POLICIES AND PROCEDURES MANUAL

(VET)

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Quality Policy

The purpose of this policy is to confirm that the Institute has a strong commitment to meeting the high-quality standards expected by our clients in the delivery of the training and assessment services that we supply to them.

Our quality management system takes the form of this manual and the associated operational forms and is based on the requirements of the Australian Qualifications Framework (AQF2013), Standards for NVR Registered Training Organisations made under the National Vocational Education and Training Regulator Act 2011 (NVR2011)/ Standards for Registered Training Organisations (RTOs) 2015, the ESOS Act 2000, National Code of Practice and all other relevant Commonwealth and State Legislation and regulatory requirements for the operation of Registered Training Organisations.

Our primary quality objectives are:

- To provide quality training and assessment services within our scope of registration
- To utilise our Quality Management System as described within this manual as the primary tool in achieving best practice outcomes across our entire operation
- To ensure continuous improvement/Quality Assurance of our training and assessment systems and customer service requirements
- To fully comply with all relevant Commonwealth and State Legislative and Regulatory requirements for the operation of Registered Training Organisation's

In the implementation of this policy we will focus on the needs of our business to consistently meet the ongoing needs and requirements of our customers' and that of all of our statutory obligations.

Our quality management system will also provide us with mechanisms for the detection of system shortfalls and for stimulating continuous improvements/Quality Assurance.

This policy and procedures manual describes the mechanism by which these improvements are achieved by us and how we are able to remain fully compliant with the AQF 2013, NVR2011 /Standards for Registered Training Organisations (RTOs) 2015 and the National Code of Practice at all times.

We define our stakeholders as but not limited to students both current and potential, members of staff, employer groups, enterprises, various government agencies and bodies, professional bodies and associations, other learning institutions, industry training advisory bodies and Industry Skills Councils.

The Institute manages quality:

- In the conduct of audits and the monitoring of its operations
- By providing accurate and timely data relevant to measures of its performance
- By providing information about significant changes to its operations
- In the retention, archiving, retrieval and transfer of records consistent with the registering authorities requirements

We have a designated Accountant, who has direct access to the Principal Executive Officer (PEO), who has the defined responsibility and authority to:

- Ensure that we fully comply with our financial management policies;
- Ensure that all students fees paid in advance are protected
- Ensure that the Institute refund policy is fair
- Provide when required a fully audited financial report of the Institute's operations

Continuous Improvement/Quality Assurance Policy

The Institute is committed to the process of constantly improving the way in which its operations occur and its continuous compliance with the AQF 2013, NVR2011/ Standards for Registered Training Organisations (RTOs) 2015, the ESOS Act 2000 and the National Code of Practice. Through this process the Institute will achieve further quality customer service and stay attuned to the current and future demands of the vocational education sector.

the Institute will progressively and actively seek out and eliminate all potential problems and act upon all opportunities in a way that results in the continual improvement of its training and assessment system and customer service standards.

The Institute's approach to quality encompasses all its operations including training and assessment services, student services, financial operations, facilities, staff development and occupational health and safety.

The Institute's quality system is based on adherence to the following guiding principles:

- A commitment by all staff to continuous improvement/Quality Assurance of operational processes, training and assessment products and services;
- Input and involvement of all staff and students in identifying and assisting in the implementing of quality improvements;
- Systematic use of qualitative and quantitative feedback as the basis for identifying and prioritising improvement opportunities

To achieve the process of continuous improvement/Quality Assurance the Institute acknowledges that opportunities for continuous improvement/Quality Assurance can be identified from varied sources including:

- Formal and ad hoc feedback from students, staff and stakeholders;

- Complaints from student, staff and other stakeholders such as Education Agents and Practical Placement employers;

- By undertaking an self-assessment audits against the AQF 2013, NVR2011/Standards for Registered Training Organisations (RTOs) 2015, the ESOS Act 2000 and National Code;

- By undertaking internal Assessment Validation sessions;

- By attending internal and external professional development workshops

Sources of Continuous Improvement/Quality Assurance Opportunities

Feedback and evaluations:

Students and staff are encouraged to provide feedback about the quality of the Institute programs, facilities and resources.

- Students are encouraged to provide both verbal and written feedback throughout their training through a variety of Evaluation Forms which target different areas that are supplied at various stages during the course and via ad hoc feedback to their trainer or assessor:

  o At the conclusion of the enrolment and orientation process, students complete the Student Enrolment and Orientation Feedback form

  o Within two weeks of course commencement, students who have used an education agent are asked to complete the Feedback on Education Agents form.

- o Every term Student Satisfaction Survey forms are distributed to all students
- o At the end of their course, students complete the Student Exit Survey
- Trainers and assessors are encouraged to provide feedback during staff meetings as well as through a formal feedback form that is supplied to them at the end of each unit.
  - o For every unit Trainers' Course Feedback Forms are distributed to all trainers and assessors
- Administration staffs are encouraged to provide feedback to the Management during regular staff meetings and on an ad hoc basis.

The Course Coordinator will collect and analyse all feedback for consideration as part of the ongoing quality improvement process and report to the PEO. Where possibilities for improvement are identified a Continuous Improvement/Quality Assurance Request will be raised and supplied to the Course Coordinator.

Complaints:

When the Institute receives a complaint it is dealt with under the Complaints and Appeals Policy and Procedure. Any areas for improvement, which become apparent whilst handling a complaint, a Continuous Improvement/Quality Assurance Request is raised and actioned accordingly. It also recorded on the complaints register.

Internal Audit:

The Institute will carry out regular internal audits against the AQF 2013, NVR2011/ Standards for Registered Training Organisations (RTOs) 2015, the ESOS Act 2000 and National Code to measure compliance and highlight opportunities for improvement. Further information on the process for internal audits please refers to the Internal Audit Policy.

External workshops

The Management of the Institute and other appropriate staff are sent to attend various relevant workshops run by such groups as the Department of Education and Training, ASQA, DHA, ACPET and Industry Reference Committees (IRCs)

Internal Workshops

The Institute conducts regular internal workshops in relation to professional development.

Assessment Validation

The Institute has a policy and procedure in place for undertaking assessment validation. Assessment Validation sessions occur as part of the internal professional development workshops. The validation is conducted as soon as practicable prior to and after the delivery of a unit the content is organised by the Course Coordinator. All improvements that identified are documented and actioned.

Each training product on the scope of registration at the Institute is validated at least once every five years, with at least 50% of the products validated within the first three years of each five-year cycle.

All assessment methods, materials, tools, evidence used, decision-making and processes are validated in the following ways:

Assessor networks:

The Institute encourages the coming together of assessors involved in VET assessment to develop and extend their professional practice. Through the exchanging of ideas about the meaning of specific competency standards, the evidence requirements, the ways of gathering evidence and the basis on which assessment decisions are made. Where applicable/practicable industry representatives will participate in validation activities

Implementation:

Various validation strategies ensure consistency between assessors during assessment, including the use of standard processes, materials and tools across units and direct supervision of new assessors.

Evaluation / Follow up:

Feedback is gathered from all stakeholders in the assessment process including candidates and assessors. Assessment processes, methods, materials, tools and decision-making are revised (as applicable) in light of evaluation results.

Transitioning arrangements:

Prospective advice is given to existing and potential learners regarding new or revised Training Packages via the student portal, website e-news or through the Institute administration department.

Monitoring and Evaluation

Major methods used to monitor and evaluate the delivery and assessment of these qualifications includes:
- Reactions (feedback) from all stakeholders including facilitators, assessors, participants and candidates both during and after the delivery and assessment.
- Learning of individuals is measured.
- Behaviour is measured by focusing on the candidate's performance and progress.

Record maintenance

Records are maintained according to the AQF 2013, NVR2011/ Standards for Registered Training Organisations (RTOs) 2015.

Professional Development for Assessors

Professional development is the means by which assessors acquire, develop and maintain the competencies required to carry out quality assessment in the VET sector. It also includes the ways in which assessors maintain knowledge of any changes in policy, practice and research that may impact on their assessment processes. The Institute's assessors undertake professional development in a number of ways which may include assessor networks, mentoring and coaching, internal validation activities, project teams, workplace visits, structured professional development activities, in-house training programs and formal/informal programs of further study and professional reading.

Planning

The Institute has a plan for ongoing systematic validation of assessment practices and judgements that includes for each training product:

a) When the assessment validation will occur
b) Which training products will be the focus of the validation
c) Who will lead and participate in validation activities
d) How the outcomes of these activities will be documented and acted upon

Systematic validation of the Institute's assessment practices and judgements is undertaken by one or more persons who are not directly involved in the delivery and assessment of the training product being validated and who collectively have:

a) Vocational competencies and current industry skills relevant to the assessment being validated
b) Current knowledge and skills in vocational teaching and learning: and
c) The relevant training and assessment qualification or assessor skill or assessor skills set

External Audit reports

The Institute uses Audit reports from external contracted auditors (as required) as source of continuous improvement/Quality Assurance and makes changes based upon those areas identified in these reports.

