

AUSTRALIAN EMPLOYMENT



AND TRAINING SERVICES



Student Handbook

Information for Future and Current students

RTO No: 32054

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RTO Details

Registered Business Name: Australian Employment and Training Services

Registered Trading Name: *Logan Workforce Solutions PTY LTD*

Central Administration Office: Queensland

Postal Address: In all instances mark any postage to attention of:

Australian Employment and Training Services

PO Box 470, Mooloolaba, Queensland, 4572.

NSW Location: Level 15, Deloitte Building, 60 Station Street, East Parramatta, 2150.

WA Location: Level 24/ 77 St Georges Terrace, Perth, 6000.

ABN: 21133342864

RTO Number: 32054

Managing Director: Andrew Logan

Contact Details

- Administrative Support Personnel
 - Charmane Dennis- Program Coordinator: 08 6141 3186; email: charmane@aeats.com.au
 - Sonia Joseph-Placement Coordinator: 08 6141 3198; email: sonia@aeats.com.au
 - Debora Bone Practical Placement Assessor debora@aeats.com.au

If you have any questions about anything included in this Handbook please ask your trainer/assessor or contact **AEATS on 1300 630 366** or info@aeats.com.au.

Introduction

Thank you for choosing the Australian Employment and Training Services. We deliver nationally recognised training that has been specifically designed to meet the needs of Industry.

The Student Handbook provides information about the nationally recognised training courses available. It also covers the RTO operations, your rights and responsibilities as a student and the key concepts of Policies and Procedures that are relevant to your studies.

Detailed Policies and Procedures are available on our website and at the back of this document.

About Us

Australian Employment and Training Services (AEATS) delivers a broad range of training solutions for both business and individuals. Through its extensive network of training partners, AEATS is able to offer both accredited and non-accredited training options.

AEATS ensures the relevance of its programs to industry via its linkages and constant review of its programs. In addition to this AEATS ensures that its Trainers and Assessors are all industry experienced with most currently working within industry.

AEATS specialises in working with medium to large sized enterprises. Its proven ability to customize its training to meet the workforce development needs of industry is what sets it apart from other training organisations.

AEATS, being a national provider has a range of contractual partnerships with relevant state and commonwealth government bodies to ensure that students and enterprises are able to maximise subsidised training if it is available.

AEATS due to its national focus is able to offer, especially to larger organisations, across state boundary delivery ensuring not only the consistency of delivery by dealing with just one provider, but also the reduction in time it takes working with multiple provider.

Our Training Programs

We have been approved by ASQA, the national regulator for vocational education and training (VET) in Australia, to deliver and assess the following Qualifications:

CHC33015 Certificate III in Individual Support (Aging, Home & Community and Disability)

CHC43015 Certificate IV in Ageing Support

CHC30113 - Certificate III in Early Childhood Education and Care

BSB30415 - Certificate III in Business Administration

BSB40515 - Certificate IV in Business Administration

BSB42015 - Certificate IV in Leadership and Management

BSB51915 - Diploma of Leadership and Management

Our Method of Delivery

We deliver our courses in the classroom, in the workplace and in some instance by online correspondence. We have chosen these methods because we feel it best meets the training needs of our students allowing them to complete their training in a supportive learning environment.

We have ongoing delivery options in the following locations:

NSW

QLD

WA

Our Guarantee

We guarantee that we will provide quality training and assessment that meets the requirements of the legislation that is relevant to Registered Training Organisations and in the time frame and as described in our course information. If for whatever reason we cannot supply the training and assessment services that you have enrolled in, we will refund student fees in accordance with our Fee and Refund Policy.

Code of Practice

The following list describes the principles that guide our operations.

Australian Employment & Training services provides quality training and assessment for all students in accordance with its responsibilities as a Registered Training Organisation and is committed to fair, reasonable, and ethical practices in all of its undertakings.

Training and Assessment Delivery: Training and Assessment delivery will ensure clients are given every opportunity to achieve a satisfactory learning outcome.

Client Information: We ensure practices conform to Privacy Legislation requirements and that all staff are aware of their responsibilities with regard to confidentiality of student information. Students will be made aware when Personal Information is to be shared with Government or other bodies.

Complaints and Appeals: We have an accessible Complaints and Appeals Policy and Procedure which ensure all complaints and appeals are dealt with in a timely and fair manner.

Financial Management: We implement best practice financial management systems and provide clearly stated fee and refund policies to students prior to enrolment.

Marketing: We are committed to the provision of accurate and ethical marketing by ourselves and those acting on our behalf as appointed agents for marketing and enrolment services. Promotional materials accurately reflect the cost of the training, the duration of training, provision for RPL and Credit Transfer and methods of training delivery.

Provision of Information: Accurate information is provided prior to enrolment and course commencement. This information includes course structure, fees, pre-requisites, enrolment processes, course outlines and vocational outcomes, assessment methods and dates, opportunities for recognition and student support and provision for special needs.

Access and Equity: We are committed to an inclusive approach to the development, conduct and evaluation of training programs. A demonstrated commitment to these equity principles and practices is a core responsibility for all those involved in education and training.

Anti-Discrimination and Harassment: We are committed to ensuring that all staff and students have the right to work and learn in an environment where they are treated with dignity and respect and are free from all forms of discrimination or harassment.

Legislative Compliance: We provide training and work environment that complies with all relevant federal and state legislation including Equal Opportunity, Work Health and Safety, Disability Standards, Privacy, Anti-Discrimination and Fair Work requirements.

Records management: We have systems in place to assure accurate record and data management that enable client's access to records and information within a stated timeframe. Accurate statistical information will be provided to relevant organisations as required. We implement USI requirements according to Government policy.

Recognition: We ensure that all students have access to information regarding opportunities of recognition including RPL, RCC and Credit Transfer. Procedures and forms are in place to ensure any application for recognition is assessed in a timely and supportive manner. See separate recognition policy, procedures and forms.

Professional Staff: We employ trainers and assessors with relevant and current qualifications and industry experience. Systems of performance management are implemented to evaluate teaching and assessment quality. We review ongoing professional development needs to ensure current relevance of skills and knowledge.

Qualifications Issuance: We implement systems to ensure that Qualifications and Statements of Attainment are issued within the legislated timeframe after a competency decision has been made.

Professional conduct: All RTO staff and students will maintain awareness that VET Training is about professional conduct and will apply the same standard during course attendance:

Professional conduct is the standard applying to a typical workplace and includes:

- Use of substances is forbidden in the work environment
- Personal presentation must be at the level required in the work environment
- Language use will maintain the standard expected in a workplace
- Punctuality is required and the workplace or RTO expects to be informed about any lateness or absence and may require a medical certificate for verification.

Health and Safety: We are committed to ensuring the health, safety and welfare of staff and students at all worksites and training venues.

Liaison with Industry: We are committed to ensuring that training and assessment practices are relevant to current industry needs by developing ongoing networks with Industry and Industry groups. Independent industry representatives will be consulted with regard to the development of training and assessment strategies and for validation of assessment tools.

Subcontracting/ Third Party Arrangements: we are aware when appointing a third party to provide services on our behalf, such as marketing, enrolment and training and assessment, that it is our

responsibility to ensure the quality and integrity of these services and to implement systematic monitoring processes to ensure all legislative and ethical standards are maintained.

Legislative Requirements

As a Registered Training Organisation, we comply with relevant Commonwealth, State and regulatory requirements including the NVR Standards for Registered Training Organisations 2015. If there changes in legislation or regulations that may affect your participation in your studies we will make sure you are informed of them through emails and by updating this Handbook and our website.

The following legislation is relevant to our operations:

Commonwealth Legislation

- National Vocational Education and Training Regulator Act 2011
- Work Health and Safety Act. 2011
- Australian Human Rights Commission Act 1986
- Equal Opportunities ACT 1987
- Age Discrimination Act 2004 (Cwth)
- Racial Discrimination Act 1975
- Disability Discrimination Act 1992
- Disability Standards for Education 2005
- Sex Discrimination Act 1984
- Privacy Act 1988 and Australian Privacy Principles (2014)
- Trade Practices Amendment (Australian Consumer Law) Act (No. 1 and 2) 2010
- Competition and Consumer Act 2010
- Fair Work Act 2009
- Copyright Act 1968
- Student Identifiers Act 2014
- Competition and Consumer Act 2010

NSW Legislation

- Work Health and Safety Act 2011
- Workplace Injury Management and Workers Compensation Act 1998
- Children and Young Persons (Care and Protection) Act 1998
- Anti-Discrimination Act 1977
- Disability Services Act 1993 & Disability Services Regulation 2003
- Privacy and Personal Information Protection Act 1998
- Fair Trading Act 1987

Western Australia legislation:

- Vocational Education and Training Act 1996
- Education Service Providers (Full Fee Overseas Students) Registration Act 1991
- Equal Opportunity Act 1984
- Fair Trading Act 1987

- Occupational Safety and Health Act 1984
- Working With Children (Criminal Record Checking) Act 2004

South Australia legislation:

- Training and Skills Development Act 2008
- Work Health and Safety Act 2012
- Workers Rehabilitation and Compensation Act 1986
- Fair Trading Act 1987

Victoria legislation:

- Education and Training Reform Act 2006
- Occupational Health and Safety Act 2004
- Accident Compensation (Workcover Insurance) Act 1993
- Disability Act 2006
- Fair Trading Act 1999
- *Working With Children Act 2005*

Queensland

- Vocational Education, Training and Employment Act 2000
- Vocational Education, Training and Employment Regulation 2000
- Work Health and Safety Act 2011
- Workers' Compensation and Rehabilitation Act 2003
- Child Employment Act 2006
- Child Protection Act 1999
- Fair Trading Act 1989

Australian Capital Territory

- Training and Tertiary Education Act 2003
- Work Health and Safety Act 2012
- Workers Compensation Act 1951
- Discrimination Act 1991
- Fair Trading Act 1992

Tasmania

- Work Health and Safety Act 2012
- Industrial Relations Act 1984 (certain functions)
- Industrial Relations (Commonwealth Powers) Act 2009
- Workers Rehabilitation and Compensation Act 1988
- *Fair Trading Act 1990*

Northern Territory

- Work Health and Safety (National Uniform Legislation) Act 2011
- Child Protection (Offender Reporting and Registration) Act 2013
- Consumer Affairs and Fair Trading Act 2013

Student Rights and Responsibilities

STUDENT RIGHTS

Australian Employment & Training Services will ensure that all enrolled students will:

- receive quality training and assessment that meets the NVR Standards for RTO's 2015
- be issued with AQF Certificates and Statements of Attainment on successful completion of the training course. This may be by mail to your given postal address.
- have access to our consumer protection system, including our Complaints and Appeals Policy
- receive a refund for services not provided in the event of the training program being terminated early or if the agreed services are not provided either by ourselves or by a third party delivering on our behalf
- have their personal information protected in accordance with the National Privacy Principles and have access to that information on request
- be fully informed of fees and charges to complete the training course, including charges for equipment and materials
- be provided with sufficient information regarding the requirements of the training and assessment to enable them to make an informed decision regarding enrolment in the training program
- be provided with information regarding the implications of government training entitlements and subsidy arrangements in relation to the delivery of the service and enrolment in other training
- be provided with a safe training environment free from hazards, harassment and discrimination
- be informed, as soon as practicable, of any changes to agreed services, including in relation to any changes to existing third party arrangements, new third party arrangements or a change in ownership.

STUDENT RESPONSIBILITIES

All students must ensure that they:

- provide true and accurate information
- behave in an ethical and responsible manner at all times when engaged in training and assessment activities
- meet their Health and Safety duty of care responsibilities by immediately reporting any safety concerns or incidents and follow any health and safety related instructions.
- do not behave in any way that might intimidate, threaten, harass or embarrass other students or staff
- are free from drugs and alcohol at all times while in the training environment
- are punctual and attend **all** scheduled training and assessment sessions
- complete assessments as scheduled
- meet assessment deadlines
- do not cause damage to equipment or facilities
- provide an USI or give permission to obtain one on their behalf.
- Be willing to meet the requirements of third-party organisations including hosts of Practical Placements.
- Inform AEATS of any existing injury, physical or physiological condition that may impact on them being able to complete their course in a safe and professional manner which included appropriate interactions with third party organisations such as Practical Placement hosts or their clients.

