



**ACCESS**  
Recognised Training  
**AUSTRALIA**

# **Domestic Student Handbook**

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## 1. GLOSSARY

**Assessment:** The process of forming and recording a judgement about a person's skills and knowledge.

**Australian Apprenticeship:** Australian Apprentices who are undertaking a Vocational Education and Training qualification.

**Competency Based Training/Assessment:** Focuses on the requirements needed to operate effectively in industry and achieve competency standards. Competency-based training focuses on the skills and knowledge individuals have rather than on how they attained the skills and knowledge.

**Learner/Student:** Refers to Australian Apprentices, trainees, students, and participants undertaking any training.

**Learning Material/s:** provided to all Students on commencement of training that contains assessment material.

**Employer, Supervisor, Workplace coach:** Appropriately qualified/experienced person within an organisation who is responsible for training and guiding an Australian Apprentice in the workplace so they develop the skills and knowledge to achieve the qualification.

**Registered Training Organisation (RTO):** Organisations allowed to deliver nationally recognised vocational education and training; they include TAFE institutes, private training providers, enterprises and schools. Access Recognised Training (ART) is an RTO (88203).

**Workplace Assessor / Assessor:** A qualified person working for a RTO who is responsible for assessments (determining whether you are competent).

## 2. INTRODUCTION

**Welcome to your *Access Recognised Training (ART)* course.**

ART is a Recognised Training Organisation (RTO) which is registered to provide nationally accredited training across Australia. We also offer a variety of non-accredited courses and consultancy on a fee for service basis. As an RTO ART adheres to quality standards and criteria that are defined in the *Standards for Registered Training Organisations (RTOs) 2015*. ART takes great pride in its provision of service, training outcomes and its staff dedication.

### **Vision Statement**

**“Access Recognised Training, leading the way in the provision of high quality, flexible workplace training solutions”.**

### **Mission Statement**

ART will provide these services to employers and their staff to improve productivity and prosperity. We will continually strive to be leaders in our field through the provision of a dynamic, co-operative and supportive learning environment thus improving employment and learning outcomes for our clients. This will be achieved by utilising best practice in service delivery including the use of current technology, training and assessing methods and material. ART's policies and procedures and management techniques will enhance our business practices and lead to employee empowerment for the benefit of our customers and stakeholders.

This handbook is designed to give you some specific information on issues, which may be relevant during your time with us. If, at any time, you are experiencing difficulties with your training we ask that you report your concerns, complaints or grievances to your workplace assessor. Should you wish to contact us at any time for more information please feel free to contact us on (02) 5100-4985.

## 2.1 EXPECTATIONS OF AUSTRALIAN APPRENTICES AND EMPLOYER

All Training is on-the-job but it is essential that both the Australian Apprentice and the employer/supervisor be thoroughly familiar with the training package, the material it contains and the need to demonstrate achievement of the specific performance and knowledge evidence related to each unit of competency.

The employer is responsible for the provision and delivery of the “on-the-job” training.

### **The employer is responsible for:**

- The provision and delivery of instruction in the on the job training;
- Providing ‘hands-on’ experience, the full range of work and appropriate facilities for the Australian Apprentice to acquire the knowledge and skills needed to complete the Australian Apprenticeship;
- Providing a safe working environment;
- The supervision, practice and support needed to develop skills; and
- Signing the Australian Apprentices competency record sheets.

### **The Australian Apprentice is obliged to:**

- Make all reasonable efforts to acquire the skills of the vocation; and
- Discharge all his/her responsibilities as an employee.

All training is competency based which means Australian Apprentices are assessed on skills they can demonstrate, tasks they can perform and underpinning skills and knowledge they have gained that allow them to effectively perform their work.

### **Access Recognised Training will provide:**

- The training material and learning resources;
- Advice on assessment and flexible methods to cater for specific needs;
- Monitoring and assessment visits for the duration of the Australian Apprenticeship;

- The appropriate Certificate upon completion of the Australian Apprenticeship.

**The workplace assessor will** seek evidence to confirm achievement of the competencies. This may entail:

- Practical demonstration and observation;
- Viewing of document/logbooks;
- Oral/written questioning;
- Interview with Australian Apprentice;
- Interview with employer/supervisor;
- Some small project/assignment;
- Discussion;
- Samples of work completed; and
- Performance checklists.

If there are gaps in the Australian Apprentice's knowledge in specific competency areas a written task may be assigned. Completion of this task will be assessed for competency on a subsequent visit by an assessor.

Australian Apprentices should self-assess in conjunction with the employer/supervisor prior to visits by the workplace assessor to ensure thorough knowledge of the competencies and ability to demonstrate the necessary skills and knowledge.

