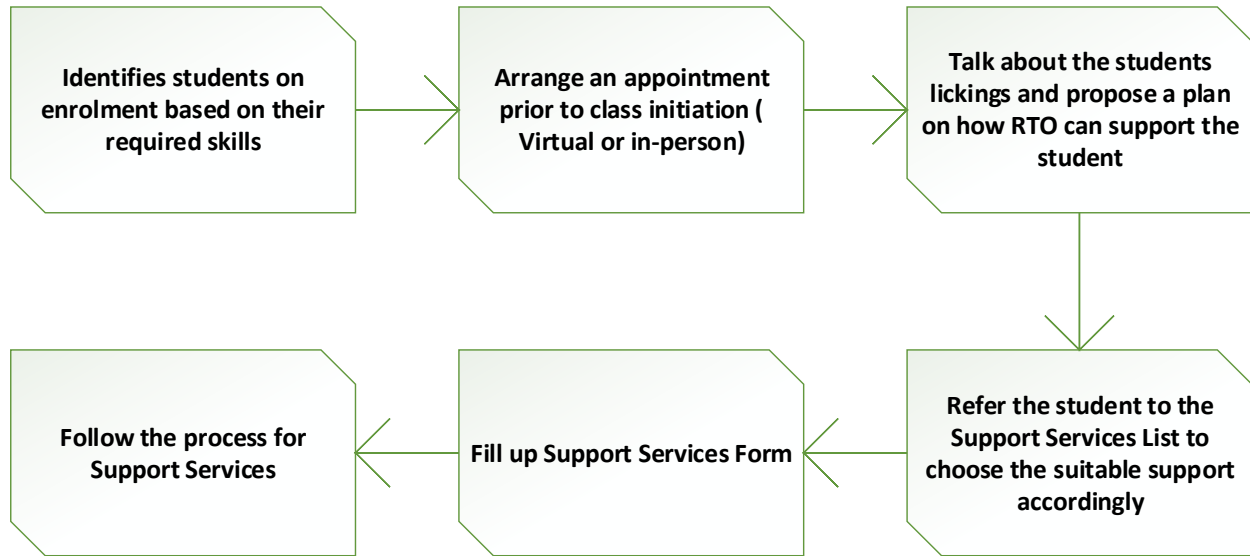


Figure: Steps of Student Support Services

How student needs are proactively identified

###CLIENT### will ensure that student needs are proactively identified, prior to enrolment, via:

- Pre-enrolment test/LLN
- Pre-training review form analysis

How student needs are systematically monitored and responded to

If student needs are identified, ###CLIENT### will create an individual learning plan to ensure:

- The learning goals to be achieved
- The contingency plans
- The logistics of the learning relationship, e.g., duration
- Frequency of meetings and the length of meetings
- Locations of meetings
- The nature of contacts (i.e., what are they for?)
- The structure of the learning relationship, e.g., the activities that we will do
- How progress will be monitored
- The equipment and/or resources that are needed
- WHS considerations



All individual learning plans will be monitored by the Student Support Officer with respective trainers/ assessors and management.

Support for positive learning outcomes

###CLIENT### provides support to all students to ensure positive learning outcomes:

- Students facing personal difficulties that may affect their learning should approach The Student Support Officer or CEO for personal/career advice and counsel.
- Assistance may include a deferment of study, help with a Special Consideration application, or referral to further student support service or external counsellor.
- Students who specifically require assistance with study skills can obtain practical advice on assignment writing; course-specific language and learning skills; and assistance with any language, literacy or numeracy problems.
- Students will be given adequate time to work on assessments and projects.
- All assessments/projects will be assessed at the completion of each unit.
- ###CLIENT### can organise information and assistance regarding any disability-related matters as per Commonwealth Disability Discrimination Act 1992.

Staff available to students with learning needs

- Student Support/Administration Officer
- Trainers and assessors
- ###CLIENT### administration and management (CEO)

How assistance is available to students

Assistance is available to all students via numerous modes:

- Telephone ###CLIENT### to speak with their trainer/assessor;
- Discussion with trainer/assessor in class or after the class hours
- Email a specific query to their trainer/assessor or
- Telephone ###CLIENT### helpdesk at +61 417 648 667 or email: enquiries.capitalcollege@gmail.com for all other queries.



Student: Trainer Ratio

15 students will be allocated to 1 (one) trainer at any given time.

Students at risk

- ####CLIENT### has intervention strategies, including student support services available to enable students to complete qualifications in expected time frames.
- Students at risk of not completing within this time frame are identified as early as possible
- Students failing to progress in line with the ####CLIENT### 's course progression policy and procedure and/or any provisions implemented for any unit of competency assessment are automatically regarded as being “students at risk” and supported via an appropriate intervention strategy.

Learner resources, facilities and equipment

- Assessment pack (student)
- PowerPoint presentation
- Learner handbook
- Unit activities book
- Self-study guide
- Staff available to students to address their learning needs
- All students will be provided with training resources and assessment materials for all units of competency and additional training documents as required.
- Administrative support as required
- Case studies (real workplace-based scenarios)
- Role-playing activities for interaction with others as a part of assessments.
- Templates and additional resources to complete the assessment tasks.
- Access to a number of free learner tutorials, tools and videos



Additional resources available to students

- Government Website Updates: <https://training.gov.au/>
- Meeting Individual Student Needs Reference
- Reasonable Adjustment Policy & Procedure
- Equipment list
- Learning and Assessment Resources
- Updates from the Industry skills councils
- Updates from Marketing Industry news
- Please refer to self-study guides (unit level) for more information

External Support Services

For students requiring additional support with their studies, work or life, ###CLIENT### provides the following referrals to community organisations that may be able to assist you. Please note that some of these services may attract a fee which is payable by you.



Support Services List

Name of Organisation	Website	Phone #	Email	Client Needs Addressed
AA - Alcoholics Anonymous	www.aa.org.au	1300 222 222	http://www.aa.org.au/contact-central-service-offices.php	Clients who are/or have been affected by alcoholism
Australia.gov.au	http://www.australia.gov.au/	Website	Refer to Website	Covers a broad range of assistive support including LLN
Adult Migrant English Program	www.education.gov.au/adult-migrant-english-program-0	1300 566 046	http://www.education.gov.au/feedback-and-enquiry-form	Assisting clients who have migrated to Australia and require assistance with LLN
Beyond Blue	www.beyondblue.org.au	1300 224 636	https://online.beyondblue.org.au/WebModules/Email/InitialInformation.aspx	For clients who are experiencing anxiety and/or depression
Black Dog Institute	www.blackdoginstitute.org.au	(02) 9382 2991	http://www.blackdoginstitute.org.au/aboutus/contactus.cfm	Depression and Bipolar Disorder Information Australia
NSW Community Help	www.community.nsw.gov.au	1300 555 727	Refer to website	For clients who are experiencing difficulties in the home, domestic violence, child abuse and neglect
CEDD - Eating Disorder Help Centre	www.cedd.org.au	Refer to website	info@cedd.org.au	To assist clients who are experiencing issues with eating disorders
Kids Helpline	www.kidshelp.com.au	1800 551 800	Webchat or Email Available Online	Services for assisting children or people who are concerned about a child
Just Ask Us!	www.justaskus.org.au	03 8413 8413	http://www.turningpoint.org.au/About-Us/Contact-Us2.aspx	For clients who are concerned they may have a drug (incl. alcohol), emotional or mental health concern



Name of Organisation	Website	Phone #	Email	Client Needs Addressed
Precision Consultancy	http://www.precisionconsultancy.com.au/a_cs_framework/	03 9606 0118	http://www.precisionconsultancy.com.au/contact/	Access to LLN assessment tasks that can be used for a variety of industries
Lifeline Australia	www.lifeline.org.au	13 11 14	https://www.lifeline.org.au/Get-Help/Online-Services/crisis-chat	Clients who may be in a crisis or at risk of suicide or know of someone at risk of suicide
The Reading Writing Hotline	http://readingwritinghotline.edu.au/	1300 655 506	rwhotline@det.nsw.edu.au	If a client is having difficulty with reading, writing and numeracy
NA - Narcotics Anonymous	http://na.org.au/index.php?lang=en	1300 652 820	info@na.org.au	Clients who are/or have been affected by drugs
NSW Rape Crisis Centre	www.nswrapecrisis.com.au	1800 424 017	http://www.nswrapecrisis.com.au/GetHelp/NSWServices.aspx	To assist clients, and their non-offending supporters, who have experience or are at risk of sexual assault
Workplace Bullying Helpline	www.workershealth.com.au	02 4926 2129	newcadmin@workershealth.com.au	For clients who have been affected by bullying
Suicide Helpline	www.suicideline.org.au	1300 651 251	Available on website	For clients who may be contemplating suicide or don't know how to help someone in their family who has been affected
Men's Helpline Australia	https://www.mensline.org.au/	1300 78 99 78		For male clients who have male related health issues
Wesley Mission	www.wesleymission.org.au	(02) 9263 5555	Available on website	Helping people with a wide range of issues affecting communities and individuals.
National Council for Single Mothers and their Children	http://www.ncsmc.org.au/	(08) 8354 3856	ncsmc@ncsmc.org.au	Single mothers who need assistance



Name of Organisation	Website	Phone #	Email	Client Needs Addressed
Physical disability Australia	http://www.pda.org.au/	(02) 6567 1500	Available on website	For clients who require assistance with their physical disability
Deaf Australia Translating and Interpreting Service	http://www.deafau.org.au/	(07) 3357 8266	Available on website	For assisting the trainer who might require an interpreter for clients who are deaf or have hearing impairments
Salvo Care Line	http://salvos.org.au/salvocareline/	1300 36 36 22	Available on website	For clients who require financial assistance or emergency care
Disability Advocacy Network Aust.	http://www.dana.org.au/	(02) 6175 1300	Available on website	For clients who may require assistance with their disability
National Disability Service	http://www.nds.org.au	(02) 6283 3200	nds@nds.org.au	For clients who may require assistance with their disability
Vision Australia	http://www.visionaustralia.org	1300 84 74 66	info@visionaustralia.org	For clients who require assistance due to vision impairment
Community Migrant Resource Centre	http://www.cmrcc.co	(02) 9687 9907	Available on website	For clients who may need assistance for Migration support services
Family and Community Services Ageing, Disability and Home Care	http://www.adhc.nsw	(02) 9377 6000	servicembx@facss.nsw.gov.au	Support for family, ageing disability or home care
Job Access	https://www.jobaccess.com.au	1800 464 800	hotline@workfocus.com	Driving Disability Employment through a variety of support services
Department of health/Mental health	www.health.gov.au	(02) 6289 1555	Available on website	Support for students who are affected by health or mental health issues



General Information – Courses we deliver and essential entry requirements

Courses we deliver (proposed)

We deliver the following courses.

