



**ACCESS**  
Recognised Training

**STUDENT  
HANDBOOK  
SHORT COURSES**

## INTRODUCTION

Welcome to your *Access Recognised Training* course.

Access Recognised Training is registered to provide a range of nationally accredited courses in the Australian Capital Territory. It also offers a variety of non-accredited courses and consultancy on a fee for service basis. Access Recognised Training takes great pride in its provision of service, training outcomes and its staff dedication.

We seek to achieve excellence in all we do and to deliver the highest level of quality and service to our clients. We strive to enable every staff member and participant to recognise the full potential of their abilities and realise their ambitions. We try to respond rapidly and effectively to the changing needs and requirements of our industry. If, at any time, you are experiencing difficulties with your training we ask that you report your concerns, complaints or grievance to your supervisor/trainer/workplace assessor.

This booklet is designed to give you some specific information on issues, which may be relevant during your time with us. Should you wish to contact us at any time for more information please feel free to contact us on (02) 6162 0225 or 1300 TRAIN YOU.

**Head Office: CANBERRA**  
Unit 12a 16 National Circuit  
BARTON ACT 2600  
Ph: (02) 6162 0225 Fax: (02) 6162 0229  
Email: [info@accessfacilitation.com.au](mailto:info@accessfacilitation.com.au)

## **GENERAL INFORMATION**

We provide and support the following services within our Code of Practice, a full copy of the document is available on request or is available on our website:

[www.accessfacilitation.com.au](http://www.accessfacilitation.com.au)

### **CLIENT SELECTION, ENROLMENT & INDUCTION / ORIENTATION PROCEDURES**

We conduct induction/orientation sessions for all students at the commencement of training. Entry and client selection requirements vary with different courses and are provided in course promotional material.

### **COURSE INFORMATION (including content & vocational outcomes)**

Specific course brochures, flyers and training plans are developed for all of the courses within our current scope of registration and provide course information, content and vocational outcomes.

### **FEES & CHARGES (including refund policy/exemptions where applicable)**

Full fees (where applicable) must accompany enrolment to ensure your place in the course. Once we have processed your enrolment, we are unable to arrange refunds (where applicable) except in the following circumstances:

- A course has been cancelled by us;
- Student provides at least 5 days notice prior to commencement of course;
- A review of the Access Recognised Training Prior Learning (RPL) process could mean a student does not have to undertake the full course (partial refund may apply);
- Student is unable to commence course due to illness/accident.

### **PRIVACY & CONFIDENTIALITY**

Access Recognised Training is committed to protecting the privacy of your personal information. We have a Privacy Policy that sets out the way we handle personal information, including the use and disclosure of personal information and rights to access your personal information. We only collect information that is directly relevant to effective service delivery. Access will exercise strict control over consent, clarity and confidentiality of information. If a third party requires client information we will obtain written consent from the relevant staff member or client prior to the release of any information.

## **TRAINING & ASSESSMENT**

### **WHAT IS ACCREDITED TRAINING?**

Accredited Training is training delivered by a Registered Training Organisation (RTO) from an Industry Training Package (ITP) which is recognised nationally. Access Recognised Training is a Registered Training Organisation with all training undertaken in accordance with the Australian Quality Training Framework (AQTF). Access Recognised Training is registered to deliver training in the Australian Capital Territory. Before your course commences you may want to find out whether it is a nationally recognised course. If your course is nationally recognised your completion certificate will display the *Nationally Recognised Training* logo.

### **ASSESSMENT**

Assessment procedures, explained in the promotional material will encompass all aspects of units being delivered and will address the Learning Outcomes. All assessments will be valid, reliable, flexible and fair and evidence of competence will be gathered through varying methods including:

- Practical demonstration and observation
- Oral/written questioning
- Discussion
- Some assignment work

Assessments are not a stressful activity. They are conducted in a relaxed and friendly atmosphere. Do not regard your assessment as an examination. Your Assessor simply needs to know which competencies from your course you have mastered, and which competencies require further practice and will be flexible in the assessment method used.

