



Student Handbook



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Introduction

Welcome to Australian Training Centre (ATC).

We are a Registered Training Organisation (RTO) RTO Code 41503

ATC provides Nationally Recognised Training for people who are looking for a career in the early childhood or ageing services industries. We are currently delivering the following qualifications:

- CHC50121 Diploma of Early Childhood Education and Care
- CHC30121 Certificate III in Early Childhood Education and Care
- CHC43015 Certificate IV in Ageing Support

ATC also provides short courses and skill sets within these industries, which may contribute towards your full qualifications later on, including:

- HLTAID012 Provide First Aid in an education and care setting
- CHCPRT001 Identify and respond to children and young people at risk
- Food Safety and WHS - Early Childhood Education and Care
- Safe Palliative and Dementia Care
- Palliative Care and Grief
- Administer and Monitor Medications / Assist Clients with Medication

Please refer to our website at www.australiantrainingcentre.com.au for the latest list of courses available.

Our trainers and assessors are highly qualified and have extensive experience. We are here to support our participants through our training programs and to ensure they have an enjoyable learning experience.

The RTO Standards

You are about to become a student in a learning process that can result in achieving a nationally accredited qualification.

These qualifications can only be delivered by a Registered Training Organisation (RTO).

To be an RTO we need to meet the requirements of the current RTO Standards. The current standards are the **Standards for Registered Training Organisations (RTOs) 2015**. The National Regulator for registration and ensuring adherence to these standards is Australian Quality Skills Authority (ASQA).

These Standards and the auditing process are intended to provide the basis for a nationally consistent, high quality vocational education and training system.

Rights and Responsibilities

As a student at ATC, you have certain rights and responsibilities as do we, the RTO, have certain obligations and responsibilities to you.

These rights and responsibilities are covered in detail in the body of this Student Handbook and are summarised below for your quick reference.

- Both the Student and ATC have a responsibility to adhere to all relevant legislation. The legislation that affects your participation in Vocational Education

and Training (VET) is detailed within this document, however both ATC and you have an obligation to adhere to ALL legislation applicable in Australia.

- We both have obligations and expectations that all parties will conduct themselves safely in all aspects of their activities, that at no time will the safety and health of any person or property be risked.
- You have the right to a safe environment; you have an obligation to keep it safe through your conduct and adherence to our stated policies and procedures.
- We have the right to expect that you seriously apply yourself to undertaking the Course that you have committed to, until you formally tell us that you are withdrawing from the process, we have an expectation that you will work on the process and meet your commitments.
- Equally so, you have a right, and we have a responsibility to provide you with, the very best support, assistance and guidance for you to the complete your chosen course. ATC must maintain a high standard of current documentation, professional service, competent trainer/assessors who are current in their knowledge and experience in the relevant qualifications being delivered.
- We have the right to expect that all assessments provided by are your own work, not copied, taken or plagiarised from someone else.
- You have the right to reasonable access to our trainer/assessors.
- You have the right to access your own records.
- You have the right to expect that the requirements that we make of you are clear, concise and easily understood, we have an obligation to maintain these requirements as clear instructions and also to ensure that they are relevant to the requirements of the qualification being undertaken.
- You have the right to expect that all course requirements are compliant to the principles defined in the Standards for RTOs, and that the qualification issued by us to you will be received in good standing.
- You have the right to personal freedom, free from any illegal, unnecessary or invasive questioning or judgment of your personal ideals, beliefs, marital status, disability or perceived disability, cultural background, age, orientation or practices, this includes, but is not limited to all personal, sexual, religious and political practices.
- We have an equal expectation that you will grant the same freedom of belief, practices and persuasion to all of the staff, contractors, fellow students and other people whom you meet and come in contact with at ATC
- We have an obligation to always conduct ourselves ethically, responsibly, with courtesy and respect, and to be always both morally and socially responsible. We expect the same from our participants.
- This specifically means that bullying, intimidation, violence of any kind, cyber bullying, offensive behavior, threatening or aggressive behavior or speech will not be tolerated, or need to be tolerated by any person whether a staff member or contractor, or a student in the course requirements.
- You have the right to be provided with the services that have been paid for. You have the right to expect these services to be delivered in the manner they were advertised, and equally so, we have an obligation to deliver these services to you in the manner they were advertised.

- You have the right to be informed of any changes to our course requirements, our administrative procedures and/or regulations. Any required changes will not be made without appropriate notice and will not disadvantage currently enrolled participants.
- We have the right, and you have the responsibility, to adhere to any reasonable and lawful request by the ATC.
- You have the right to complain about anything or any decision we make at the Australian Training Centre, be it about you or about how we conduct the business of the RTO.
- You have the right to make an academic appeal if you do not agree with your assessment outcome, according to the process described within this Handbook.
- We have an obligation to ensure that complaints and appeals are dealt with quickly and satisfactorily in accordance with the procedures detailed in this handbook.
- You have the right to expect us to adhere to the privacy act and the freedom of information act and ensure that information about you is only conveyed to those with legal and legitimate reason for access. This is normally only staff directly involved in the processing and assessment of your course work or those with legal rights to that information, such as the National Regulator and State funding body (i.e. NSW Government), but only after appropriate process has been undertaken.
- We have an obligation to clearly state all fees and charges associated with the course requirements.
- We have an obligation to provide, and you have a right to receive, prompt evaluation of your course work, with clear and unambiguous feedback on the results and assessment decision.
- You have an obligation to provide feedback on our training and assessment, as well as on the Client Services we have provided. We have an obligation to evaluate all provided feedback and act on opportunities for improvement to our processes and policies.
- We have an obligation to clearly convey to you our policies and procedures you must be aware of. Equally so, you have an obligation to understand those policies and procedures concerning your enrolment, studies, any use of the ATC facilities or equipment.
- Students who choose not to adhere to these rights and obligations may be subject to disciplinary action. This may be a written warning, an interview with the CEO, and may result in cancellation of your enrolment without refund and in extreme cases, such as cases of suspected criminal activity, referral to the Police.