Assessors are bound by a code of practice to ensure that **assessments are valid, reliable, flexible and fair.**

The collecting of evidence of achievement of a competency will seek to ensure that the evidence is measurable, sufficient, current and authentic. For different competencies differing amounts and types of evidence may be required. More than one competency may be assessed at a given time. The assessor may often work in partnership with the employer/supervisor.

**Appointments will be made for all assessment visits** and seek the least disruption to normal workplace practice. Assessment visits will be kept as short as possible whilst still meeting the needs of the Australian Apprenticeship.



It is essential ART be notified of any **changes of circumstances or problems** which affect the ability of the Australian Apprentice to complete the Australian Apprenticeship.

## **2.2 GENERAL INFORMATION**

ART provides and supports the following services within our Code of Practice. A full copy of the document is available on request.

### **Client Selection, Enrolment & Induction / Orientation Procedures**

ART conducts induction/orientation sessions for all students at the commencement of training. Entry and client selection requirements vary with different course/ qualifications and are provided in course/qualification promotional material.

### **Course Information (including content & vocational outcomes)**

Training and Assessment Strategies are available for all of the qualifications within our current scope of registration and provide course information, content and vocational outcomes. Training plans are developed for all students. Specific course/qualification brochures or flyers are available via the website.

## **2.3 FEES, CHARGES & REFUND POLICY**

### **A) Traineeships, Apprenticeships and Skilled Capital Tuition Fees**

- The ACT Government provides a contribution towards the cost of your training. The amount of subsidy for each qualification is different, depending on level of skills needs and the total costs to deliver the training;
- Tuition fees will be invoiced on enrolment. Employers may pay tuition fees on behalf of students;
- Skilled Capital tuition fees are due on either qualification cancellation or qualification completion (if student is ineligible for the student completion bonus) or on receipt of the student completion bonus (if student is eligible for the student completion bonus);
- ART reserves the right to amend student tuition fees at any time. In the event an amendment to student tuition fees has occurred, ART will retain

evidence of this change at an individual student level. The students record will be updated in Job Ready accordingly;

- ART fees and charges are published on [accessrt.edu.au](http://accessrt.edu.au) for each training course and training initiative;
- ART tuition fees for each qualification per delivery mode are published on the ACT Qualifications register;
- ART may choose to withhold training services where there is non-payment of tuition fees;
- Tuition fees paid prior to receipt of the student completion bonus will not be refunded if the student cancels before completion. Notwithstanding this policy, the Managing Director may consider issuing a refund if special circumstances exist; and
- ART may choose to withhold certification until full payment of student tuition fees has been received.

## **B) Fee Concessions**

Australian Apprentices and Skilled Capital students who hold a current Health Care Card or Pension Card, or can prove genuine hardship, are eligible for a concession from the tuition fee. Students concession eligibility is determined at pre-assessment and/or enrolment and include the evidence the student (trainee, apprentice or skilled capital participant).

Examples of evidence required for fee concession include, but are not limited to:

- Health Care Card
- Pension Card
- Eviction notice
- One-on-one discussion with the Managing Director or his representative outlining student's financial circumstances
- Bank notice indicating financial position
- Repossession notice of essential items e.g motor vehicle
- Pending disconnection notice of essential services
- Letter of support from Medical Doctor indicating inability to work for an extended period
- Letter from registered charitable organisation outlining the Apprentices inability to provide for basic necessities.

## **Waiving of remaining fees and charges**

The Managing Director may choose to waive the remaining fee for students that are eligible for a fee concession. The procedure for waiving the remaining fee is as follows:

- Requests for a waiver of the remaining fees and charges must be made to the Managing Director;
- Requests can be written and/or verbal. Written requests can be emailed to [markf@accessrt.edu.au](mailto:markf@accessrt.edu.au). Verbal requests can be made to any Access Recognised Training authorised representative and forwarded to the Managing Director for review;
- The Managing Director will contact the student to discuss the request;
- The Managing Director will make a determination based on the provision of one or more of the evidence items listed above and any other relevant or additional evidence provided by the student; and
- The Managing Director will advise the student of the outcome within 72 hours.

Please contact ART for further information and advice regarding fee concessions.

### **C) Fee for Service Students**

- Fee for Service tuition fees and charges are agreed to prior to the commencement of training and will be listed in full on the ART tax invoice or formal quote issued to the student or employer;
- ART may choose to cease or withhold training services where there is non-payment of tuition fees;
- Tuition fees will not be refunded when the cancellation takes place after the commencement of training services by ART; and
- ART reserves the right to withhold certification until full payment of student tuition fees has been received.