Qualification Code	Qualification Name
BSB50120	Diploma of Business

Please email to enquiries.capitalcollege@gmail.com (proposed) for the list of courses, duration, entry requirements, Admission requirements and other information.

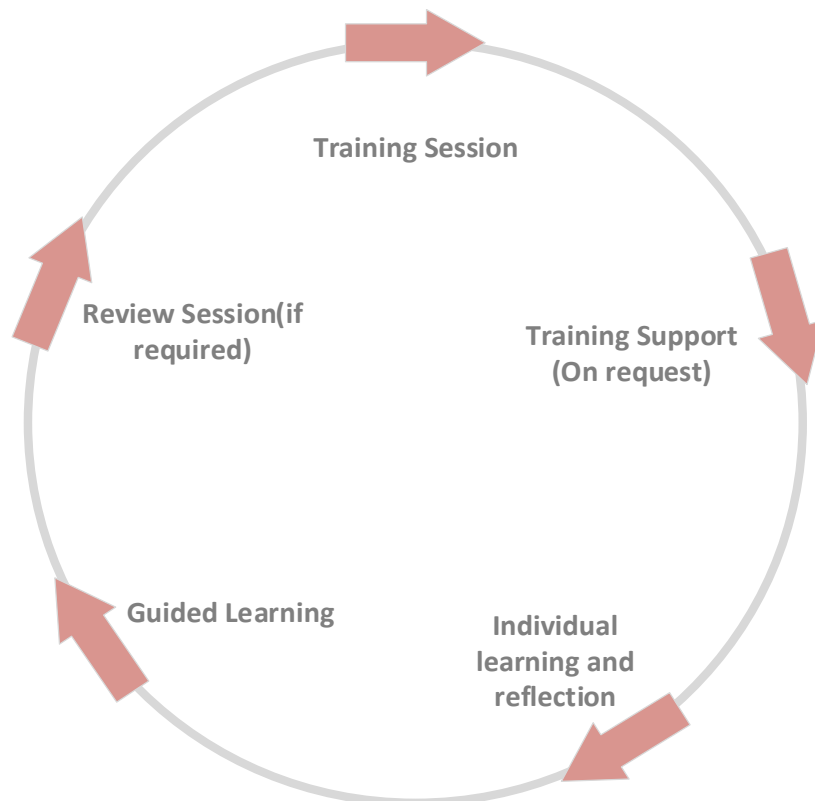


figure: training session life-cycle



Training Sessions:

- A trainer will be available during this time to deliver the training session.
- 9.00 am to 5.30 pm 5 days learning support will be provided to all learners through support officers.
- All queries and questions will be answered in guaranteed 24 hours' customer service delivery time.

Training support after training sessions

- A trainer will be available to assist students with training support immediately following the session or students may make individual appointments.
- Training support can also be provided to Individual students via telephone and email after the training sessions or on request from the students.
- Generic learner support such as study skills, employability skills, etc. will be provided during these one-to-one support sessions.
- Students will be provided training support after the training sessions for this course or on their request.

Individual learning and reflection

- Learners are required to process what they have learnt during their reading and research, contemplate on their future professional career and apply the learning to their own life and work experience.
- All students will be provided self-study guides and list of recommended books and resources to complete their individual learning and reflection.
- Individual student reflection is designed to fulfil two purposes:
 - personal growth
 - personal application

Individual learning and reflection may or may not include:

- Study undertaken by the learner in their own time
- Completing supplementary activities
- Additional resources
- Web links/ references
- Real life case scenarios and decision-making processes
- Additional resources
- Journals, newsletters and magazines



Guided learning

- The trainer provides learning activities; the learner takes responsibility for completing all mandated tasks and activities.
- The trainer is available for consultation and feedback as required.
- All students will be provided with resources for Guided learning activities and tasks.

Guided learning may or may not include:

- Learner Handbook activities
- Learning activities
- Research
- Induction specific to the course/ unit requirements and content
- Projects
- Case studies

General Information – ###CLIENT### Policies, Procedures, Legislative and Regulatory requirements and obligations

Quality Assurance and Improvement

###CLIENT### will fulfill with all laws relevant to the operation of the training grounds, including workplace health and safety and fire safety protocols and warrant that the training premises are of acceptable size and have adequate heating, cooling, lighting and ventilation.

###CLIENT### will confirm that training facilities, equipment and other resource materials are adequate for the Training Programs being carried and are continued in good order and repair.

###CLIENT### has evidently documented actions for managing and monitoring all Education and Training operations and swotting learner /employer fulfillment.

Education and Training Guarantee

###CLIENT### will ensure that the training session and other support services are properly delivered in order to complete the qualification in which the learned have registered and proper enrollment procedure has been completed.

###CLIENT### will take all the required steps to prevent any case of unforeseen situation. ###CLIENT### will always honor its commitment it has made to the learners and complete every step in accordance with its contractual obligations to the enrolled learner.



A refund for the unassessed work of the course will be provided to the student or student will be transferred to another training provider in case of any termination of the training and assessment.

Ceasing operation

In the event that ####CLIENT### ceases to operate, its records will be transferred to ASQA in the appropriate format and detail as specified by the Department at the time of ceasing RTO operations. All other records including training records, taxation records, business and commercial records will be retained for at least seven (7) years.

If circumstances are such that ####CLIENT### is not able to carry on operations (death, liquidation, bankruptcy), the PEO is to advise ASQA of this decision and provide advice regarding the impact on currently enrolled learners. Notifications are to be made within 90 calendar days of the changes occurring. ####CLIENT### has a responsibility to transfer these enrolments to another RTO with least disruption to individual learners. On ceasing operations, ####CLIENT### is to, facilitate currently enrolled learners transfer to another RTO, issue these learners with an appropriate refund for service not provided, and issue learners with Certificates based on completed units of competency.

####CLIENT### will ensure that any confidential information acquired by the business, individuals, committees or organisations acting on its behalf is securely stored.

Legislative Requirements

####CLIENT### will comply with all relevant Commonwealth and State legislation and legislative requirements relevant to its operation and its Scope of Registration.

Key legislation with which ####CLIENT### must comply:

- National Vocational Education and Training Regulator Act 2011
- Equal Opportunity Act 1995 and Racial and Religious Tolerance Act 2001
- The Disability Act 2006, Disability Discrimination Act 1992, Racial Discrimination Act 1975 and the Disability Regulations 2007 (the Act)
- The Working with Children Act 2005 (the Act)
- The Privacy Act 1988 (Cth) and National Privacy Principles
- Workplace Health and Safety Act 2011
- Work, Health and Safety Regulation 2011



- Public Records Act 1973
- Commonwealth Safe Work Australia Act 2008
- Commonwealth Taxation and Superannuation Legislation
- Fair work Act 2009 and Fair work Regulations 2009
- Children, Youth and Families Act 2005
- Community Services Act 1970
- Health Records Act 2001
- Commonwealth Anti-Money Laundering and Counter-Terrorism Act 2006 and associated legislation
- Commonwealth Corporations Act 2001 and associated legislation
- Commonwealth Competition and Consumer Act 2010
- Fundraising Act 1998
- Health Professions Registration Act 2005
- Health Services Act 1988
- Mental Health Act 1986 and regulations
- Guardianship and Administration Act 1986
- Gambling Regulation Act 2003
- Alcoholics and Drug-dependent Persons Act 1968
- Alcoholics and Drug-Dependent Persons Regulations 2002
- Drugs, Poisons and Controlled Substances Act 1981 and regulations
- Food Act 1984
- Liquor Control Reform Act 1998
- Do Not Call Register Act 2006
- Independent Contractors Act 2006
- The Copyright Act 1968



- Age Discrimination Act 2004
- Anti-discrimination Act 1991
- Human Rights and Equal Opportunity Commission Act 1986
- Disability Discrimination Act 1992
- Racial Discrimination Act 1992
- Racial Discrimination Act 1975
- Freedom of Information Act 1982
- Learner Identifiers Act 2014
- Australian Privacy Principles (APP) – Schedule 1 of the Privacy Amendments (Enhancing Privacy Protection Act 2012)
- Occupational Health and Safety Act 2000 (NSW)
- Competition and Consumer Act 2010 (Cth)

All staff and learners at RTO must also meet the following regulatory requirements:

- Standards for Registered Training Organisations 2015
- National Vocational Education and Training Regulator Act 2011
- The Australian Qualifications Framework (AQF requirements)
- Data Provision Requirements 2012
- Other applicable legislation and regulation as relevant to the courses being delivered.