Legislative Requirements

We are subject to a variety of legislation related to training and assessment as well as general business practice.

This legislation governs our obligations as an RTO, our obligations to you as our clients, and relates to the industries that we are conducting training for.

This legislation is continually being updated and the CEO is responsible for ensuring that all staff and students are made aware of any changes.

For a full copy of our RTO Reporting procedure, which contains our obligations and a list of relevant legislation, please contact us.

Workplace Health and Safety Policy

The Work Health and Safety Act 2011 and Work Health and Safety Regulations 2011 describes ATC 's duty of care to provide a safe and healthy working environment for all employees, and the employee's duty of care to take reasonable care for the health and safety of others within the workplace. This includes the provision of:

- a workplace that is safe to work in, with working procedures that are safe to use,
- adequate staff training including topics such as safe work procedures,
- properly maintained facilities and equipment,
- a clean and suitably designed workplace with the safe storage of goods such as chemicals.

The following procedures and Standards must be observed to achieve a safe working and learning environment:

- Maintain a safe, clean and efficient, working environment,
- Implement procedures and practices, in a variety of situations, in accordance with State and Local Government Health regulations,
- Store and dispose of waste according to health regulations,
- Check all equipment for maintenance requirements,
- Refer equipment for repair as required,
- Store equipment safely,
- Identify fire hazards and take precautions to prevent fire,
- Safe lifting and carrying techniques maintained,
- Ensure Student safety at all times,
- Ensure procedures for operator safety are followed at all times,
- All unsafe situations recognised and reported,
- Display first aid and safety procedures for all staff and participants to see,
- Report any identified Occupational Health and Safety hazard to the appropriate staff member as required.

Harassment and Discrimination Policy

We are required under Australian law to ensure that we provide a workplace that is free from all forms of harassment and discrimination (including victimisation and bullying) so that staff and participants feel valued, respected and are treated fairly.

We will ensure that all of our staff understand their roles and responsibilities in creating such a workplace, by a process of training, communication, mentoring and by example, and we will ensure all of our staff are aware of the processes and procedures for addressing any form of harassment or discrimination.

Staff and participants should be aware of the following definitions:

'Bullying' - is unwelcome and offensive behaviour that intimidates, humiliates and/or undermines a person or group. Bullying involves a persistent pattern of behaviour over a period time and may include verbal abuse, physical assault, unjustified criticism,

sarcasm, insult, spreading false or malicious rumours about someone, isolating or ignoring a person, putting people under unnecessary pressure with overwork or impossible deadlines, and sabotaging someone's work or their ability to do their job by not providing them with vital information and resources.

'Confidentiality' - refers to information kept in trust and divulged only to those who need to know.

'Discrimination' - is treating someone unfairly or unequally simply because they belong to a group or category of people. Equal opportunity laws prohibit discrimination on the grounds of sex, marital status, pregnancy, family responsibility, family status, race, religious beliefs, political conviction, gender history, impairment, age or sexual orientation. Victimisation is also treated as another ground of discrimination.

'Harassment' - is any unwelcome and uninvited comment or action that results in a person being intimidated, offended, humiliated or embarrassed. Equal opportunity laws prohibit harassment on the grounds of sex and race.

'Racial Harassment' - occurs when a person is threatened, abused, insulted or taunted in relation to their race, descent or nationality, colour, language or ethnic origin, or a racial characteristic. It may include derogatory remarks, innuendo and slur, intolerance, mimicry or mockery, displays of material prejudicial to a particular race, racial jokes, allocating least favourable jobs or singling out for unfair treatment.

'Sexual Harassment' - is any verbal or physical sexual conduct that is unwelcome and uninvited. It may include kissing, embracing, patting, pinching, touching, leering or gestures, questions about a person's private or sexual life, requests for sexual favours, smutty jokes, phone calls, emails, facsimiles or messages, offensive noises or displays of sexually graphic or suggestive material.

'Victimisation' - includes any unfavourable treatment of a person as a result of their involvement in an equal opportunity complaint. Unfavourable treatment could include: adverse changes to the work environment; denial of access to resources or work.

Specific principles

- All staff and students have a right to work in an environment free of any form of harassment and discrimination,
- All reports of harassment and discrimination will be treated seriously, impartially and sensitively. Harassment and discrimination, including victimisation and bullying, is unwelcome, uninvited and unacceptable behaviour that will not be tolerated,
- When management is informed of any harassment or discrimination it has the responsibility to take immediate and appropriate action to address it,
- In dealing with all complaints, the rights of all individuals should be respected and confidentiality maintained,
- Whenever possible, all complaints should be resolved by a process of discussion, cooperation and conciliation. The aim is to achieve an acceptable outcome while minimising any potential damage to our organisation,

- Both the person making the complaint, and the person against whom the complaint has been made, will receive information, support and assistance in resolving the issue,
- Victimisation is unacceptable and will not be tolerated. No person making a complaint, or assisting in the investigation of a complaint, should be victimised,
- Harassment or discrimination should not be confused with legitimate comment and advice (including feedback) given appropriately by management or trainers,
- Staff and participants should not make any frivolous or malicious complaints. All staff and participants are expected to participate in the complaint resolution process in good faith.