Record Keeping

A *Continuous Improvement/Quality Assurance register* is maintained and includes:

- Continuous Improvement/Quality Assurance items.
- Copies of all Continuous Improvement/Quality Assurance Procedure raised both open and completed
- Agendas and minutes of meetings directly related to continuous improvement/Quality Assurance compliment this register.

Records of all continuous improvement/Quality Assurance activity shall be maintained for a period of at least three years in hard copy and five years in electronic format after the continuous improvement/Quality Assurance action has been completed to allow review by management, for the purposes of internal audit and for review by external auditors.

Internal Audit Policy

The Institute is fully committed to ensuring its compliance with the AQF2013, NVR Act 2011/Standards for Registered Training Organisations (RTOs) 2015, the ESOS Act 2000 and the National Code of Practice. This is achieved and maintained by the conducting of an internal self-assessment audit on a regular basis.

When conducting the internal self-assessment audit, the audit team will complete the internal self-assessment audit checklist and report by collecting evidence objectively. The audit team will consist of the PEO, Compliance Manager and another experienced member of the Institute staff as required.

The audit team will use the processes outlined below to ensure that policies and procedures have been circulated, understood and implemented consistently throughout the Institute and that these policies and procedures are fully compliant:

- Examination of all documents and systems that consist of policies and procedures, student handbook, relevant components of the business plan, trainers/assessor qualifications and the staff handbook
- Examination of the records of actual training conducted
- Perusing a sample of student files
- Analysing resources for delivery and assessment required by the relevant National Training Package or course, including training materials and assessment tools
- Holding interviews as required with administration staff, trainers and students
- Observing processes such as assessment and learning activities
- Examination of existing facilities required by the relevant National Training Package or course
- Reviewing of processes with senior management
- Work Instructions
- Job Descriptions
- Any other relevant documents relating to the Standards

At the completion of the annual internal self-assessment audit a comprehensive report is prepared and presented by the audit team to the management.

The Institute will also use the services of a qualified external auditor to conduct regular audit at the Institute's operations. The Institute management will act on the feedback derived from these audits.

Operational Training & Assessment Functions & Processes (Sample only)

Marketing & promoting business services	Student eligibility. Assessment services. Document lodgement.	Qualification Design.	Plan and schedule for delivery of service	Establish records	Induction and orientation of trainee	Deliver Training	Assess and record training progress	Review final results for the issue of nationally recognized certification

QUALITY SYSTEM REVIEW CYCLE

JUNE	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER
Plan, provide for and manage and review Business Plan Marketing strategies	Plan, provide for and maintain People Management -Staff Recruitment -Performance Appraisals -Staff training	Plan, provide for and maintain Training & Assessment Services -Services to clients - internal & external -Strategic Alliances	Plan, provide for and maintain Resources including: -Human resources - registers	Plan, provide for and maintain Finances including: -Financial Measurement -Budget Production	Plan, provide and maintain Training Facilities & Work Environment -WHS Requirements -Support Services

DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
Plan, provide for and maintain Quality System & Operational Methods including: -Internal audit of Policies, Procedures, Handbooks, manuals & forms.	Plan, provide for and maintain Information & Records Management including: -Document, Data & Version Control -Control of Quality Records	Plan, provide and maintain training products including: -Training materials -Assessment materials -Verification & Validation - Additional training products	Plan, provide for client satisfaction including - Direct workplace support - Client /stakeholder - Partnership arrangements	Plan, provide for and maintain technology including Record keeping client data financial management	Plan, provide for and maintain Continual Improvement including: -Business Performance Management Reviews -Internal and Self-Assessment Audits

Standard Operating Procedures for Quality Review Cycle

The institute's document control is the responsibility of the PEO. This position has the authority and responsibility for the review, amendment, approval, review, distribution and security of documents, including:

a. The Institute logo or text entry.
b. The title of the document.
c. A version control number. This can be included in the footer of the document and can be identified as either V (no) or Version No.
d. The date of issue.
e. A file reference.

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Assessment Validation Policy

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Validation is a quality review process that confirms the Institute's assessment system can consistently produce valid assessment judgements.

The Institute ensures that it reviews, compares and evaluates its assessment procedures, tools and evidence on a regular basis to achieve 12crutinize12nal12 so that the training outcomes are consistent and that assessment is valid, reliable, fair and flexible and where necessary the Institute will redefine, clarify and modify its existing assessment practice.

Validation activities are generally conducted after assessment is complete—so that the Institute can consider the validity of both assessment practices and judgements. However, the Institute will conduct regular validation meetings according to the validation schedule/plan (A validation schedule is a five year plan; each training product must be reviewed at least once in that five-year period. At least 50 per cent of the training products must be validated in the first three years of the schedule) to review all of its current assessment procedures, tools and strategies for each qualification on its scope of registration.

The ©nstitute will choose to validate ©ts training products more often, for example, ©f risk ©ndicators demonstrate that more frequent validation is required. Indicators of risk might include:

•   the use of new assessment tools

•   delivery of training products where safety is a concern

•   the level and experience of the assessor, or

•   changes in technology, workplace processes, legislation, and licensing requirements

ASQA may also identify certain training products that need more attention. When developing validation schedule, the Institute will consider areas ASQA has identified as 'high-risk'. These may require more frequent validation.

The Institute's validation schedule will reflect its current scope of registration. The validation schedule will be adjusted when adding a new training product. When making adjustments, the Institute will ensure the schedule continues to meet the timeframe and completion requirements.

As part of validation, the Institute has a documented plan which describes:

•   who will lead and participate in validation activities

•   which training products will be the focus of the validation

•   when assessment validation will occur, and

•   how the outcomes of those activities will be documented and acted upon

To ensure that the validation process will be accurate and reliable one or more external validators will be engaged to participate or even lead the validation meeting.

The validation process may also include presence of trainers and assessors who have participated in the delivery and assessment of the particular qualification to enable informed judgments to be made but they-

- cannot conduct the validation on their own
- cannot determine the validation outcome for any assessment judgements they made, and
- cannot be the lead validator in the assessment team

The Institute will ensure the validation process is completed by validators who collectively hold:

- vocational competencies and current industry skills relevant to the assessment being validated
- current knowledge and skills in vocational teaching and learning, and
- the TAE40110 Certificate IV in Training and Assessment (or its successor) or the TAESS00001 Assessor Skills Set (or its successor)

The Institute will also ensure that validators who are vocationally competent will either:

- hold competency in the training product being validated, or
- be able to demonstrate they have skills and knowledge equivalent to the requirements of the training product

The validator, or someone within the validation team, must hold either:

- the TAE40110 Certificate IV in Training and Assessment (or its successor), or
- the TAESS0001 Assessor Skill Set (or its successor)

A person demonstrating 'equivalence of competency' is not sufficient to meet this requirement.

Prior to the commencement of the meeting all participants will be supplied with a pre-reading overview form, copies of the assessment tools to be validated and copies of the related units of competency and a copy of the assessment validation checklist. This checklist will be filled out by all participants and be later used to assist in the outcomes report of the validation meeting.

The validation process must:

- reflect current vocational training practices, and
- use contemporary knowledge of the vocational education and training environment

The validation process shall also determine whether or not the assessment procedures and materials currently in use are, valid, reliable, fair and flexible in their application and whether they are considered to be suitable in light of all possible circumstances including reasonable adjustment requirements.

All opportunities for improvement that are identified from within the validation process will be well documented and a Continuous improvement/Quality Assurance action will be raised.

The Course Coordinator will notify all relevant staff of any changes to assessment practices or materials arising from the validation process via the 13crutinize13nal determine method. This will allow for feedback from the relevant staff members that may require further improvements to be made to the practices or materials

Procedure:

The validation meetings take place according to the validation plan and can include trainers & assessors, the PEO, the Course Coordinator/Academic Manager, Compliance Manager, External Consultants/validators and any other individual invited by the Institute Management to participate including industry stakeholders.

The outcome of each validation undertake is recorded in the Continuous Improvement/Quality Assurance register

The validation of assessment plans/ tools/ evidence includes the following steps:

- Assessment Validation is scheduled to occur as part of professional development.

- The Course Coordinator will decide upon what assessments will be put forward for validation.

- Include validation on the agenda of staff meetings.

- All relevant materials for validation are prepared and sent to all attending with professional development workshop notification information.

- Record validation part of the meeting in the overall minutes

- Conduct validation on selected assessment tools using the assessment validation checklist

- Record all improvement recommendations

- All completed validation forms to be filed appropriately.