In addition, staff and learners at ####CLIENT#### must also meet various particular legislative requirements, mentioned in the training packages and legislation register.

Principles of Training and Assessment

Assessors are responsible for ensuring that all assessments are conducted in accordance with the principles of assessment and the rules of evidence.

Principles of assessment are required to ensure quality outcomes. Assessments should be fair, flexible, valid and reliable as follows:

Fairness:



Fairness requires consideration of the individual candidate's needs and characteristics, and any reasonable adjustments that need to be applied to take account of them. It requires clear communication between the assessor and the candidate to ensure that the candidate is fully informed about, understands, and is able to participate in, the assessment process, and agrees that the process is appropriate. It also includes an opportunity for the person being assessed to challenge the result of the assessment and to be reassessed if necessary.

Flexible:

To be flexible, assessment should reflect the candidate's needs; provide for recognition of competencies no matter how, where or when they have been acquired; draw on a range of methods appropriate to the context, competency and the candidate; and, support continuous competency development.

Validity:

There are five major types of validity: face, content, criterion (i.e. predictive and concurrent), construct and consequential. In general, validity is concerned with the appropriateness of the inferences, use and consequences that result from the assessment. In simple terms, it is concerned with the extent to which an assessment decision about a candidate (e.g. competent/not yet competent, a grade and/or a mark), based on the evidence of performance by the candidate, is justified. It requires determining conditions that weaken the truthfulness of the decision, exploring alternative explanations for good or poor performance, and feeding them back into the assessment process to reduce errors when making inferences about competence. Unlike reliability, validity is not simply a property of the assessment tool. As such, an assessment tool designed for a particular purpose and target group may not necessarily lead to valid interpretations of performance and assessment decisions if the tool was used for a different purpose and/or target group

Reliability:

There are five types of reliability: internal consistency; parallel forms; split-half; inter-rater; and, intra-rater.

In general, reliability is an estimate of how accurate or precise the task is as a measurement instrument. Reliability is concerned with how much error is included in the evidence.



Following is a guide to what should be in the assessment tools to meet the “Principles of Assessment”:

- Elements addressed (to levels as defined in performance criteria)
- Knowledge evidence/required knowledge addressed
- Performance evidence/required skills addressed
- Assessment conditions/critical aspects of evidence addressed
- Context and consistency of assessment addressed to appropriate AQF level
- Assessment of knowledge and skills is integrated with their practical application
- Assessment uses a range of assessment methods
- Criteria defining acceptable performance are outlined for all instruments
- Clear information about assessment requirements is provided (for assessors and students)
- Allows for reasonable adjustment and provides for objective feedback
- Considers dimensions of competency and transferability

Rules of evidence are closely related to the principles of assessment and provide guidance on the collection of evidence to ensure that it is valid, sufficient, authentic and current as follows:

Validity:

Assessment evidence considered has direct relevant to the unit or module’s specifications.

Sufficiency:

Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency.

Authenticity:

To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the candidate’s own work.

Currency:



Currency relates to the age of the evidence presented by candidates to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence must be from either the present or the very recent past.

Following is a guide to what should be in the assessment tools to meet the “Rules of Evidence”:

Validity	Assessment evidence considered has direct relevance to the unit or module’s specifications
Sufficiency	Sufficient assessment evidence is considered to substantiate a competency judgement
Authenticity	Assessment evidence gathered is the learner’s own work
Currency	Competency judgements include consideration of evidence from the present or the very recent past

In order to ensure that assessment activities/tasks meet the Principles of Assessment and the Rules of Evidence requirements, which includes meeting workplace requirements and to ensure the reliability and flexibility of assessment, all assessment activities/tasks must be validated.

Assessment Policy

####CLIENT### acknowledges the critical role that assessment plays in determining the competency of students. In developing the assessment (including RPL) for each qualification and unit of competence, the CEO will ensure:

- compliance with the assessment guidelines from the relevant training package, qualification and unit of competence of accredited course
- assessment leads to a qualification or statement of attainment under the Australian Qualifications Framework (AQF)
- assessment complies with the principles of competency-based assessment and informs the student of the purpose and context of the assessment
- the rules of evidence guide the collection of evidence to support the principles of validity and reliability
- the application of knowledge and skills is relevant to the standard expected in the workplace, including skills for managing work tasks, contingencies and the job environment



- timely and appropriate feedback is given to students
- assessment complies with ###CLIENT###'s access and equity policy
- all students have access to re-assessment on appeal

###CLIENT### implements an assessment system that ensures that assessment (including Recognition of Prior Learning) complies with the assessment requirements of the relevant training package or VET accredited course. ###CLIENT### recognises that each unit of competency contains assessment requirements relating to; performance evidence, knowledge evidence and assessment conditions.

Preparation and Submission of Assessment

###CLIENT### may use the following assessment methods to evaluate the learner competency:

- Written/Oral tests
- Workplace Assessment
- Observations
- Role-plays
- Workbooks
- Written Tasks
- Demonstration
- Third party reports and observations
- Projects
- Other assessment methodologies which align with the qualification and learner requirements

In keeping with the principles of competency-based assessment, the determination of competence will be based on the evidence gathered on at least three, rather than on isolated assessment activities or events.

Work placement may apply and relate directly to your course and assessment requirements. Contact us at enquiries.capitalcollege@gmail.com for work placement requirements.

Trainers and Assessors will gather evidence of competencies over the duration of the Training Program. Throughout each unit of competency, there will be a variety of assessment tasks, and you will be consulted during this process to ensure that your individual learning style is taken into consideration.

Don't be hesitant about assessment tasks, as they are designed to find out how you are progressing with your learning and what progress you have made towards achieving the required



competence. More formal assessment strategies are used to consolidate the evidence bank that you have been developing.

Allowed attempts to demonstrate competency/ Reassessment

###CLIENT### allows learners two opportunities to be assessed as competent. Should a learner not achieve competence after two attempts, then it will be recommended that they repeat the unit of study. After they have exhausted three opportunities will be required to pay a fee for additional training and re-assessment. The re-assessment fee is \$150.00 per unit.

Evidence of competence

Evidence may include:

- workstation and fact sheet tests
- written answers
- trainers and assessors' observation notes
- project work
- workplace mentor evaluations
- checklists
- demonstration of skills
- in-house tests

Assessment Submission

Your trainer will suggest a suitable timeframe/deadline to submit your assessment unless otherwise mentioned in your learner assessment tool.

You must ensure that you complete all details on the Assessment Cover Sheet including your Name, Learner ID, Course Code and Course Name, and sign and date at the bottom of the cover sheet.

You must always keep a copy of your completed assessments.

Assessment Extensions

It is expected that learners will submit assessments by the due date, however we understand that where special circumstances exist, an extension of time may be required. If you do require an extension of time for an assessment, you will need to complete an Application for Assessment



Extension Form (available online on our website) and send to admin@###CLIENT###.edu.au together with appropriate supporting documentation, at least 48 hours before the due date.

The following factors will not be regarded as suitable grounds for granting of an assessment extension:

- a. normal/routine demands of employment and employment-related travel;
- b. scheduled anticipated changes of address, moving house, etc;
- c. demands of sport or extra-curricular activity (other than to represent in state, national or international sporting or cultural events);
- d. recreational travel (domestic or international);
- e. planned events, such as a wedding.

You need to contact your Trainer/Assessor to discuss any personal/academic issues that may be impacting on your ability to study effectively.

Course Monitoring

All learners are appointed with a trainer or assessor, who is responsible for the delivery and monitoring of the qualification.

Learners who feel that they may require additional support in the learning environment as a result of disability, language, culture, gender, age or other perceived barriers should discuss this with their trainer/assessor.

Should you experience any difficulty that may be affecting your progress please discuss this with your trainer/assessor.

Review and evaluation processes will occur at regular intervals over the duration of your training program. You are encouraged to provide feedback regarding training delivery and assessment strategies to improve the quality of the learning you receive.

National Recognition - Recognition of Prior Learning (RPL)

All students are eligible to apply for Recognition of Prior Learning and are advised of this on the back of the Enrolment Agreement Form and on the course flyer.

Recognition of Prior Learning is granted as a result of identifying and assessing previous and current informal education and training, work experience and/or life experience and knowledge. Previous learning and the evidence supplied is measured against predetermined performance standards contained within the Units of Competency.



To prepare for recognition of prior learning the student should indicate their decision to apply for recognition as soon as possible after the induction and orientation program. Following is the process for preparing for recognition of prior learning:

In consultation with the trainer/assessor the student should:

- Decide which units are to be recognised
- Provide an Evidence Portfolio in line with agreed evidence plan
- Undertake peer assessment or third-party evidence
- Be prepared to 'show, tell and apply skills and knowledge

Evidence for recognition of prior learning may include any of the following:

- Performance, demonstration, or skills test/assessment
- Workplace or other pertinent observation
- Oral presentation
- Portfolio, logbook, task book, projects or assignments
- Written presentation
- Interview and questions
- Simulations
- Video, photographic (endorsed) evidence
- Competency conversations (focusing on key points to look for in responses)

Students will initially be assessed against the performance criteria and critical aspects of evidence for each unit of competency within the Training Product.