Quality Assurance

We are committed to providing training and assessment of the highest quality. This includes improving programs and services through:

- Collecting feedback from students, employers and industry with the regard to the quality of our training, assessment and administrative services.
- Implementation and maintenance of NVR Standards for RTO's 2015 and the Standards for AQF certification documents.
- Implementing a continuous improve strategy across all of our services
- Systematic review of our systems and procedures to ensure they meet legislative standards.

If you are unhappy with any aspect of our service to you, please discuss it with us, we will take your opinion seriously and do our best to improve our practice to your satisfaction. If, however, you wish to make a formal complaint or appeal against an assessment outcome then you should follow the Complaints and Appeals Process as described in the Complaints and Appeals Policy.

Student Feedback

As part of our Quality Assurance process you will be asked towards the end of your training program to complete a feedback form that asks about your level of satisfaction with the training and support you have received. Please take time to complete this form accurately so that we can improve our training, assessment and administrative processes.

Student Support

We are committed to making every effort to ensure you successfully complete your training program. You may be asked to complete a Language, Literacy and Numeracy (LLN) Assessment at enrolment so we can check that you will be able to complete your studies independently or if you will require support. We may undertake further LLN checks towards the early part of your course if we believe your initial LLN test is not a true reflection of your skills. It is essential that your LLN testing is completed individually by the student.

Please talk to us at enrolment or at any time during your studies if you require any support to successfully complete your studies. We will discuss your support needs; we will develop a support and plan and provide access, or referral, to relevant support services.

Support may include the following:

- A degree of Language, Literacy and Numeracy (LLN) support
- assistive technology
- additional tutorials or learning materials
- other mechanisms, such as assistance in using technology for online delivery components.

In a situation where we cannot provide the necessary support, we will make referrals to relevant support organisations.

Access and Equity

We are committed to providing equitable access where safe to our services for everyone and do not discriminate on the basis of race, religion, socio-economic status, gender, colour, sexual preference, physical or mental disability, marital status, family or carer responsibilities, pregnancy, political opinion, national extraction or social origin.

Anti-Discrimination and Harassment

We take any complaints of harassment or discrimination very seriously and are committed to providing a learning environment where staff and students are treated with dignity and respect and free from all forms of discrimination or harassment. Please refer to the confidential Complaints and Appeals process if you feel you have been discriminated against or harassed.

Disciplinary Action

We are committed to providing training in an environment of mutual respect and cooperation.

If a student exhibits disrespectful or disruptive behaviour, then the Trainer/Assessor has the authority to warn the student that their behaviour is unsuitable. If there is no improvement or the immediate safety or well-being of others is at risk, then the student should be directed to leave the training environment.

Examples of when disciplinary action may be required include when a student:

- Brings or consumes illegal drugs or alcohol on the premises
- Is under the influence of drugs or alcohol
- Damages property or removes property or resources belonging to the training venue.
- Assaults (physically or verbally) any person or persons on the training or business premises
- Fails to comply with any instructions relating to the safety of anyone on the premises
- Exhibits aggressive, disorderly, disruptive, harassing behaviour or interferes with the comfort, safety or well-being of any person who is acting lawfully and entitled to be present
- Colludes, plagiarises or cheats in assignments or assessments
- Enters any part of the training or business premises when not entitled to do so, or having entered, refuses to leave said premises.

In all Instances, if there has been a cause for disciplinary action the Managing Director must be informed immediately.

If a student wishes to make a complaint in relation to the disciplinary action taken, they should be directed to follow the *Complaints & Appeals Policy* and *Related Forms*.

Privacy

We respect the privacy of our students and ensure that all information is collected and stored in accordance the Privacy Act of 1988 and the Australian Privacy Principles.

We do not give out personal information to any person or agency without your permission, unless we are required to do so by law.

The personal information that you provide to the Student Identifiers Registrar is collected, used, and may be disclosed, in accordance with the provisions of the Student Identifiers Act 2014 and the Privacy Act 1988. The [USI Privacy Policy](#) provides information about the protection of your information, including how you can access and seek correction of your personal information held by the Student Identifiers Registrar and how to make a complaint about a breach of your privacy and how such complaints are handled.

**The Privacy Policy has been updated to meet the new 2018 requirements.*

Access to Records

If at any time you would like to access your student records, please email our Administration Team who will arrange a mutually convenient time.

Health and Safety

Australian Employment & Training Services is committed to ensuring the health, safety and welfare of staff and students at all worksites and training venues and is bound by the requirements of the relevant Health and Safety Legislation governing each State or Territory. As a student it is your responsibility:

- To inform us of any accidents or incidents that occur which may affect health and safety of anyone working or studying at our training sites and/or workplace.
- To take reasonable care of others at the training site and/or workplace and cooperating with RTO staff in ensuring health and safety.
- To ensure the training environment is not misused or interfered with.
- To cooperate with all persons to meet a requirement made for health and safety under the Act.

You should report any Health and Safety related issues to your trainer and assessor or a staff member as soon as possible after the event or after identifying a hazard. Please refer to the *Health and Safety Policy* for further information.

Entry Requirements

Entry requirement for our courses vary and are detailed in the Course Information on our website and our Course Guides.

Unique Student Identifier (USI)

All students in Australia must have a Unique Student Identifier (USI). This will be a lifelong number which will enable your records and results obtained to be collected in an online system. By having a USI you will be able to access your training records and results (or transcript) whenever you need to.

You must have a USI before we, or any, RTO can enrol you into a course.

Attendance

It is a requirement of all students to attend all training sessions/workshops/scheduled online webinars and to complete assessments on time according to the assessment schedule (timetable) you will be given at the start of your course. If you are unavoidably unable to attend, you must inform the office prior to the start of the scheduled training. Whilst AEATS will endeavour to provide opportunities for students to

catch up on missed sessions or assessments, it cannot guarantee that this is possible, or in the original timeframes of the scheduled training. It is a requirement for students undertaking agreed classroom activities to attend classes in order to achieve competency unless specifically agreed to by the course trainer and assessor.

Cancelling an Enrolment or Withdrawing from Training

Cancellation of enrolments or intention to withdraw from training must be made in writing via the *Withdrawal Form*. Refunds must also be in writing via the *Refund Application Form*. Please email to the Program Coordinator at admin@aeats.com.au. Any calculation of refunds of fees will be calculated from the given date of notification and not retrospectively. For further details refer to the Policies section in this Handbook. AEATS reserves the right to cancel a student's enrolment automatically where the student has not made adequate engagement or attendance to training.

Issuing Certificates and Statements of Attainment

We will issue all AQF Certificates or Statements of Attainment within 30 days of the student being assessed as competent if the training program in which the student is enrolled is complete and all agreed fees have been paid. Please see related policy for further information.

Fees and Refunds

We will supply you with information about all fees and charges prior to enrolment. This information will be in the course guide and on our website. Please see related policy for further information.

Fee Protection

We are aware of our obligations as Registered Training Organisation to protect any student fees paid in advance. To this effect *We do not collect fees in advance of more than \$1000*

Payment Schedule

Students will have to sign an agreed payment plan on enrolment. This plan will give payment dates and the amount of the instalment. It is your responsibility to ensure this payment is made.

If there is default of the payment plan, we may suspend access or attendance of training and assessment until the outstanding debt is paid. Please see related policy for further details.

Fees for Recognition

There are no fees for Credit Transfer. Fees for RPL will depend on the number of units applied for and a price will be supplied on initial enquiry or application. Please see related policy for further details.

Fees for Replacement Certificates & Academic Records

AEATS reserves the right to charge *\$25* to replace a Certificate or Statement of Attainment. All requests for replacements must be made in writing and should include proof of identity and the address you want it posted to. You should allow *20 business* days from receipt of request to delivery.

Assessments

Australian Employment and Training Services undertakes systematic audits to ensure that all assessments of students in nationally registered training will be done in accordance with the criteria laid down in the course outline and in the training package.

Assessment Outcomes

Each assessment task will be assessed as satisfactory (S) or not yet satisfactory (NYS) by your assessor. Satisfactory completion of all assessment tools will lead to a verdict of competent at the individual unit level. IF you are deemed NYS your assessor will explain the areas you need to strengthen, and you will be given time for revision and practice prior to resitting the assessment task.

If after three attempts, you have not completed the task satisfactorily you may be required to undergo more training and then resit the assessment and there will be additional costs for this.

Please make sure you keep a copy of all completed work you hand in for assessment; in the unexpected event of assessments going missing it is your responsibility to be able to provide a copy. Your original work will be retained by AEATS for future evidence of completion.

Please remember that all units may have a classroom or electronic component of assessment (depending on your enrolment) as well as a Practical Placement component of assessment.

Submission of Assessments

Assessments must be handed in on time as per the Assessment Schedule you will be given at the start of your training. Extensions to assessment deadlines must be requested in writing to your assessor and it is at management discretion if extra time will be allowed.

Authenticity of Work

When you submit a written assignment for assessment you will have to sign a statement that it is all your own work and has not been copied from other sources.

Assessment Appeals Procedure

For information on how to appeal and assessment decision refer to the *Complaints and Appeals Policy* included in this Handbook.

Recognition of Prior Learning (RPL)

RPL is the process by which your existing skills, knowledge and experience are recognised towards the achievement of a qualification. These skills may have been obtained through: Training programs; work experience; voluntary work; schoolwork, life or sporting experience

If you apply for Recognition and are successful it can save you time in achieving a qualification as you do not have to repeat learning for skills and knowledge you already have.

All students are entitled to apply for Recognition of previously learnt skills and knowledge. To be awarded RPL you must provide evidence of when and how that competency was acquired.

To ensure that we assess your application for RPL in a consistent and fair manner we have developed the following process:

1. If you feel you want to apply for RPL, contact our office; we will explain the initial application process and send you out an *RPL Application Form*.
2. When we receive the completed RPL Application Form and relevant fee, we will arrange for you to speak with the assessor to discuss your application and make sure you understand the evidence collecting process.
3. We will schedule further meetings to assess the evidence you have provided and conduct a competency interview.
4. The Assessor will contact your referees then decide if you are competent in all aspects of the unit(s).
5. If yes: Statements of Attainments are issued for the units achieved or a Certificate is issued if you have achieved competence in all units in a Qualification.
6. If no: a meeting will be arranged with the assessor to explain areas requiring further evidence or training.

Credit Transfer (CT)

Australian Employment and Training Services recognises the training you have successfully completed with other RTO's (or previously by us) and can apply credit to units on provision of Certificates or Statements of Attainment.

Our Credit Transfer Process is as follows:

1. Any student is entitled to apply for credit transfer in a course or qualification in which they are currently enrolled.
2. You will be required to complete the *Credit Application Form* and present it to us with your Statement(s) of Attainment or Certificate. You will be asked to submit clear and accurate copies and authority for an AEATS representative to verify the academic transcript.
3. You can apply for Credit Transfer at any time but we encourage you to apply before commencing a training program. This will reduce unnecessary training and may reduce your fees if Credit Transfer is awarded.
4. Credit transfer can only be awarded for whole units of competence that meet the packaging rules of the Qualification you are enrolled in.
5. You cannot enrol in a training program only for credit transfer.

Policies

Our Policies and Procedures guide our operations and determine how we conduct our services and business. If you have a printed or pdf copy, please view our website or contact our office to ensure that you have the latest version. It is essential that all future and current students, as well as AEATS personnel work within the following policies. The highlighted policies below have been included in this document for your comprehension prior to enrolment. Should you wish to view the additional policies, please call our office and discuss your information requirements with Andrew Logan, Managing Director.

Corporate Governance:

CG1 – VET Regulation and Legislation

CG2 - Business and Financial Viability

CG3 - Quality Assurance

CG4 – Privacy

CG5 – Document Management

CG6 – Health and Safety

Training and Assessment

TA1 - Course Development and Review

TA2 – Training and Assessment

TA3 – Assessment Validation

TA4 – Training Product Transition & Expiry

TA5 – Third Party Arrangements

Students & Clients

SC1 – AQF Certification

SC2 – Credit

SC3 – Marketing and Advertising

SC4 – Complaints and Appeals

SC5 – Fees and Refunds

SC6 – Student Administration

SC7 – Language Literacy and Numeracy

Human Resources

HR1 – Staff Management

HR2 – Skilled Trainers and Assessors

CG3 – Quality Assurance

Purpose

This policy and procedure ensures that Australian Employment & Training Services has an effective quality assurance approach and systematically evaluates the services it provides to implement ongoing and continuous improvement.