Privacy

This Privacy Policy outlines how we will use and manage personal information provided to or collected by us.

We are bound by the National Privacy Principles contained in the Privacy Act 1998 as amended by the Privacy Amendment Act 2014.

We may, from time to time, review and update this Privacy Policy to take account of new laws and technologies, changes to the business operations and practices and to make sure the policy remains appropriate to the changing business environment.

The easiest way to follow this policy is to remember one simple rule: we never give out confidential and or private information about a participant, employee or client unless it's to an authorised person. This means not even to family members – there is no way of knowing a person's family situation, and that person has the right to withhold private information from their family members.

PRIVACY OBLIGATIONS

As a participant, you may volunteer or be exposed to information which can be used to personally identify you or another participant, including but not limited to a student's name, age, occupation, marital status, health, sexual orientation, religious affiliation, or opinions (Private Information). We make use of such Private Information only where needed to comply with the Australian Quality Framework and the National VET Regulator Act and Standards.

You agree never to disclose or make any use of the Private Information of another student other than to the extent required for your participation in the nationally recognised training.

PRINCIPLES

The principles behind this policy are:

- All held data, that identifies a student or employee is available with appropriate authorisation on a restricted access basis.
- The amount of personal information held is strictly limited to that which is required for us to conduct its business of enrolment, progress and monitoring of participants and employment of employees.
- Participants or employees have the right of access to their personal information retained by us and to correct the information where relevant.
- We will hold student or employee data in secure databases so as to protect the integrity of the personal information.

- We respect the individual's right to privacy and undertake to keep personal information in confidence.

WHAT KIND OF PERSONAL INFORMATION DO WE COLLECT AND HOW IS THE INFORMATION COLLECTED?

- The type of information we collect and retain includes but is not limited to, personal information, academic data and course coaching notes, including sensitive information, about participants (and contact details of their parents or guardians if under 18 years of age when enrolled).
- We will generally collect personal information held about an individual by way of forms filled out by participants and employees, face-to-face meetings, interviews, and telephone calls.
- In some circumstances we may be provided with personal information about an individual from a third party, for example, a report provided by a medical professional or a reference from someone.
- The National Privacy Principles do not bind us, in relation to its treatment of employees' records, where the treatment is directly related to the current or former employment relationship between us and an employee. In this scenario the Privacy Policy does not apply.

HOW WILL WE USE THE PERSONAL INFORMATION AN INDIVIDUAL PROVIDES?

- For personal information about participants, the primary purpose for collection is to enable the business to look after and assist in the participants development, social, spiritual and medical well-being, for day-to-day administration, to satisfy legal obligations and allow the business to discharge its duty of care
- For personal information about job applicants, employees, clients, industry partners and contractors, the primary purpose of collection is to assess and (if successful) to engage the applicant, employees, client, industry partner or contractor, as the case may be.
- The purposes for which it uses personal information of job applicants, employees, clients, industry partners and contractors include:
 - To administer the individual's employment or contract (as the case may be);
 - For insurance purposes;
 - To enable us to maintain necessary employee information for entitlements including long service leave, maternity leave, WorkCover and other necessary industrial or employment purposes;
 - To satisfy legal obligations.

TO WHOM MIGHT WE DISCLOSE PERSONAL INFORMATION?

- We may disclose personal information (including sensitive information) held about an individual only to those with a right to know.

For example:

- Government departments;
- People providing services to our business (including consultants) for professional reasons to undertake their duties;
- Anyone to whom the individual authorises us.

- Sometimes we may ask individuals to consent to some disclosures or uses of personal information for certain purposes, either in writing or verbally. In other cases, consent may be implied.
- For access to their records, students are to make a request in writing to atcgranville@gmail.com. Students will be required to verify their identity with the CEO before access can be granted.

HOW SENSITIVE INFORMATION WILL BE TREATED

- 'Sensitive information' means information relating to a person's racial or ethnic origin, political opinions, religion, trade unions or other professional or trade association membership, sexual preferences or criminal record, that is also personal information; and health information about an individual.
- Sensitive information will be used and disclosed only for the purpose for which it was provided or a directly related secondary purpose, unless the individual agrees otherwise, or the use or disclosure of the sensitive information is allowed by law.

MANAGEMENT AND SECURITY OF PERSONAL INFORMATION

- We are required to respect the confidentiality of participant's personal information and the privacy of individuals.
- We have in place steps to protect the personal information held from misuse, loss, unauthorised access, modification or disclosure by use of various methods including locked storage of paper records and pass-worded access rights to computerised records.

UPDATING PERSONAL INFORMATION

We undertake all endeavours to ensure that the personal information it holds is accurate, complete and up-to-date. A person may seek to update their personal information held by contacting the Chief Executive Officer, or their designate, at any time. The National Privacy Principles require us not to store personal information longer than necessary.

INDIVIDUALS HAVE THE RIGHT TO CHECK WHAT PERSONAL INFORMATION AUSTRALIAN TRAINING CENTRE HOLDS ABOUT THEM

- Under the Privacy Act 1998, individuals may seek access to any personal information that we hold about them and to advise of any perceived inaccuracy. There are some exceptions to this right set out in the Privacy Act 1998.
- For individuals to make a request to access any information we hold about them, they should contact the Chief Executive Officer in writing.
- We may require individuals to verify their identity and specify what information they require. A fee may be charged to cover the cost of verifying the individual's application and locating, retrieving, reviewing and copying any material requested. If the information sought is extensive, the individual will be advised of the likely cost in advance.