RPL applicants must demonstrate their claim for competency in sufficient detail to enable the assessor to make clear judgements.

Students are required to sign an RPL Assessment Kit, which outlines the requirements of the evidence required for proof of competency. Assessors will develop an Assessment Plan to enable a portfolio to be developed.



Credit Transfer

###CLIENT### recognises the AQF Qualifications and Statement of Attainments issued by any other Registered Training Organisation.

The ###CLIENT### RPL (Recognition of Prior Learning) Policy outlines in detail the specific ###CLIENT### process to be followed for granting Recognition of Prior Learning and Credit Transfer. RPL tools, applications and documentation are available for all units of competency.

Transitioning to New Qualifications

Where a qualification or unit of competency has changed, according to the transition arrangements from the industry you may be transferred to the replacement qualification as soon as practicable. The ###CLIENT### will inform you of any potential changes to ensure you are not in any way disadvantaged.

Access and Equity

###CLIENT### is an equal opportunity employer and is committed to developing policies and practices that eliminate discrimination and harassment in the workplace and also its education and training programs and in the provision of its services. ###CLIENT### has a legal responsibility to ensure that all reasonable steps have been taken to prevent discrimination and harassment from occurring in the workplace and training environment.

We are committed to providing a fair and equitable learning and working environment for all learners and staff. In offering education program(s) as part of our Registered Training Organisation (RTO) status, we aim to provide learning programs and pathways where program design, course content and all aspects of the training and assessment process are available in a way that allows equality of educational opportunity to all learners.

We promote fair and equal access, for all learners and potential learners, regardless of characteristics such as their gender, sexuality, race, nationality, ethnic background, age, marital status, religion, pregnancy, political convictions, physical disability or intellectual impairment.

We seek to create a training and education environment free from all forms of discrimination and harassment, including sexual harassment, and which enables all learners to understand the education program in which they are enrolled/wishing to enroll to their full potential.



Access and equity cover three broad areas: Discrimination, Harassment and Affirmative Action. The legislation supports each of these areas at the State or Federal level; this includes but is not limited to the following:

Federal Legislation:

- Age Discrimination Act 2004 (Cth);
- Australian Human Rights Commission Act 1986) (Cth);
- Disability Discrimination Act 1992 (Cth);
- Racial Discrimination Act 1975 (Cth);
- Sex Discrimination Act 1984 (Cth);
- Workplace Gender Equality Act 2012 (Cth); and
- Fair Work Act 2009 (Cth).

State Legislation:

- Australian Capital Territory Discrimination Act 1991 (ACT);
- New South Wales Anti-Discrimination Act 1977 (NSW);
- Northern Territory Anti-Discrimination Act 1996 (NT);
- Queensland Anti-Discrimination Act 1991 (QLD);
- South Australia Equal Opportunity Act 1984 (SA);
- Tasmania Anti-Discrimination Act 1998 (TAS);
- Victoria Equal Opportunity Act 1995 (VIC); and
- Western Australia Equal Opportunity Act 1984 (WA).

Sexual Harassment

###CLIENT### is firmly committed to providing equal employment opportunities and educational outcomes for all staff and learners. We recognise that these achievements are dependent on the elimination of sexual harassment from the working and learning environment.

###CLIENT### recognises that it is the legal responsibility of management to take all reasonable steps to ensure that staff and learners are not subject to sexual harassment.

Racism

###CLIENT### is firmly committed to providing a working, teaching and learning environment that is free from racism. Racism not only denies a person's fundamental human right to respect, but it also reduces their opportunity to gain a fair share of society's valued resources, such as education and employment.



###CLIENT### recognises that the achievement of equal employment opportunities and equal educational outcomes is dependent on the provision of a discrimination and harassment-free environment.

###CLIENT### understands the community's racial and ethnic diversity and acknowledges that people from a non-English speaking background and indigenous people, in particular, have experienced and continue to experience institutional disadvantage, racial prejudice and discrimination.

###CLIENT### expresses an unconditional rejection of racist behaviour and its commitment to eliminate racism in its organisational structure through the provision of training programs that are equitable, accessible and culturally inclusive.

Privacy

###CLIENT### staff and contractors collect, store, use and disclose personal information in accordance with the thirteen (13) Australian Privacy Principles of the Privacy Act 1988, thereby safeguarding confidential information in accordance with the Standards for Registered Training Organisations (2015).

Open and Transparent Management of Personal Information	•RTO will manage personal information in an open and transparent way. This includes having a clearly expressed up to date Australian Privacy Principles Privacy Policy.
Anonymity and Pseudonymity	•The APPs give individuals the option of not identifying themselves, or of using a pseudonym. Limited exceptions apply.
Collection of Solicited Personal Information	•Australian Privacy Principles 3, outlines when an APP entity can collect personal information that is solicited. It applies higher standards to the collection of 'sensitive' information.
Dealing with Unsolicited Personal Information	•How RTO deals with unsolicited personal information is covered by APP4.
Notification of the Collection of Personal Information	•Outlines when and in what circumstances an APP entity that collects personal information must notify an individual of certain matters.
Use or Disclosure of Personal Information	•Outlines the circumstances in which RTO may use or disclose personal information that it holds.
Integrity of Personal Information	•An organisation may only use or disclose personal information for direct marketing purposes if certain conditions are met.
Cross-border Disclosure of Information	•Outlines the steps RTO must take to protect personal information before it is disclosed overseas.
Adoption, use or disclosure of Government related identifiers	•Outlines the limited circumstances when an organisation may adopt a government related identifier of an individual as its own identifier, or use or disclose a government related identifier of an individual.
Quality of Personal Information	•RTO must take reasonable steps to ensure the personal information it collects is accurate, up to date and complete. The organisation must also take reasonable steps to ensure the personal information it uses or discloses is accurate, up to date, complete and relevant, having regard to the purpose of the use or disclosure.
Security of Personal Information	•RTO must take reasonable steps to protect personal information it holds from misuse, interference and loss, and from unauthorised access, modification or disclosure. RTO has obligations to destroy or de-identify personal information in certain circumstances.
Access to Personal Information	•Outlines RTO's obligations when an individual requests to be given access to personal information held about them by the organisation. This includes a requirement to provide access unless a specific exception applies.
Correction of Personal Information	•Australian Privacy Principle 13 outlines the obligations in relation to correcting the personal information it holds about individuals

Disability

###CLIENT### Staff and learners should be mindful of the following principles:

- Persons with a disability have the same rights and responsibilities as other members of the community and should be empowered to exercise those rights and responsibilities.
- Persons with a disability have the same right as other members of the community to:
 - respect for their human worth and dignity as individuals
 - live free from abuse, neglect or exploitation
 - realise their individual capacity for physical, social, emotional and intellectual development
 - exercise control over their own lives
 - participate actively in the decisions that affect their lives and have information and be supported where necessary, to enable this to occur
 - access information and communicate in a manner appropriate to their communication and cultural needs



- services that support their quality of life

Charter of Human Rights and Responsibilities Act 2006

The following rights need to be protected and can be implied into staff responsibilities:

- Privacy and reputation

A person has the right:

- not to have his or her privacy, family, home or correspondence unlawfully or arbitrarily interfered with; and
- not to have his or her reputation unlawfully attacked.
- Freedom of thought, conscience, religion and belief

Every person has the right to freedom of thought, conscience, religion and belief, including:

- the freedom to have or to adopt a religion or belief of his or her choice; and
- the freedom to demonstrate his or her religion or belief in worship, observance, practice and teaching, either individually or as part of a community, in public or in private.

A person must not be coerced or restrained in a way that limits his or her freedom to have or adopt a religion or belief in worship, observance, practice or teaching.

- Freedom of expression

- I. Every person has the right to hold an opinion without interference.
- II. Every person has the right to freedom of expression which includes the freedom to seek, receive and impart information and ideas of all kinds, whether within or outside NSW and whether:
 - orally; or
 - in writing; or
 - in print; or
 - by way of art; or
 - in another medium chosen by him or her.
- III. Special duties and responsibilities are attached to the right of freedom of expression, and the right may be subject to lawful restrictions reasonably necessary:
 - to respect the rights and reputation of other persons; or
 - for the protection of national security, public order, public health or public morality.
 - Peaceful assembly and freedom of association
 - Every person has the right to peaceful assembly.



Police Check

###CLIENT### policy requires all trainers and other relevant staff members to obtain current and valid police checks and provide the National Police Certificate for employment.

Consumer Rights and Consumer protection

On 1 January 2011, the Australian Consumer Law commenced, and the Trade Practices Act 1974 was repealed and replaced by the Competition and Consumer Act 2010. The Australian Consumer Law provides for:

- National consumer protection and fair-trading laws
- Enhanced enforcement powers and redress mechanisms
- A national unfair contract terms law
- A new national product safety regime
- A new national consumer guarantees law

Training Evaluation/ Feedback – Quality Indicators

RTO surveys its learners and employers using the Quality Indicators.

Three Quality Indicators have been endorsed by the National Quality Council (NQC):

Learner engagement

All students complete the 'Learner Questionnaire' form upon completion of their course of study. The 'Learner Engagement Questionnaire' will be provided to students at the completion of their studies. Student Administration will issue a copy of the survey to each student when issuing a Statement of Attainment or Qualification.

All completed and returned surveys will be reviewed by the Compliance and Quality Assurance Department. The results of these surveys will be collated into reports with a summary of all responses. These reports are to be reviewed during Management Meetings.