Selecting tools/ evidence to be validated include the following steps:

- Identify the qualification/ units to be validated

- Identify the suitable validators who are going to participate in the validation meeting

- Identify assessment/assessment tools used for the qualification/ unit s

- Determine statistically valid samples of completed assessments (assessment judgements) if available. A statistically valid sample is one that is:

    o large enough that the validation outcomes of the sample can be applied to the entire set of judgements, and

    o taken randomly from the set of assessment judgements being considered

  When validating a qualification, validate the assessment practices and judgements from a sample of the units of competency within that qualification. At least two units of competency should be sampled when validating a qualification. The number of units can be expanded to validate at any time during the validation process, particularly when validation outcomes indicate that assessment judgments are not valid. Samples of judged candidate evidence may be randomly selected using a number of different mechanisms, for example, using an alphabetical list.

- Make copies of the selected assessment tools/ evidence/ units of competence/ checklists for all attending the meeting.

- Validators complete validation checklists and provide recommendations during the session

Plan for systematic validation of assessment practices and judgements

The Institute's Systematic Assessment Validation Processes, Strategies, Evaluation and Decisions

The assessment validation processes is an integral part of the Institute's quality assurance framework. Therefore, to ensure the integrity and Continuous Improvement/Quality Assurance of the assessment systems, the Institute will monitor its assessment practices and judgments.

Strategies for validation

To initiate the validation process the Institute will review and/ or evaluate the assessment process/system or a combination of both at any given time within the time frames established.

The Validation process will be carried out at regular intervals (usually end of the term) based on reviews and/ or feedback/survey outcomes. The systematic validation of the Institute's assessment system/ assessment processes and judgements will be undertaken by one or more persons who collectively have:

a. vocational competencies and current industry skills relevant to the assessment being validated;
b. current knowledge and skills in vocational teaching and learning;

c. the training and assessment qualification or assessor skill set (TAESS00001 Assessor Skill Set or its successor);and

d. and are not directly involved in the particular instance of delivery and assessment of the training product being validated

However, each training product will be validated at least once every five years, with at least 50% of products will be validated within the first three years of each five year cycle, taking into account the relative risks of all of the training products on the Institute 's scope of registration, including those risks identified by the VET Regulator (ASQA).

Evaluation

Industry experts who are currently 15crutinize in the industry or a specialist field also may be involved in validation to ensure there is the combination of expertise set out in (a) to (c) above thereby providing an impartial evaluation.

The Institute will apply the following methodology and plan to validate assessment practices and judgements:
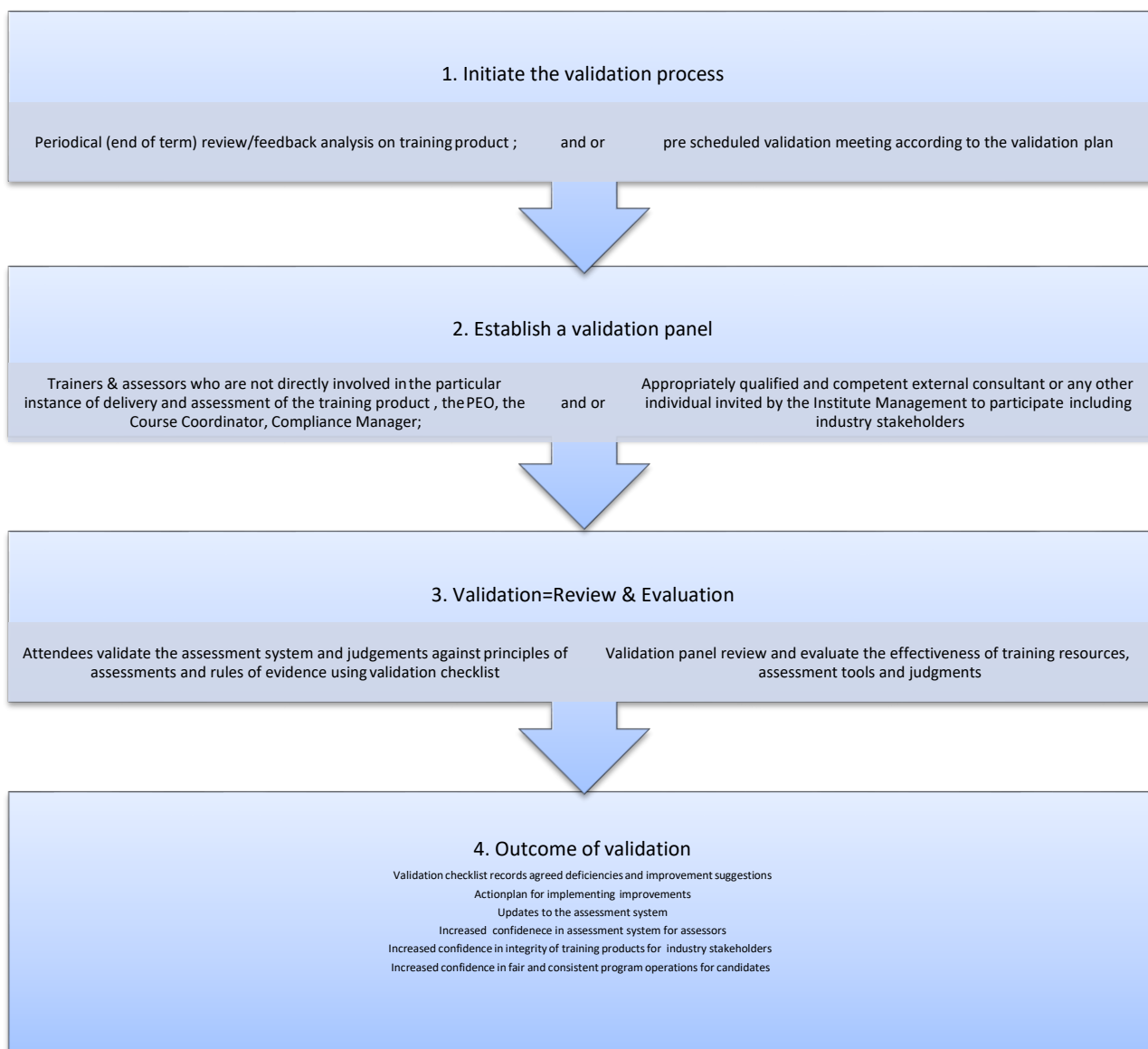
- Establish a validation panel comprising an RTO representative(s) and /or appropriately qualified and competent industry representative(s). Reach agreement on a validation process and document all decisions.
- the Institute will convene a validation meeting for at least one unit at regular intervals (usually at the end of a term unless a pre-validation is required for a new unit). This timeframe will ensure that the validation plan meets the required 50% in the first three years of a cycle and the each training product on the Institute 's scope of registration will be validated at least once every five years.
- the Institute will ensure that, for each meeting, key personnel responsible for validation will attend.
- the Institute will ensure that the Course Coordinator attends along with key personnel responsible for validation, usually including other Trainers and Assessors (not delivering that particular unit) and/or an industry representative.
- Attendees will use the validation documents (template) provided by the Institute to evaluate the effectiveness of the standards and assessment tools subject to validation. They will review and evaluate the suite of the Institute assessment systems, assessment processes, tools (including the validation forms, guidelines and evaluation checklists), methods and decisions.
- However, industry representatives are able to use their own validation documents/formats.
- Validation of processes and decisions will be tested against the principles of assessment and the principles or rules of evidence and validation documents have been designed using these principles.

Decisions

- For each decision, the Institute will create a folder inclusive of all validation documents, notes and decisions for recording purposes.
- the Institute will rely upon the principles of assessment and rules of evidence for assessment validation when designing the validation meeting content and format so that assessors have an opportunity to:
  - 15crutinize the validity and sufficiency of standards (Standards for Registered Training Organisations (RTOs) 2015) to deliver the stated aims of the training product
  - check that there has been consistent interpretation of the standards and expand their understanding of the standards they are assessing against
  - discuss the assessment tools that they have used
  - provide open positive and negative feedback on all the Institute documents and assessment processes

- 16crutinize the validity and sufficiency of evidence that has been presented by candidates
- discuss the assessment decisions that they have made, the issue of subjectivity and the role of professional judgement
- increase their confidence as assessors and request professional development if they feel this is necessary
- the Institute will develop reports of validation workshops as evidence of the validation process, to record agreed deficiencies and improvement suggestions and an action plan for implementing improvements.