This ensures compliance with Clauses 1.9, 2.1, 2.2 and 6.5 of the Standards.

Definitions

The **Act** means the National Vocational Education and Training Regulator Act 2011

ASQA means Australian Skills Quality Authority, the national VET regulator and the RTO's registering body

Data Provision Requirements is the legislative instrument which is a subsection of the Act

Quality Indicators means Learner engagement and Employer Satisfaction data as outlined in the Data Provision Requirements 2012

RTO means Registered Training Organisation

Services means training, assessment, related educational and support services and/or activities related to the recruitment of prospective learners. It does not include services such as student counselling, mediation or ICT support.

SRTOs means the Standards for Registered Training Organisations – refer definition of 'Standards'

Standards means the Standards for Registered Training Organisations (RTOs) 2015 which can be accessed at www.asqa.gov.au

Policy

Systematic Quality Approach

- Australian Employment & Training Services:
 - Is committed to ensuring the quality of services provided across of all of its operations – this includes training and assessment services and processes, student support, customer service and effective management of the business and its staff. This includes ensuring the quality of any services provided on Australian Employment & Training Services' behalf by third parties.
 - Ensures that effective systems, policies, procedures and resources are in place to ensure the quality delivery of all services.
 - Has convened a management team which oversees the quality of services by the RTO.

Continuous Improvement

- Systematic continuous improvement is a fundamental component of the quality assurance approach used by Australian Employment & Training Services.
- Opportunities for improvement will be identified through the following mechanisms:
 - Regular feedback is collected from students, staff, industry and employers on a regular basis and data gathered is collated and analysed. Regular feedback is collected through:
 - Surveys completed by students at classes and visits
 - Surveys completed at the end of a course by students and workplaces
 - Quality Indicator Surveys provided to students and employers at the end of their course
 - Complaints and appeals will be reviewed to identify root causes of the incidents and identify areas that need improving to prevent recurrence.
 - Internal audits conducted on a regular basis will identify areas in which performance could be stronger.
 - Management meetings held by the RTO will be used as an opportunity for managers to identify areas that require improvement from their knowledge and what they have learnt from staff.
 - Outcomes of assessment validation meetings will identify areas where assessment and training systems and practices can be improved.
- Improvements will be recorded and acted upon on a continual basis to ensure Australian Employment & Training Services is responsive to areas that require improvement.

Internal Audits

- As an RTO, Australian Employment & Training Services is required to comply with the requirements of the VET Quality Framework and the Standards for RTOs 2015. Regular internal audits are scheduled to monitor ongoing compliance with these requirements and ensure quality delivery. Refer to our *VET Regulation and Legislation Policy and Procedure* for further details about our internal audits.

CG4 – Privacy

Purpose

This policy ensures that Australian Employment & Training Services meets its legal and ethical requirements in regard to the collection, storage and disclosure of the personal information it holds in regard to individuals.

This policy and procedure contributes to compliance with Clause 3.6 and 8.5 of the Standards as well as the legislative instrument Data Provision Requirements 2012 including the National VET Provider Collection Data Requirements Policy.

Definitions

ASQA means Australian Skills Quality Authority, the national VET regulator and the RTO's registering body

Personal information means 'information or an opinion about an identified individual, or an individual who is reasonably identifiable:

- *'Whether the information or opinion is true or not; and*
- *'Whether the information or opinion is recorded in a material form or not.*

SRTOs means the Standards for Registered Training Organisations 2015 – refer definition of 'Standards'

Sensitive information is information or an opinion about an individual's: racial or ethnic origin; or political opinions; or membership of a political association; or religious beliefs or affiliations; or philosophical beliefs; or membership of a professional or trade association; or membership of a trade union; or sexual orientation or practices; or criminal record; that is also personal information; or health information about an individual; or genetic information about an individual that is not otherwise health information; or biometric information that is to be used for the purpose of automated biometric verification or biometric identification; or biometric templates.

Standards means the Standards for Registered Training Organisations (RTOs) 2015 from the VET Quality Framework which can be accessed at www.asqa.gov.au

Unique Student Identifier is a unique reference number issued to an individual by the Australian Government. It is made up of numbers and letters and enables an individual to look up and track their training achievements in an online database.

USI means Unique Student Identifier as above.

National VET Provider Collection Data Requirements Policy is Part B of the National VET Data Policy.

Policy

Privacy Principles

- In collecting personal information, Australian Employment & Training Services complies with the requirements set out in the Privacy Act 1988, including Australian Privacy Principles 3 and 5 (in accordance with the National VET Provider Collection Data Requirements Policy clause 4.4) Privacy and Data Protection Act 2014 (Vic) and the Health Records Act 2001 (Vic, Education and Training Reform Act 2006 (Vic) and the relevant privacy legislation and regulations of the states/territories in which Australian Employment & Training Services operates.
- The Victorian Government, through the Department of Education and Training (the Department)'s collection and handling of enrolment data and VSNs is authorised under the Education and Training Reform Act 2006 (Vic). The Department is also authorised to collect and handle USIs in accordance with the Student Identifiers Act 2014 (Cth) and the Student Identifiers Regulation 2014 (Cth).
- Personal information, including sensitive information, is collected from individuals in order that Australian Employment & Training Services can carry out its business functions. Australian Employment & Training Services only collects and stores information that is directly related to its business purposes and legal requirements of providing nationally recognised training and assessment.
- Sensitive information is only collected by Australian Employment & Training Services if a permitted general or health situation applies in accordance with the Privacy Act (16A, 16B) such as, if:
 - The collection of the information is required or authorised by, or under, an Australian law or a court/tribunal order.
 - It is unreasonable or impracticable to obtain the individual's consent to the collection, use or disclosure.
 - It genuinely and reasonably believes that:
 - The collection, use or disclosure is necessary to lessen or prevent a serious threat to the life, health or safety of any individual, or to public health or safety.
 - Unlawful activity, or misconduct of a serious nature, that relates to Australian Employment & Training Services' functions or activities has been, is being or may be engaged in, and the collection, use or disclosure is necessary in order for the entity to take appropriate action in relation to the matter.
 - The collection, use or disclosure is reasonably necessary to assist any APP entity, body or person to locate a person who has been reported as missing.
 - The collection, use or disclosure is reasonably necessary for the establishment, exercise or defense of a legal or equitable claim.
- Australian Employment & Training Services ensures each individual:
 - Knows why their information is being collected, how it will be used and who it will be disclosed to.
 - Is made aware of any legal requirement for Australian Employment & Training Services to collect the information.
 - Is able to access their personal information upon request.
 - Does not receive unwanted direct marketing.
 - Can ask for personal information that is incorrect to be corrected.

- Can make a complaint about Australian Employment & Training Services if they consider that their personal information has been mishandled.
- Is made aware of any consequences for not providing the information requested.
- Whether the information is likely to be disclosed to overseas recipients, and if so, which countries such recipients are likely to be located in.
- Australian Employment & Training Services retains evidence that that the student has acknowledged the following Privacy Notice and Student Declaration as part of their enrolment process: <https://www.education.gov.au/privacy-notice-and-student-declaration>

Collection of information

- Under the Data Provision Requirements 2012, Australian Employment & Training Services is required to collect personal information about students undertaking nationally recognised training and disclose that personal information to the National Centre for Vocational Education Research Ltd (NCVER). NCVER will collect, hold, use and disclose personal information in accordance with the Privacy Act 1988 (Cth), the VET Data Policy and all NCVER policies and protocols (including those published on NCVER's website at www.ncver.edu.au).
- In the State of Victoria only, Australian Employment & Training Services is required to provide the Department with student and training activity data. This includes personal information collected in the Australian Employment & Training Services enrolment form and unique identifiers such as the Victorian Student Number (VSN) and the Commonwealth's Unique Student Identifier (USI).
- Australian Employment & Training Services provides data to the Department in accordance with the Victorian VET Student Statistical Collection Guidelines, available at <http://www.education.vic.gov.au/training/providers/rto/Pages/datacollection.aspx>.
- In general, personal information will be collected through course application and/or enrolment forms, training records, assessment records and online forms and submissions.
- The types of personal information collected include:
 - personal and contact details
 - employment information, where relevant
 - academic history
 - background information collected for statistical purposes about prior education, schooling, place of birth, disabilities and so on
 - training, participation and assessment information
 - fees and payment information
 - information required for the issuance of a USI.

Unique Student Identifiers (USI)

- All students participating in nationally recognised training from 1 January 2015 are required to have a Unique Student Identifier (USI) and provide it to Australian Employment & Training Services upon enrolment. Alternatively, Australian Employment & Training Services can apply for a USI on behalf of an individual.
- The Student Identifiers Act 2014 authorises the Australian Government's Student Identifiers Registrar to collect information about USI applicants. When Australian Employment & Training Services applies for a USI on behalf of a student who has authorised us to do so, we need to collect personal information about the student which will be passed on to the Student Identifiers Registrar. This will include:

- name, including first or given name(s), middle name(s) and surname or family name
- date of birth
- city or town of birth
- country of birth
- gender
- contact details, so the Student Identifiers Registrar can provide individuals with their USI and explain how to activate their USI account.
- In order to create a USI on behalf of a student, Australian Employment & Training Services will be required to verify the identity of the individual by receiving a copy of an accepted identification document. This document will only be used for the purposes of generating the USI and confirming the identity of the individual with the Registrar. Once the USI has been generated and validated, the identity documents used or collected for this purpose will be securely destroyed.
- The information provided by an individual in connection with their application for a USI:
 - is collected by the Registrar as authorised by the Student Identifiers Act 2014.
 - is collected by the Registrar for the purposes of:
 - applying for, verifying and giving a USI
 - resolving problems with a USI
 - creating authenticated vocational education and training (VET) transcripts
 - may be disclosed to:
 - Commonwealth and State/Territory government departments and agencies and statutory bodies performing functions relating to VET for:
 - the purposes of administering and auditing VET, VET providers and VET programs
 - education related policy and research purposes
 - to assist in determining eligibility for training subsidies
 - VET Regulators to enable them to perform their VET regulatory functions
 - VET Admission Bodies for the purposes of administering VET and VET programs
 - current and former Registered Training Organisations to enable them to deliver VET courses to the individual, meet their reporting obligations under the VET standards and government contracts and assist in determining eligibility for training subsidies
 - schools for the purposes of delivering VET courses to the individual and reporting on these courses
 - the National Centre for Vocational Education Research for the purpose of creating authenticated VET transcripts, resolving problems with USIs and for the collection, preparation and auditing of national VET statistics
 - researchers for education and training related research purposes
 - any other person or agency that may be authorised or required by law to access the information
 - any entity contractually engaged by the Student Identifiers Registrar to assist in the performance of his or her functions in the administration of the USI system
 - will not otherwise be disclosed without the student's consent unless authorised or required by or under law
- The consequences to the student of not providing the Registrar with some or all of their personal information are that the Registrar will not be able to issue the student with a USI, and therefore Australian Employment & Training Services will be unable to issue a qualification or statement of attainment.

Storage and use of information

- Australian Employment & Training Services will store all records containing personal information securely and take all reasonable security measures to protect the information collected from unauthorised access, misuse or disclosure. Personal information will be stored in paper-based files that are kept in a secure location (locked filing cabinets/locked compactor) and electronically in a secure environment to which only authorised staff have access.
- The personal information held about individuals will only be used by Australian Employment & Training Services to enable efficient student administration, report data to provide information about training opportunities, issue statements of attainment and qualifications to eligible students, and to maintain accurate and detailed records of student course participation, progress and outcomes.
- Australian Employment & Training Services may use the personal information provided by an individual to market other internal products and services to them. An individual may opt out of being contacted for marketing purposes at any time by contacting our office. Information will not be passed onto any third-party marketing companies without the prior written consent of the individual.