At the completion of each calendar year, the Compliance and Quality Assurance Department is required to collate all data for the year using the 'ASQA Quality Indicator Annual Summary' form. A copy of all completed Learner Engagement surveys will be maintained for 12 months as evidence of the data collection process.



Employer Satisfaction

###CLIENT### must gain feedback from employers using the 'Employer Questionnaire' available from the Department of Industry:

(<http://industry.gov.au/skills/NationalStandards/Documents/AQTFEmployerQuestionnaire.pdf>).

The 'Employer Questionnaire' form is completed by all employers once per year. At a set date each year (currently the 1st September) all employers currently engaged with ###CLIENT### shall be sent the Employer Satisfaction Survey. These surveys will be collected and collated by the Compliance and Quality Assurance Department.

All completed and returned surveys will be reviewed by the management. The results of these surveys will be collated into reports with a summary of all responses. These reports are to be reviewed during Management Meetings.

At the completion of each calendar year, the Compliance and Quality Assurance Department is required to collate all data for the year using the 'ASQA Quality Indicator Annual Summary' form. A copy of all completed Employer Engagement surveys will be maintained for 12 months as evidence of the data collection process.

Competency Completion

###CLIENT### is required to provide ASQA details on the competency completion data. This data is to capture the number of enrolments and qualifications completed and units of competency awarded in the previous calendar year. This data from the previous calendar year include:

- The number of enrolments for each qualification code
- The number of enrolments completed for each qualification code
- The number of enrolments for each unit of competency
- The number of units completed for each unit of competency

The Competency Completion Online System (CCOS) is required to be used to report this data, and it is the responsibility of the Compliance and Quality Assurance Department to enter the data as required.

This information will be used by ###CLIENT### to gauge how well learner needs are being met and to identify areas for improvement on training and assessment services. The results will be discussed and reviewed at the first RTO Meeting of each calendar year.



Reporting Quality Indicators Data

All data must be reported to ASQA by the 30th June of the following calendar year, and the Compliance and Quality Assurance Department will be responsible for this reporting process.

Data must be submitted using the required forms as listed on the ASQA website – [Data Provision](#)

The Compliance and Quality Assurance Department must submit their quality indicator data reports in full to qidata@asqa.gov.au by close of business on 30 June.

A copy of all reports and e-mails shall be maintained in the 'Quality Indicators Folder'.

The Learner Student Outcomes Survey (SOS)

If your training is funded by the Higher Education and Skills Group, you will be invited to participate in the National Learners Outcome Survey/ The Learner Student Outcomes Survey (SOS).

The Learner Student Outcomes Survey (SOS) is an annual survey of Learners who successfully completed some vocational training in Australia. The survey has been conducted annually by the NCVER since 1997.

The survey is funded by the Australian Government Department of Education, and Training (DET).

NCVER manages the research, analysis and reporting of the survey.

Why is the survey conducted?

The Learner Student Outcomes Survey aims to improve the economic and social outcomes of Learners who undertake vocational education and training (VET). This is achieved by providing the VET sector with information on the:

- Outcomes from training (e.g. employment and further study outcomes)
- Relevance of the training
- Benefits of the training
- Satisfaction with the training
- Reasons for not continuing the training (where applicable)

The information is used by national and state/territory bodies, along with local training providers to ensure vocational training is of high quality and relevant to Australian workplaces. The survey highlights both the positive and negative outcomes from training and monitors the effectiveness



of VET system. The information collected assists in administering, planning and evaluating the VET system.

More information about this survey can be found at <http://www.ncver.edu.au/sos/faq.html>.

Individual Rights to Access Personal Information

Individuals may access their personal information by contacting ###CLIENT### in writing. Access is generally granted within 30 days of receiving the written request.

Storage and Security of Personal Information

###CLIENT### stores personal information in both hard copy and electronic form.

Hard copy information is kept under locked security. Personal Information stored on computers is, where practical, password protected.

###CLIENT###'s policy is to dispose of personal records that are no longer in use unless they are required to be stored for accountability, liability or other policy reasons. Where this is the case, such records are stored separately from the operational information.

Updating Personal Information

###CLIENT### monitors the quality and accuracy of personal information that it maintains and where practical, updates that information on a regular basis.

Individuals can update their personal information at any time by contacting ###CLIENT###.

Marketing

###CLIENT### will market its Vocational Education and Training products with integrity, accuracy and professionalism, avoiding vague and ambiguous statements. In the provision of information, no false or misleading comparisons will be drawn with any other provider or Training Program.

###CLIENT### will not state or imply that the nationally accredited Training Programs other than those on their scope of registration are recognised by the Australian Skills Quality Authority

###CLIENT### has in place policies and procedures to ensure that advertising and marketing meet both the RTO Guidelines, as well as the national guidelines and protocols for Advertising and Marketing, as required by the Australian Quality Training Framework.



This ensures that all advertising and marketing strategies are:

- True and honest
- Accurate
- A part of the approved scope of registration
- Approved by the RTO Training Management Team

Workplace Health and Safety

####CLIENT### has in place policies and procedures to ensure that staff, visitors and guests are provided with a safe environment in accordance with the Work Health and Safety Act 2011.

Complaints & Appeals

Complaints Process

If a student, trainer or staff member is experiencing any difficulties, they are encouraged to discuss their concerns with Senior Management. RTO administrative staff will make themselves available at a mutually convenient time if a student wishes to seek assistance. If a Student or Staff member wishes to make a formal complaint they are required to complete a Complaints and Appeals Form, which is included in the Student and Trainers Handbook. Once the form has been completed, the form should be submitted to the **RTO manager** for actioning.

If required, the student has the right to have a third party/support person assist them through the Complaints Process, this may be due to language barriers or simply at the students' request.

Following is the process for managing complaints:

1. Formal complaint is received by the complainant to the RTO
2. If not already submitted with the complaint, a *Complaints and Appeals Form* is completed and submitted to the RTO Manager
3. A written acknowledgement of receipt of the *Complaints and Appeals Form* will be forwarded to the complainant following receipt by the RTO Manager within 5 business days
4. The Complaint is discussed with all parties involved in the grievance, in order to find a solution agreeable to all parties
5. Grievances should be kept confidential, in order to protect the complainants



6. All *Complaints and Appeals Form* are to be reviewed at the monthly Quality and Compliance Meetings.
7. The RTO Manager is to follow the process on the *Complaints and Appeals Form* for the process under “Recommended Action Required for Improvement”.
 - a. An initial meeting is to be held within 10 business days
 - b. If further investigation is required, this should be completed within 60 calendar days
8. Each appellant:
 - a. Has an opportunity to formally present his or her case
 - b. Is given a written statement of the complaint outcomes, including reasons for the decision
9. If a solution cannot be found the matter is brought before senior management for resolution, agreeable to all parties.
10. If Senior Management is party to the grievance, they will not take part in any discussions or decisions made and the matter will be referred to the CEO.
11. If a solution has not been reached to the benefit of all parties the complainant has the right to request a review by an independent party, who is not part of the RTO
12. The RTO is responsible for acting upon the subject of any complaint found to be substantiated.
13. Complaints and Appeals Forms received are to be entered onto the Complaints and Appeals Register
14. If the RTO determines that the complaint process cannot be finalised within 60 calendar days the RTO Manager will:
 - a. Confirm this in writing to the complainant, including reasons why more than 60 calendar days is required
 - b. Will regularly update the complainant or appellant on the progress of the matter

Complaints and Appeals Forms are to be actioned by the appropriate staff member and filed into the Complaints and Appeals Register and a scanned copy saved onto the student file in the database. All Complaints and Appeals Forms are to be reviewed during the monthly Quality and

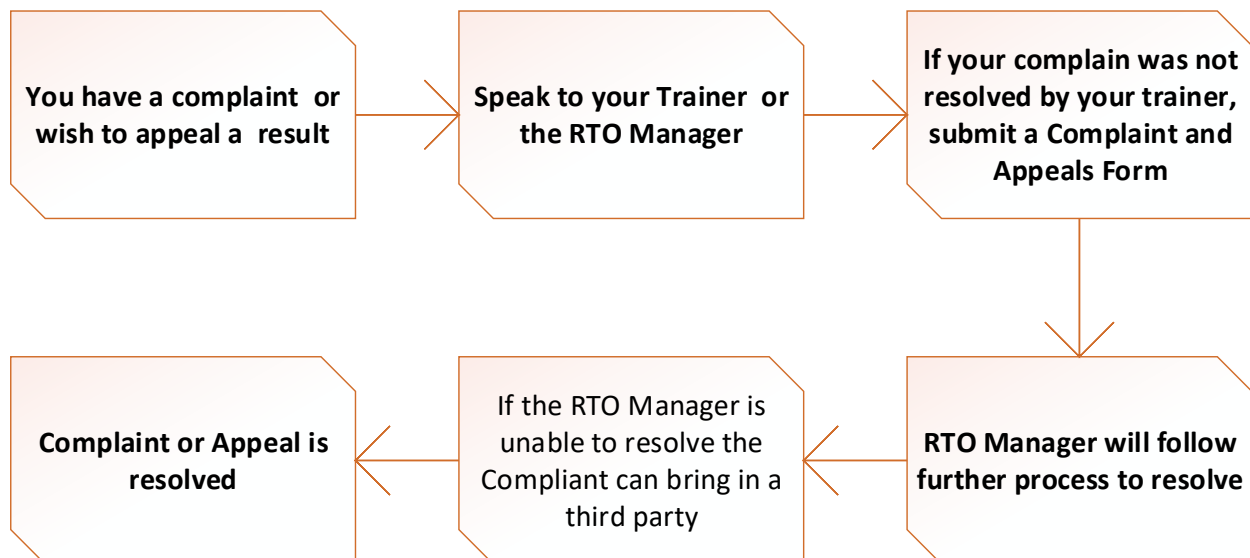


Compliance Meetings and improvements are to be identified and implemented according to the Policies and Procedures of the RTO.