### **FLEXIBLE LEARNING STRATEGIES & ASSESSMENT PROCEDURES**

Flexible learning and assessment procedures form part of our learning and assessment strategies. Where possible, we customise our training/assessments to meet the specific needs of our participants, which ensures flexible assessment processes. If you are having difficulty achieving competency in any aspect of the course please discuss the matter with your assessor/trainer and where possible alternate learning/assessment strategies will be provided.

### **RECOGNITION OF PRIOR LEARNING (RPL)**

All participants are offered the opportunity to apply for Recognition of Prior Learning and Current Competency on an individual basis prior to the course commencement. Applicants should complete an *Application for RPL form* available from our office. The RPL process allows participants to apply for credit for previous study, work, life and educational experience that match the learning outcomes of specific modules within their course. All RPL applicants will be asked to provide evidence to support their claim and this should be attached to the application form. Examples of evidence might include; documentation such as certificates issued by other training organisations, support letters from employers, course outlines of previously studied courses. We also recognise the

credentials issued by other organisations operating under the Australian Quality Training Framework through recognition.

All assessment of RPL applications are reviewed by staff who are qualified to conduct the assessment. From time to time, or when deemed necessary, we will have an additional person or subject expert be part of the assessment process.

Participants may request a review of the RPL decision through our Grievance Procedure (outlined in detail later in this handbook).

### **ATTENDANCE PROCEDURES**

Regular attendance is required over the period of the course to successfully achieve the competencies of the course. The participant's attendance record at training may effect the achievement of competencies. The student roll is recorded at the commencement of each training session. It is the responsibility of the participant to notify the Access Recognised Training office or their Trainer/Facilitator if they are unable to attend a set training session for any reason.

### **ISSUING OF CERTIFICATION**

Assessment determines whether a participant is competent or not yet competent in each unit of their particular course. On completion of their course, participants are issued with a certificate listing the units where competency has been achieved. A letter of attainment is available for all courses. A Statement of Attainment is issued on successful completion of a number of the units of an accredited course. A Certificate is issued when the student has demonstrated competency and satisfied the requirements of the accredited qualification.

### **ASSISTANCE & SUPPORT SERVICES**

We provide and support the following assistance services:

#### **PROVISION FOR LANGUAGE, LITERACY & NUMERACY ASSESSMENT**

We monitor the needs of our participant's language, literacy and numeracy skills through our induction process, application and enrolment forms and interviews. We make provisions for special needs and/or support on request or when needs are identified.

#### **CLIENT SUPPORT**

We offer both our in-house and external students support including:

- Recognition of Current Competency as assessment of Prior Learning (RPL)
- Flexible learning options
- One-on-one tutoring
- Website information
- Alternative assessment strategies
- Training premises accessible for people with disabilities
- Other support assistance as required

People with special needs such as disability will be accepted as participants. Wherever possible we provide training premises which are accessible for people with disabilities.

### **WELFARE & GUIDANCE SERVICES**

We endeavour to provide welfare and guidance to all students/clients. This includes:

- Occupational Health and Safety
- Review of payment schedules when requested
- Learning pathways and possible RPL opportunities
- Provision for special learning needs
- Provision for special cultural and religious needs
- Provision for special dietary needs

### **DRUG & ALCOHOL ASSISTANCE**

The use and abuse of alcohol and other drugs can impact on health, workplaces, resources, families and communities. If clients or clients families are experiencing problems associated with drug and alcohol abuse, information, counselling and other assistance is available the *Alcohol and Other Drugs Council of Australia* help lines:

ACT	(02) 6207 9977
Kids Help Line	1800 551 800
Lifeline	13 11 44

### **RIGHTS AND RESPONSIBILITIES OF PARTICIPANTS**

Individual participants have the right to be treated fairly and equitably, and have the responsibility to respect the rights of one another and of Access Recognised Training staff. Participants will not be placed in a position that compromises their personal dignity or personal safety. Clear educational reasons will form the basis of all activities which participants are required to undertake.