Disclosure of information

- Australian Employment & Training Services will not disclose an individual's personal information to another person or organisation unless:
 - They are aware that information of that kind is usually passed to that person or organisation.
 - The individual has given written consent.
 - Australian Employment & Training Services believes on reasonable grounds that the disclosure is necessary to prevent or lessen a serious threat to the life or health of the individual concerned or another person.
 - The disclosure is required or authorised by, or under, law.
 - The disclosure is reasonably necessary for the enforcement of the criminal law or of a law imposing a pecuniary penalty, or for the protection of public revenue.
- Any person or organisation to which information is disclosed is not permitted to use or disclose the information for a purpose other than for which the information was supplied to them.
- Personal information may be used or disclosed by Australian Employment & Training Services for statistical, regulatory and research purposes. Australian Employment & Training Services may disclose personal information for these purposes to third parties, including:
 - Schools – for secondary student undertaking VET, including a school-based apprenticeship or traineeship.
 - Employers – where students are enrolled in training paid for by their employer.
 - Commonwealth and State or Territory government departments and authorised agencies; such as the Australian Skills Quality Authority (ASQA), funding bodies and other departments as applicable.
 - NCVET.
 - Organisations conducting student surveys.
 - Researchers.
- Personal information disclosed to NCVET may be used or disclosed for the following purposes:

- Issuing a VET Statement of Attainment or VET Qualification, and populating Authenticated VET Transcripts
- Facilitating statistics and research relating to education, including surveys
- Understanding how the VET market operates, for policy, workforce planning and consumer information
- Administering VET, including program administration, regulation, monitoring and evaluation.

Access to and correction of records

- Individuals have the right to access or obtain a copy of the information that Australian Employment & Training Services holds about them including personal details, contact details and information relating to course participation, progress and AQF certification and statements of attainment issued.
- Requests to access or obtain a copy of the records held about an individual must be made by contacting our office using the *Request to Access Records Form*. The individual must prove their identity to be able to access their records.
- There is no charge for an individual to access the records that Australian Employment & Training Services holds about them; however, there may be a charge for any copies made. Arrangements will be made within 10 days for the individual to access their records.

Complaints about privacy

- Any individual wishing to make a complaint or appeal about the way information has been handled within Australian Employment & Training Services can do so by following Australian Employment & Training Services' *Complaints and Appeals Policy and Procedure*.

CG6 – Health and Safety

Purpose

This policy outlines the approach taken by Australian Employment & Training Services to ensure a safe and healthy environment for staff, students, contractors and visitors during their participation in work and training activities with the organisation.

It ensures also compliance with Standard 6 of the National Code of Practice for Providers of Education and Training to Overseas Students 2018.

Definitions

Hazard means any potentially dangerous situation within the work/study environment provided by Australian Employment & Training Services.

Incident means an event or circumstance that leads – or could have lead - to unintended or unnecessary harm during a person's participation in work and/or training activities with Australian Employment & Training Services.

Injury means any incident that causes harm to a person during their participation in work and/or training activities with Australian Employment & Training Services.

National Code means National Code of Practice for Providers of Education and Training to Overseas Students 2018.

SRTOs means the Standards for Registered Training Organisations – refer definition of 'Standards'

Standards means the Standards for Registered Training Organisations (RTOs) 2015 which can be accessed at www.asqa.gov.au

Policy

Compliance

- Through this policy and related procedure, Australian Employment & Training Services meets the requirements of the legislation of each relevant state and territory. Further information can be found at: *Worksafe Victoria, SafeWork NSW, WorkSafe ACT, WorkSafe WA, Workplace Health and Safety Queensland, SafeWork SA, Work Safe Tasmania, NT WorkSafe.*
- Australian Employment & Training Services is committed to protecting staff and students from harm to health, safety and welfare through the elimination and/or minimisation of risks arising from work and study.
- Australian Employment & Training Services has appointed a Health and Safety Representative (Managing Director) to liaise with individuals about health and safety matters and ensure the organisation's compliance with health and safety requirements at all times.

Working safely

- All staff have a responsibility to work safely, take all reasonable care for their own health and safety and always consider the health and safety of others who may be affected by their actions.
- Australian Employment & Training Services encourages active participation, cooperation and consultation with all staff in the promotion and development of a healthy and safe workplace.

Access to premises

- All staff and visitors are required to adhere to Australian Employment & Training Services' access to premises procedures.
- Students are informed of persons who may access the premises so as to maximise their safety.

Workplace, delivery site and home office inspections

- All work and training environments will be routinely inspected to identify safety risks, hazards and identify areas for improvement.
- Staff who work from home are responsible for ensuring the environment they work in is safe and has hazards are controlled effectively.

Hazard identification and risk control

- All staff, students and other individuals are required to report any hazards and safety incidents as soon as they become aware of them. Australian Employment & Training Services will take immediate actions to respond to incidents, assess risks and control hazards where applicable.

Incidents

- Staff and students are expected to immediately report any incidents that occur at work or during training that impact on an individual's health or safety.
- Australian Employment & Training Services will respond to, investigate and record all incidents that impact on the health and safety of any individual and will take steps to prevent recurrence.

Safety records

- Records of the organisation's workplace hazards; risks and workplace injuries will be accurately maintained at all times.

TA2 - Training and Assessment

Purpose

The purpose of this policy and procedure is to outline the approach taken by Australian Employment & Training Services to deliver high quality training and assessment to its students.

This policy aligns closely to Standard 1 from the Standards for RTOs 2015 and ensures the strategies and practices used in relation to training and assessment are responsive to industry and student needs and meet the requirements of the qualifications and courses provided.

Definitions

AQF means Australian Qualifications Framework which can be accessed at <http://www.aqf.edu.au/>

ASQA means Australian Skills Quality Authority which is the national VET regulator and the RTO's registering body

Course means any nationally recognised qualification, unit of competency, skill set or short course delivered by the RTO

Dimensions of Competency refers to the types of skills a person must have to perform effectively in a broad capacity. The dimensions of competency ensure the person being assessed has the skills to perform competently in variety of different circumstances. To be competent, a person must demonstrate the following:

Task Skills	The skills needed to perform a task at an acceptable level. They include knowledge and practical skills and these are usually described in the performance criteria.
Task Management Skills	These are skills in organising and coordinating, which are needed to be able to work competently while managing a number of tasks or activities within a job.
Contingency Skills	The skills needed to respond and react appropriately to unexpected problems, changes in routine and breakdowns while also performing competently.
Job Role/Environment Skills	The skills needed to perform as expected in a particular job, position, location and with others. These skills may be described in the range of variables and underpinning skills and knowledge.
Transfer Skills	The ability to transfer skills and knowledge to new situations and contexts.

Principles of Assessment means assessment decisions are based on the principles of fairness, flexibility, validity and reliability, which definitions of each of these as outlined below¹:

Fairness	<p>The individual student's needs are considered in the assessment process.</p> <p>Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual student's needs.</p> <p>The RTO informs the student about the assessment process, and provides the student with the opportunity to challenge the result of the assessment and be reassessed if necessary.</p>
Flexibility	<p>Assessment is flexible to the individual student by:</p> <ul style="list-style-type: none">• reflecting the student's needs;• assessing competencies held by the student no matter how or where they have been acquired; and• drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.
Validity	<p>Any assessment decision of the RTO is justified, based on the evidence of performance of the individual student. Validity requires:</p> <ul style="list-style-type: none">• assessment against the unit(s) of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance;• assessment of knowledge and skills is integrated with their practical application;• assessment to be based on evidence that demonstrates that a student could demonstrate these skills and knowledge in other similar situations; and• judgement of competence is based on evidence of student performance that is aligned to the unit/s of competency and associated assessment requirements.
Reliability	<p>Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.</p>

¹ Definitions quoted from Australian Skills Quality Authority. *User's Guide to the Standards for RTOs 2015*. Accessed on December 8, 2014, from http://www.asqa.gov.au/verve/_resources/Users_Guide_to_the_Standards_for_Registered_Training_Organisations_RT_Os_2015.pdf

Reasonable adjustment means a modification made to the learning environment, training or assessment methods used to enable students with a disability to access and participate in training on the same basis as those without a disability. The adjustment must be 'reasonable' in that it must not impose unjustifiable hardship on the person or the RTO.

Recognition of Prior Learning or RPL means an assessment process that assesses the competency(s) of an individual that may have been acquired through formal, non-formal and informal learning to determine the extent to which that individual meets the requirements specified in the training package of VET accredited courses. For definitions of formal, non-formal and informal learning, refer to the definitions in ASQA's User's Guide for the Standards for Registered Training Organisations 2015².

RTO means Registered Training Organisation

Rules of Evidence means that the evidence on which an assessment decision is based is valid, sufficient, authentic and current, with definitions for each as outlined below: ³

Validity	The assessor is assured that the student has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.
Sufficiency	The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgment to be made of a student's competency
Authenticity	The assessor is assured that the evidence presented for assessment is the student's own work.
Currency	The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

² Definitions quoted from Australian Skills Quality Authority (ASQA). *User's Guide to the Standards for RTOs 2015*. Accessed on December 8, 2014, from

http://www.asqa.gov.au/verve/resources/Users_Guide_to_the_Standards_for_Registered_Training_Organisations_RT_Os_2015.pdf

³ Definitions quoted from ASQA as above.

SRTOs means the Standards for RTOs 2015 – refer to definition of 'Standards'

Standards means the Standards for Registered Training Organisations (RTOs) 2015 from the VET Quality Framework

Policy

1. Delivery of quality training

- Australian Employment & Training Services provides quality training to its students for all Courses. This means:
 - Providing an appropriate amount of training for each Course to ensure effective outcomes for students in line with industry expectations, Training Package or VET Accredited Course requirements, and AQF requirements.
 - Providing suitable educational and support services sufficient to meet the numbers of students enrolled with the RTO.
 - Providing training resources that are accessible to students regardless of their location or mode of delivery.
 - Ensuring there are sufficient numbers of skilled trainers and assessors who are appropriately qualified and experienced in line with the Standards (Clause 1.13-1.25) and the RTO's *Skilled Trainers and Assessors Policy and Procedures*, who are able to deliver the Courses on the RTO's scope to the number of students enrolled with the RTO.
 - Identifying the support that each individual student needs prior to their commencement or enrolment with the RTO (whichever is first) and providing access to the educational and support services necessary to meet these needs and Course outcomes.

2. Training and Assessment Strategies and industry consultation

- In line with Australian Employment & Training Services' *Course Development and Review Policy and Procedure*:
 - Australian Employment & Training Services engages effectively with industry on each of the Courses it develops and/or delivers and uses industry feedback and input to contribute to the way in which a Course is delivered and structured.
 - A comprehensive *Training and Assessment Strategy* is developed and implemented for each Course on Australian Employment & Training Services' Scope of Registration. Training and Assessment Strategies are developed in consultation with industry and meet the requirements of the training package or VET Accredited Course.
 - Training and Assessment Strategies are reviewed annually to ensure they remain current and reflect the current needs of industry.
 - Training and Assessment Strategies are designed to be detailed so as to ensure that they can be used as the road-map to the delivery of each course, in conjunction with <Organisation>'s policies and procedures.
 - Trainers and assessors are provided with the *Training and Assessment Strategy* for each Course they train and/or assess to ensure consistency and compliance with the requirements.

3. Suitable and sufficient resources

- Australian Employment & Training Services ensures it has access to suitable resources, facilities and equipment to deliver all Courses on its Scope of Registration. This includes access to a sufficient number of qualified trainers and assessors, relevant training rooms, learning aids, machinery, tools, workplaces or simulated workplace environments that appropriately reflect a workplace that a student is likely to work in once qualified. For further information refer to the *Course Development and Review Policy and Procedure*.

4. Assessment principles

- Australian Employment & Training Services has an assessment system that ensures assessment:
 - Is conducted in accordance with the Rules of Evidence and the Principles of Assessment.
 - Is conducted in line with the requirements of the relevant Training Package or VET Accredited Course.
 - Requires the student to demonstrate all of the skills and knowledge outlined in the components of the relevant unit of competency or module.
 - Requires the student to demonstrate the ability to perform tasks in a variety of situations, adapt to different contexts and environments and perform tasks to an appropriate level expected by a workplace.
 - Considers the students' dimensions of competency when making all assessment decisions.
- To ensure no students are disadvantaged, where required assessors will make Reasonable Adjustments to assessment tasks or processes to accommodate individual needs and record these adjustments.
- Australian Employment & Training Services has a plan for, and implements, systematic validation of assessment practices and judgments. Refer to the *Assessment Validation Policy & Procedure* for further information.

