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**GLOSSARY**

**Assessment:** The process of forming and recording a judgment 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:** Refers to Australian Apprentices, trainees, students, and participants undertaking any training.

**Learning Material/s:** provided to all learners 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 (ACCESS) is a RTO (88203).

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

**INTRODUCTION**

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

Access Recognised Training (ACCESS) is registered to provide nationally accredited training across Australia. It also offers a variety of non-accredited courses and consultancy on a fee for service basis. ACCESS 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**

Access Recognised Training (ACCESS) 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. ACCESS’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 booklet 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 grievance to your workplace assessor. 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.

EXPECTATIONS OF AUSTRALIAN APPRENTICES AND EMPLOYER/SUPERVISORS

1. All Training is on-the-job but it is essential both the Australian Apprentice and the employer/supervisor should be thoroughly familiar with the training package, the material it contains and the need to demonstrate achievement of the competencies.

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

2. 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
   - Signing the Australian Apprentices competency record sheets

3. The Australian Apprentice is obliged to:
   - Make all reasonable efforts to acquire the skills of the vocation
   - Discharge all his/her responsibilities as an employee

4. 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 to effectively perform their work.

5. Access Recognised Training will provide:
   - The training material
   - 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

6. 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
   - Performance checklists

   - If there are gaps in the Australian Apprentices 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.

7. 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.

8. 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.

9. It is essential Access Recognised Training be notified of any changes of circumstances or problems which affect the ability of the Australian Apprentice to complete the Australian Apprenticeship.

10. At the beginning of the Australian Apprenticeship the employer will receive an approval letter from the ACT Education and Training Directorate and a printed guide which should be read in conjunction with this brochure.
GENERAL INFORMATION

ACCESS provide and support the following services within our Code of Practice. A full copy of the document is available on request.

CLIENT SELECTION, ENROLMENT & INDUCTION / ORIENTATION PROCEDURES

ACCESS conduct induction/orientation sessions for all learners 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 learners. Specific course/qualification brochures or flyers are available via the website.

FEES & REFUND POLICY

Full fees (where applicable) must accompany enrolment to ensure your place in the course/qualification, Australian Apprenticeship. Australian Apprentices may be eligible for an exemption from paying the enrolment fee if:

- Australian School Based Apprentices (ASBA)
- Can prove genuine hardship (to be judged by the RTO on a case-by-case basis)

Please contact ACCESS for further information and advice regarding what documentation is required to assess exemption eligibility.

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

- Course cancelled by ACCESS
- Learners provide at least one week’s notice prior to commencement of training
- A review of the Recognised Prior Learning (RPL) process could mean a learner does not have to undertake the full course/qualification
- Learner is unable to commence course/qualification due to illness/accident
- Overpayment of fee
- Payment of fee where sufficient exemption evidence provided

Existing Worker Trainees (Fee for Service) or Fee for Service Students

- Fee for Service costs are negotiated and details will be illustrated in the Existing Worker Contract or Fee-For-Service Contract as appropriate
- The initial instalment must be paid prior to the provision of training material and training commencing
- Should a cancellation occur if advised before the commencement of training a refund will be provided on request
- Please note ACCESS reserves the right to hold issued certificates until full payment received as per Existing Worker or Fee-For-Service Contract
New Entrant Trainees (Government Funded)

- The mandatory enrolment fee is determined by the relevant State/Territory Training Authority.
- Enrolment fee to be invoiced prior to commencement of training.
- ACCESS reserves the right to cease services where there is non-payment of fee.
- Enrolment fees required by State/Territory Training Authorities are subject to the particular State/Territory Training Authority refund policy but are generally not refunded when the cancellation takes place after the commencement of services by ACCESS.

**Privacy & Confidentiality**

ACCESS 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 or verbal (with proof of identity) consent from the relevant staff member or client prior to the release of any information.

**Clients Access of Personal Records**

Clients 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.

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

Learners may also request a replacement certificate or statement of attainment when required with proof of identity (a processing fee of $25 may apply).
**TRAINING & ASSESSMENT**

**WHAT IS ACCREDITED TRAINING?**

Accredited Training is training delivered by a Registered Training Organisation (RTO) from a Training Package which is recognised nationally. ACCESS is a Registered Training Organisation with all training undertaken in accordance with the VET Quality Framework (VQF). ACCESS 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.

**ASSESSMENT**

The training you are undertaking is competency based. 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. The 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 the assessor may work in partnership with the employer/supervisor.

To demonstrate competency evidence must be proved that the learner has demonstrated the knowledge and skills to meet the performance criteria for each unit of competency. In additional they 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 of learner by workplace assessor
- Practical Demonstration
- Written Questions
- Written Projects/Tasks
- Role Paying
- Portfolio/Work Samples (i.e. compilation of work samples and documents gathered as evidence of competency)
- Other specific evidence

Appointments will be made for all workplace assessment visits (where applicable) and seek the least disruption to normal workplace practice.

Assessments are conducted in a relaxed and friendly atmosphere. Do not regard your assessment as an examination. Your assessor needs to know which competencies from your course/qualification you have mastered, and any competencies which require further practice will be assessed at a later date.
**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 ACCESS or their Trainer/Facilitator if they are unable to attend a set training session for any reason.

**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 learners, which ensures flexible assessment processes. If you are having difficulty achieving competency in any unit please discuss the matter with your assessor/trainer and where possible alternate training/assessment strategies will be provided which may include components of on-the-job, off-the-job or assignments/distance education. Learners guides and support material is available for all units upon request or recognised need.

**RECOGNITION (CREDIT TRANSFER, RPL)**

All learners 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 learners to apply for credit for previous study, work, life and educational experience that match the learning outcomes of specific units within their course/qualification.