The Institute Assessment validation Processes:

1. Initiate the validation process

Periodical (end of term) review/feedback analysis on training product ; and or pre scheduled validation meeting according to the validation plan

2. Establish a validation panel

Trainers & assessors who are not directly involved in the particular instance of delivery and assessment of the training product , the PEO, the Course Coordinator, Compliance Manager; and or Appropriately qualified and competent external consultant or any other individual invited by the Institute Management to participate including industry stakeholders

3. Validation=Review & Evaluation

Attendees validate the assessment system and judgements against principles of assessments and rules of evidence using validation checklist Validation panel review and evaluate the effectiveness of training resources, assessment tools and judgments

4. Outcome of validation

Validation checklist records agreed deficiencies and improvement suggestions
Actionplan for implementing improvements
Updates to the assessment system
Increased confidenece in assessment system for assessors
Increased confidence in integrity of training products for industry stakeholders
Increased confidence in fair and consistent program operations for candidates

The Institute assessment validation flowchart

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                    ┌──────────────┐
                    │  Establish   │
                    │  validation  │
                    │    panel     │
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  │checklist │       │assessment│◄─────│tools, methods,│
  └──────────┘       │ systems  │      │evidence guides│
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                    ╱ Assessment ╲
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                    ╲ validated? ╱
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                  Yes     ▼
                   ┌──────────┐      ┌──────────────┐
                   │Validation│      │Document outcome,│
                   │ process  │─────►│  Action plan and│
                   │ complete │      │    update     │
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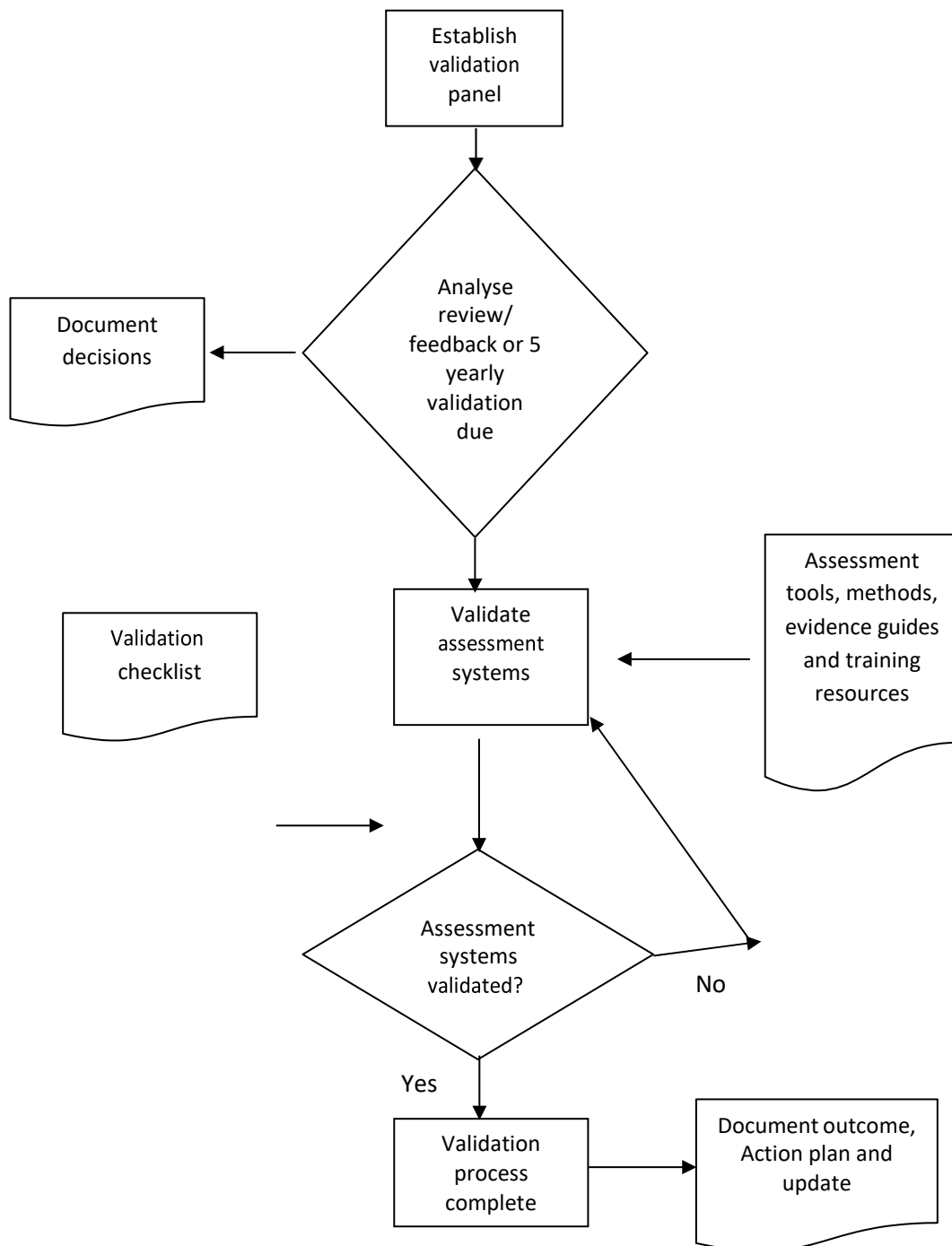
Client Feedback Policy

The Institute has defined its stakeholders as but not limited to students both current and potential, members of staff, employer groups, enterprises, various government agencies and bodies, professional bodies and associations, other learning institutions, industry training advisory bodies and Industry Reference Committees (IRCs)

The Institute conducts various types of feedback gathering activities on a regular basis. The feedback activity is directly linked to continuous improvement/Quality Assurance activities and is a direct result of the capturing of data and feedback from all identified stakeholders during the course of normal operations.

Feedback gathering activities can be initiated by any members of staff and is managed and monitored by the PEO. The feedback gathering process includes but is not limited to:

- Gaining feedback from all identified stakeholders at semi - regular intervals, during a training program such as at orientation, every term and on completion.
- Random feedback gathered from time to time from the various stakeholders.
- Enrolment and orientation feedback
- Stakeholder feedback on learning and assessment strategies

This feedback is compiled into a summary report that is then submitted to management for review. From this review changes may need to be implemented into components of the overall management system.

All changes that are required to be implemented are to be recorded onto continuous improvement/Quality Assurance register.

Information on the feedback summary reports will be disseminated at staff meetings allowing staff the opportunity to comment.

Moderation Policy and Procedure

Moderation is a quality control process aimed at bringing assessment judgements into alignment.

As with Assessment validation, the Institute ensures that it reviews, compares and evaluates its assessment procedures, tools and evidence on a regular basis to achieve standardisation so that the training outcomes are consistent and that assessment is valid, reliable, fair and flexible and where necessary the Institute will redefine, clarify and modify its existing assessment and moderation practice.

Moderation is generally conducted before the finalisation of student results as it ensures the same decisions are applied to all assessment results within the same unit of competency.

In the end of the delivery of each unit, all Trainers and Assessors delivered and assessed the same unit/subject will meet and moderate the results. This is to ensure consistency and fairness to all students and that all Trainers and Assessors are providing a fair, flexible, reliable and consistent marking scheme/practice.

Student Satisfaction Survey Form (Sample)

Please fill in the feedback sheets. By answering the questions in this survey, you will be helping the Institute have a better understanding of your needs and expectations.

This survey is confidential. Writing your name is **optional**.

Student Name (Optional):	
Subject/Unit Name:	
Trainer Name:	
Term:	
Date:	

Please rate the following from 4 to 1 by circling a number next to each category:

(4 = Very Good / 3 = Good / 2 = Unsatisfactory / 1 = Bad)

1. Trainer's preparation for the class was	**4**	**3**	**2**	**1**
2. Trainer presented the subject/unit matter clearly	**4**	**3**	**2**	**1**
3. Trainer presented an appropriate amount of material for the time available	**4**	**3**	**2**	**1**
4. The guidance from the Trainer has been consistent	**4**	**3**	**2**	**1**
5. The Trainer responded to my questions and problems	**4**	**3**	**2**	**1**
6. The Trainer provided clear assessment requirements	**4**	**3**	**2**	**1**
7. Fairness of assessment/marking was	**4**	**3**	**2**	**1**
8. Received adequate feedback on my assessment	**4**	**3**	**2**	**1**
9. The subject/unit materials were useful (e.g. textbooks, handouts, web resources)	**4**	**3**	**2**	**1**
10. The classroom facilities, equipment and space were adequate for the teaching of this subject	**4**	**3**	**2**	**1**
11. My understanding of the subject/unit	**4**	**3**	**2**	**1**
12. Overall satisfaction of this subject/unit taught by the Trainer	**4**	**3**	**2**	**1**

13. Do you have any suggestions for your Trainer to make this subject/unit more useful or interesting?

_____

_____

_____

14. What are the areas that need to be improved for this subject/unit?

_____

_____

_____

Student Support Services and Administration:

15. When was the last time you visited the Course Coordinator? _____

16. What was the issue? _____

17. When was the last time you visited the Administration Manager or the Student Welfare Officer?
_____

18. What was the issue? _____

Please rate the following from 4 to 1 by circling a number next to each category:

(4 = Very Good / 3 = Good / 2 = Unsatisfactory / 1 = Bad/ NA=Not applicable)

19. Course Coordinator provided assistance in academic issues	**4**	**3**	**2**	**1**	**NA**
20. Course Coordinator provided assistance in personal issues	**4**	**3**	**2**	**1**	**NA**
21. Administration Manager provided assistance in administrative issues or requests	**4**	**3**	**2**	**1**	**NA**
22. Understanding and helpfulness of Administration Manager	**4**	**3**	**2**	**1**	**NA**
23. Overall satisfaction with student services and administration	**4**	**3**	**2**	**1**	**NA**

24. What are the areas that could be improved about student services and administration?
_____
_____
_____

Would you recommend Times Academy to a friend, colleague or a member of your family?