Should the internal process be unsatisfactory, you can lodge a complaint to the:

- National Training Complaints Hotline (<https://www.education.gov.au/NTCH>)
- Phone: 13 38 73, Monday–Friday, 8am to 6pm nationally.
- Email Complaints: <https://www.education.gov.au/email-complaints>
- Office of Fair Trading (<http://www.fairtrading.nsw.gov.au>).
- Australian Skills Quality Authority (<http://www.asqa.gov.au/complaints/complaints.html>)
- Consumer and Business Services SA (<http://www.cbs.sa.gov.au/wcm/>)
- There is no cost involved with lodging a complaint with Australian Onsite Training.

Complaints Flowchart



Complaints and Appeals Form

The Complaints and Appeals Form is accessible from the Student and Trainers Handbook or a complainant can also contact the RTO to obtain a copy of the form.



Complaints Report Form

The Complaints Report Form is to be used if there is not enough room on the Complaint and Appeals Form to describe the complaint. This form is to be attached and submitted with the Complaints and Appeals Form.

Complaints and Appeals Register

The RTO has in place a register for filing completed Complaints and Appeals forms. When a complaint or appeal is received, the form collected is to be entered into the Complaints and Appeals Register and given a register number.

Complaints and Appeals that are placed into the register are reviewed and monitored each month at the monthly Quality & Compliance Meeting.

Appealing

All students have the right to appeal decisions made by ###CLIENT### where reasonable grounds can be established. The areas in which a student may appeal a decision made by the RTO may include:

- Any other conclusion/decision that is made after a complaint has been dealt with the RTO in the first instance as described in the complaints process above. This is referred to as a general appeal.
- Assessments decisions as set out below (assessment appeals).

To activate the appeals process, the student must complete a Complaints and Appeals Form. This is to include a summary of the grounds that the appeal is based upon. The reason the student feels the decision is unfair is to be clearly explained and help and support with this process can be gained from the RTO's staff. With regard to general appeals, The Complaints and Appeals Committee determines the validity of the appeal and organises a meeting with all parties involved in the matter and attempts to seek resolution where appropriate.

The process for all formally lodged appeals will begin within ten working days of the appeal being lodged.

The Complaints and Appeals Committee ensures ###CLIENT### acts on any substantiated appeal.



* The Complaints and Appeals Committee is made up of three people; these three people will be selected by this group: the CEO and external compliance manager

General Appeals

Where a student has appealed a decision or outcome of a formal complaint, they are required to notify ###CLIENT### in writing within 20 working days of the grounds of their appeal. Any supporting documentation should also be attached to the appeal

The appeal shall be lodged through the Complaints and Appeals Committee, and they shall record the details of the appeal the Complaints and Appeals Register.

The Complaints and Appeals Committee will be notified and will seek details regarding the initial documentation of the complaint and make a decision based on the grounds of the appeal.

The student will be notified in writing of the outcome with reasons for the decisions, and the Complaints and Appeals Register updated. The student will also be provided the option of activating the external appeals process if they are not satisfied with the outcome. The student is required to notify ###CLIENT### if they wish to proceed with the external appeals process.

Assessment Appeals

Where a student wishes to appeal an assessment, they are required to notify their trainer in the first instance. Where appropriate the trainer may decide to re-assess the student to ensure a fair and equitable decision is gained. The trainer shall complete a written report regarding the re-assessment outlining the reasons why assessment was - or was not - granted.

If this is still not to the student's satisfaction, the student may formally lodge an appeal. They will lodge this with the Complaints and Appeals Committee, and the appeal will be entered in the Complaints and Appeals Register.

The Compliance Manager will be notified and will seek details from the trainer involved and any other relevant parties. A decision will be made regarding the appeal either indicating the assessment decision stands or details of a possible re-assessment by a third party. The third party will be another trainer appointed by ###CLIENT###.

The student will be notified in writing of the outcome with reasons for the decision, and the Complaints and Appeals Register updated. The student will also be provided the option of activating the external appeals process if they are not satisfied with the outcome. The student is required to notify RTO if they wish to proceed with the external appeals process.



External Appeals

If not satisfied with the decision in stage 2, the complainant may request that the matter be further reviewed by an external dispute resolution process, by the body appointed by RTO for that purpose. The details of these external bodies are as follows:

LEADR Complaints, Appeals and Resolution Department

<https://www.leadriama.org/aboutleadr/compliments-suggestions-and-complaints>

Or,

Legal Aid NSW

92-100 Donnison St

Gosford NSW 2250

Telephone: 1300 888 529

The division of the expenses associated with the mediation, e.g. mediator's fee, room hire and possibly travel expenses are to be shared equally between the RTO and the complainant.

####CLIENT#### will immediately implement recommendations arising from the external review within at least 10 working days of the receipt of the recommendations.

Further information

If a client (student or other client) is still dissatisfied with the decision of ####CLIENT####, they may wish to seek advice or make a complaint about ####CLIENT#### to ASQA directly. If, after ####CLIENT####'s internal complaints and appeals processes have been completed, you still believe ####CLIENT#### is breaching or has breached its legal requirements, you can submit a complaint to ASQA by completing the "The Complaint about a training organisation operating under ASQA's jurisdiction" form. While ASQA will not be able to act as your advocate the lodgment of your complaint will inform ASQA's risk assessment of the RTO and a complaint audit may be conducted.

Contact details for ASQA are:

Australian Skills Quality Authority

Melbourne - Level 6, 595 Collins Street

Brisbane - Level 7, 215 Adelaide Street

Sydney - Level 10, 255 Elizabeth Street

Canberra - Ground Floor, 64 Northbourne Avenue

Perth - Level 11, 250 St Georges Terrace Adelaide - Level 5, 115 Grenfell Street Hobart - Level

11, 188 Collins Street Telephone: 1300 701 801



Email: complaintsteam@asqa.gov.au

Website: www.asqa.gov.au

###CLIENT### Staff may also use this complaints and appeals process. ###CLIENT### will use all complaints as an opportunity for continuous improvement.

This policy and procedure are compliant with VQF and National Code Standards in providing a process for complaints and appeals to be heard and actioned where necessary.

The ###CLIENT### Complaints and Appeals policy - principles of natural justice and procedural fairness

- all parties to a complaint or appeal have the opportunity to put their case and have this properly considered
- any allegation against an ###CLIENT### staff member or member of a subcontractor party is made known to that person
- investigations and decisions are made by persons who do not exercise bias
- a complainant should feel confident that they will not suffer any discrimination as a result of using the complaint or appeal process
- confidentiality shall be maintained to the extent of the people that need to be directly involved in the complaint or appeal process.
- all the information regarding this policy can be found:
 - on the RTO website;
 - in the Pre-Enrolment Handbook and Learner Handbook;
 - in the Staff Handbook;
 - during Orientation;
- the student can be supported or accompanied by an independent person or friend during the complaints and appeals process.
- it is normal RTO policy that while a student is going through any formal complaint or appeals process that the student remains enrolled at the RTO and continues their studies and assessments. It should be noted that if the complaint or appeal has resulted in the student being suspended or excluded due to a breach of the Student Code of Conduct, then the suspension or exclusion shall continue until either it has expired, or the result of the complaint or appeal is decided in the student's favour.



- the RTO has a fair and transparent informal and formal complaints and appeals process, but should the student require it; access is available to an independent mediator who can review the complaint and/or appeals process.

Important: see notes at the beginning of section on External Appeals Procedure below.

NOTE: If the outcome is in the appellant's favour then the RTO will implement any changes recommended by the adjudicator immediately and advise the appellant of the outcome and actions taken.

Categorisation of complaint or appeal

The nature of the complaint or appeal will be categorised as follows:	Matter referred to the following:
Administrative Complaint. Complaints against the delivery of administrative and support services and facilities	Student Support Officer /Administrative Officer
Academic Complaint. Complaints against teachers/trainers, training delivery and assessment and the like.	CEO of ###CLIENT###
Student Conduct Complaint. Complaints against misconduct/ misbehaviour of students.	Student Support Officer/ Administrative Officer
Appeal	CEO of ###CLIENT###

Continuous Improvement

A summary of all complaints and appeals received in the Complaints and Appeals Register will be presented as a part of the continuous improvement policy and procedure at management meetings for review. The purpose of this is to ensure management become aware of:

- repeat issues
- students that may be being vexatious in using the process
- common threads relating to the general management and or safety of the staff and students and the services being provided.

(when viewed collectively) any general adverse trend that needs correcting

Confidentiality and Privacy Statement

###CLIENT### values and is committed to protecting the privacy of its students. We collect and use student's personal information provided on the Complaints Form to address their complaint.



Access to the complaint details are restricted to authorised staff that assist in addressing the complaint. The student will receive written notification of the outcome/resolution of the complaint. Students may have the right to access the personal information we hold on them subject to any exemptions in relevant laws, by contacting us on enquiries: capitalcollege@gmail.com

Publication

This policy once approved, will be available to all students and staff by accessing it from the ###CLIENT### website.

This policy and procedure will form part of the information distributed and communicated during staff orientation.

Fees and Charges Policy

The proposed fees and charges for the delivery of nationally accredited training and assessment services are checked for compliance with the relevant performance agreement.