STORAGE OF RECORDS

- Records are securely stored by authorised personnel in both electronic and hard copy (or a combination of both).
- All hard copy records are stored in a secure, safe area where there is no possibility of damage by pests, vermin or environmental factors.
- The electronic storage of records is regularly backed up and safeguarded with access determined by an appropriate system to prevent access from individuals that do not have clearance.
- Records are transported or transferred in a safe and confidential manner ensuring that access is only given to authorised employees.
- ATC confirms all individuals have a right to request access to their personal information, including current and accurate records of their participation and progress in training, as well as request its correction at any time. In order to request access to personal records, individuals are to make contact in writing to the CEO, ATC.
- All completed student assessment items are archived for a minimum period of six months from the date of judgement, in line with ASQA's Retention requirements and with our Academic Appeals timeframe.
- All records pertaining to a student's accreditation are kept for 30 years as per legislative requirements.

ENQUIRIES

For information about the way we manage the personal information we hold, please contact the Chief Executive Officer, or their designate.

We take the confidentiality and privacy of our participants, employees and clients very seriously, and will not hesitate to take disciplinary action against any employees that are in breach of this policy.

ATC takes the privacy of our participants very seriously and we will comply with all legislative requirements. This includes the Privacy Act and Australian Privacy Principles (2014)

Working with Children

We will comply with all Federal and State working with Children legislation such as the NSW Child Protection (Working with Children) Act 2012 No 51.

A list of all relevant legislation is available from the Federal Police Website:

<http://www.aifs.gov.au/cfca/pubs/factsheets/a141887/>

Further information on the Working with Children's Check is available from ATC 's CEO, but this effectively means that we will need to have all staff who come in contact with people under the age of 18, such as assessors, administration staff or clerical staff must be cleared as not being a risk to the health and safety of minors.

This is done through a submission to the appropriate government agency <https://check.kids.nsw.gov.au>, and until the response is received, we cannot allow the person being reviewed to conduct or interact with the minors unsupervised.

Charges and Refund Policy

Policy Statement

As a Nationally Registered Training Organisation, Australian Training Centre is able to collect fees from students (or from their employers on their behalf) and must provide or direct the students (or employers) to information prior to enrolment specifying:

- The fees that must be paid to us;
- Payment terms and conditions including deposits and refunds;
- Learner's rights as a consumer, including but not limited to any statutory cooling-off period (if one applies);
- Learner's right to obtain a refund for services not provided by the RTO in the event the:
 - arrangement is terminated early; or
 - we fail to provide the services.

Australian Training Centre shall not collect a pre-payment above the threshold amount of \$1,500.00 from an individual student at any time prior to or during their course.

Payment

An application for enrolment must be accompanied by a deposit of \$1,500.00 (unless Smart and Skilled funded arrangements apply, in which case a deposit of the student co-contribution amount of 1/3 of total co-contribution amount will be required with the enrolment application).

After an applicant's initial skills pre-enrolment assessment interview has been conducted and the application for enrolment has been accepted, ATC will advise students of the options available for the remainder of any fees to be paid, as per the below:

- Equal monthly instalments with the final instalment being received 3 months prior to the course completion date; or
- Equal term payment paid prior to the commencement of each term with the final payment made on the commencement of the final term of study;

All fees are available by contacting us directly. Fees can be paid in the following methods:

- Bank deposit;
- Bank cheque;
- Electronic bank transfer;
- EFTPOS;
- Credit card; or
- Cash.

Cooling-Off Period

The decision to enrol in any training has to be the right decision for a student's career aspirations and hopes for the future. To assist them in making the right decision, we allow seven (7) days cooling-off period immediately after the completion of their initial skills pre-enrolment assessment.

This period of time allows them to firm up their decision to enrol and commitment to complete the training.

At the end of their cooling off period, the student will receive a notification of enrolment and a reminder of their cancellation and fee obligations, as well as a summary of all

remaining fees.

Cancellation

Cancellations made by a student prior to their course commencement must be made in writing by the student and is deemed to take effect on receipt of the written notification.

Cancellations made by a student 30 or more days prior to their course commencement date will incur an administration fee of \$750.00.

Cancellations made within 30 days of a student's course commencement will incur a course administration fee of \$1,500.00.

Withdrawing from a course

If a student leaves and/or abandons their course before the scheduled completion date and time, no refund of fees paid up to that time will be given, unless the student's reason for such falls under genuine extenuating circumstances (e.g. medical), accompanied by sufficient evidence of the said extenuating circumstances.

Fee Protection

Where Australian Training Centre is unable to provide services for which it has been paid, beyond the fault of the student, students will:

- Be placed into an equivalent course such that the new location and dates of delivery are suitable to the student; and
 - Receive the full services for which they have prepaid at no additional cost;
- or
- Be paid a refund of any prepaid fees for services yet to be delivered.

Refunds

Refunds will not be granted automatically and must be approved by the CEO in all circumstances.

We will provide refunds under the following circumstances:

- a) If we cancel the course

In the event of us having to cancel a course, without offering any acceptable alternative, then students (or their employer according to which entity has paid the fees) shall be entitled to a full refund of monies paid and no further liability shall be incurred by us.

- b) If the timeframe is still under the seven (7) days cooling-off period

In the event that the student decides to withdraw their enrolment during their cooling-off period, then they shall be entitled to a full refund of monies paid for the course and no further liability shall be incurred by us.