5. Assessment documentation

- Assessment documentation has been developed for all units of competency or modules in each Course. These documents include:
 - Detailed instructions to the student about the tasks they must complete
 - Benchmark answers and decision-making rules for the assessor
 - Recording tools for the assessor
 - Mapping documents showing how the assessment tasks relate to the requirements of the unit of competency or module.
- In some cases, Australian Employment & Training Services has grouped units of competency or modules together to form a cluster/subject. In this case, assessment requirements may relate to a group of units rather than one unit, however this will be made clear in the assessment task instructions and in course information.

6. Submission, feedback and re-assessment

- Students must submit each task with a completed and signed Assessment Task Cover Sheet within timelines specified in the assessment instructions.
- Written and theoretical tasks will be assessed within 4 weeks of submission. Each task will be marked as Satisfactory or Not Satisfactory. A unit or module will be marked as Competent once all tasks for the unit or module have been marked as Satisfactory.
- Students have up to three attempts per assessment task. Where a task is marked as Not Satisfactory, the student will be provided with feedback and be given the opportunity to resubmit/re-attempt the task.
- Where a student exhausts their attempts at re-assessment, the student will be required to re-enrol in the unit or module, participate in further training and undertake the whole assessment again.
- Students will receive detailed feedback for each task either in written or verbal form from their assessor.

7. Practical placements

Where a student is required to attend a practical placement, Australian Employment & Training Services will:

- Complete the *Host Workplace Approval Checklist* prior to the commencement of a placement to ensure the host employer is aware of and can meet all of the expectations of being a Host Workplace, are sufficiently equipped to host a student for the relevant Course and understand their obligations.
- Ensure the host and relevant personnel are aware of their obligations and have a reference copy of the students Practical Placement Handbook.
- Provide instruction to the student regarding all site, safety, rostering and assessment requirements.
- Monitor the placement to ensure that both the Host Workplace and the Student are meeting their obligations under the Practical Placement Agreement.

8. Assessment appeals

- Students have the right to make an appeal against an assessment decision by following the *Complaints and Appeals Policy and Procedure*.

9. Recognition of Prior Learning (RPL)

- Recognition of Prior Learning is available for all Courses and all students are offered the opportunity to participate in RPL upon enrolment.
- A streamlined RPL process has been developed which requires the student to make a self-assessment of their skills, participate in an interview with an assessor, provide documentary evidence and demonstrate practical skills where relevant.

Student plagiarism, cheating and collusion

- Students are expected to complete all assessments ethically and without plagiarism, collusion or cheating.
- Any students suspected of unethical behaviour will be managed through the disciplinary procedures which may require the student to attend disciplinary meetings, submit their assessment again, or for repeated acts, the student may be asked to withdraw from the course.

10. Arrangements with third parties to deliver training and assessment

- Any third-party delivering training and assessment services on behalf of Australian Employment & Training Services' are required to deliver them in line with Australian Employment & Training Services' policies and procedures and a written agreement will be put in place to outline the roles and responsibilities of each party. Refer to the *Third-Party Agreements Policy and Procedure* for further detail.

11. Record keeping

- Australian Employment & Training Services' will comply with the requirements of ASQA's General Direction: *Retention requirements for completed assessment requirements* available at https://www.asqa.gov.au/sites/g/files/net2166/f/GENERAL_DIRECTION_Retention_requirements_for_completed_student_assessment_items.pdf. This means that assessments and all related evidence will be kept on file for at least 6 months after the assessment decision has been made.

12. Feedback and improvements

- Australian Employment & Training Services' collects feedback about its training and assessment practices and systems from students, trainers/assessors and industry. Feedback will be collected regularly, collated and analysed in order to bring about effective improvements. Refer to the *Quality Assurance Policy & Procedures* for further details.

TA3 – Assessment Validation

Purpose

The purpose of this policy and procedure is to outline Australian Employment & Training Services' approach to ensuring assessment is systematically validated in line with the requirements of Clauses 1.9 – 1.11 and Clause 1.25 of the Standards for RTOs.

Definitions

ASQA means Australian Skills Quality Authority which is the national VET regulator and the RTO's registering body

AQF Qualification⁴ means an AQF qualification type endorsed in a training package or accredited in a VET accredited course

Explicit Unit/s of Competency means a unit of competency that is being delivered 'stand-alone' or not part of a qualification or course

Independent Validation means that the '*Validation is carried out by a validator or validators who are not employed or subcontracted by the RTO to provide training and assessment*

Regulator means either National VET Regulator, or a body of a non-referring State that is responsible for the kinds of matters dealt with under the VET legislation for that State (e.g. ASQA or WA TAC, whichever is listed as <Organisation>'s Registration Manager on training.gov.au)

SRTOs means the Standards for RTOs 2015 – refer definition of 'Standards'

Standards means the Standards for Registered Training Organisations (RTOs) 2015 of the VET Quality Framework which can be accessed from www.asqa.gov.au

Training Product⁵ means AQF qualification, skill set, unit of competency, accredited short course and module

Validation is the quality review of the assessment process. Validation involves checking that the assessment tool/s produce/s valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the training package or VET accredited courses are met. It includes reviewing a statistically valid sample of the assessments and making recommendations for future improvements to the assessment tool, process and/or outcomes and acting upon such recommendations.⁶

⁴Taken from: *User's Guide to the Standards for RTOs 2015*: Appendix 1. Accessed 7th February, 2017, <https://www.asqa.gov.au/standards/appendices/appendix-1>

User's Guide to the Standards for RTOs 2015: Appendix 1.

⁶ Quoted from: Australian Skills Quality Authority. *User's Guide to the Standards for RTOs 2015*. Accessed on December 8, 2014, from http://www.asqa.gov.au/verve/resources/Users_Guide_to_the_Standards_for_Registered_Training_Organisations_RTOs_2015.pdf

Policy

Planning Validation

- Australian Employment & Training Services maintains a plan for, and implements, systematic Validation of assessment practices and judgments.
- The *Validation Schedule* ensures that each Training Product on the RTO's scope of registration is validated at least once every five years, with at least 50% of those Training Products validated within the first three years of each five-year cycle. The schedule includes:
 - When assessment Validation will occur
 - Which training products will be the focus of the Validation
 - Who will lead and participate in the Validation activities.
- Where the Training Product being sampled is an AQF qualification, a minimum of two units of competency are included in each Validation session to ensure these units are representative of the qualification as a whole.
- Australian Employment & Training Services will determine the frequency and rate at which each Training Product will be validated in relation to various risk factors which may include:
 - The use of new assessment processes
 - Delivery of Training Products (or units of competency contained within a course) where safety is a concern
 - The level and experience of assessor/s
 - Changes in technology, workplace processes, legislation, and licensing requirements
 - Outcomes of previous Validation sessions
 - Other documented risks identified by Australian Employment & Training Services such as industry or regulatory bodies
- Similarly, units which have been identified as either 'high risk' or 'high volume' by either Australian Employment & Training Services (which may be via feedback from stakeholders) or by the regulator, will be validated before and/or more frequently than other units.
- The *Validation Schedule* will be kept up to date when changes are made to Australian Employment & Training Services' scope of registration.

Conducting Validation

- Validation is conducted on a regular basis for each Training Product in line with the requirements of the Standards (Clause 1.10 & 1.11).
- For each Validation session, a leader will be assigned to lead the Validation process and finalise the outcomes and recommendations of the team. The Validation leader must not have been involved in making the assessment decisions that are being validated.
- Validation may be conducted by one person, or by a team of people, and may involve industry experts. All assessors engaged by the RTO to conduct assessment are required to regularly participate in Validation. Collectively, those involved in Validation must have:
 - vocational competencies and current industry skills
 - current knowledge and skills in vocational teaching and learning
 - the training and assessment qualification or assessor skill set.
- Validation is conducted using the *Validation Tool* which guides the Validation team through the process and records outcomes.

- Australian Employment & Training Services will validate a statistically valid sample size of assessment decisions and will randomly select the students' assessments to be validated – in line with the guidance provided by ASQA's Fact Sheet on *Conducting Validation*⁷.

Record keeping and improvements

- The lead validator will finalise the outcomes, decide if there are any critical issues undermining the validity of completed assessments, and suggest where additional Validation is needed to further investigate.
- Validation outcomes are documented on the *Validation Register* and acted upon to bring about improvements to Australian Employment & Training Services training and assessment systems and practices. Refer to *CG3 Quality Assurance Policy & Procedures*.

⁷ Australian Skills Quality Authority Fact Sheet: Conducting Validation. Accessed on 7th February, 2016 from https://www.asqa.gov.au/sites/g/files/net2166/f/publications/201701/fact_sheet_conducting_validation.pdf?v=1484890411

SC1 – AQF Certification

Purpose

The purpose of this policy and procedure is to outline Australian Employment & Training Services' approach to ensuring it only issues qualifications, statements of attainment and records of results to students who have completed all requirements of the program they are enrolled in.

It outlines the systems in place to ensure certification is issued correctly and only after students have fully demonstrated competence against the required units or modules.

This complies with many of the components of Standard 3 of the Standards as well as Schedules 4 & 5.

Definitions

AQF means Australian Qualifications Framework which can be accessed at <http://www.aqf.edu.au/>

AQF Qualifications Issuance Policy means the national policy outlined in the AQF and available at https://www.aqf.edu.au/sites/aqf/files/aqf_issuance_jan2013.pdf

ASQA means Australian Skills Quality Authority which is the national VET regulator and the RTO's registering body

Certification document means a Testamur, Statement of Attainment or Record of Results.

Course means any nationally recognised qualification, unit of competency, skill set or short course in which a student is enrolled with the RTO.

Record of Results is a record of all the units and modules completed and their results that lead to an AQF qualification or VET Accredited Course being issued and is issued alongside an AQF qualification or Statement of Attainment. Students who complete part of the requirements of an AQF qualification are entitled to receive a record of results.

SRTOs means the Standards for RTOs 2015 – refer definition of 'Standards'

Standards means the Standards for Registered Training Organisations (RTOs) 2015 of the VET Quality Framework which can be accessed from www.asqa.gov.au

Statement of Attainment confirms that one or more nationally recognised units or modules has been achieved by an individual but is only used where there has been partial completion of a qualification or VET accredited course.

Testamur is an official certification document that confirms that an AQF qualification has been awarded to an individual. This may be called an 'award', 'qualification' 'parchment', or 'certificate'.

Unique Student Identifier means a unique number assigned to an individual by the Registrar, in accordance with the Student Identifiers Act 2014.

Policy

1. Certification issuance

In accordance with the Standards, Australian Employment & Training Services issues AQF certification documentation to students who have been assessed as meeting the requirements of a unit, module, qualification or course as specified in the relevant Training Package or VET Accredited Course.

All AQF certification documents issued by Australian Employment & Training Services will meet the requirements of Schedule 5 of the Standards, as well as the requirements of the National AQF Qualifications Issuance Policy.

Certification documents will be issued within 30 days of the student being assessed as meeting the requirements of the Course, providing that all course/tuition fees have been paid.

2. Authenticity

To ensure authenticity of our certification documents and to ensure they cannot be fraudulently reproduced, our certification documents:

- Include an individual certificate number on them that can be authenticated against our database.
- All important information including date, student name and title of qualification is printed on a coloured watermark/background so they are difficult to tamper with.

Members of the public are welcome to contact our office to confirm the details of any qualification, statement of attainment or record of results issued by Australian Employment & Training Services. The person making the enquiry must provide the details of the document including student name, qualification or unit details, issue date and document number.

This information is published in the Student Handbook to ensure potential students have the information they need to authenticate our certification documents.

3. Record keeping

Australian Employment & Training Services;

- Retains a register of AQF qualifications it is authorised to issue and of all AQF qualifications issued, in its student management system.
- Retains records of AQF certification documentation issued for a period of 30 years, on its student management system.
- Reports the AQF Qualifications issued to ASQA on a regular basis as required by ASQA.