### **D) Assessment Cancellation Fee**

A \$50.00 assessment cancellation fee will apply if apprentices have not submitted all the required evidence as per the student assessment schedule by the final assessment due date. Apprentices may apply for an extension of the final assessment due date up to 72 hours prior to the assessment occurring. Valid

reasons must be provided for the extension to be granted. The employer must submit extension requests for apprentices.

### **E) Original Certificate Re-Print Fee**

On request ART will re-print original certificates/testamurs for a \$25.00 fee. Please use the Fee Payment drop down bar above and select Original Certificate Re-print to make your payment through Paypal. When making your payment please list in the “Add special instructions to the seller” section (under the e-mail field on the payment details screen) your full name, course/qualification details and contact phone number.

### **F) Refund Policy**

After we have processed your enrolment, we are unable to arrange refunds (where applicable) except in the following circumstances:

- Course cancelled by ART;
- Learners provide at least one week's notice prior to commencement of training (face-to-face delivery mode only);
- A review of the skills assessment process could mean a learner does not have to undertake the full course/qualification;
- A learner mistakenly enrolls into a course and seeks to withdraw and re-enrol into the correct course\*;
- Learner is unable to commence course/qualification due to illness/accident (face-to-face delivery mode only); and
- Overpayment of fee.

\*A course cancellation fee of \$25.00 applies. This will be deducted from your initial course payment i.e. if you mistakenly enrol into RSA Refresher (\$39.00) and wish to withdraw and re-enrol into the Full RSA course (\$49.00) you will be reimbursed \$14 (\$39 – \$25). You will then be required to re-enrol into the Full RSA course at a cost of \$49.00.

## **2.4 PRIVACY, CONFIDENTIALITY & INTELLECTUAL PROPERTY**

ART is committed to protecting the privacy of your personal information. We have a Privacy Policy (available at [www.accessrt.edu.au](http://www.accessrt.edu.au)) 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. ART will exercise strict control over consent, clarity and confidentiality of information. If a third party requires client information we will obtain written or verbal (with proof of identity) consent from the relevant staff member or client prior to the release of any information.

ART complies with the requirements of the Privacy Act 1988 and the 13 Australian Privacy Principles (APPs) as outlined in the *Privacy Amendment (Enhancing Privacy Protection) Act 2012*. The Managing Director has been designated as the Privacy Officer.

Students are provided with the opportunity to access personal information we hold on them by request. Where relevant they may be able to correct that information if they determine that it is incorrect.

Students are informed of assessment outcomes at the time assessment takes place however may request information regarding their participation and progress at any time.

Please note that all learning and assessment materials given to you are Commercial in Confidence. These materials can only be used for your training and assessment purposes and cannot be copied or given to a third party. This applies to hard copy and online materials. Infringements will be pursued under Intellectual Property Laws.

## **2.5 ENROLMENT**

ART students must begin by completing an online application found at [www.accessrt.edu.au](http://www.accessrt.edu.au). The application is reviewed by the ART Head of Studies to ensure it meets the requirements of the relevant funded training initiative. Once approved, the learner receives an email with an enrolment form that must be completed in full. Once submitted, the learner receives an automatic email confirming the enrolment.

## **2.6 TRAINING PLANS AND VARIATIONS**

Once an enrolment is accepted the learner is contacted to set up an initial meeting. At this meeting you'll learn more about the qualification you've applied for and you'll undertake an initial Language, Literacy and Numeracy assessment and you'll discuss a Training Plan. A Training Plan outlines the actual units of competency you'll be studying and the timeframe for completion of each unit. For a Training Plan to be considered finalised it must be signed by the learner, an ART representative and the student employer (where the relevant funding initiative requires).

In addition to timeframes and units, also indicated on the Training plan are methods of assessment and whether credit transfer and/or recognition of prior learning applies to any units.

Once completed, any variations to your Training Plan must be discussed with your Trainer/Assessor and approval will be dependent on the requirements of the funding initiative you have accessed for your training. Any variations must be accepted and acknowledged by all original signatories.

## **2.7 STUDENT PROGRESSION**

Ensuring that you, as the student, continue to progress through your studies is important to us. In our initial enrolment meeting, you'll discuss a Training Plan with an ART team member. Our typical approach is to aim for completion of one unit every month. We understand that individual circumstances can occur that prevent you from actively progressing your studies from time to time and we ask that you contact your assessor as soon as possible when this occurs to arrange extensions and/or amendments to your training plan.

ART team members commit to providing measured and appropriate support to assist you in reaching your qualification completion goals while making sure we

also meet our RTO compliance and regulatory requirements surrounding student information provision and progression.