Participants will receive a copy of this Student Handbook and will be made aware of our Code of Practice and obligations/requirements placed upon both Access and the participant. We ask that participants be aware of discrimination issues, including sexual and cultural harassment which are totally unacceptable as it creates an offensive, intimidatory or hostile environment, and is contrary to the educational and employment policies of Access Recognised Training.

In the event of dissatisfaction, participants have access to our Grievance Procedure as outlined later in this handbook.

### **LEGISLATION**

A number of Commonwealth and State Government Acts of Parliament may relate to this course and include:

- Training and Tertiary Education Act ACT 2003
- Industrial Relations Act 1996 (Administered by the Department of Industrial Relations).

- Workplace Relations Act 1996 (administered by the Commonwealth Department of Employment & Workplace Relations)
- Occupational Health & Safety Act 1989 (ACT) (administered by ACT WorkCover Authority)
- Child Protection (Prohibited Employment) Act 1998 (administered by the NSW Commission for Children & Young People).
- Children & Young People Act 1999 (ACT)
- Anti-Discrimination Legislation
  - ❑ Anti-Discrimination Act 1997 (NSW – administered by the NSW Anti-Discrimination Board)
  - ❑ Racial Discrimination Act 1975 (administered by the Australian Human Rights & Equal Opportunity Commission).
  - ❑ Sex Discrimination Act 1984 (Commonwealth – administered by the Australian Human Rights & Equal Opportunity Commission).
  - ❑ ACT Human Rights Act 2004 & ACT Discrimination Act 1991 – administered by the ACT Human Rights Office

Information about the legislation listed above can be obtained from the department or authority administering the legislation.

#### **LEGISLATION – INDUSTRY SPECIFIC**

In addition to the relevant legislation identified above there is industry specific legislation and regulatory requirements that Trainers/Assessors and clients need to be aware of and work within the guidelines the legislation provides.

Further detailed information regarding legislation and regulations may be accessed through [www.legislation.act.gov.au](http://www.legislation.act.gov.au)

#### **OCCUPATIONAL HEALTH & SAFETY**

Access Recognised Training is committed to providing a safe and healthy workplace for all students, employees, contractors and visitors and adheres to relevant government legislation. Individuals have a responsibility to take care of the health and safety of themselves and others and to comply with company occupational health and safety policy and risk management procedures. All accidents or unsafe working practices or conditions must be immediately reported to your supervisor.

### **CULTURAL RELEVANCE**

Any individual is welcome to participate in Access training programs, irrespective of cultural background. Participants who wish to undertake courses which have prerequisite standards and competencies will be counselled and made aware of support programs and assistance. Events of major cultural importance to the participant will be acknowledged and allowance made for their observance.

### **DISCIPLINARY PROCEDURE**

To ensure all employees, contractors and course participants receive equal opportunities and gain the maximum benefit from their time with us, we have disciplinary rules which may be applied. Any person(s) who displays dysfunctional or disruptive behaviour may be asked to leave the session, course or premises.

Dysfunctional behaviour may include:

- Continuous interruptions to the trainer whilst delivering the course content
- Smoking in non-smoking areas
- Being disrespectful to other participants
- Harassment by using offensive language
- Sexual harassment
- Acting in an unsafe manner that places themselves or others at risk
- Refusing to participate when required in Access Recognised Training activities
- Continued absence at required times
- Being under the influence of alcohol or illegal drugs

Any person who is asked to leave has the right of appeal through the grievance process.