###CLIENT### will provide the following fee information, to each learner:

- a. The total amount of all fees including course fees, administration fees, materials fees and any other charges;
- b. Payment terms, including the timing and amount of fees to be paid and any non-refundable deposit/administration fee;
- c. The nature of the guarantee given by ###CLIENT### to complete the training and / or assessment once the learner has commenced study in their chosen qualification or course;
- d. The fees and charges for additional services, including such items as issuance of a replacement qualification testamur and the options available to learners who are deemed not yet competent on completion of training and assessment; and
- e. The refund policy.

All applicable fees and charges

Fees	Total Amount	Frequency
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Course fees	http://www.###CLIENT###.edu.au/fees (proposed)	Total \$5,500 No more than \$1500 at once. Remaining fees will be paid through a payment plan.
Enrolment fees		\$200.00 at enrolment
Material fees		
Administration fees		\$100
RPL fees	\$150/unit of competency	No more than \$1500 at once
Certificate re-issue fee	\$50	For each re-issuance

- BSB40820 – Cert IV in Marketing and Communication

Note: Where the student is not able to achieve the full qualification through RPL and gap training is required, a training plan and costing structure will be mutually agreed upon. The basis of the cost structure will be pro-rata on a unit by unit basis based on the scheduled course fee.

Financial hardship

If you are experiencing severe financial hardship, contact ###CLIENT### to make an appointment to discuss your tuition fee options further.

Fee for Service

All qualifications and courses offered by ###CLIENT### are available on a Fee for Service (FFS) basis. Details of the cost of each course are available on ###CLIENT###'s website.

<http://www.###CLIENT###.edu.au/fees> (proposed)

FFS qualifications must be paid for in accordance with the payment plan arranged, if any, prior to the commencement of the qualification. Payment can be made by Cheque, Credit Card or EFT. Enrolments will not be processed without payment of an enrolment fee or notification of an agreed payment plan. Please note that learners are not officially enrolled until they have paid their fees or received written documentation stating they are exempt from payment or a payment plan has been entered into.

Payment by Instalments

Where a Learner enrolls for a Fee for Service course or qualification, an initial payment for tuition fees not exceeding \$1,500.00 shall be paid on enrolment. ###CLIENT### will not accept any



payment more than \$1500 at any time. The balance of the fee will be paid in accordance with a payment plan negotiated and agreed upon between ###CLIENT### and the learner.

The amount and frequency of payments will depend on the amount payable for the course and the length of the course and shall reflect the value of training delivered within a specified period.

At no time shall the learner be required to make any payment more than statutory guidelines which regulate the amount ###CLIENT### is permitted to require a learner to pay, at any time.

Where a learner faces financial hardship, ###CLIENT### shall make every effort to propose a payment plan, acceptable to the learner that reflects the individual learner's circumstances.

As with all relationships between ###CLIENT### and its learners, all discussions and arrangements entered remain strictly confidential.

Paying by instalments must be arranged with the ###CLIENT### office within two weeks of being notified of acceptance into the qualification.

Re-Issue of Statement of Attainments and or Certificates

If you request that a qualification testamur or Statement of Attainment be re-issued, then the ###CLIENT### may charge a re-issue fee of \$50.00. This charge may be waived at the discretion of the PEO. If levied, the fee must be paid prior to the re-issue.

Material Fee

The material fees and charges are subject to change from time to time. For the most recent information, please refer to ###CLIENT### 's website <https://###CLIENT###.edu.au> (proposed) or contact ###CLIENT###'s office.

Refunds

Refunds will be paid directly to the learner. To claim a refund, the learner must complete a refund application form available from ###CLIENT### administration.

The refund amount in the table below is based on fees collected from a learner

No.	Situation	###CLIENT### Refund fee
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1	<p>###CLIENT### does not deliver the program for which the student has paid for the following reasons:</p> <p>The course does not begin on the agreed commencement date</p> <p>The Institute withdraws the offer, and the student provides incomplete information</p> <p>The course ceases to be provided, at any time, after it commences but before it is completed</p> <p>The course is not provided in full to the student because a sanction has been imposed on the registered provider</p>	Full Refund
2	The student withdraws from a course after five weeks before the course commencement.	Full Refund
3	The student withdraws from a course after commencement (within five days).	Enrolment less administrative fee
4	The student withdraws from a course after commencement (more than five days).	No Refund

Notes:

- Refunds identified above are for the Tuition Fees ONLY (Tuition Fees are those identified in the SOF brochure or on the agreement as course fees).
- Incidental fees are all other fees apart from Tuition Fees and Enrolment Fees E.g. Material Fees. ONLY the “unspent” amount will be returned. If the cost of the service or material has already been incurred this will NOT be refunded.
- Fee refunds for special circumstances (illness, family circumstances) may be agreed upon, on an individual basis, at the discretion of the accounts department of ###CLIENT###.
- Where the student has paid for other fees, including material fees, then only the “unspent” portion will be returned.
- For RPL, the minimum fee is \$150.00/unit will cover most situations, however, where extra work is required by ###CLIENT### to validate your prior learning, ###CLIENT###



reserves the right to apply additional charges, these will be agreed with the applicant and are non-refundable.

- f) All date calculations are based on the date the form is received by ###CLIENT###, not the date the student completed the form (if different).
- g) ###CLIENT### does not use unsolicited marketing approaches to sell their ###CLIENT### services. According to Australian Consumer Law for training providers and marketers and Current Affairs organisation is providing five (5) business days as cooling off period from the date of enrolment for the student to withdraw from the course. If a student chooses to withdraw from the course, they must return all ###CLIENT### materials (learner and assessment) to ###CLIENT###. Enrolment fees and administrative fees are non-refundable in such cases.
- h) An LLN assessment will be conducted before the enrolment at no charges to the prospective student.

* The fees and charges are subject to change from time to time. For the most recent information, please visit ###CLIENT### 's website www.###CLIENT###.edu.au (proposed) or contact ###CLIENT###'s office.

A USI is required by all Australians undertaking nationally recognised training. It allows students to link to a secure online record of all qualifications gained regardless of the provider. This system was implemented by the Australian Government in 2015, so it will show student achievements from 1 January 2015 onwards.

As an RTO, ###CLIENT### cannot issue Certificates or Statements of Attainment without a USI. Therefore, it is mandatory that all students supply their USI upon enrolment.

If you do not have a USI, please visit <https://www.usi.gov.au/students/create-your-usi> for more information, and instructions on how to apply.

Your USI will help keep your training records and results together in an online account controlled by you. Each time you enroll to study with a new training organisation, your USI will be used to store your training records and results.

By having a USI you will be able to access your training records and results (or transcript) whenever you need them. For example, for a new employer or when you enrol to study at a new



training organisation. Your USI can be accessed online from your computer, tablet or smartphone and gives you access to your training records and results at your fingertips. For further information about the USI can be found at:

<http://www.usi.gov.au/Pages/default.aspx>

Should a USI exemption apply, the student is made aware before enrolment or training that their training results will not be accessible through the Commonwealth and will not appear on any authenticated VET transcript prepared by the USI Registrar

USI Exemptions apply according to the following criteria:

Exemption categories are:

- International students who complete all requirements for their VET qualification or VET statement of attainment outside Australia.
- An individual who has completed all the requirements for the VET qualification or VET statement of attainment before 1 January 2015.
- Students who demonstrate a genuine personal objection to being assigned a USI. This exemption can only be granted by the Student Identifiers Registrar.

General Information – Learner Rights, Obligations and Responsibilities

###CLIENT### learners have the following responsibilities:

- to become familiar with relevant policies and the Student Handbook and comply with any learner requirements contained therein including relevant legislated requirements;
- to respect the working environment of others at organisation and to follow related policies and procedures;
- to conduct themselves in a responsible, polite and safe manner and refrain from abuse towards ###CLIENT### employees or other learners;
- to follow all reasonable instructions provided by ###CLIENT### employees;
- to respect the right of ###CLIENT### to express the opinions of their trainer/assessor;
- to conduct themselves in a courteous, polite and ethical manner and in a manner which demonstrates tolerance and respect for others and supports the principles of equal opportunity, anti-discrimination and occupational health safety and environment;



- to undertake their studies to the best of their abilities;
- to meet deadlines for work to be submitted;
- to submit authentic documentation (note: where the authenticity of the evidence submitted is in question, ###CLIENT### reserves the right to conduct further investigation by way of interview and other appropriate means as required);
- to submit work without plagiarising or cheating;
- to consult with ###CLIENT### promptly if problems/issues arise;
- to accept joint responsibility for their own learning;
- to provide feedback to ###CLIENT### on its courses and services;
- undertake all study in the manner and formats required and in the specified course timeframes;
- to adhere to ###CLIENT### 's code of practice;
- to seek approval from authorised ###CLIENT### employees for the use of ###CLIENT### IT equipment, assets, stationery, etc.;
- to encourage equal opportunity;
- to promote an effective learning environment through good personal behaviour;
- to respect the rights of others; and
- to cooperate with ###CLIENT### with requests for further evidence including reasonable adjustments made to the assessment process, confirmation of the authenticity of documentation submitted for assessment and overall confirmation of competency.

Referencing

Assessments must be your own original work. If you use another person's ideas, writing or work and do not acknowledge the original source, you are committing plagiarism. Referencing is a way of showing that you are engaging with the literature in your subject area without plagiarising.