- c) If the student is under genuine extenuating circumstances

In the event that the student decides to withdraw from the course due to genuine extenuating circumstances (e.g. medical), then they shall be entitled to a full refund of monies and no further liability shall be incurred by us. Given that the student provides sufficient evidence of the said extenuating circumstances.

In cases of extreme financial hardship, an appeal can be made to our CEO for further consideration with no guarantee of outcome.

Note:

Australian Training Centre is entitled to withhold issuing students with a qualification or statement of attainment until such times as all fees have been paid in full, and we shall exercise our rights under this section.

Replacement certificates

ATC's charges for replacement certificates; a fee of \$55 including GST.

Credit Transfer

There is no charge for credit transfers applied to be attributed towards a student's qualification.

An administration charge may apply if a full qualification is to be awarded through Credit Transfer only.

In instances when an individual student is *in advance* of their payments related to a specific unit or cluster of units to be credit transferred; a full refund will apply (less an administration fee of \$200) if Australian Training Centre was not notified of this arrangement prior to any program delivery.

Timeframes and Conditions

- Refunds will only be paid to the person that enters into the contract with ATC unless ATC receives written direction to pay the refund to somebody else.
- If approved, refunds will be paid within 28 days of the refund application being lodged.
- Requests for refunds should be made in writing to the CEO at ATC.
- Students and clients can refer to ATC's *Complaints and Appeals Procedure* if they wish to appeal any refund arrangements.

Recognition of other Qualifications

ATC recognises and accepts any Australian Qualifications Framework qualifications and Statements of Attainment that are issued by other Registered Training Organisations. Credit will be given for units of competency for which an official Statement of Attainment or USI transcript is produced, after following our formal verification procedures.

Course duration and fees may be reduced as a result of applicable Credit Transfer.

Access and Equity

We are committed to ensuring that we offer training opportunities to all people on an equal and fair basis.

Including women where under-represented, people with disabilities, people from non-English speaking backgrounds, Indigenous Australians, and rural and remote learners.

All participants have equal access to our training programs irrespective of their gender, culture, linguistic background, race, socio-economic background; disability, age, marital status, pregnancy, sexual orientation or carer's responsibilities.

All participants who meet our entry requirements will be accepted into any of our training programs.

Any issues or questions regarding access and equity can be directed to ATC's CEO.

Client Selection

There are entry requirements to enrolling in some of our training programs.

Specific details of these requirements are contained in individual course flyers.

If you have any questions, please do not hesitate to discuss the course with your trainer or the CEO.

Pre-enrolment interview

After receipt of an application for enrolment form:

- To assist with the identification of potential learning barriers, an initial skills pre-enrolment assessment shall be conducted with each applicant, prior to formal enrolment.
- This interview will double as an information session for applicants, ensuring their understanding of course commitments from both the RTO's and the student's perspectives.
- This interview may take place via face-to-face (preferable), telephone, video call or Skype.
- Course brochures and the Student Handbook will be disseminated at this interview and if relevant, State funding specific information will also be discussed.
- Work Placement arrangements (if applicable), RPL and Credit Transfer opportunity, eligibility for enrolment and any other course-specific information will also be discussed.
- The LLN Assessment (explained within this Handbook) will also take place during this session.

This initial skills assessment shall be conducted in a manner which allows the applicant to demonstrate they have:

- ✓ An understanding of the industry sector they wish to be trained in;
- ✓ Some knowledge about the industry they are seeking to gain employment;
- ✓ An opportunity to discretely disclose any non-vocational and vocational barriers to study; and
- ✓ The opportunity to discretely disclose the types of support they have experienced before, if applicable.

A record of this pre-enrolment interview will be stored on each individual student's file.

Enrolment

Please complete and submit the enrolment form (available at your Pre-Enrolment Interview, if you have not already done so), along with Proof of Identification (e.g., birth certificate; driver's license, Medicare card, passport, over 18 Card etc.,).

If required to pay a deposit to secure your place in this course, this will be asked for as part of this process. Please contact us for queries and/or assistance.

Please note, if a student is under 18 years old, a parent or guardian must also sign the enrolment form.

Should your details change after completing the enrolment form, please notify ATCas soon as possible.

Explanation of Disability Categories

Our Enrolment form refers to disability categories which are further explained below. Please note that disability, in this context, does not include short-term disabling health conditions such as a fractured leg, influenza, or corrected physical conditions such as impaired vision managed by wearing glasses or lenses.

Hearing/Deaf

Hearing impairment is used to refer to a person who has an acquired, mild, moderate, severe, or profound hearing loss after learning to speak, communicates orally, and maximises residual hearing with the assistance of amplification.

A person who is deaf has a severe or profound hearing loss from, at, or near birth and mainly relies upon vision to communicate, whether through lip reading, gestures, cued speech, finger spelling and/or sign language.

Physical

A physical disability affects the mobility or dexterity of a person and may include a total or partial loss of a part of the body. A physical disability may have existed since birth or may be the result of an accident, illness, or injury suffered later in life; for example, amputation, arthritis, cerebral palsy, multiple sclerosis, muscular dystrophy, paraplegia, quadriplegia or post-polio syndrome.

Intellectual

In general, the term 'intellectual disability' is used to refer to low general intellectual functioning and difficulties in adaptive behaviour, both of which conditions were manifested before the person reached the age of 18. It may result from infection before or after birth, trauma during birth, or illness.

Learning

A general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities.

These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span. Problems in self-regulatory behaviours, social perception, and social interaction may exist with learning disabilities, but do not by themselves constitute a learning disability.