### **ACCESS/EQUITY, EQUAL OPPORTUNITY, DISCRIMINATION & HARASSMENT ISSUES**

Access Recognised Training provides equal opportunity and affirmative action in employment and education. Each of our staff members has responsibility for access and equity issues for all students/clients. All staff are expected to act in accordance with our Code of Practice and all students/clients are made aware of their rights and responsibilities through this Student Handbook. We recognise the principles of Access and Equity and the rights of all people to be treated in a fair and equitable manner.

Access Recognised Training will undertake to ensure all clients and employees are treated equitably and are not subject to discrimination or harassment. They will also ensure people who make complaints or those who are witnesses to complaints are not victimised in any way.

### **FEEDBACK/EVALUATION**

Access Recognised Training actively seeks staff and client feedback and regularly undertakes evaluations of all courses and activities to achieve continuous improvement. We monitor compliance with AQTF standards and our policies and procedures through the use of evaluations at the completion of courses/traineeships. Any grievances or deficiencies are documented on a Request For Improvement to ensure appropriate follow up action is taken.

## **COMPLAINTS & GRIEVANCE PROCEDURES**

It is recognised that instances could arise where clients, employees, contractors may seek to raise a complaint or wish to appeal against assessment results. In assessment activities Access Recognised Training seeks to minimise the influence of subjectivity, as a protection against unfairness and to maximise the objectivity and validity of the process and learning outcomes. We recognise that students may have problems that do not directly concern Access Recognised Training but may impinge on the student's ability to achieve competency. In this instance we will offer advice in referring the student to appropriate external support groups for assistance.

To initiate the grievance process in the first instance the person should discuss the matter with their immediate supervisor/workplace assessor. The role of the supervisor/assessor in handling matters raised is to advise, counsel and/or resolve the matter, if this is possible. If the person lodging the concern feels that the grievance is with their supervisor/assessor and are not comfortable discussing the matter with them then they are at liberty to approach a Senior Management Team Member. The complaint or appeal may be reported verbally or in writing to initiate the grievance process. The issue will then be recorded in writing on a Request for Improvement (RFI) form and once a decision has been reached the outcome will also be recorded in the RFI.

If the complaint is still not resolved it is referred to the Managing Director and if necessary, to an independent arbiter. The aim of all parties involved in the grievance matter is to resolve the matter by addressing it promptly and in an effective manner, the steps below are a guide of the procedure to be followed, if necessary, to achieve a resolution:

### **GRIEVANCE RESOLUTION PROCESS:**

**Step 1** Person raises the grievance matter with immediate supervisor/assessor.

If disputes with supervisor/assessor, refer to Step 2;

**Step 2** If unresolved with the supervisor/assessor, refer to a Senior Management Team Member;

**Step 3** If unresolved, the parties are to refer the matter to the Managing Director;

**Step 4** If unresolved, the matter is referred to an external arbitrator as an independent appeals process.

At each step of the grievance process Access Recognised Training will allow the appellant to make representation either orally or in writing prior to reaching a decision. The appellant will be notified of the outcome of an assessment appeal, grievance or complaint. All assessment appeal decisions will be provided to the appellant in writing with the inclusion of the reason for the decision.

## **APPEALS**

All students have the right to appeal assessment outcomes. Appeals can be either verbal or written and should be lodged with the assessor within 7 days of notification of the assessment outcome. In the first instance the assessor discusses the appeal grievance and allows for re-assessment (if appropriate). The appeal is recorded in writing on a Request for Improvement (RFI) by either the assessor or reported to the Quality Assurance Manager to raise the RFI.

If the student is not satisfied with the action and decision taken by the assessor, then the appeal may be placed with a Senior Management Team Member. The student may be re-assessed by a second assessor and this re-assessment outcome is recorded in writing. If the Student feels the appeals process was unsatisfactory then the grievance process outlined above will be instigated. As outlined previously the appellant is given the opportunity at each step of the grievance process to formally make a representation either orally or in writing prior to reaching a decision. All assessment appeal decisions will be provided to the appellant in writing with the inclusion of the reason for the decision.