☐ YES ☐ NO

Please specify the reason:

_____

_____

_____

Other recommendations:

_____

_____

_____

Feedback on Education Agents (Sample)

To be completed by interview with any student who has used an education agent. To be completed within two weeks of student's course commencement.

Student's name: _____   Date: _____

Education agent's name: _____   Interviewer's name: _____

1. The agent discussed the pre-enrolment information with the student.
    ☐ Yes
    ☐ No

2. The agent reviewed the student's application to ensure that all parts were completed accurately and in full. (Check the completed application form with the student to ascertain this)
    ☐ Yes
    ☐ No

3. The agent informed the student of the following information about the course:
    ☐ A general description of the content
    ☐ The qualifications gained on completion
    ☐ The duration of the course
    ☐ The teaching methods used
    ☐ The assessment methods used

4. The agent has explained the obligations regarding the mandatory reporting of unsatisfactory attendance and unsatisfactory academic progress and the possibility of loss of visa.
    ☐ Yes
    ☐ No

5. The Agent gave the student a general description of:
    ☐ The facilities
    ☐ The equipment
    ☐ The learning resources
    ☐ An itemized list of all fees payable to the institute
    ☐ Information about the minimum level of English proficiency required for the course

6. The student received a copy of the completed and signed application form from the agent.

☐ Yes
☐ No

7. The agent provided the applicant with a copy of the Refund Policy and explained the processes involved.
☐ Yes
☐ No

8. Any other comments about the agent: _____
_____
_____
_____

Staff Member's Signature:_____Date:_____/_____/_____

Student's Signature:_____Date:_____/_____/_____

Trainers Course Feedback Form

Course:..

Unit name and code:...

Date:...

Trainer's Name:..

As an ongoing part of the Times Academy Continuous Improvement/Quality Assurance Program we are seeking your feedback to assist in improving the way that all training and assessments are conducted and to improve the overall learning experience for our students.

Please fill out this form and return it to the Course Coordinator upon completion of a unit. We would like to take this opportunity to thank you in providing us with this valuable feedback.

1. **Are the training facilities suitable to conduct the required level of training?**

| | **Yes** ☐ | **No** ☐ |

Comments: ....

....

....

2. **Is the number of assessment pieces appropriate for the unit of competency?**

| | **Yes** ☐ | **No** ☐ |

Comments: ....

....

....

3. Is the weighting of assessment type appropriate?

                                          Yes ☐   **No ☐**

Comments: ....

....

....

4. Were the learning materials provided relevant and up to date?

Yes ☐ **No ☐**

Yes ☐

Comments: ....

....

....

5. Were the assessment materials and tools provided relevant and up to date?

                                            No ☐

No ☐

No ☐ Comments: ....

....

....

6. Does the assessment content cover each performance criteria of the units of competency?

                                          Yes ☐   **No ☐**

Comments: ....

....

....

7. What was student's overall feedback?

Comments: ....

....

....

....

8. Was all training equipment operational?

Yes ☐   No ☐

Comments: ....

....

....

....

....

9. Was the lighting adequate in the training facilities?

Yes ☐   No ☐

Comments: ....

....

....

....

10. Was the timetable setup with sufficient time to present all key material and were the commencement and completion time appropriate for daily delivery?

Yes ☐   No ☐

Comments: ....

....

....

....

11. Do you recommend any other changes to either facilities or training and assessment materials?

Comments: ....

....

....

....

12. Do you have any suggestions on how we can improve the assessments?

Comments: ....

....

....

Signature of the trainer: …………………………………………….

Date: ………………………………………………………………

Student Exit Survey (Sample)

This evaluation has been split into two parts: part 1 asks for feedback on the training sessions and part 2 asks for general feedback on the course as a whole.

Course: _____

Trainers: _____ Date: _____

Part 1

Instructions: Please indicate how much you agree with the following statements.

Please tick the appropriate box.	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
I was provided with all of the information I needed to choose the course.					
The information provided to me by the Institute gave me a clear idea of where the course might lead in terms of future career and job prospects.					
I was given a clear idea of what I could achieve by the end of the course.					
The topics covered in the course were interesting.					
The topics covered in the course were appropriately challenging.					
The trainers had a good knowledge of the subject they were teaching.					
I was able to talk to my trainer(s) when I needed to.					
I feel that I will be able to use what I have learned in the course on the job and in everyday life.					
The student support services were easy to access when I needed them.					

The Student Welfare Officer provided me with the help and support I needed, and/or was able to refer me to other services when required.					
I would rate the customer service at the Institute as:					
I would rate this course overall as…					

Please use this space to make any additional comments:

_____
_____
_____
_____
_____
_____
_____
_____
_____

Part 2

Instructions: Please use this section to make general comments on the course overall by completing the following sentences:

I decided to do the training program because...

_____
_____

My favourite part of the training program was...

_____
_____

My least favourite part of the training program was...

_____
_____

I learned...

_____
_____

I wish we had covered...

_____
_____

What are your plans after completing this program? (Choose all that apply.)

☐ Pursue further studies in our college/institute

☐ Pursue higher studies in another education institution

Name of the institution: [   ]

☐ Take up work

☐ Undecided

☐ Other, please specify:

Training and Assessment Strategy Policy

The Institute identifies, negotiates, plans and implements the appropriate training and assessment strategies to meet the needs of each of its clients for all qualification currently on its scope of registration.

The Institute will develop and implement strategies for training delivery and assessment for each qualification on its scope of registration.

Each training and assessment strategy will be required to identify the proposed target groups, learning and assessment modes and strategies, resources, the assessment validation processes to be util27rganiza the pathways available for further training options and they will be developed in full consultation with the relevant enterprises and industries.

The Institute will review, compare and evaluate its current assessment processes, tools and evidence that are contributing to judgments prior to the commencement of each term by way of validation meetings with a range of assessors who are delivering the same competency standards.

The Institute will document any action taken to improve the quality and consistency of the assessment and the relevant assessment tools.

The Institute will ensure that whilst developing, adapting or delivering training and or assessment products and services:

- All methods used to identify learning needs, and methods for designing training and assessment materials are fully documented;
- The requirements of the relevant National Training Package or accredited course curriculum are met;
- Steps are taken to manage the transition to reviewed Training Packages within 12 months of their publication;
- Core and elective units, as appropriate, are identified;
- Customisation meets the requirements specified in the relevant Training Package or Curriculum
- Language, literacy and numeracy requirements develop the learning capacity of the individual and are consistent with the essential requirements for workplace performance specified in the relevant units of competency or outcomes of accredited courses;
- Delivery modes and training and assessment materials which meet the needs of a diverse range of clients are identified;
- **As a Continuous Improvement/Quality Assurance measure**, the Institute will retain completed copies of all Student assessment materials in their academic file. Evidence will include all assessment tasks, tools and evidence used by assessors to form judgements of competency

The Institute will ensure that it has access to the staff, facilities, equipment, training and assessment materials required to provide the training and/or assessment services within its scope of registration and scale of operations, to accommodate client numbers, client needs, delivery methods and assessment.

Complaints and Appeals Policy

The Institute reco28rganizatit differences can arise from time to time and it thus has a fair and equitable process for dealing with complaints and appeals. The Institute ensures that the principles of natural justice and procedural fairness are adopted at every stage of the complaint and appeal process and that the complaints and appeals policy is publicly available.

The quick settlement of these matters is in the best interest of all parties concerned and the following policies and procedures are in place to ensure that this happens:

1. Each student complaint should be dealt firstly by - if–possible - th– person to whom the complaint is addressed and the person who has first dealt with the complaint should provide the student with a receipt of acknowledgement stating that the complaint has been received
2. If the resolution provided does not satisfy the student, then he/she should obtain a Student Complaints and Appeals Form from the Student Welfare Officer.
3. The student should write down their complaint and the person who has first dealt with the complaint should provide the student with a receipt of acknowledgement and should record any decision they have made and the response of the student to that decision and any other information deemed important.
4. The form is then passed to the person mentioned in Step 2 of the chart called Complaints, & Appeals Procedures (detailed in the Student Handbook) for a resolution. The decision made is to be recorded on the Student Complaints & Appeals Form and conveyed to the student.
5. If the student *is satisfied*, then he/she is to sign-off the form agreeing to the resolution. A copy is made of the signed-off form and given to the student and the original retained in the student's file.
6. If the student *is not satisfied*, then the student is informed that the matter will be referred to the Student Appeals Committee (SAC). The student must be informed of the nature of this committee. The PEO sets a date for hearing the appeal and the committee is formed. The SAC comprises the PEO and the Financial Management Accountant (or another staff member)
7. The student is informed of the date of the appeal and their right to address the committee.
8. The committee may call upon any member of staff who has been part of the process to provide any necessary information to assist the committee make its decision.
9. The outcome of the appeal is to be given to the student in writing. The student is also informed of any remaining avenues of action such as mediation.
10. The decision made by the SAC is recorded and filed in the Complaints & Appeals File.
11. Where the Institute considers more than 60 calendar days are required to process and finalise the complaint or appeal, the Institute will:
    - Inform the complainant or appellant in writing, including reasons why more than 60 calendar days are required; and
    - Regularly update the complainant or appellant on the progress of the matter.

