



ACCESS
Recognised Training

Student Handbook

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Table of Contents

1. GLOSSARY	2
2. INTRODUCTION	3
2.1 EXPECTATIONS OF AUSTRALIAN APPRENTICES AND EMPLOYER	4
2.2 GENERAL INFORMATION	6
2.3 FEES, CHARGES & REFUND POLICY	6
A) Traineeships, Apprenticeships and Skilled Capital Tuition Fees	6
B) Fee Concessions	7
C) Fee for Service Students	8
D) Assessment Cancellation Fee	8
E) Original Certificate Re-Print Fee	9
F) Refund Policy	9
2.4 PRIVACY & CONFIDENTIALITY	9
2.5 STUDENT PROGRESSION POLICY	10
3. TRAINING & ASSESSMENT	13
3.1 WHAT IS ACCREDITED TRAINING?	13
3.2 ASSESSMENT	13
3.3 ATTENDANCE PROCEDURES	14
3.4 FLEXIBLE TRAINING STRATEGIES & ASSESSMENT PROCEDURES	15
3.5 RECOGNITION (CREDIT TRANSFER, RPL)	15
3.6 ISSUING OF CERTIFICATION	16
3.7 ASSISTANCE & SUPPORT SERVICES	16
3.8 RIGHTS AND RESPONSIBILITIES OF STUDENTS	19
3.9 LEGISLATION	19
3.10 WORK HEALTH & SAFETY	20
3.11 CULTURAL RELEVANCE	21
3.12 DISCIPLINARY PROCEDURE	21
3.13 EQUAL OPPORTUNITY, DISCRIMINATION & HARASSMENT ISSUES	22
3.14 FEEDBACK/EVALUATION	22
3.15 COMPLAINTS & GRIEVANCE PROCEDURES	22
3.16 APPEALS	23
3.17 AUSTRALIAN APPRENTICESHIPS SUPPORT NETWORK PROVIDER (ANP)	24
3.18 ROLE OF SKILLS CANBERRA	24
3.19 FURTHER INFORMATION REGARDING AUSTRALIAN APPRENTICESHIPS	25
3.20 WORKPLACE SUPERVISOR	25

1. 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/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 (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).

2. 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.

2.1 EXPECTATIONS OF AUSTRALIAN APPRENTICES AND EMPLOYER

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.

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 to effectively perform their work.

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.

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 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.

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 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.

2.2 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 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);
- ACCESS fees and charges are published on accessrt.edu.au for each training course and training initiative;

- ACCESS tuition fees for each qualification per delivery mode are published on the ACT Qualifications register;
- ACCESS 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
- ACCESS 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).

Example of evidence for fee concession can include (list not exhaustive):

- 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; and
- 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. 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 ACCESS 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 ACCESS tax invoice or formal quote issued to the student or employer;
- ACCESS 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 ACCESS; and
- ACCESS 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 ACCESS 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;
- Students 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

ACCESS is committed to protecting the privacy of your personal information. We have a Privacy Policy (available at 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. 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.

ACCESS Recognised Training 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.

2.5 Student Progression Policy

The policy defines course progression requirements for enrolled students, and specifies the way in which Access Recognised Training (ACCESS) will identify intervene to support students not making satisfactory course progression. The policy also identifies the consequences for the student of not making satisfactory course progression. The policy also enables compliance against ASQA RTO Standards of Registration 2015 and the ACT Standards Compliance Requirements issued by Skills Canberra (SKILLS).

The Student Progression Policy will enable team members directly involved in, and indirectly supporting activities within the student life cycle to provide measured and appropriate support to students, to assist them to reach their qualification completion goals, and ensure both compliance with regulatory expectations surrounding student information provision, and progression, and facilitating at all times, good business practices and viable use of resources. The policy is relevant across all VET courses offered by ACCESS.

Identification

Students will be identified as making unsatisfactory course progress if they have not engaged in any learning or assessment activities within three months;

- of their enrolment or completion of a unit of competency; or
- completion of an assessment activity; or
- failure to follow executed Student Assessment Schedule; or
- failure to respond to Assessor contact; or
- deemed Not Yet Competent in more than 50% of the units in which they are enrolled; or
- fail to achieve competency in the same unit of competency two times as identified by the Course Coordinators and endorsed by the Managing Director.

The Student Progression Report will identify students making unsatisfactory course progression. The report will be generated monthly by the Administration Officer.

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.

Notification Procedure

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 as per the ACCESS Education and Support Services procedure.