4. Unique Student Identifiers (USIs)

Australian Employment & Training Services;

- Will not issue AQF certification documentation to an individual without being in receipt of a verified USI for that individual, unless an exemption applies under the Student Identifiers Act 2014.
- Unique Student identifiers will not be included on a Statement of Attainment or a Testamur.

5. Reissuing

Current and past students can request a copy of their certification documents at any time. There may be an additional cost for re-issuance, as detailed in the *Fees and Refunds Policy & Procedures*.

SC2 – Credit

Purpose

The purpose of this policy and procedure is to outline Australian Employment & Training Services' approach to ensuring students are provided with credit for units of competency and/or modules where they are evidenced by:

- AQF certification documentation issued by another RTO or AQF authorised issuing organisation such as a university
- Authenticated VET transcripts issued by the Registrar.

This policy and procedure complies with Clause 3.5 of the Standards.

Definitions

AQF means Australian Qualifications Framework which can be accessed at <http://www.aqf.edu.au/>

Certification document means a Testamur, Statement of Attainment or Record of Results

Credit means recognition of the previous studies a student has completed for the purpose of reducing the units or modules required to be completed in their currently enrolled program

Course means any nationally recognised qualification, unit of competency, skill set or short course in which a student is enrolled with the RTO

Record of Results is a record of all the units and modules completed and their results that lead to an AQF qualification or VET Accredited Course being issued and is issued alongside an AQF qualification or Statement of Attainment

Registrar means the Student Identifiers Registrar

SRTOs means the Standards for RTOs 2015 – refer definition of 'Standards'

Standards means the Standards for Registered Training Organisations (RTOs) 2015 of the VET Quality Framework which can be accessed from www.asqa.gov.au

Statement of Attainment confirms that one or more nationally recognised units or modules has been achieved by an individual but is only used where there has been partial completion of a qualification or VET accredited course

Testamur is an official certification document that confirms that an AQF qualification has been awarded to an individual. This may be called an 'award', 'qualification' 'parchment', or 'certificate'

Policy

Application for Credit

- All students will be offered the opportunity to apply for credit for previously completed studies. Students can apply for Credit by completing a *Credit Application Form* and providing relevant supporting documents, including certified copies of transcripts. This may include VET transcripts or extracts issued by the Student Identifiers Registrar.
- All evidence provided as part of an application for Credit will be authenticated by Australian Employment & Training Services by contacting the issuing organisation to confirm the details provided on the document are valid. In the case of transcripts issued by the USI Registrar, documents will be authenticated through the USI Registry System.

- Australian Employment & Training Services will not require any student to repeat any unit or module which they have already been assessed as Competent unless there is a license condition or regulatory requirement that requires this.

Assessing Credit

- Where a student provides authenticated evidence of units or modules issued by another RTO or authorised issuing organisation, Australian Employment & Training Services will provide Credit for that unit or module where it is a unit listed in the student's course of enrolment with Australian Employment & Training Services.
- Where evidence has been provided of previous study being completed at another RTO, university or other authorised issuing organisation, but the unit or module is not listed in the student's course of enrolment with Australian Employment & Training Services, an analysis as to the equivalence of the study completed with the units in the student's enrolment with Australian Employment & Training Services will be undertaken.

Credit application outcomes

- Students will be advised of the outcome of their Credit application in writing.
- Where there are significant Credits granted, this may result in a reduction of the Course fees which will be advised at the same time.
- The result of Credit Transfer will be recorded for any relevant units on the student management system.
- Students may appeal the decisions made about their Credit application by following *Australian Employment & Training Services' Complaints and Appeals Policy and Procedure*.

SC3 – Marketing and Advertising

Purpose

The purpose of this policy and procedure is to outline Australian Employment & Training Services' approach to ensuring it markets and advertises its courses ethically and accurately and in compliance with Standards 4 and 5 of the Standards.

Definitions

SRTOs means the Standards for RTOs 2015 – refer definition of 'Standards'

Standards means the Standards for Registered Training Organisations (RTOs) 2015 of the VET Quality Framework which can be accessed from www.asqa.gov.au

Training Product means AQF qualification, skill set, unit of competency, accredited short course or module.

Policy

1. Marketing information

- Australian Employment & Training Services ensures the information provided to students about its services, courses, units and qualifications delivered is accurate and factual, regardless of whether the information is provided by the RTO, its brokers, online directories, agents or other third parties. All information clearly distinguishes between non-recognised training and nationally recognised training.
- Australian Employment & Training Services marketing information will enable informed choice for students by ensuring the information is detailed, accurate and complies with the requirements of the Standards.
- All marketing information for nationally recognised training:
 - Identifies Australian Employment & Training Services with its National RTO Code, legal entity and/or trading name.
 - Will only include the Nationally Recognised Training logo in accordance with its Conditions of Use outlined in Schedule 4 of the Standards.
 - Includes the full name and code of the relevant Training Product whether it is a unit, module, qualification, skill set or accredited course so there is no confusion for students about the outcome.
 - Will be consistent with Australian Employment & Training Services' training and assessment strategies.
 - Include relevant cost information including all costs, any debts that may be occurred, or any loss of entitlement from the student undertaking the course (such as loss of entitlement for further government funded programs or student loan schemes).

2. Protection of consumer rights

- Australian Employment & Training Services ensures consumer protection laws are adhered to through the following mechanisms:
 - Providing a cooling off period where required to do so by law.
 - Having all students sign a *Student Agreement* in acknowledgement of the Terms and Conditions of Enrolment.
 - Having a clear and detailed *Fees and Refund Policy* which is published on our website and also outlined in the *Student Handbook* and on the *Student Agreement*.
 - Having a *Complaints and Appeals Policy* which any student or member of the public can access at any time to make a complaint about any of Australian Employment & Training Services products, services, staff or decisions.
- Course information provided prior to enrolment will provide the individual with detailed information about fees in line with Clause 5.3 of the Standards.
- Australian Employment & Training Services nor any of its brokers, agents or other third parties, will not:
 - Guarantee that a student will be issued with a qualification or statement of attainment.
 - Guarantee any employment outcome as a result of training and/or assessment unless guaranteed employment has been arranged.
 - Claim that a student will be eligible for any license or accreditation as a result of training and/or assessment unless it is a license outcome guaranteed by the issuer of the license or accreditation.
- Prior to enrolment or the commencement of training Australian Employment & Training Services provides to each individual current and accurate information that enables the individual to make informed decisions about undertaking training with Australian Employment & Training Services.
- Course information provided prior to enrolment will provide the individual with detailed information about fees in line with Clause 5.3 of the Standards.

3. Advertising and promotional materials

- Australian Employment & Training Services advertising is always factual and ethical and will not misrepresent Australian Employment & Training Services' training and assessment, products and other services.
- All advertisements and promotional materials will:
 - Identify Australian Employment & Training Services with its National RTO Code.
 - Include the full name and code of the relevant Training Product to be delivered, whether it is a unit, module, qualification, skill set or accredited course so there is no confusion for students about the outcome.

4. Marketing permissions

- Australian Employment & Training Services will obtain prior written permission from any person or organisation used as a source of comment, testimonial or picture, for any marketing and/or other material and will always abide by the conditions of that permission.
- Records of permissions will be stored on the *Permissions Register*.

SC4 – Complaints and Appeals

Purpose

- The purpose of this policy and procedure is to outline Australian Employment & Training Services' approach to managing dissatisfaction, formal complaints and appeals of students, clients, staff and other members of the community. It provides a transparent approach for all complaints and appeals to be addressed in a fair, efficient and confidential manner.
- This policy and procedure ensures compliance with Standard 6 of the Standards.

Definitions

Appeal means a request for a decision made by Australian Employment & Training Services to be reviewed.

Complaint means a person's formal expression of dissatisfaction with any product or service provided by Australian Employment & Training Services.

Services means training, assessment, related educational and support services and/or activities related to the recruitment of prospective learners. It does not include services such as student counselling, mediation or ICT support.

SRTOs means the Standards for RTOs 2015 – refer definition of 'Standards'

Standards means the Standards for Registered Training Organisations (RTOs) 2015 of the VET Quality Framework which can be accessed from www.asqa.gov.au

Policy

Nature of complaints and appeals

- Australian Employment & Training Services responds to all allegations involving the conduct of:
 - The RTO, its trainers and assessors and other staff.
 - Any third-party providing Services on behalf of Australian Employment & Training Services (if applicable)
 - Any student or client of Australian Employment & Training Services
- Complaints may be made in relation to any of Australian Employment & Training Services' services and activities such as:
 - the application and enrolment process
 - marketing information
 - the quality of training and assessment provided
 - training and assessment matters, including student progress, student support and assessment requirements
 - the way someone has been treated
 - the actions of another student
- An appeal is a request for a decision made by Australian Employment & Training Services to be reviewed. Decisions may have been about:
 - course admissions
 - refund assessments
 - response to a complaint

- assessment outcomes / results
- other general decisions made by Australian Employment & Training Services.

Principles of resolution

- Australian Employment & Training Services is committed to providing a procedurally fair complaints and appeals process that is carried out free from bias, following the principles of natural justice. Through this policy and procedure, Australian Employment & Training Services ensures that complaints and appeals:
 - Are responded to in a consistent and transparent manner.
 - Are responded to promptly, objectively, with sensitivity and confidentiality.
 - Are able to be made at no cost to the individual.
 - Are used as an opportunity to identify potential causes of the complaint or appeal and take actions to prevent the issues from recurring as well as identifying any areas for improvement.
- Australian Employment & Training Services will inform all persons or parties involved in any allegations made as well as providing them with an opportunity to present their side of the matter.
- Nothing in this policy and procedure limits the rights of an individual to take action under Australia's Consumer Protection laws and it does not circumscribe an individual's rights to pursue other legal remedies.
- Where a student chooses to access this policy and procedure, Australian Employment & Training Services will maintain the student's enrolment while the complaints/appeals handling process is ongoing.

Timeframes for resolution

- Complaints and appeals will be finalised as soon as practicable or at least within 30 calendar days unless there is a significant reason for the matter to take longer. In matters where additional time is needed, the complainant or appellant will be advised in writing of the reasons and will be updated weekly on the progress of the matter until such a time that the matter is resolved.

Records of complaints and appeals

- Australian Employment & Training Services will maintain a record of all complaints and appeals and their outcomes on the *Complaints and Appeals Register*, which will be securely stored according to the *Privacy Policy and Procedures*.

Making a complaint or appeal

- Complaints about a particular incident should be made as soon as possible after the incident occurring and appeals must be made within thirty (30) calendar days of the original decision being made.
- Complaints and appeals must be made in writing using the *Complaints and Appeals Form*, or other written format and sent to Australian Employment & Training Services' head office at PO Box 470 Mooloolaba QLD 4557 attention to the Managing Director (using a registered/trackable postage system) or emailed to admin@aeats.com.au
- When making a complaint or appeal, provide as much information as possible to enable Australian Employment & Training Services to investigate and determine an appropriate solution. This should include:

- The issue you are complaining about or the decision you are appealing – describe what happened and how it affected you.
- Any evidence you have to support your complaint or appeal.
- Details about the steps you have already taken to resolve the issue.
- Suggestions about how the matter might be resolved.
- Your complaint or appeal will be acknowledged in writing via email within 10 business days of receipt.

Resolution of complaints and appeals

- Some or all members of the management team of Australian Employment & Training Services will be involved in resolving complaints and appeals as outlined in the procedures.
- Where a complaint or appeal involves another individual or organisation, they will be given the opportunity to respond to any allegations made.
- Where a third-party delivering Services on behalf of the RTO is involved, they will be included in the process of resolving the complaint or appeal.
- In the case of an assessment appeal, an assessor who is independent from the original decision will assess the original task again. The outcome of this assessment will be the result granted for the assessment task.

Independent parties

- Australian Employment & Training Services acknowledges the need for an appropriate independent party to be appointed to review a matter where this is requested by the complainant or appellant and the internal processes have failed to resolve the matter. Costs associated with independent parties to review a matter must be covered by the complainant/appellant unless the decision to include an independent party was made by Australian Employment & Training Services
- Australian Employment & Training Services may also appoint the independent party to be involved in the resolution of a complaint or appeal where it is deemed necessary.
- Australian Employment & Training Services will provide complete cooperation with the external mediator investigating the complaint/appeal and will be bound by the recommendations arising out of this process.
- The Managing Director will ensure that any recommendations made are implemented within twenty (20) days of being notified of the recommendations in writing. The complainant or appellant will also be formally notified in writing of the outcome of the mediation.