COMPLAINTS & APPEALS PROCEDURES

If you have a complaint or an appeal about your studies, fees or any other matter, the College has procedures to resolve these problems:

ISSUE	Step 1 Whom do I talk to?	Step 2 Who takes over from there?	Step 3 Where do I go if I'm still not happy?	Step 4 Do I have any other options?

Academic Issue (a question or problem about your class or studies, including further studies at the Institute or another institution)	Your Trainer/ Course Coordinator	The PEO	Student Appeals Committee	Independent mediator
Fees / Application for Refund (a question about the payment of course fees or an application for a refund)	Receptionist/ Accounts Officer	The PEO	Student Appeals Committee	Independent mediator
Welfare / Personal Issue (a question about your accommodation, health or safety, or concerns about bullying, abuse or other mistreatment)	Receptionist/ Admin Manager	The PEO	Student Appeals Committee	Independent mediator

The Complaints Procedure

1. If you are not satisfied by Step 1 above, a standard *Student Complaints & Appeals Form* will be given to you to complete.
2. The PEO will ensure the form is entered correctly and will attempt to resolve the problem and provide reasons for the decision. If you are not satisfied at this stage, your complaint/grievance/appeal will be referred to the Student Appeals Committee.
3. The Institute has procedures to ensure that all complaints /appeals are dealt with in a constructive and timely manner.

The Student Appeal Committee (SAC)

The SAC comprises the PEO and another staff member. Students can present their case directly to this committee and they will be given a written statement of the outcome and the reasons for the decision reached. Students have the right to be represented by a nominee of your choice. Students can bring a friend or support person.

Still have a problem?

If you are still dissatisfied with the outcome of your complaint /appeal, you have other avenues of appeal against the decisions made so far:

If the issue involves fees, you can seek help from the following orga29rganizationepartment of Fair Trading   Telephone: (02) 9895 0111

Independent Mediator/External Complains

You may choose to use the services of an independent mediator to resolve the problem. The mediator will most likely charge a service fee. You should inquire about current fees when you contact the mediator. Independent mediation options could be:

You may contact the Overseas Student Ombudsman on 1300 362 072 or go to http://www.ombudsman.gov.au/How-we-can-help/overseas-students Please remember that the Institute is committed to delivering quality education. If you are experiencing any difficulties whatsoever during your program of study, you should not hesitate to discuss your concerns with the relevant staff member or the PEO. Staff will make themselves available at a mutually convenient time if you wish to seek assistance outside Institute office hours. At any stage of the process, you can also nominate another person to talk to a The Institute staff member directly on your behalf.

Privacy Policy

The Institute complies with the following Privacy principles:

Collection of Data
The Institute will not collect personal information about an individual unless the information is necessary for one or more of its functions or activities. The Institute will at all times ensure that information is collected about an individual from the individual themselves and the collection and storage of their personal information will be secure and not distributed without that individual's explicit written consent.

Where the institute collects personal information, it will declare the purpose of the collection, how the information will be used and how the individual can get access to that information.

Data Quality, Security and Openness
The Institute will take reasonable steps to ensure that the personal information it collects uses or discloses is accurate, complete and up to date. The institute will take reasonable steps to protect the personal information from misuse and loss from unauthorised access, modification or disclosure.

The Institute will provide a public document outlining its policies and procedures for handling personal information and make this available on request, at signup and via the institute web site.

Use and disclosure
The Institute will only use or disclose information for the purpose for which it was collected or for a secondary purpose which the provider of the information could reasonably expect. The Institute may use or disclose personal information in circumstances related to public interest, such as law enforcement and public or individual health and safety.

Sensitive information
The Institute will not collect sensitive information unless the individual has consented, or it is required by law, or where there are other special circumstances such as those relating to health services provision.

Access and correction
The Institute will provide an individual with access to personal information it holds on that person on request. Where an individual can show that information held about them is not correct, current or complete, the institute will take reasonable steps to correct that information.

Identifiers
The Institute will only assign unique identifier to individuals where it is necessary in order to carry out one or more of its functions or activities. The Institute will not make this unique identifier available to others and will not adopt as its own.

Anonymity
The Institute will give people the option to interact anonymously whenever it is lawful and practicable to do so.

The Institute operates in compliance with current privacy legislation. This legislation regulates the way organisations can collect, use, keep and disclose personal information. It gives individuals the right to know what information an organisation holds about them and a right to update any information if it is incorrect.

The Institute keeps the following personal information on each student:
- Personal details (such as name, gender, address, phone number, birthday, country of residence, allergies and illnesses)
- Academic qualifications
- Course selections, letter of offer and student acceptance of offer
- Academic statements
- Passport, visa and OSHC details
- Employment history (if applicable)
- Enrolment details
- Attendance records and any medical certificates /approved absence forms given
- Financial details
- Driver Licence Number
- Company Name
- ABN / ACN
- Tax File Number (TFN)
- Bank Account Details
- Health Care Card
- Birth Certificates
- Unique Student Identifier
- Relevant Sensitive Information (e.g. health and/or disability)
- Employer contact details
- Supervisor (WPD and work placement) contact details
- WPD Supervisor qualifications and resume

The Institute collects personal information in a number of ways, which include, but is not limited to:

- Directly from applicants when they express interest or apply for enrolment with the Institute
- Directly from Education Agents acting on behalf of students where students have expressively authorised the Education Agent to act on their behalf
- Directly from employers or Government Agencies when signing up a trainee/apprentice to undertake a training course
- Directly from host work placement organisations when agreeing to and signing Memorandums of Understanding, tripartite agreements and other documentation required for legal/compliance
- Directly from recruitment partners as part of our partnership arrangements to source and recruit students into an education or training course
- Through marketing activities, student expos, email enquiries and similar mechanisms where the interested parties provide personal information in order to find out about training opportunities and eligibility for government subsidised funding.

The Institute uses the information for:
- Correspondence in relation to enrolment, promotion, progression, attendance, timetabling and any other related business of the Institute or its partner Colleges under the Times Education Group umbrella, offshore or onshore.
- Awarding certificates or diplomas
- Meeting student visa compliance requirements
- Assessing application and enrolment to study at the Institute
- To apply for Unique Student Identifier (USI) on behalf of students, provided authorization to do so is obtained
- To access the Unique Student Identifier (USI) register to substantiate student/applicant/trainer claims of previous study, once a written permission has been obtained
- To allow for reporting to various State and Government agencies in the conduct of the Institute's business.
- To contact Emergency contacts in case of emergency
- Checking payment of course fees
- Any other reasonable use related to the relevant conduct of the Institute's business, for which the information was collected for

The Institute cannot disclose information to a third party without the written consent of the student.

Note: International students should be aware that information provided to the Institute may be made available to Commonwealth and state agencies and the TPS fund manager, pursuant to obligations under the ESOS Act 2000 and the National Code of Practice.

Student may access their files at an appropriate time by appointment. To view their file students must:

- Complete the request to view student File Form and submit to the Institute reception.
- If after viewing their files, students are not satisfied with the information contained or consider some information to be inaccurate they should write to the PEO outlining their concern and asking for corrections to be made.

The student may ask to view their file again to ensure the changes have been made.

Enquiries in relation to the Privacy Policy can be directed to info@times.edu.au

Privacy and use of personal information

Personal information is collected solely for the purposes of operation as a provider according to the National VET Data Policy available at https://docs.education.gov.au/node/46116 .
Under the *Data Provision Requirements 2012*, the Institute is required to collect personal information about students and to disclose that personal information to the National Centre for Vocational Education Research Ltd (NCVER).

For more detailed information in regards to how data is collected, processed and used in national VET statistics and publications please refer to the National VET Data Policy in its entirety available at https://www.dese.gov.au/national-vet-data/resources/national-vet-data-policy.

Student's personal information (including the personal information contained on the enrolment form), may be used or disclosed by the Institute for statistical, administrative, regulatory and research purposes. The Institute may disclose student's personal information for these purposes to third parties, including:
- School – if you are a secondary student undertaking VET, including a school-based apprenticeship or traineeship;
- Employer – if you are enrolled in training paid by your employer;
- Commonwealth and State or Territory government departments and authorised agencies;
- NCVER;
- Organisations conducting student surveys; and
- Researchers.