### **What is Unsatisfactory Progress?**

Students will be identified as making unsatisfactory course progress if:

- they have not completed a unit of competency within three months; or
  - the dates agreed in the executed Student Assessment Schedule have continually not been met (as noted in the Training Plan); or
- they have failed to respond to Assessor contact requests; or
- Being deemed Not Yet Competent in more than 50% of the units in which they are enrolled; or
  - they fail to achieve competency in the same unit of competency on two occasions.

The ART Compliance and Administration Officer generates a Student Progression Report monthly to identify those making unsatisfactory course progression.

If a student is not making satisfactory course progression, they may be offered extra support through the implementation of an intervention strategy. The extra support is outlined in the Training and Assessment Strategy (Education and Support Services) for each qualification offered. Support will be provided for their period of study where the student's progress will be monitored. The staff providing support may recommend an extension or suspension if deemed appropriate by the Managing Director.

### **How You Will be Notified**

**Stage 1:** Students who are identified as making unsatisfactory course progression due to the reasons outlined above, will be notified in writing by generating and sending the "Unsatisfactory Progress Warning - First Notice" via email and/or text message. If the student is undertaking their course through a traineeship or apprenticeship pathway their employer will be carbon copied into the correspondence. The student may be offered extra support which could take a variety of forms depending on the specific needs.

**Stage 2:** Students will be given 28 days to respond to the “Unsatisfactory Progress Warning Initial Notice”. A response will be defined as completion of a unit of competency or completion of an assessment activity related to their course or direct contact with their assessor explaining the reasons why no response/progress has occurred. Students who are unable to engage into a learning activity due to personal/health or professional matters should consider suspending their training contract until their circumstances change (traineeship/apprenticeship only). Please talk to your Assessor to determine if this approach is best for you.

**Stage 3:** If students have not completed any units of competency within five months a successful outcome is now unlikely. Students will receive an “Intention to Cancel Training Notice”. The notification will be sent to the student and other appropriate parties as required by regulation e.g employer/SKILLS. Students will be given 28 days to satisfactorily rectify their progression.

**Stage 4:** Cancellation of training. If no rectification has occurred, ART will advise the student and other appropriate parties (as required by regulation e.g employer and/or SKILLS) of the cancellation of training. ART will withdraw as the RTO and cancel the students enrolment. ART will follow their Student Cancellation Procedure to close and finalise the student record.

## **Appeals**

The initiation of this process will not prohibit the student from exercising their right of appeal in accordance with the Appeals Policy noted further in this handbook.

## **Publication**

This Student Progression Policy via the Student Handbook will be made available to students and those seeking to enrol with ART through publication on the website (<http://www.accessrt.edu.au/>).



## **2.8 WITHDRAWAL FROM TRAINING**

ART understands that circumstances may arise that cause a learner to withdraw from a course prior to completion. If you find yourself in this situation please discuss with your trainer/assessor as soon as possible to verify what implications this has on future funded training, recognition of training outcomes to date and possible fee refunds (full fee paying students only).

## **2.9 CANCELLATION OF TRAINING BY ART**

ART reserves the right to cancel the enrolment of any learner who has:

- Engaged in academic misconduct (eg. plagiarism)
- Engaged in any form of harassment or threatening behaviour against another student, trainer or assessor
- Gained admission by false representation
- Failed to fulfil the required minimum activity standards as outlined further in this document
- Failed to pay any outstanding fees.

## **2.10 UNIQUE STUDENT IDENTIFIER (USI)**

The Unique Student Identifier (USI) scheme was introduced by the Australian Government as a mandatory requirement from 1 January 2015. The scheme enables students to access all of their qualifications and awards in the Vocational Education system from that point forward under a single online file. Students can also produce a comprehensive record of their training from this file.

All students taking part in nationally recognised training must have a valid USI in order to receive any nationally recognised certification. A USI is requested on the ART enrolment form and must be provided unless proof of an exemption can be provided. Your USI is recorded in our confidential student management system, Job Ready.

For more information or to register for your USI please go to [www.usi.gov.au](http://www.usi.gov.au).

## 3. TRAINING & ASSESSMENT

### 3.1 WHAT IS ACCREDITED TRAINING?

Accredited Training is training delivered by a Registered Training Organisation (RTO) from a Training Package which is recognised nationally. ART is a Registered Training Organisation with all training undertaken in accordance with the VET Quality Framework (VQF). ART is registered to deliver training throughout Australia. Before your course/qualification commences you may want to find out whether it is nationally recognised. If your course/qualification is nationally recognised your completion certificate will display the *Nationally Recognised Training* logo.