External complaint avenues

Complaints can also be made via the following avenues:

- National Training Complaints Hotline:

The National Training Complaints Hotline is a national service for consumers to register complaints concerning vocational education and training. The service refers consumers to the appropriate agency/authority/jurisdiction to assist with their complaint. Consumers can register a complaint with the National Training Complaints Hotline by:

Phone: 13 38 73, Monday–Friday, 8am to 6pm nationally.

Email: ntch@education.gov.au

For more information about the National Training Complaints Hotline, refer to the following webpage: <https://www.education.gov.au/NTCH>

- Australian Skills Quality Authority (ASQA):

Complainants may also complain to Australian Employment & Training Services registering body, Australian Skills Quality Authority (ASQA).

ASQA can investigate complaints about Australian Employment & Training Services in relation to:

- the quality of our training and assessment
our marketing and advertising practices

For students:

ASQA may not be able to investigate complaint if you do not include evidence that you have already exhausted our formal internal complaints process as above.

If your complaint does not fall within ASQA's jurisdiction, it may be resolved more quickly if you directly contact the agency responsible as listed on the relevant webpage below.

Please refer to the following webpage below before making a complaint to ASQA:

<https://www.asqa.gov.au/complaints/make-complaint-domestic-students/before-you-make-complaint>

For other stakeholders:

Information about the process and information you should provide is available here:

<https://www.asqa.gov.au/complaints/make-complaint-other-stakeholders>

SC5 – Fees and Refunds

Purpose

The purpose of this policy and procedure is to outline Australian Employment & Training Services' approach to managing fees and refunds and to demonstrate how fees paid in advance are protected by Australian Employment & Training Services.

This complies with Clauses 5.3, 7.3 and Schedule 6 of the Standards.

Definitions

ASQA means Australian Skills Quality Authority, the national VET regulator and the RTO's registering body

Fee Payer means the nominated payer of a student's course fees, usually either the student or the employer paying on behalf of the student

SRTOs means the Standards for RTOs 2015 – refer definition of 'Standards'

Standards means the Standards for Registered Training Organisations (RTOs) 2015 of the VET Quality Framework which can be accessed from www.asqa.gov.au

Policy

Information about fees and charges

- Australian Employment & Training Services protects the fees that are paid in advance by students.
 - Australian Employment & Training Services does not require a student to ever pay more than \$1000 in advance for services not yet provided, either prior to course commencement or at any stage during their course. Fees will be paid off during the course in instalments according to a set payment plan.
 - Fee information relevant to a course is outlined in detail on the Australian Employment & Training Services website, summarised in the Course Guide as well as detailed in the Tuition Fee Payment Plan Application form. In compliance with Clause 5.3 of the Standards, detailed fee information is provided prior to enrolment or commencement of training, whichever is first.
- Fee information includes:
 - All costs for the course including all materials fees
 - Payment terms
- The Student Handbook which is provided prior to enrolment, includes this Fees and Refunds Policy and Procedure and informs the student of their consumer rights. Students acknowledge this policy and those found within the Student Handbook as part of the enrolment process.
- Where an employer is paying for a student's course, an *Employer Fee Agreement* will be provided at the time of enrolment outlining the total fees, payment terms and schedule of payments applicable.
- Students have the right to a 'cooling off period' if they signed up to a course via direct marketing (e.g. responded to a Facebook advertisement). The cooling off period is 5 days from the date they signed their Enrolment form. To exercise this right, the student may notify Australian Employment & Training Services in person or via email notify our office in writing within 5 days of signing the Enrolment Form. Australian Employment & Training Services will refund any payments received within the cooling-off period where the period is applicable.

Course fee inclusions & exclusions

- Course and tuition fees include:
 - All of the training and assessment items required for students to achieve the qualification or course in which they are enrolling within the attempts allowed.
- Course and tuition fees exclude:
 - In the case of re-assessment, where a student fails to achieve a satisfactory outcome after three attempts at an assessment task, an additional fee may apply for additional training and re-assessment. This additional re-assessment fee will be dependant on the unit required.
 - Copies of relevant text books are available in the classroom for student use, however, they remain the property of Australian Employment & Training Services. Please speak with your Trainer should you wish to purchase a copy to keep.
 - Issuance of one set of certification documents including the testamur (certificate) and record of results and/or a Statement of Attainment (in the case of withdrawal or partial completion) are included in the course fee. Re-issuance or additional copies of these documents will attract a fee of \$25.00 per document.
 - Uniform (*if required for placement*).
- Australian Employment & Training Services cannot guarantee that students will successfully complete the course in which they enrol regardless of whether all fees due have been paid.

Payments

- Payments can be accepted by direct electronic transfer, credit or direct debit.
- Credit card payments may incur a surcharge of 1.5% per transaction.
- Students who are experiencing difficulty in paying their fees are invited to call our office to make alternative arrangements for payment during their period of difficulty.
- Australian Employment & Training Services reserves the right to suspend the provision of training and/or other services until fees are brought up to date. Students with long term outstanding accounts may be withdrawn from their course if payments have not been received and no alternative arrangements for payment have been made.

Refunds

- All Students who would like to request a refund must do so by completing the *Refund Application Form*.
- A full refund of any fees paid will apply where a student withdraws or cancels their course in writing within the cooling off period. The cooling off period is 5 days and applies from the date on your enrolment form.
- A full refund of any fees paid will apply if Australian Employment & Training Services is required to cancel a course before it commences due to insufficient numbers or for other unforeseen circumstances.
- In the unlikely event that Australian Employment & Training Services or any third parties responsible for delivering training and assessment on its behalf, is unable to deliver the course or any portion of the course as promised, the student will be issued with a refund for the course or portion of course that was not provided. This includes the following situations:
 - Where Australian Employment & Training Services or any third parties delivering training and assessment on its behalf ceases to operate.
 - Where Australian Employment & Training Services ceases to deliver the course in which a student is enrolled and the agreement is terminated.

- Where Australian Employment & Training Services needs to make a change to the terms of a student's enrolment (such as the way the course is delivered or conditions of enrolment) and a new agreement cannot be reached with the student to account for changes.
- In any of the above situations, Australian Employment & Training Services will automatically conduct a refund assessment of all affected students and issue the refunds due accordingly. In these cases there is no need for a student to make an individual application for a refund.
- Students who withdraw from a course may seek a refund or a reduction in fees owing by making an application for a refund in writing using the *Refund Application Form*. The application must include the details and reason for the request. Students who have not completed a *Withdrawal Form* and a *Feedback Form* are not eligible for consideration of a refund or reduction in fees.
- The refund assessment will be based on reviewing the services provided to the student and the costs incurred by Australian Employment & Training Services to provide those services.
- The outcome of the refund assessment will be provided in writing to the student's provided email address within 28 business days, outlining the decision and reasons for the decision along with any applicable refund or adjustment note. Refund decisions can be appealed following our *Complaints and Appeals Policy and Procedure*.
- A student not achieving the qualification or unit/s in which they enrolled due to exhausting their attempts at assessment, does not entitle the student to a refund.
- RPL application fees are non-refundable.

Recording and payment of refunds

- Refunds will be paid to the person or organisation that made the original payment.
- Refund assessments can be appealed following our *Complaints and Appeals Policy and Procedure*.
- Records of refund assessments and issuance of refunds will be stored securely on the student's file and in our accounts keeping system.

Publication

- Australian Employment & Training Services will publish in a prominent place on its website the following:
 - Costs for programs.
 - This Fees and Refunds Policy.

SC6 – Student Administration

Purpose

The purpose of this policy and procedure is to outline Australian Employment & Training Services approach to ensuring it manages student records and administration effectively.

Along with other policies and procedures, this contributes to ensuring compliance with Clauses 1.7, 1.8, 3.6, 5.1, 5.2, 5.3, 5.4 and 7.5 of the Standards.

Definitions

ASQA means Australian Skills Quality Authority which is the national VET regulator and the RTO's registering body

AVETMISS means Australian Vocational Education and Training Management Information Statistical Standard

SMS means an AVETMISS-compliant Student Management System

SRTOs means the Standards for RTOs 2015 – refer definition of 'Standards'

Standards means the Standards for Registered Training Organisations (RTOs) 2015 of the VET Quality Framework which can be accessed from www.asqa.gov.au

Student Identifier means a unique number assigned to an individual by the USI Registrar, in accordance with the Student Identifiers Act 2014

USI means Unique Student Identifier, and has the same meaning as 'Student Identifier'

Policy

Systems and processes

Australian Employment & Training Services:

- Maintains sound administrative practices and processes to ensure secure and effective management of student records.
- Has established processes for managing student records – this includes processes for managing course applications and enrolments, student files, results and attendance, course completions and withdrawals.
- Maintains a file for each enrolled student and stores enrolment documentation securely in electronic form. Hard copy assessment evidence is archived appropriately at the head office. Each student's file includes copies of all relevant documents relating to the student's enrolment, delivery and certification. Student files are archived at the end of a student's course and kept for a minimum of 6 months past the date of completion or withdrawal.
- Information stored includes mandatory statistical enrolment questions, class attendance, course enrolment information, results and unit attainment, correspondence and records of issuance of AQF certification.
- Stores records of qualification and unit attainment and issuance for at least 30 years as required by ASQA in its student management system (VETtrak).

- Regularly conducts internal audits of student files to ensure the records are accurate and complete. Any issues identified during a student file audit will be rectified and root cause of the issue identified to avoid re-occurrence.

Record keeping

- Student records will be kept for the following minimum periods of time:
 - **Evidence of assessment decisions for fee-for-service students** are kept for a minimum of 6 months past the date of course completion or withdrawal.
 - **Evidence of assessment decisions for funded students** are kept for the contract allocated time frames past the date of course completion or withdrawal.
 - **Records of unit attainment and issuance of a qualification or statement** will be kept for a period of thirty (30) years on the student management system as required by the Standards.
- Students are able to access the records that Australian Employment & Training Services holds about them by putting a request in writing using the *Access to Records Request Form* as per our *Privacy Policy*.
- Records will be made available to ASQA and their auditors upon request.

Course enrolments, entry and admission

- Individuals wishing to apply to enrol in a course with Australian Employment & Training Services can do so by following the procedures outlined on the relevant Course Guide and in our Student Handbook.
- Individuals must demonstrate that they meet the entry criteria for a course stated on the Course Guide.
- Where the student is not deemed suitable for enrolment, the application will be denied, and the reasons will be provided to the student in writing.
- All potential students will be provided pre-enrolment information that includes the *Student Handbook*, *Course Guide* and *Fee Payment Plan* information. As part of the enrolment process all students are required to sign an acceptance of the Terms and Conditions detailed.
- Students will be provided with a Confirmation of Enrolment email with details of the course they have been enrolled in, start and expected completion dates, trainer details, funding type (if applicable), all applicable fees including a statement of fees (if applicable) and study mode once the enrolment has been processed.

Student Rights and Responsibilities

- All students are expected to abide by the *Student Rights and Responsibilities* outlined in the Student Handbook during their course. If Australian Employment & Training Services students do not abide by the conduct requirements outlined, disciplinary action may be taken in line with Australian Employment & Training Services *Training and Assessment Policy and Procedures*.

Unique Student Identifiers and Victorian Student Numbers

- Australian Employment & Training Services complies with the requirements of the Student Identifiers Act 2014 as required by Clause 3.6 of the Standards. This means that we collect Unique Student Identifiers (USIs) from students upon enrolment and ensure USIs are verified prior to the issuance of any certification documents.

- Students in the state of Victoria and up to the age of 24 will be required to provide their Victorian Student Number (VSN) upon enrolment or if they do not have one, a new VSN will be issued to them. All VSNs are verified prior to the issuance of any certification documents.

Completions

- Upon completion of a course, students will be issued with their certification documents in line with our *AQF Certification Policy and Procedure*. These will be issued within 30 days of completion, provided that all fees have been paid.
- Records of completion and issuance are stored on each student's file.