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 refer to the Suspension Request procedure.

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, ACCESS will advise the student and other appropriate parties (as required by regulation e.g employer and/or SKILLS) of the cancellation of training. ACCESS will withdraw as the RTO and cancel the students enrolment. ACCESS 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 our Grievance and Appeals Policy.

Publication

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

3.2 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 provided that the student has demonstrated the knowledge and skills to meet the Assessment Requirements for each unit of competency. In addition, 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
- 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

In consultation, dates will be set for workplace assessments to be conducted and/or assessment due dates for the collection of completed assessment tasks. Students must ensure they 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 students are not prepared for assessment when the assessor arrives to conduct the workplace assessment and/or collect completed assessment tasks. Students may 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 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.

3.4 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 where possible alternate training/assessment strategies will be provided which may include components of on-the-job, off-the-job or assignments/distance education. Students guides and support material is available for all units upon request or recognised need.

3.5 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 Students 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 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 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.

Students must refer to the RPL Candidate Guide (www.accessrt.edu.au) when applying for RPL.

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

3.6 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 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 and ACCESS Fees and Refund Policy. All Statement of Attainment and Certificates will be issued within 30 days of notification of the event.

3.7 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

- One-on-one training sessions;

- Paper-based training and assessment materials can be issued if the online environment is not conducive to the trainees style of learning;
- Increases in trainer/assessor instruction contact hours;
- A third party tutoring service to allow additional support throughout their study (additional fees may apply);
- Enrolling into a Foundation Skills unit of competency through a third party RTO (Quest Training Solutions);
- Advice and guidance with assignments, interpreters, scribes, additional time to complete exams or assessment tasks.
- Reasonable adjustment of assessment to meet student's needs e.g where students are unable, due to physical or mental disabilities, learning difficulties, ill health or family emergency, to undergo alternative assessment methods and times of assessment may be negotiated with a trainer prior to the assessment date. Learning adjustments to equipment/ materials – e.g. larger font, different colour paper.

In cases whereby, 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 significant financial disadvantage) Access Recognised Training will seek additional support funding from Skills Canberra for Australian Apprentices or Skilled Capital funded participants. If additional support funding is approved, Access Recognised Training 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.

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

Welfare & Guidance Services

Access Recognised Training is at all times concerned with the welfare of our students. Personnel will counsel 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;
- 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 - Jean Hailes' vision is physical and emotional health and wellbeing in all its dimensions for all Australian women throughout their lives;
- 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 - Beyondblue's work is aimed at achieving an Australian community that understands depression and anxiety, empowering all Australians, at any life-stage, to seek help;
- Anxietyonline.org.au - Anxiety Online provides information, assessment, referral and treatment for Panic Disorder, Social Anxiety Disorder, Generalised Anxiety Disorder, Obsessive Compulsive Disorder and Post-Traumatic Stress Disorder;
- 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 - ReachOut.com is Australia's leading online youth mental health service. It's a perfect place to start if not sure where

to look. It's got information on everything from finding motivation, through to getting through really tough times.

3.8 RIGHTS AND RESPONSIBILITIES OF STUDENTS

Students have the right to be treated fairly and equitably, and have the responsibility to respect the rights of one another and of ACCESS 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.

Students 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 students 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, students have access to our Grievance Procedure as outlined later in this handbook.

3.9 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 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. Relevant industry legislation is covered at time of induction of employees and Australian Apprentices/students.

3.10 WORK HEALTH & SAFETY

ACCESS 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 work health and safety policy and risk management procedures. All accidents or unsafe working practices or conditions must be immediately reported to a supervisor.

3.11 CULTURAL RELEVANCE

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

3.12 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 Students
- 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.

3.13 EQUAL OPPORTUNITY, DISCRIMINATION & HARASSMENT ISSUES

ACCESS 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 the rights of all people to be treated in a fair and equitable manner.

ACCESS will undertake to ensure all students and employees are treated equitably and are not subject to discrimination or harassment.

3.14 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. All students that successfully complete a course/qualification are emailed a web link to complete the AQTF learner questionnaire online.

3.15 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 Students 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 Managing Director. The complaint or appeal may be reported verbally or in writing to initiate the grievance process.

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, the parties are 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 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.

3.16 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 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 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.

3.17 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.

3.18 ROLE OF 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 employ 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 pre-determined questions that you and your employer must respond to.

3.19 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 or www.australianapprenticeships.gov.au

3.20 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 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 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.