Mental Illness

Mental illness refers to a cluster of psychological and physiological symptoms that cause a person suffering and/or distress to which represents a departure from a person's usual pattern and level of functioning.

Acquired Brain Impairment

Acquired brain impairment is injury to the brain that results in deterioration in cognitive, physical, emotional, or independent functioning. Acquired brain impairment can occur as a result of trauma, hypoxia, infection, tumour, accidents, violence, substance abuse, degenerative neurological diseases or stroke.

These impairments may be either temporary or permanent and cause partial or total disability or psychosocial maladjustment.

Vision

This covers a partial loss of sight causing difficulties in seeing, up to and including blindness. This may be present from birth or acquired as a result of disease, illness, or injury.

Medical Condition

A Medical condition is a temporary or permanent condition that may be hereditary, genetically acquired, or of unknown origin. The condition may not be obvious or readily identifiable, yet may be mildly or severely debilitating and result in fluctuating levels of wellness and sickness, and/or periods of hospitalisation; for example, HIV/AIDS, cancer, chronic fatigue syndrome, Crohn's disease, cystic fibrosis, asthma, or diabetes.

Other

A disability, impairment, or long-term condition which is not suitably described by one or several disability types in combination. Autism spectrum disorders are reported under this category

What to Bring on the First Training Session

- Completed Enrolment paperwork (if not already submitted),
- Proof of Identification e.g., birth certificate; driver's license, Medicare card, passport, over 18 Card etc. which must include a photo, as per instructions on the Enrolment Form,
- Any formal qualifications, resumes, or references for credit transfer or Recognition of Prior Learning purposes,
- Pen and a notepad, and
- USI number if it has already been allocated (please refer to the USI section on the following page for further explanation) – if you have not already submitted this to us. There is also a section on the Course Enrolment Form to guide you in allocating your USI.

In this first training session, all queries regarding course structure, timetables, and assessment requirements will be answered.

Unique Student Identifier

As from 1st January 2015, students, wishing to graduate from a Vocational Education and Training course (a VET Course) are required to obtain a Unique Student Identifier (USI).

To obtain your USI, you will need to:

1. Obtain it yourself from www.usi.gov.au by providing information about yourself similar in content to that on your driver's licence, or
2. Authorise a third party such as this RTO to obtain it on your behalf. To enable us to generate your USI, you will need to:
 1. Accurately complete the enrolment form, ensuring that the details you provide match your ID.
 2. Provide us with one of the following form of unique identification:
 - Driver's Licence
 - Medicare Card
 - Australian Passport
 - Visa (with Non-Australian Passport) for international students
 - Birth Certificate (Australian) *please note a Birth Certificate extract is not sufficient

- Certificate Of Registration By Descent
- Citizenship Certificate
- ImmiCard

3. Nominate the preferred method of contact so that your USI activation notice can be sent to you, options include, email, phone or mailing address.

4. Complete the USI form.

Once your USI has been generated, you should:

- Write down your USI somewhere safe or enter it into your phone for safe keeping.
- Activate your USI account at some stage in the near future.
- If you do not activate your account, your USI still works.
- When you do activate your account, you will be required to add some security questions and choose a password.

PLEASE NOTE: The USI System checks for duplicate entries and will report any suspected duplicates

PLEASE ALSO NOTE: Any USI provided to use by a student will need to be verified as being accurate. To achieve this, our staff will visit the USI website www.usi.gov.au

If the USI is identified as not being correct, or “rejected” we are not permitted to issue a Statement of Attainment or a Certificate but will follow up any missing information with you as soon as possible.

Please also be aware that any copies of student personal information obtained for the purposes of determining or confirming a USI shall be securely destroyed when no longer needed.

Language, Literacy and Numeracy (LLN) Assistance

ATC recognises that all vocational training includes language, literacy, and numeracy (LLN) tasks, and we aim, at all times, to provide a positive and rewarding learning experience for all our participants.

Trainers and assessors must ensure that a participant’s LLN skills are at the level of competence required by the qualification, Skill set or individual Unit of Competency in which they are being trained and assessed.

ATC’s trainers and assessors are expected to identify and understand the level of LLN required for the training and assessment activity being undertaken, and to identify learners who may need varying levels of support.

An LLN assessment is issued to each student upon their course commencement, with their results discussed individually (and privately) between the trainer and student. These results are used to adjust learning and assessment modes and methods to support your learning, where appropriate.

Student Support, Welfare and Guidance

Policy Statement

Australian Training Centre (ATC) is committed to supporting students to adjust to study, achieve their learning goals and accomplish successful outcomes of their chosen course.

ATC provides the opportunity for students to participate in services or provides referral to external services designed to assist them in reducing learning barriers.

Scope

This Student Support procedure applies to provision of (or referral to) the following support services:

- Disability services or equipment
- Career guidance counseling
- Support re personal issues such as management of stress or financial issues
- Learning support such as study skills, time management, research skills
- Literacy, numeracy, information literacy support
- Reasonable adjustment
- Access to qualified Trainers and Assessors, administration support staff via phone, fax and email contact

Student Wellbeing

Student wellbeing is essential for academic development, and is optimised by a safe, supportive and respectful learning environment.

ATC's Training Rooms

Students who are more motivated to learn achieve higher levels of performance than students with less motivation.

All of ATC's training facilities are to be considered environments of learning stimulation and as such, must be clean, comfortable and safe; and include current, informative and eye-catching posters on the walls. Each room is to have multiple mediums for teaching (e.g. whiteboard, butchers paper, TV) to cater for various learning types and to enhance learner engagement across extended periods in the training room.