Withdrawals

- Students who wish to withdraw from their course are required to fill in a *Withdrawal Form* and return it to our head office.
- Where fees have been paid, a student may wish to apply for a refund using the *Application for a Refund* form following our *Fees and Refunds Policy & Procedures*.
- Withdrawals will prompt the issuance of a Statement of Attainment where applicable.

Disengaged

- Students who are disengaged or absent will be contacted by their relevant Trainer/Assessor and/or the Administration team.
- Students who continue to be disengaged, absent or non-responsive will be withdrawn from the program.

SC7: LLN Policy

- **Purpose**

The purpose of this policy and procedure is to outline how Australian Employment & Training Services meets its obligations in supporting students in regard to Language Literacy and Numeracy (LLN).

Along with other policies and procedures, this contributes to ensuring compliance with Clauses 1.7, 5.1

- **Definitions**

ASQA means Australian Skills Quality Authority which is the national VET regulator and the RTO's registering body

AVETMISS means Australian Vocational Education and Training Management Information Statistical Standard

SMS means an AVETMISS-compliant Student Management System

SRTOs means the Standards for RTOs 2015 – refer definition of 'Standards'

Standards means the Standards for Registered Training Organisations (RTOs) 2015 of the VET Quality Framework which can be accessed from www.asqa.gov.au

Student Identifier means a unique number assigned to an individual by the USI Registrar, in accordance with the Student Identifiers Act 2014

USI means Unique Student Identifier, and has the same meaning as 'Student Identifier'

Language In its broadest sense, language involves the words, verbal structures and gestures we use to convey meaning. In using language, we generally use a combination of communication forms such as speaking, listening, reading, writing and visual communication.

Literacy is the ability to read and use written information as well as to write appropriately, in a range of contexts. Literacy involves the integration of speaking, listening, and critical thinking with reading and writing. Literacy skills enable us to interact with one another to achieve particular purposes: to explain, debate, retrieve and provide information, explore issues, entertain and create.

Numeracy involves the practical application of mathematical skills to absorb, use and critically evaluate information in numerical or graphical form. Depending on the context this can include basic number skills, spatial and graphical concepts, the use of measurement and problem solving. Numeracy may also involve literacy, for example when extracting mathematical information from written text.

Policy

Guidelines

Australian Employment & Training Services:

- AEATS recognises the importance of basic skills in English language, literacy and numeracy (LLN) for students in being able to participate actively and effectively in any course of study. Improving basic skills will assist in breaking down barriers for students in communicating with their trainers, peers and in the workplace.
- AEATS will ensure that all students enrolled in accredited vocational programs are given the opportunity to learn based on their individual competencies in LLN identified by an LLN assessment.
- AEATS recognises that not all individuals have the same skills-set in reading, writing and making calculations.
- AEATS personnel, including Trainer/Assessors will endeavour to help and accommodate students with difficulties in Language, Literacy or Numeracy.
- All Individuals will participate in an LLN assessment as part of the enrolment process.
- In the event that we are unable to meet the specific needs of the individual, we will refer the individual to an external support provider.

Identification of student abilities

- The process used at Australian Employment and Training Services is two-fold, comprising of a review of the contents of the enrolment form and an LLN assessment.
- The purpose of the enrolments form review is to obtain any information about previous education, disabilities or LLN abilities. The information obtained in these two processes is to determine:
 - The appropriateness of the course for the individual own goals and aspirations (pre-screening interview questions are included in the LLN assessment)
 - The individuals grasp of English
 - Any relevant disabilities/ limitations that need to be considered when the Individual participates in the course.
 - If the individuals LLN comprehension meets the minimum requirements to enter the program.

LLN Robot

AEATS use a purchased online program called 'LLN Robot' for the purpose of assessing an individual ability. The LLN Robot system is used to manage the assessment and support of learners regarding their language, literacy and numeracy needs. The LLN Robot System consists of two main parts:

- Online LLN Assessment
- Generating training profiles and training support programs

The LLN Robot Online LLN Quiz has been designed to give an indication of a learner's abilities across the 5 core skills of the ACSF. These are Learning, Reading, Writing, Oral Communication and Numeracy. The outcome of the online assessment is the first step in considering the support needs of the learner.

The online assessment reacts dynamically to the answers of the learner and gets progressively easier or more difficult based on how the person is doing. This prevents learners from being asked questions that are either too easy or too difficult to save on assessment time and reduce negative assessment experiences. At the end of the quiz a profile is generated based on the learner's responses. This profile scores the core skills from levels 0-4. These results are stored in a secure database and downloaded by the Program & Education Officer.

The score given for Oral Communication relates specifically to the listening component of the core skill. Spoken oral communication is evaluated separately by speaking with the learner. This is completed when a Trainer/Assessor conducts the Course Entry Interview (SC6.3 – Course Entry Interview Form). The profile can then be reviewed and adjusted based on this interaction and any other evidence (e.g. completing enrolment forms and questionnaires or interviews), or any other issues that are identified that may create a learning barrier for the student based on their current language, literacy or numeracy skills.

This profile can then be compared to the profile of the course of study, generating a support program designed for each individual learner to meet their specific needs.

LLN Robot uses a purpose built a diagnostic tool to determine the required ACSF/core skill levels of a unit of competency. The system uses a series of language analysis algorithms to scan the content of a unit of competency to identify trigger words and phrases and their associated values based on the training package, ACSF performance indicators and the AQF (certificate) level of the unit. This data is used to generate a training profile that reflects the core skills required to understand and perform the criteria outlined in the unit.

Access & Equity

By following the outlined procedure, AEATS ensure that access to training is equal for all individuals. AEATS does not discriminate against students and/or prospective students whose learning needs are identified under the standards of LLN with regards to their enrolment in any current or future training courses. Where LLN levels are identified as being lower than the specified requirements for the qualification or course level, AEATS will provide potential students with advice and information on their options.

Language, Literacy & Numeracy Levels

LLN levels are a reference numbers given to a individuals performance and/or a Training Package in each of the 5 core skills; learning, reading, writing, oral communication and numeracy. These levels have been developed by the ACSF. The reference numbers describe the degree of LLN skills performed by an individual or what the individual needs to demonstrate as per a Training Package's requirements. The reference numbers range from 1 (lowest performance level) to 5 (highest performance level) and only reflect skills at that point of time.

Each level describes the amount of support used by the person to complete the task; how familiar they are with a task; how difficult text is within the task; and how complex the task is itself. AEATS have adopted the ACSF levels to ensure the process is aligned with nationally recognised LLN standards. The following table describes the LLN levels from ACSF. *Image Source: employment.gov.au*

ACSF Performance Variables Grid				
SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY	
1	<ul style="list-style-type: none"> Works alongside an expert/mentor where prompting and advice can be provided 	<ul style="list-style-type: none"> Highly familiar contexts Concrete and immediate Very restricted range of contexts 	<ul style="list-style-type: none"> Short and simple Highly explicit purpose Limited, highly familiar vocabulary 	<ul style="list-style-type: none"> Concrete tasks of 1 or 2 steps Processes include locating, recognising
2	<ul style="list-style-type: none"> May work with an expert/mentor where support is available if requested 	<ul style="list-style-type: none"> Familiar and predictable contexts Limited range of contexts 	<ul style="list-style-type: none"> Simple familiar texts with clear purpose Familiar vocabulary 	<ul style="list-style-type: none"> Explicit tasks involving a limited number of familiar steps Processes include identifying, simple interpreting, simple sequencing
3	<ul style="list-style-type: none"> Works independently and uses own familiar support resources 	<ul style="list-style-type: none"> Range of familiar contexts Some less familiar contexts Some specialisation in familiar/known contexts 	<ul style="list-style-type: none"> Routine texts May include some unfamiliar elements, embedded information and abstraction Includes some specialised vocabulary 	<ul style="list-style-type: none"> Tasks involving a number of steps Processes include sequencing, integrating, interpreting, simple extrapolating, simple inferencing, simple abstracting
4	<ul style="list-style-type: none"> Works independently and initiates and uses support from a range of established resources 	<ul style="list-style-type: none"> Range of contexts, including some that are unfamiliar and/or unpredictable Some specialisation in less familiar/known contexts 	<ul style="list-style-type: none"> Complex texts Embedded information Includes specialised vocabulary Includes abstraction and symbolism 	<ul style="list-style-type: none"> Complex task organisation and analysis involving application of a number of steps Processes include extracting, extrapolating, inferencing, reflecting, abstracting
5	<ul style="list-style-type: none"> Autonomous learner who accesses and evaluates support from a broad range of sources 	<ul style="list-style-type: none"> Broad range of contexts Adaptability within and across contexts Specialisation in one or more contexts 	<ul style="list-style-type: none"> Highly complex texts Highly embedded information Includes highly specialized language and symbolism 	<ul style="list-style-type: none"> Sophisticated task conceptualisation, organisation and analysis Processes include synthesising, critically reflecting, evaluating, recommending

Minimum Entry-Level Requirements

The initial LLN assessment is conducted online via LLN Robot as part of the enrolment process. Individuals with LLN testing results below the following levels will be offered the opportunity to be re-assessed in person prior to the 'Course Entry Interview' using a paper-based assessment.

Re-Testing

- As LLN testing is completed online as part of the enrolment process, AEATS may request that the individual complete a paper based LLN Assessment at any stage during the course, should they identify that the individual's ability does not meet the standards of their initial testing results or If an AEATS Trainer/Assessor suspects that the initial LLN testing may have been fraudulent or they have any concerns about an individual's ability. All AEATS Trainer/Assessors must discuss this confidentially with their Manager prior to discussing it with the student.
- Individuals who receive a score of One (1) across all Five (5) areas, may have had internet or technical difficulties with the online assessment. In this instance, AEATS personnel will communicate with the individual regarding the LLN assessment outcome. Should the individual wish to continue, they will be invited to be reassessed using a paper-based assessment. If the individuals' comprehension/result outcome does not improve, the student will be referred to external support services.
- Individuals who receive a score of One (1) in some areas and a score of Two (2) or higher in 'Learning' will not be required to be re-assessed. All AEATS Trainer/ Assessors hold the accredited unit 'TAELLN411 Address Adult Language, Literacy and Numeracy Skills' and have the skills to support an individual through LLN difficulties.
- Individuals who receive a score of One (1) under 'Learning' will be offered the opportunity to be reassessed. Often individuals who score a One (1) under 'Learning' will struggle to comprehend the subject matter for the related course. Using the below diagram as a reference, this individual would be offered the opportunity to be re-tested as they show a high level of LLN ability in the remaining areas. This is often a sign of technical or internet difficulties.

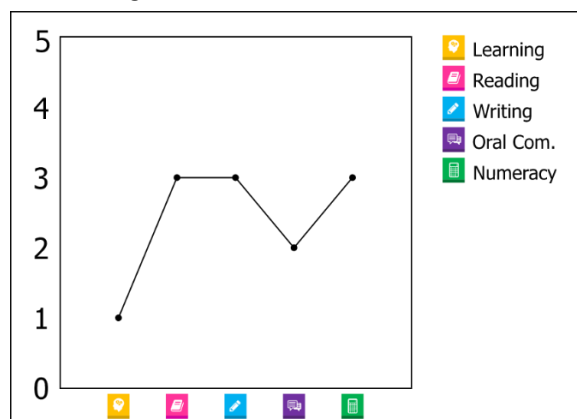


Image Source: LLN Robot

Course Entry Interview & Re-Testing

A Course Entry Interview is conducted by the Trainer/Assessor for each individual prior to commencing their first day of classroom theory. This interview covers the following topics:

- Language, Literacy Numeracy re-testing (if required)
- Spoken oral communication is evaluated by speaking with the learner
- Site Induction
- Attendance and conduct requirements
- Students are reminded of their Tuition Fee responsibilities
- Reviewing the pre-enrolment information including Manual Handling, Police Clearance Certificates and Practical Placement requirements.
- Answering any questions

External Support Services

In the instance where a Trainer/Assessor does not believe that they have the ability to support an individual's LLN ability through the course, and the individual's test results do not meet the minimum entry requirement, the individual will first be referred to the Managing Director. As the AEATS organisation may be able to provide to provide additional support. In the last instance, individuals will be referred to the following external services:

- Reading Writing Hotline – 1300 655 506 www.readingwritinghotline.edu.au
- Adult Migrant English Program - <https://www.education.gov.au/adult-migrant-english-program-service-providers>