Referencing serves several important purposes:

- acknowledges sources of information, so you are not accused of plagiarism
- demonstrates the depth and quality of the research you have done
- allows others to locate sources you have used if they wish to know more



Plagiarism

Plagiarism is taking the words, theories, creations or ideas of another person and passing them off as your own.

Plagiarism can be deliberate – copying a passage from a book or journal or pasting something from the internet into an assignment without referencing the original source.

You can also commit inadvertent plagiarism which is where you unintentionally repeat some of the information you have read in the course of your research. You must ensure you do reference all material that comes from another source so question yourself as to whether you have read the information elsewhere and go back to your sources to locate the reference.

Plagiarism can also result from not referencing correctly. You must ensure you know how to reference your work using the style advised by your trainer/assessor.

Consequences of Plagiarism

All forms of plagiarism will be taken seriously - deliberate or not!

Plagiarism is a serious issue that can result in failing an assignment, or even having to leave the course.

Learner Code of Conduct

The Learner Code of Conduct outlines the rights and responsibilities of all learners. The Code of Conduct is in place to ensure an atmosphere of respect, understanding, and professionalism for all learners. ###CLIENT### celebrates diversity and embraces equal opportunity and promotes a supportive adult learning environment.

Learner Rights

All learners have the right to:

- Feel safe and welcome at ###CLIENT###;
- Be treated with respect and dignity;
- Privacy (as per the Privacy Act and Australian Privacy Principles): only information necessary to the core functions of ###CLIENT### can be shared without the learner's prior consent;
- Be free from bullying and harassment (including sexual harassment) online or during any ###CLIENT### training activity;



- Receive fair and equitable training and assessment;
- Receive services without discrimination;
- Complain without fear or recrimination;
- Be provided with, and have access to, ###CLIENT### policies, procedures and learner rights.

Responsibilities

In general, it is expected that as a learner you will:

- Be responsible for your own study program;
- Treat staff and fellow learners respectfully, courteously and with consideration at all times, while respecting their privacy and safety;
- Respect ###CLIENT### equipment, resources and facilities;
- Actively participate in the learning process;
- Respect the rights of other learners and staff to have their own opinions;
- Be open to, and welcoming of, the diversity of learners in your course.

Sanctions, such as suspension or expulsion from the Institute, may be applied where learners fail to conduct themselves appropriately.

For more information, please contact Compliance and Quality Assurance Team via email to admin@###CLIENT###.edu.au (proposed)

Unacceptable and Inappropriate behaviors

###CLIENT### is committed to promoting an atmosphere of respect, understanding, professionalism, equity and access for all learners.

Harassment is any form of behaviour that:

- Is not asked for
- Is not wanted
- Is not returned and is likely to create a hostile or uncomfortable place to be
- Is humiliating, intimidating or offending.

Sexual harassment is illegal and will not be tolerated by ###CLIENT###.

Bullying Includes

- Intimidation
- Physical harm, emotional distress



- Threats/name calling/derogatory comments regarding age, gender, race, religion or sexual orientation
- Failure to acknowledge good work
- Deliberate isolation from groups/information/opportunities
- Undue pressure and impossible deadlines
- Emotional hurt to another person through electronic devices such as email, phone, and text message.

General Information – Qualifications

Certificates and Statements of Attainment

Learners who complete all the requirements of their training program will receive a Nationally Accredited Certificate or learner who does not complete the full requirements of the training program will be issued a Statement of Attainment according to the following requirements specified in.

- The AQF Qualifications Issuance Policy
- Schedule 5 of the *Standards for Registered Training Organisations (####CLIENT####s) 2015*

####CLIENT#### will issue Certificates and Statements of Attainment that are within its scope of registration, and that certifies achievement of:

- Qualifications or industry/enterprise competency standards from nationally endorsed training packages; or
 - Qualifications, competency standards or modules specified in accredited courses.
- moreover, that:
- Meet the requirements in the current AQF Implementation Handbook, including the National Codes.
 - Identify the units of competency from training packages, or competencies or modules from accredited courses, that the learner has attained.
 - Identify ####CLIENT#### by its national provider number.

####CLIENT#### will issue all AQF certification within 30 calendar days of a learner being assessed as competent in the qualification, skill set or unit of competency in which they are enrolled and



provided all agreed fees have been paid to ###CLIENT###. All AQF certification documentation issued by ###CLIENT### is kept for 30 years.

Qualification Completion Timeframe

###CLIENT### has provided the following timeframes for course completion:

Qualification Time Frame

Please note:

- a) ###CLIENT### reserves the right to cancel an enrolment without notice (withdraw the learner) if after allocated timeframe a learner has not completed and achieved their Qualification or Individual Unit of Competency
- b) If the Qualification has partially successfully been completed, a Statement of Attainment will be issued for the units completed.
- c) Your learner file and Student Management System records will be updated to reflect changes in your qualification's timeframe and completion.

Exit Point

- Unit by unit delivery allows students to exit at any point with full credit for all completed units.
- At any point before the completion of the program, a participant may request a Statement of Attainment for an individual unit or units where he/she has been assessed competent.
- At the successful completion of the program, a certificate and record of results for the qualification will be issued.

General Information - The Australian Qualifications

Framework and lifelong learning

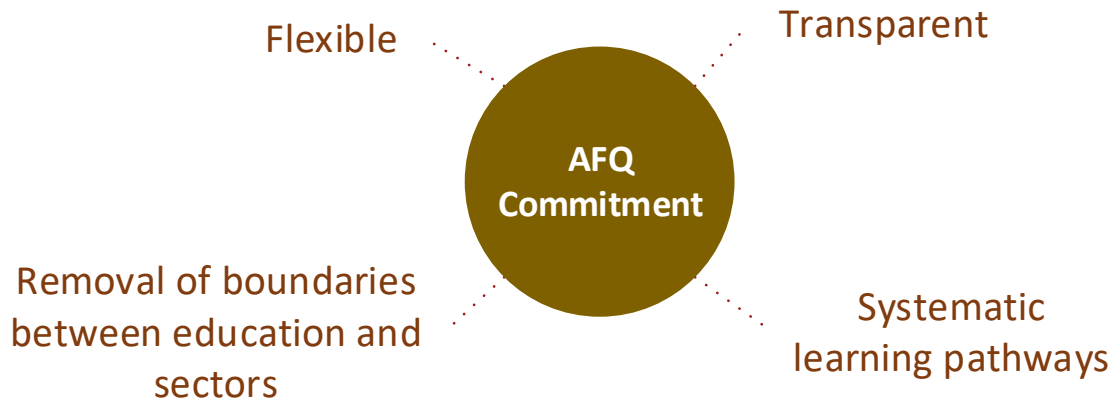
The purpose of Australian Qualifications Framework (AQF) is to provide a comprehensive, consistent framework for all qualifications offered on a national basis in post-compulsory education and training. The framework aims to encourage lifelong learning.

The Australian Qualifications Framework (AQF) attempts to do so by providing individuals with better scope to progress through the levels of education and training by improving access to



qualifications, by more clearly defining avenues for achievement and by promoting national and international recognition of qualifications offered in Australia.

AQF Commitment



The AQF makes a specific commitment to flexible, transparent and systematic learning pathways and to the removal of boundaries between educational sectors.

Lifelong learning implies a dynamic view of education and training, building strong linkages between learning at different stages of life and in a wide range of settings and partnerships rather than just looking at various forms of education and training provision in isolation from each other. The departures from existing views of education and learning are substantial. They involve recognition of a wide range of learning modes, strengthening the motivation to learn (wide range of learning opportunities, opportunity to combine classroom learning with learning in work settings etc.), and providing a wide variety of pathways not constrained by rigid notions of formal education and training.

Many of the goals of the AQF support such an alternative view of education and learning needed to promote lifelong learning. These goals include:

- bringing together the qualifications issued by the schools, VET and higher education sectors into a single comprehensive system of titles and standards
- supporting flexible education and training pathways between sectors and lifelong learning
- encouraging parity of esteem between academic and vocational qualifications
- offering flexibility to suit the diversity of purposes of education and training and provide for the differences in the constitution of the sectors
- encouraging cross-sectoral partnerships



- underpinning national policies, in particular on quality assurance and articulation and credit transfer.

Graduating from ###CLIENT### or another Australian Qualification Framework (AQF) provider can qualify you for entry to University.

Benefits of obtaining an AQF Nationally Accredited Training Qualification

- Obtaining a qualification is the first step to a rewarding career or advancement in your existing career or workplace;
- Learners receive a nationally recognised industry qualification;
- Learners are provided with knowledge and skills enabling them to develop a career path;
- Each training program is tailored to your training and personal development requirements;
- Learners have a personal Training Plan which reflects their skill development needs.

Learner declaration

I, the under-named, declare that I have received, read, and understood with the contents of this Student Handbook, which also outlines the following conditions as a student of ###CLIENT###.

Student Name:
Signature:

Learner obligations

- I understand my obligation responsibilities as a student
- Learner support
- I have been offered the opportunity to access learning support
- I have been provided with a course outline for the course in which I have been accepted



National recognition

- I understand the options for national recognition and recognition of prior learning
- I have been advised of the nationally recognised qualification to be issued on successful completion of the course.

Fees and Refunds

- I have been advised of all applicable fees and charges
- I have been advised of all refund and reimbursement guidelines

Complaints and appeals

I have been advised of the Complaints and Appeals processes and procedures

Work Health and Safety

I have read and understand my rights and responsibilities as a student. This includes my rights and responsibilities regarding Workplace Health and Safety. I agree to abide by the rules of this organisation and to report any WHS issues to ensure a safe learning environment.