### 3.2 ASSESSMENT

The training you are undertaking is competency based. This means that your learning and assessment is based on you as the student demonstrating that you have attained the required knowledge and are able to perform defined skills as outlined in each specific unit of competency. The competencies and assessment plan for your course/qualification are clearly stated in the training plan and/or course/qualification material (they may be referred to as learning outcomes). It is the learner's responsibility to ensure the learning/assessment material is available at the time of assessment. Assessors are bound by a code of practice to ensure assessments are valid, reliable, flexible and fair. Your assessor will seek evidence to confirm achievement of the competencies and more than one competency may be assessed at a given time. For on-the-job workplace assessment your assessor may work in partnership with the employer/supervisor.

To demonstrate competency, evidence must be provided that the student has demonstrated the knowledge and skills to meet the Assessment Requirements for each unit of competency. These will include skills and tasks that are required in the workplace and you'll be expected to perform to the level expected in your workplace. In addition, you must also demonstrate an understanding and operational knowledge of:

- Policies and procedures
- Operating manuals
- Legislation and statutory requirements
- Industry codes of practices
- Organisational structure
- Literacy and numeracy skills relevant to the level of the qualification

Examples of provision of evidence may include:

- Supervisor Report
- Interviewing and Questioning
- On-the-job Observation
- Practical Demonstration
- Written Questions
- Written Projects/Tasks
- Role Playing
- Portfolio/Work Samples/Video evidence (i.e. compilation of work samples and documents gathered as evidence of competency or video footage taken of student undertaking and explaining a skill/competency)
- Other specific evidence

Dates for workplace assessments to be conducted and/or assessment due dates for the collection of completed assessment tasks will be set in consultation with you, your assessor and your supervisor where necessary. It's your responsibility as the student to ensure you are prepared for the workplace assessment and/or lodging of assessment material by the due dates. A \$50.00 assessment cancellation fee will apply if you're not prepared for assessment when the assessor arrives to conduct the workplace assessment and/or collect completed assessment tasks. Students can apply for an extension of the assessment date up to 72 hours prior to the assessment occurring. Valid reasons must be provided for the extension to be granted. Extension requests for Australian Apprentices must be submitted by the employer.

### 3.3 PRINCIPLES OF ASSESSMENT

In order to ensure an effective and consistent system of assessment, ART places a strong focus on the following:

#### **Fairness**

We consider the needs of our learners and make reasonable adjustments as required to ensure we take individual needs into account.

#### **Flexibility**

ART takes a flexible approach to considering evidence ensuring that we assess competencies held by learners no matter where or how they've been achieved and by making sure we draw on a range of assessment methods that are most appropriate to the context of the assessment.

#### **Validity**

ART ensures that all assessment decisions are justified and are based on evidence of the learner's individual performance. Assessment of both knowledge and skills is essential and must align to the requirements outlined in the specific unit of competency.

#### **Reliable**

ART places great emphasis on having appropriate systems in place to ensure that assessment decisions are consistent and results among students are comparable, regardless of which assessor makes the assessment decision.

### 3.4 RULES OF EVIDENCE

We also adhere closely to the following rules when undertaking assessments:

#### **Validity**

The ART assessor must be assured through the evidence gathering process that the learner has the appropriate skills and knowledge as outlined in the unit of competency they are studying.

### **Sufficiency**

Our assessors must be sure that the quality, quantity and relevance of the evidence gathered is appropriate to make an assessment decision.

### **Authenticity**

ART has systems in place to ensure that evidence gathered is that of individual being assessed.

### **Currency**

ART assessors must be sure that the evidence gathered demonstrates a learner's current competence, or that in the very recent past. That means any skills gathered in the past must be demonstrable now and relevant to current industry practice.

## **3.5 ATTENDANCE PROCEDURES**

### **On-the-job Training**

Regular attendance is required over the period of the Australian Apprenticeship to successfully achieve the competencies of the course/qualification. The learner's attendance record at training may affect the achievement of competencies.

### **Off-the-job (face-to-face) Training**

Participant attendance is required at each session organised for off-the-job training. It is the responsibility of the participant to notify ART or their Trainer/Facilitator if they are unable to attend a set training session for any reason.

## **3.6 FLEXIBLE TRAINING STRATEGIES & ASSESSMENT PROCEDURES**

Flexible learning and assessment procedures form part of our training and assessment strategies. Where possible, we customise our training/assessments to meet the specific needs of our Students, which ensures flexible assessment processes. If you are having difficulty achieving competency in any unit please discuss the matter with your assessor/trainer and wherever possible we'll provide alternate training/assessment strategies. These may include components of on-the-job, off-the-job or assignments/distance education. Additional support

material is available for all units upon request or if your assessor recognises a need.

### **3.7 RECOGNITION (CREDIT TRANSFER, RPL)**

All students are offered the opportunity to apply for recognition of prior learning (RPL) and/or credit transfer on an individual basis prior to the course/qualification commencement. The recognition process allows you to apply for credit for previous study, work, life and educational experience that match the learning outcomes of specific units within your course/qualification.