Personal information disclosed to NCVER 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; and
- administering VET, including program administration, regulation, monitoring and evaluation

Students may receive an NCVER student survey which may be administered by an NCVER employee, agent or third-party contractor. Students may opt out of the survey at the time of being contacted.

NCVER will collect, hold, use and disclose student's personal information in accordance with the *Privacy Act*

1988 (Cth), the National VET Data Policy and all NCVER policies and protocols (including those published on NCVER's website at www.ncver.edu.au).

The Institute must meet the requirements of the relevant Commonwealth privacy legislation. All reasonable steps are taken to protect personal information from misuse, loss, unauthorised access, modification or disclosure, including password protection of electronic files, secure storage of paper files and secure backup of data.

All students are able to access their own personal files held by the Institute and may also request that updates be made to information that is incorrect or out of date. Access may be given to an identified government officer from such agencies as the National VET Regulator (ASQA), DET or DHA for the purposes of an audit. We are required to inform DHA of any changes to your enrolment and any breaches by you of your student visa conditions relating to attendance or academic performance. A copy of student or staff records by a third party can only be obtained by written permission of the person whose file has been requested. This permission must be provided in writing for such access to occur.

Social Media Policy

1.   Purpose

The Institute embraces the use of technology by staff, students and affiliates/agents to connect with each other on digital platforms such social media. The Institute's objective is to seek opportunities to build communities and to encourage dialogue through the exploration and consideration of diverse thoughts and views.

This Policy sets out guidelines by the Institute for acceptable use of social media.

2.   Scope

This Social Media Policy applies to:

- Staff members: who are employed by the Institute (i.e. full time, part time and casual employees) and who work at or with the Institute in a voluntary capacity,
- Students: Current students and graduates
- Affiliates: Contractors (including Teachers, Trainers and Assessors), Agents, Consultants or any other persons who participate in social media and who may be identified as having an association with the Institute

This Policy must be complied with at all times. Failure to comply with this Policy may lead to disciplinary action including termination of employment or contract and cancellation of enrolment. Serious cases may result in legal proceedings or referral to appropriate authorities.

Any person concerned that the conduct of a staff member or student or affiliate using social media contravenes this policy may report their concern to the Institute, preferably via email to: info@times.edu.au.

Reports will be reviewed to determine whether the matter requires investigation or action under the appropriate the Institute policy and procedure and/or a response on behalf of The Institute.

3.   Responsible Officers

The Marketing Director and Marketing Managers are responsible for content posted on official the Institute social media accounts.

Aspects of responsibility include;

- Establishing the account
- Publishing content generated, produced, commissioned or acquired by The Institute
- Moderating user generated content posted on the account, and

- Determining if and when the account is to be modified or closed.

4. Principles

4.1. the Institute encourages open conversation and ask you to respect the Institute community members by following a few simple guidelines on the use of the Institute 's social mediasites:

    a. Please be respectful of other users and their opinions. Do not harass, abuse, threaten or make personal attacks against others.

    b. Any inappropriate, inflammatory, offensive, repetitive, or unlawful comments will be deleted.

    c. Do not disclose any personal or sensitive information about yourself or others on this page. And do not disclose any confidential information, or infringe the intellectual property rights, of others.

    d. Employees, contractors or supplementary labor of the Institute who use this site must ensure they comply with all obligations contained within our relevant policies and obligations.

    e. Do not spam us by posting requests, offers or appeals (or reposting those of others), or by posting anything else that could be considered spam.

    f. Do not link to other Facebook pages, or to any non---government or off---topic pages. We do not have the time to check the content of links, so any such links will be removed at our discretion.

    g. Any comment which we deem not to comply with these guidelines will be subject to deletion. If you repeatedly breach these guidelines you will be banned from this page.

    h. Opinions posted by users of this page do not reflect those of The Institute.

4.2. Although the Institute takes care in providing the content for our social media sites, the information or data we provide on these sites is on an "As is, As Available" basis. We do not guarantee that the information or data is accurate, complete, current, or that it is free from defects, malicious code (such as viruses) or from other contamination.

4.3. Use of our social media sites is at your own risk. the Institute does not accept any liability to you if you incur any loss or damage (however caused) in connection with the use of or reliance upon, any content on our social media sites (or any website that our sites may link to).

4.4. the Institute may not have any control over content contained on other websites. Should the Institute 'a social media sites link to any other site or follow any other account, this does not mean that we endorse or approve of that site, the account, its operators, or any particular content on that site.

5. Use of social media in the course of employment/engagement/contract

5.1. Staff members and affiliates must not use the Institute 's computer system to access social media unless the access is for teaching, pastoral care or educational purposes and the staff member or the affiliate has the permission of the PEO in writing.

5.2. Staff members and affiliates who have permission to use social media under 4.1 must be apolitical, impartial and professional and avoid any statements that might be interpreted as advocating government policies or criticising the policies of political parties or groups.

6. Personal social media use-staff member and affiliates

6.1. Staff members and affiliates may also be held accountable for any social media use both within and outside the Institute, on the Institute-owned or private equipment, where the Institute may be recognised and its name brought into disrepute.

6.2. Staff members and affiliates are reminded that they should not have any expectation of privacy when it comes to content and information stored or posted in the social media environment. Even if staff members and affiliates intend to keep the information private, it may unintentionally enter the public domain. For example, online content may inadvertently be viewed or accessed by other staff members, affiliates, students or families of students.

6.3. When participating in social media use in a personal capacity, either at work or at home, where the staff member and affiliates can be associated with the Institute in any way, the staff member and affiliates must not:

    (a) Contravene their contract of employment or engagement with The Institute, any the Institute Policy or any legal obligations to The Institute;

    (b) Use social media to represent the Institute or make any comment about The Institute;

    (c) Post anything that is obscene, defamatory, threatening, bullying, discriminatory, hateful, abusive or unlawful;

    (d) Disparage or speak adversely about the Institute business matters or activities, its staff or its students;

    (e) Post anything that is contrary to the best interests of the Institute or which may damage the the Institute 's reputation;

    (f) Use social media to communicate with current students of the Institute unless it is for education or teaching purposes and the staff member has the permission of the Principal in writing. For example, staff members must not add or accept a current student as a "friend" on Facebook. Staff members are advised to use professional discretion before accepting ex-students or parents of current students as "friends" or "followers" on social media;

    (g) post images that include the Institute students on social media;

    (h) Identify or discuss staff members of the Institute or post photographs that include the Institute staff members, unless permission is first obtained from the staff member;

    (i) Use or disclose any confidential information about the Institute which is not otherwise publically available;

    (j) Use the Institute 's logo or create the Institute branded accounts which could be interpreted as representing The Institute;

    (k) Be disrespectful of The Institute, or other employees, contractors, volunteers or students of The Institute; or

    (l) Use social media during work in a manner which detracts from their performance.

7. Use of Social Media – Student Responsibilities

When using social media in the context of education or research training, and when making

identifiable personal use of social media, students must:

a) only disclose and discuss information about the Institute or its activities that is not confidential and is publiclyavailable;

b) take reasonable steps to ensure that content published is accurate and not misleading;

c) ensure that the use, including content published, complies with all relevant rules of The Institute;

d) when making a statement on a matter of public interest, expressly state that the views expressed are those of the student and not those of the Institute (unless they are officially authorised by The Institute);

e) be respectful and courteous incommunications;

f) adhere to the Terms of Use of the relevant social media provider; and

g) comply with the law, including laws about copyright, privacy, defamation, contempt of court, discrimination and harassment.

7.1. Specific Prohibitions

When using social media in the context of education or research training, and when making identifiable personal use of social media, students must not:

a) make any comment or post material that is, or might be construed to be, racial or sexual harassment, offensive, obscene (including pornography), defamatory, discriminatory towards any person, or inciting hate;

b) make any comment or post material that creates, or might be construed to create, a risk to the health or safety of a student, contractor, staff member or other person, including material that amounts to bullying, psychological or emotional violence, coercion, harassment, sexual harassment, aggressive or abusive comments or behaviour, and/or unreasonable demands or undue pressure;

c) make any comment or post material that infringes copyright, is fraudulent, breaches intellectual property rights, constitutes a contempt of court, constitutes stalking, breaches a court order, or is otherwise unlawful;

d) imply that they are authorised to speak as a representative of The Institute, or give the impression that the views they express are those of the Institute (unless they are officially authorised by The Institute);

e) use the identity or likeness of another student, contractor, staff member or other stakeholder of The Institute;

f) use or disclose any the Institute confidential information obtained as a student of the Institute;

g) sell, purchase or offer to write assignments or other assessable work, or to request help with such work. Furthermore, students are required to take steps to minimise opportunities for others to cheat by, for example, not saving work to a shared network drive that is accessible by others and not sharing work on social media sites;

h) make any comment or post material that might otherwise cause damage to the Institute 's reputation or bring it into disrepute; and

i) use the Institute 's logo or name without permission, in a manner that is likely to be misleading or bring the Institute into disrepute.