Mentoring and Coaching

Mentoring and coaching by our trainers and assessors is mostly related to specific work skills and knowledge provided to our students through their training programs. This can be done in small groups or individually dependent upon the circumstances and availability of the students.

There is also mentoring and coaching relating to individual support required for building the capability of our students to succeed with their training.

Trainers are encouraged to provide coaching/discussion notes and refer the student in any situations requiring professional counselling or safety intervention to an external support provider/local community organisation.

Suggested external support providers include:

- Lifeline – provides 24/7 crisis support and suicide prevention services (ph. 13 11 14)
- Mental Health Support Line (ph. 1300 794 991)
- Sydney Career Counselling and Coaching (ph. 02-9904 9089)
- The Salvation Army - Financial counselling, Addiction rehabilitation, Domestic and family violence, Legal services, Finding employment, Funerals (ph. 1300 371 288)

- Disability Services Australia (ph. 1300 372 121)
- Interpreting Services (ph. 13 14 50)
- National Literacy and Numeracy Support Australian Council of Adult Literacy (email: info@acal.edu.au)

The RTO's Training Manager is the central point of contact for student support information and is responsible for ensuring all staff and students are aware of the RTO's Student Support Policy and Procedure.

Flexible Delivery and Assessment Procedures

ATC recognises that not all participants learn in the same manner, and that with an amount of "reasonable adjustment" participants who may not learn best with traditional learning and assessment methods will still achieve good results.

ATC will make any necessary adjustment to meet the needs of a variety of participants, the ability to complete a written assessment is not to be interpreted as a barrier to competency, provided that the student can verbally demonstrate competency.

These adjustments may include having someone read assessment materials to participants or they may include having someone record the participant's spoken responses to assessment questions.

ATC undertakes to assist participants achieve the required competency Standards where it is within our ability. Where we cannot assist a participant, we will refer them, where possible, to an agency that can assist

Monitoring Student Wellbeing

It is recognised that gaining insight into the extent to which students feel comfortable and engaged in their training as it is progressing, is an important factor in ensuring the support services being provided are appropriate and effective. Once a student has completed the first phase of their training program (defined for ATC's purposes as being completion of their first Cluster) it is timely to ascertain if the support the student is receiving can be improved upon.

It is also timely to assess the level of support they are receiving from their workplace in relation to completion of their work placements (if applicable).

Performing the check at this time would include trainers reviewing student needs in light of improvement of support services being given.

Complaints and Appeals Policy and Procedure

Policy Statement

Australian Training Centre (ATC) has a defined complaints and appeals process that will ensure learners' complaints and appeals are addressed fairly, effectively and efficiently. Learners, trainers, assessors, other RTO staff and stakeholders will have public access to the Complaint and Appeal Policy and Procedure through the website and the Student Handbook.

Complaints and Appeal forms are available from ATC administration (Telephone: 1300 369 192, Email: atcgranville@gmail.com)

All complainants/appellants are to follow the appropriate code of conduct and procedures whilst communicating with relevant staff through this process.

Continuous Improvement

All complaints and appeals are documented in the RTO's Continuous Improvement Register.

ATC strives to ensure that each learner is satisfied with their learning experience and outcome. In the unlikely event that this is not the case, all Learners have access to rigorous, fair and timely complaint and appeal processes. All complaints and appeals will be reviewed as part of the continuous improvement process and where corrective action has been highlighted while achieving resolution during RTO monthly meetings, it will be implemented as a priority.

All complaints will be reviewed during monthly management meetings. Continuous improvement procedures may be actioned when the complaint / appeals procedure results in identification of factors appropriate for improvement to internal operations. When the initial causative factor of the complaint identifies a problem with the current ATC policies and / or procedures, the continuous improvement procedure will ensure changes are made to prevent reoccurrence of the problem.

COMPLAINTS

All formal complaints must be submitted in writing to the CEO, whether by email, letter or completion of a Complaints Form.

Information obtained through the complaint form allows the RTO to manage and respond to allegations involving the conduct of:

- ✓ the RTO, its trainers, assessors, RTO staff and other parties involved
- ✓ a learner of the RTO

The RTO will acknowledge receipt of the complaint in writing within 3 calendar days and respond to all complaints within 30 calendar days of their receipt.

The CEO will convene the complaint committee. The complaint committee will consist of a panel of members with no previous involvement or vested interest in the outcome of the lodged complaint. Members of the committee should include:

- ✓ A representative of ATC management
- ✓ ATC training staff member
- ✓ A person independent of ATC (this could be a client or industry representative or consultant).

Although, the complaint committee will have an independent member, the RTO will provide an independent review (i.e., external to the RTO such as such as the Community Services & Health Industry Skills Council or similar Industry Skills Advisory Body) for the complaint if no resolution has been determined. However, if a cost is incurred for this, it shall be at the complainant's expense.

For complaints with added complexity, and for example, in the instance where the review is conducted by independent parties, the resolution may take longer, hence, all learners will be notified in writing if the resolution of complaints will take longer than 60 calendar days. Also, the reasons for the delayed temporal course of resolution will be provided in writing to the complainant.

ACADEMIC APPEALS

The ATC's appeals process is concerned with the learner's right to request a change to an assessment judgement, including also RPL assessment decisions.

In the case of the learner's appeal against specific assessment decisions, the learner should first discuss the decision(s) with the relevant assessor and requests re-

evaluation. The assessor will hear the learner's appeal, make fair judgement to the best of their ability as to whether change(s) are required, and then discuss their final decision with the learner.