ART recognises the credentials issued by other organisations operating under the VET Quality Framework. Credit transfer will be applied when applicants provide an AQF qualification or statement of attainment issued by another Registered Training Organisation (RTO) in the relevant qualification or units of competency and/or their equivalent superseded predecessor.

All students complete an Enrolment Form prior to commencement of training where they are asked if they wish to apply for RPL or credit transfer. Applicants who do indicate they want to apply for RPL are provided with a detailed explanation of our RPL process and given access to our RPL Candidate Guide (also available on our website at [www.accessrt.edu.au](http://www.accessrt.edu.au)). All recognition applicants are asked to provide evidence to support their claim. Examples of evidence might include; documentation such as certificates issued by other training organisations, support letters from employers, course outlines of previously studied courses. All assessments for RPL applications are reviewed by staff who are qualified to conduct the assessment. As required depending on the unit content, we may have an additional subject matter expert provide advice during the assessment process. All applicants will receive written notification stating whether or not their application for RPL was successful.

Students must refer to the RPL Candidate Guide when applying for RPL.

### **3.8 ISSUING OF CERTIFICATION**

Assessment determines whether a learner is competent or not yet competent in each unit of their particular course/qualification. On completion of their course/qualification, students are issued with a Certificate and Transcript which lists the units where competency has been achieved. A Certificate is issued when the learner has demonstrated competency and satisfied the full requirements of the accredited qualification.

A Statement of Attainment is issued on successful completion of a partial number of the units of an accredited course/qualification.

All Statements of Attainment and Certificates and Transcripts will be issued within 30 days of notification of the event.

Note that certifications will be withheld in cases where payment has not been made based on ARTs Fees, Charges and Refund policy.

### **3.9 ASSISTANCE & SUPPORT SERVICES**

We provide and support the following assistance services:

#### **Provision for Language, Literacy & Numeracy Assessment**

We monitor the needs of our learner'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.

#### **Student Support**

Student support can take a variety of forms including:

- One-on-one training sessions;
- Paper-based training and assessment materials can be issued if the online environment is not conducive to the student's style of learning;
- Increase in trainer/assessor instruction contact hours;
- A third-party tutoring service to provide additional support throughout the study period (additional fees may apply);
- Referral to another RTO for enrolment into a Foundation Skills unit of competency (additional fees may apply);
- Advice and guidance with assignments, interpreters, scribes, additional time to complete exams or assessment tasks.
- Reasonable adjustment to assessment practices to better meet an individual student's needs. For example, where students are unable to undertake the prescribed form of assessment, due to physical or mental disabilities, learning difficulties, ill health or family emergency, alternative assessment methods and/or times of assessment may be negotiated with a trainer or assessor prior to the assessment date. If you're unsure what the options might be for you please talk directly to your assessor.

In cases where the LLN needs are beyond the assistance that can reasonably be provided (for the purposes of LLN assistance, "reasonable allowance" is defined as the provider being able to accommodate the student's needs without



significantly disadvantaging other students involvement in the course, or without causing the training provider unreasonable financial disadvantage) ART will seek additional support funding from Skills Canberra for Australian Apprentices or Skilled Capital funded participants. If additional support funding is approved, ART will contact The Reading Writing Hotline on 1300 655 506 on behalf of the trainee to access information about the nearest LLN provider. The cost of third party LLN services will be covered by the additional support funding up to \$3,000 and charged at not more than \$75.00 per hour.

Wherever possible we provide training premises which are accessible for people with disabilities.

### **Welfare & Guidance Services**

ART is at all times concerned with the welfare of our students. Personnel will support students as appropriate and/or refer them to qualified counsellors. Personnel are required to respond to and attempt to alleviate any signs of distress or discomfort by students and to actively render appropriate assistance. If students require extra support or counselling, they are encouraged to make contact with a member of our team who will be eager to assist and refer them to the appropriate support services.

### **Counselling/Personal Support**

- Lifeline – 13 11 14 or [www.lifeline.org.au](http://www.lifeline.org.au);
- Relationships Australia - 1300 364 277  
<http://www.relationships.org.au>;
- MensLine Australia – (For men of any age) 1300 78 99 78; and
- Kids Helpline (For young people aged 5-25) – 1800 551 800.