ACCESS recognises the credentials issued by other organisations operating under the VET Quality Framework through recognition. 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.

All learners 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 online RPL process. 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. From time to time, or when deemed necessary, we will have an additional person or subject expert be part of the assessment process. All applicants receive written notification stating if their application was successful.

Learners may request a review of the RPL decision through our Grievance Procedure (outlined in detail later in this handbook).
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, learners are issued with a certificate listing the units where competency has been achieved. A Statement of Attainment is issued on successful completion of a partial number of the units of an accredited course/qualification. A Certificate is issued when the learner has demonstrated competency and satisfied the full requirements of the accredited qualification. All Statement of Attainment and Certificates will be issued within 30 days of notification of the event.

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.

CLIENT SUPPORT

We offer client support services to all learners including:

- Recognition 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 learners. 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 learners/clients. This includes:

- Work 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 their 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 14
**LIVING AWAY FROM HOME ALLOWANCE**

If you are living away from home to work as an Australian Apprentice you may be eligible for a living away from home allowance (LAFHA) and/or travel allowance. In the Australian Capital Territory (ACT) information on assistance can be obtained from the ACT Education and Training Directorate on 02 6205 8555 or the Australian Apprenticeships hotline 13 38 73.

**RIGHTS AND RESPONSIBILITIES OF LEARNERS**

Individual learners have the right to be treated fairly and equitably, and have the responsibility to respect the rights of one another and of ACCESS employees. Learners 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 learners are required to undertake.

Learners will be able to obtain a copy of this Student Handbook from the Access Recognised Training website (accessrt.edu.au) and will be made aware of our Code of Practice and obligations/requirements placed upon both ACCESS and the learner. We ask that learners 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.

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

**LEGISLATION**

ACCESS 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 the ACT Education & Training Directorate).
- Board of Senior Secondary Studies Act 1997 (administered by the ACT Education & Training 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).
- Anti-Discrimination Legislation
- Copyright Act 1968 (administered by IP Australia)

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. Relevant industry legislation is covered at time of induction of employees and Australian Apprentices/students. Relevant industry legislation includes but is not limited to:

Retail & Hospitality Industries

- Liquor Act & Registered Clubs Act – Harm minimisation (Responsible Service of Alcohol)
- Gaming Machine Act – Responsible Conduct of Gambling
- Anti-Discrimination Act
- Disability Discrimination Act
- Unfair Dismissal Legislation
- Work Health & Safety Act
- Anti-smoking legislation
- The Fair Trading Act/Consumer Protection Act
- The Food Act

Further detailed information regarding legislation and regulations may be accessed through www.legislation.act.gov.au
WORK HEALTH & SAFETY

ACCESS is committed to providing a safe and healthy workplace for all learners, 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 work health and safety policy and risk management procedures. All accidents or unsafe working practices or conditions must be immediately reported to a supervisor.

CULTURAL RELEVANCE

Any individual is welcome to participate in ACCESS training programs, irrespective of cultural background. Learners who wish to undertake course/qualifications which have prerequisite standards and competencies will be counseled and made aware of support programs and assistance.

DISCIPLINARY PROCEDURE

To ensure all employees, contractors and course participants receive equal opportunities and gain the maximum benefit from their time with ACCESS, 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 learners
- 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
- Continued absence at required times
- Being under the influence of alcohol or illegal drugs

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

ACCESS/EQUITY, EQUAL OPPORTUNITY, DISCRIMINATION & HARASSMENT ISSUES

ACCESS provides equal opportunity and affirmative action in employment and education. Each of our employees has responsibility for access and equity issues for all learners/clients. All employees are expected to act in accordance with our Code of Practice and all learners/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 will undertake to ensure all learners 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 actively seeks employee and client feedback and regularly undertakes evaluations of all course/qualifications and activities to achieve 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. Learners/client are encouraged to not only complete the learner feedback form but also to provide any verbal or written feedback at any time. All active students are required to complete an AQTF learner questionnaire every 12 months. Any grievances or deficiencies are documented on a Request for Improvement (RFI) form to ensure appropriate follow up action is taken by management.

COMPLAINTS & GRIEVANCE PROCEDURES

It is recognised that instances could arise where learner, clients, employees, contractors may seek to raise a complaint or wish to appeal against assessment results. In assessment activities ACCESS 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 learners may have problems that do not directly concern ACCESS 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 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 on the RFI.

If the complaint is still not resolved it is referred to the Chief Executive Officer 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:

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 Chief Executive Officer;

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 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.

If clients are not satisfied with the outcomes of complaints and appeals processes you may contact the State or Registering body or the National Training Complaints Hotline: Ph.: 1800 000 674.
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 Compliance Officer 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 Senior Management. 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.

AUSTRALIAN APPRENTICESHIPS CENTRE

The Australian Apprenticeships Centre consultant will provide assistance to employers/Australian Apprentices in:
- Filling out documentation
- Deciding on the appropriateness of the Australian Apprenticeship (if required)
- Accessing the Federal Government Incentive payments

ROLE OF EDUCATION AND TRAINING DIRECTORATE

Training and Tertiary Education (TaTE) in the ACT administer Australian Apprenticeships. If you are an Australian Apprentice the ACT your training contract documents are registered by TaTE.

FURTHER INFORMATION REGARDING AUSTRALIAN APPRENTICESHIPS

For further information regarding Australian Apprenticeships and your rights and responsibilities please refer the ACT Education and Training Directorate website:
**WORKPLACE COACH**

The Workplace Coach 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 Coach 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 practised in the workplace
- co-ordinate 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 the Registered Training Organisation (RTO) for the formal assessment

To help the Workplace Coach 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.