If the learner is still dissatisfied with the assessor's decision, they have the right to take the appeal to the management team in writing.

The RTO will acknowledge receipt of the appeal in writing within 3 calendar days and respond to all appeals within 30 calendar days of their receipt.

The formal notice of appeal is required to comply with the following principles upon submission to the RTO management:

- ✚ An appeal should be lodged within six months of the date of assessment judgment.
- ✚ The written appeal must be submitted within the specified timeframe otherwise the original result will stand.

It would be prudent at this time to perform a formal Post-Assessment Validation of Judgement activity whereby the RTO convenes an appropriate Validation Panel which includes a person independent of ATC.

Although, the validation panel will have an independent member, the RTO will provide an independent review (i.e. external to the RTO such as the Community Services & Health Industry Skills Council or similar Industry Skills Advisory Body) for the appeal if requested by the appellant. However, if a cost is incurred for this, it shall be at the appellant's expense.

For appeals where the assessment validation activity is conducted by independent parties, the resolution may take longer, hence, all learners will be notified in writing if the resolution will take longer than 60 calendar days. Also, the reasons for the delayed temporal course of resolution will be provided in writing to the appellant.

Discipline

ATC attempts to provide training and assessment services in a spirit of co-operation and mutual respect.

If a trainer or staff member is unhappy or dissatisfied with the behaviour or performance of a student the trainer has the authority to:

- Warn the student that their behaviour is unsuitable, or
- Ask a student to leave the class, without refund or acceptance into another course, or
- Immediately cancel the class.

ATC, has a zero tolerance policy towards illegal drugs. Any person found to be in possession or under the influence of illegal drugs will be asked to leave the premises.

Anybody found to be under the influence of drugs or alcohol that will adversely affect their performance will be asked to leave the premises.

In some cases prescription drugs will affect your performance, please discuss this with your trainer prior to course commencement.

Cheating or plagiarism (copying of someone else's work) will not be tolerated and will result in the participant's assessment being dismissed.

We expect that our staff will maintain a professional and ethical working relationship with all other staff, management and participants. Any breach of our disciplinary

Standards will be discussed with the trainer and ATC CEO and the appropriate action will be taken.

If a student wishes to express a complaint in relation to the disciplinary action taken, they have the opportunity to follow our complaints procedure.

Assessment Standards

All assessments conducted by us will:

- Comply with the assessment guidelines defined in the relevant nationally endorsed training package.
- Lead to the issuing of a statement of attainment or to the issuing of a qualification under the AQF where a person achieves a satisfactory outcome for all theory and practical assessment tasks, completes work placement requirements (where applicable) and is assessed as competent against the National Endorsed units of competency.
- be:
 - **Valid** - Assessment methods will be valid, that is, they will assess what they claim to assess,
 - **Reliable** - Assessment procedures must be reliable, that is, they must result in consistent interpretation of evidence from the learner and from context to context,
 - **Fair** - Assessment procedures will be fair, so as not disadvantage any learners. Assessment procedures will:
 - be equitable, culturally and linguistically appropriate,
 - involve procedures in which criteria for judging performance are made clear to all participants,
 - employ a participatory approach,
 - provide for participants to undertake assessments at appropriate times and where required in appropriate locations.
 - **Flexible** - Assessment procedures will be flexible, that is, they should involve a variety of methods that depend on the circumstances surrounding the assessment,

We will achieve this through:

- careful design of the assessments,
- validation and moderation of the assessment materials conducted in our annual review,
- an understanding of the definition and practical application of the above definitions.

Assessment Criteria

All our assessments will provide for applicants to be informed of the context and purpose of the assessment and the assessment process.

This will include information regarding assessment methods, alternative assessment methods if required to accommodate special needs or circumstances, information will also be included at the start of each unit or course as to the assessment processes, types of assessment and the individual weighting of each assessment.

Assessment Methods

Our assessments and assessment methods will ensure that we:

- focus on the application of the skill and knowledge as required in the workplace, including:
 - Task skills (actually doing the job)
 - Task management skills (managing the job)
 - Contingency management skills (what happens if something goes wrong)
 - Job Role environments skills (managing your job and its interaction with others around you)

We will ensure that we assess you in sufficient detail to ensure that we can determine that you have attained competency.

Staff members are available to discuss and provide limited professional advice as to the outcomes of the assessment process and guidance on future options.

All assessment tasks must consider any language and literacy issues, cultural issues or any other individual needs related to the assessment.

Re-assessment is available on appeal; see further details in the appeal process section. There is no charge for re-assessment.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) is the formal acknowledgement of the skills, abilities and knowledge that applicants might have obtained as a result of their work and life experience, previous training and/or formal education.

Should you wish to seek RPL, you must provide sufficient evidence of existing knowledge and skills to show equivalency with the requirements of the unit of competencies for which you are seeking credit. In addition, you will also undertake a formal assessment process consisting of a professional conversation (wherein you respond to a series of questions related to the units of competency), skill demonstration and the collection of third party testimonials or references from previous and current employers covering (as a minimum) the last 3 – 5 years of continuous employment.

Successful RPL applications may result in reduced course time and/or reduced course fees.

Contact ATC if you are interested in undertaking the RPL process.

Acknowledgement Declaration

I acknowledge that I(print name) have read and fully understand the contents of this Student Handbook, which outlines the conditions and my rights and responsibilities as a student of ATC

.....

Signature

.....

Date