### **Mental health websites**

- [jeanhailes.org.au](http://jeanhailes.org.au) - Jean Hailes' vision is physical and emotional health and wellbeing in all its dimensions for all Australian women throughout their lives;
- [mindhealthconnect.org.au](http://mindhealthconnect.org.au) - Launched as part of the Australian Government's National E-Mental Health Strategy, this site is a trusted gateway to issues surrounding mental health care and a first

step to finding relevant support and resources to meet mental health needs;

- [Beyondblue.org.au](http://Beyondblue.org.au) – Beyond Blue’s work is aimed at achieving an Australian community that understands depression and anxiety, empowering all Australians, at any life-stage, to seek help;
- [Headspace.org.au](http://Headspace.org.au) - Headspace provides mental and health wellbeing support, information and services to young people aged 12 to 25 years and their families; and
- [Reachout.com](http://Reachout.com) - ReachOut.com is Australia’s leading online youth mental health service. It’s a perfect place to start if you are not sure where to look. It’s got information on everything from finding motivation, through to getting through really tough times.

### **3.10 RIGHTS AND RESPONSIBILITIES OF STUDENTS**

Students have the right to be treated fairly and equitably and are responsible for respecting the rights of one another and of ART employees. Students 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 students are required to undertake.

This Student Handbook is publicly available on the Access Recognised Training website ([accessrt.edu.au](http://accessrt.edu.au)). ART asks that students be aware of discrimination issues, including sexual and cultural harassment. These can create an offensive, intimidatory or hostile environment and all forms of harassment are contrary to the educational and employment policies and practices of ART.

In the event of dissatisfaction, students have access to our Complaints Management policy as outlined later in this handbook.

### **3.11 LEGISLATION**

ART has identified and complies with relevant Commonwealth and State Government Acts of Parliament that relate to the employment of employees and administration of Australian Apprenticeships/students. These include:

- Training and Tertiary Education Act 2003 (administered by Skills Canberra);
- Board of Senior Secondary Studies Act 1997 (administered by the ACT Education Directorate);
- Children & Young People Act 2008 (ACT);
- Education Act 2004 (ACT);
- Working with Vulnerable People (Background Checking) Act 2011 (administered by ACT Community Services Directorate);
- Work Health and Safety 2011 (ACT) (administered by Worksafe ACT);
- Workplace Relations Act 1996 (Administered by the Australian Industrial Relations Commission);
- Workplace Relations Regulations 2006 (administered by the Australian Industrial Relations Commission);
- Copyright Act 1968 (administered by IP Australia).
- Anti-Discrimination Legislation
  - Racial Discrimination Act 1975 (administered by Australian Human Rights Commission);
  - Sex Discrimination Act 1984 (administered by Australian Human Rights Commission);
  - Disability Discrimination Act 1992 (administered by Australian Human Rights Commission);
  - Australia Human Rights Commission Act 1986 (administered by Australian Human Rights Commission);
  - ACT Human Rights Act 2004 & ACT Discrimination Act 1991 (administered by ACT Justice and Community Safety Directorate); and

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. Industry legislation relevant to you and your study will be covered in your initial meeting to discuss your qualification and training plan.

### **3.12 WORK HEALTH & SAFETY**

ART is committed to providing a safe and healthy workplace for all Students, employees, contractors and visitors and we adhere 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 work health and safety policy and risk management procedures. All accidents or unsafe working practices or conditions must be immediately reported to your trainer/assessor or a supervisor in your workplace.

### **3.13 CULTURAL RELEVANCE**

Any individual is welcome to participate in ART training programs, irrespective of cultural background. ART will encourage each student to relate course content to his or her cultural context.

### **3.14 DISCIPLINARY PROCEDURE**

To ensure all employees, contractors and course participants receive equal opportunities and gain the maximum benefit from their time with ART, we have disciplinary rules which we apply when required. 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 group activities
- Not responding to repeated message requests sent by trainers/assessors
- Continued absence at required times or repeated meeting cancellation requests
- Being under the influence of alcohol or illegal drugs while undertaking learning and/or assessment activities

Whether the person is temporarily suspended for a period of time or permanently banned will depend on the extent of the behaviour. Any person who has disciplinary action taken against them has the right of appeal through the grievance process.

### **3.15 EQUAL OPPORTUNITY, DISCRIMINATION & HARASSMENT ISSUES**

ART provides equal opportunity in employment and education. All employees 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 and respect the rights of all people to be treated in a fair and equitable manner.

ART will undertake to ensure all students and employees are treated equitably and are not subject to discrimination or harassment of any kind.

### **3.16 FEEDBACK/EVALUATION**

ART actively seeks employee and client feedback and regularly undertakes evaluations of all courses/qualifications and activities to achieve our goal of continuous improvement. We monitor compliance with VQF standards, our policies and procedures and general satisfaction of our clients through the use of evaluations at the commencement and/or completion of courses/ qualifications/ Australian Apprenticeships. All students who successfully complete a

course/qualification are emailed a web link to complete the AQTF learner questionnaire online. We value your feedback and encourage you to include what worked well for you and to provide constructive input on what you think we could do to better serve your needs as a student.

### 3.17 COMPLAINTS PROCESS

We understand that instances could arise where students seek to raise a complaint or wish to appeal against assessment results. In all assessment activities ART strives 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 challenges that do not directly concern ART but may impinge on the learner's ability to achieve competency. In this instance we will offer advice in referring the learner to appropriate external support groups for assistance.

To initiate the complaint 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 is not comfortable discussing the matter with them then they are at liberty to approach the ART Managing Director. The complaint or appeal may be reported verbally or in writing to initiate the complaint process.

**The aim of all parties involved in the matter is to find resolution by addressing it in a prompt and effective manner. The steps below are a guide to the process which should be followed:**

**Step 1** Person **raises** the complaint with their immediate supervisor/assessor. (if dispute is with supervisor/assessor, refer to Step 2);

**Step 2** If unresolved, the complainant is to refer the matter to the Managing Director;

**Step 3** If unresolved, the matter is referred to an external arbitrator as an independent appeals process.

At **each step** of the **grievance process** ART will allow the complainant to make representation either orally or in writing prior to reaching a decision. The complainant will be notified of the outcome of the complaint.

Students or clients not satisfied with the outcomes of complaints management process can contact the State or Registering body or the National Training Complaints Hotline: Ph: 1800 000 674.

### **3.18 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).

If the student is not satisfied with the action and decision taken by the assessor, then the appeal may be placed with the Managing Director. 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 appeal 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.

The full ART Appeals Policy can be viewed in more detail on the ART website (<http://www.accessrt.edu.au/>)

### **3.19 AUSTRALIAN APPRENTICESHIPS SUPPORT NETWORK PROVIDER (ANP)**

The ANP consultant will provide assistance to employers/Australian Apprentices in:

- Filling out documentation;
- Deciding on the appropriateness of the Australian Apprenticeship (if required); and
- Accessing the Federal Government Incentive payments.

### **3.20 ROLE OF SKILLS CANBERRA**

Students enrolled under Skilled Capital or the Australian Apprenticeships program are in programs funded by Skills Canberra.

Skills Canberra is responsible and accountable for the provision of strategic advice and overall management of vocational education and training (VET). Skills Canberra also manages Commonwealth and ACT funding directed to VET programs in the ACT.

Skills Canberra employs a number of Field Officers that will visit ACT workplaces to see Australian Apprentices and their employers. The Field Officers will ask a series of predetermined questions that you and your employer must respond to.

### **3.21 FURTHER INFORMATION REGARDING AUSTRALIAN APPRENTICESHIPS**

For further information regarding Australian Apprenticeships and your rights and responsibilities please refer the Skills Canberra website:

[www.cmtedd.act.gov.au/skillscanberra](http://www.cmtedd.act.gov.au/skillscanberra) or [www.australianapprenticeships.gov.au](http://www.australianapprenticeships.gov.au)

### **3.22 WORKPLACE SUPERVISOR**

The Workplace Supervisor will provide assistance on the job for the Australian Apprentice to complete the training required for the qualification. This person may be the employer, a workplace trainer, or another employee who has the



appropriate skills, knowledge and expertise to teach the Australian Apprentice the competencies required and to monitor their progress.

**The role of the Workplace Supervisor is to:**

- Help the Australian Apprentice develop their skills through guiding their practice at the workplace
- If the Australian Apprentice goes to training off the job then link what they learn with the skills practiced in the workplace
- Coordinate workplace training and assessment so that it fits in with the Australian Apprentice's everyday work and their training
- Maintain records relating to workplace training, progress, achievement and assessment
- Liaise with ART for the formal assessment

To help the Workplace Supervisor in his/her role as coach, the list below provides some basic values that a successful coach would follow.

- 1. Purpose:** Knowing why you are coaching and why it is important
- 2. Supportiveness:** Really standing by the person that you are coaching throughout their learning.
- 3. Confidence Building:** Being sure to help build the Australian Apprentice's confidence all the time.
- 4. Partnership:** Being a partner in learning – not an instructor.
- 5. Focus:** Helping the Australian Apprentice understand how they are helping the business and themselves as they learn.
- 6. Risk:** Encouraging risk taking through not punishing mistakes but encouraging learning from mistakes.

- 7. Patience:** Balance your needs to continue your own work with the needs of the Australian Apprentice.
- 8. Commitment:** Genuinely lead the Australian Apprentice to develop control over their own work.
- 9. Confidentiality:** Keep to yourself any personal issues that may rise during the learning process.
- 10. Respect:** Be committed to helping your Australian Apprentice to grow and contribute to the team.