7.2. Using images and video

In most cases, prior permission (i.e. a release) must be obtained to post, share or distribute images of

individuals whose images are identifiable. Students should not post content that might be embarrassing to an individual or that could be construed as placing an individual in a negative or false light.

Students should not post content that might cause someone to believe that his/her name, image, likeness or other identifying aspect of his/her identity is being used, without permission, for commercial purposes.

Special care must always be taken when dealing with images of "special populations", e.g. minors, patients or research subjects. Stringent legal requirements apply. Generally speaking, such images should never be used for social media posting or distribution.

8. Privacy collection notice

the Institute views the privacy of personal information as a very important issue.

Your name, profile name, location, comments, messages and replies are collected by the Institute for the purposes of attending to your enquiries, maintaining records of correspondences and for statistical purposes. We may use this information for coaching and development and quality control. No other personal information is collected by the Institute from social media sites.

Your personal information will generally not be given to any other person or agency by the Institute unless you have given us permission or we are required or authorised to do so by law. In limited circumstances we may disclose personal information in the ordinary course of operating our business. Any such disclosures will be on a confidential basis. However, depending upon your own social media privacy settings, by participating in the Institute social media sites, note that you may be making your personal information accessible to people or to organisations that access social media sites in Australia and overseas.

Please also refer to the appropriate social media site's (eg Facebook) privacy policy for how your personal information is stored, shared and protected. the Institute recommends you regularly review and select appropriate privacy settings.

9. Monitoring

9.1. the Institute may, where it considers appropriate, monitor social media use and use and disclose information obtained from social media in such manner as it considers appropriate.

10. Related Policies:

This policy should be read in conjunction with all other the Institute policies: including the Code of Conduct for All Staff and students; Acceptable Use of computers; the Privacy Policy.

Assessment Policy

The purpose of this policy is for the Institute to determine whether a student who is participating in a the Institute course has acquired the required competencies offered by the course and by establishing whether or not they have achieved the standards of performance required as outcomes of that course.

The Institute will at all times comply with the Assessment Guidelines contained within the nationally endorsed Training Packages or the assessment requirements specified within accredited courses curriculum documents contained within the Institute scope of registration.

The Institute's assessment processes will follow the Principles of Assessment:

Fairness: The individual learner's needs are considered in the assessment process and where necessary, assessment adjustments are made to take into account learner needs.

Flexibiity: Assessments are flexible to learners needs and are drawn from a range of assessment methods.

Validity: Assessment decisions are based on the evidence of performance for each individual learner.

Reliability: Assessment judgements made by assessors are comparable and consistent regardless of the assessor making the judgments.

Assessment processes will follow the Rules of Evidence:

Validity: Assessment judgments ensure that the student has the required skills and knowledge prescribed in the relevant Training Package and Unit of Competency.

Sufficiency: Judgments made are supported by sufficient number and quality of evidence in support of a student's competency

Authenticity: The evidence presented for assessment judgement is the student's own work.

Currency: The evidence presented for assessment judgement is current, i.e. from the present or recent past.

For more information please refer to:
https://www.asqa.gov.au/sites/g/files/net2166/f/Users_Guide_to_the_Standards_for_Registered_Training_Organisations_RTOs_2015.pdf

All the Institute assessment procedures will 38ecognize equity and cultural issues without compromising the integrity of the assessment.

Assessments are conducted by experienced and suitably qualified staff that has Certificate IV in Training and Assessment (TAE40110) or its successors as required by the VET Regulator (ASQA).

The Institute will deliver and assess all qualifications and accredited courses currently on its scope of registration in accordance with the Training and Assessment Strategies in place for each qualification or accredited course.

The Institute's assessment process will be fully equitable for all persons and will take into account the cultural, linguistic, and other individual participants' needs in relation to assessment tasks.

All participants of the Institute programs will be informed of the assessments to be conducted throughout the program. Participants will be provided with notice of when an assessment is to be conducted and provided with ample time for preparation and practice.

The Institute will provide feedback to the participant about the outcomes of the assessment and provide further guidance on future options.

All assessments are marked as either 'Competent' or 'Not Yet Competent'. In a situation of an assessment being marked as 'Not Yet Competent' the participant will be provided with an opportunity to redo the assessment in accordance with the Reassessment Policy.

If any participant in a program is dissatisfied with the results of their assessment they have the right to appeal the results.

The Institute will undertake an annual review of its assessment systems and procedures and the outcomes of assessment to ensure that they are appropriate and current and in line with the requirements of the relevant industry groups. This review process is essential in maintaining the integrity of the Institute assessment system.

Responsibilities of Those Who Develop Assessment Products and Services

Those who develop assessment products and services, such as trainers and assessors and other assessment specialists, have a professional responsibility to strive to produce assessments that are of the highest quality. Persons who develop assessments have a professional responsibility to:

- Ensure that assessment products and services are developed to meet applicable professional, technical, and legal standards.
- Develop assessment products and services that are as free as possible from the Institute due to characteristics irrelevant to the construct being measured, such as gender, ethnicity, race, socioeconomic status, disability, religion, age, or national origin.
- Plan accommodations for groups of test takers with disabilities and other special needs when developing assessments.
- Disclose to appropriate parties any actual or potential conflicts of interest that might influence the developers' judgment or performance.
- Use copyrighted materials in assessment products and services in accordance with state and federal law.
- Protect the rights to privacy of those who are assessed as part of the assessment development process.
- Caution users, in clear and prominent language, against the most likely misinterpretations and misuses of data that arise out of the assessment development process.
- Avoid false or unsubstantiated claims in test preparation and program support materials and services about an assessment or its use and interpretation.

Responsibilities of Those Who Select Assessment Products and Services

Those who select assessment products and services for use in educational settings, or help others do so, have important professional responsibilities to make sure that the assessments are appropriate for their intended use.

Persons who select assessment products and services have a professional responsibility to:

- Conduct a thorough review and evaluation of available assessment strategies and instruments that might be valid for the intended uses.
- Recommend and/or select assessments based on publicly available documented evidence of their technical quality and utility rather than on unsubstantiated claims or statements.
- Disclose any associations or affiliations that they have with the authors, test publishers or others involved with the assessments under consideration for purchase and refrain from participation if such associations might affect the objectivity of the selection process.
- Inform decision makers and prospective users of the appropriateness of the assessment for the intended uses, likely consequences of use, protection of examinee rights, relative costs, materials, and services needed to conduct or use the assessment, and known limitations of the assessment, including potential misuses and misinterpretations of assessment information.
- Recommend against the use of any prospective assessment that is likely to be administered, scored, and used in an invalid manner for members of various groups in our society for reasons of race, ethnicity, gender, age, disability, language background, socioeconomic status, religion, or national origin.
- Comply with all security precautions that may accompany assessments being reviewed.
- Immediately disclose any attempts by others to exert undue influence on the assessment selection process.
- Avoid recommending, purchasing, or using test preparation products and services that may cause individuals to receive scores that misrepresent their actual levels of competency.

Responsibilities of Those Who Administer Assessments

Those who prepare individuals to take assessments and those who are directly or indirectly involved in the administration of assessments as part of the educational process, including teachers, administrators, and assessment personnel, have an important role in making sure that the assessments are administered in a fair and

accurate manner.

Persons who prepare others for and those who administer assessments have a professional responsibility to:

- Inform the students about the assessment prior to its administration, including its purposes, uses; and consequences; how the assessment information will be judged or scored; how the results will be kept on file; who will have access to the results; how the results will be distributed; and examinees rights before, during, and after the assessment.
- Administer only those assessments for which they are qualified by education, training, licence, or certification.
- Take appropriate security precautions before, during, and after the administration of the assessment.
- Understand the procedures needed to administer the assessment prior to administration.
- Administer standardized assessments according to prescribed procedures and conditions and notify appropriate persons if any non-standard or delimiting conditions occur.
- Not exclude any eligible student from the assessment.
- Avoid any conditions in the conduct of the assessment that might invalidate the results.
- Provide for and document all reasonable and allowable accommodations for the administration of the assessment to persons with disabilities or special needs.
- Provide reasonable opportunities for individuals to ask questions about the assessment procedures or directions prior to and at prescribed times during the administration of the assessment.
- Protect the rights to privacy and due process of those who are assessed.
- Avoid actions or conditions that would permit or encourage individuals or groups to receive scores that misrepresent their actual levels of attainment.

Responsibilities of Those Who Interpret, Use and Communicate Assessment Results

Persons who interpret, use, and communicate assessment results have a professional responsibility to:

- Conduct these activities in an informed objective and fair manner within the context of the assessment's limitations and with an understanding of the potential consequences of use.
- Provide to those who receive assessment results information about the assessment, its purposes, its limitations, and its uses necessary for the proper interpretation of the results.
- Provide to those who receive score reports an understandable written description of all reported scores, including proper interpretations and likely misinterpretations.
- Communicate to appropriate audiences the results of the assessment in an understandable and timely manner, including proper interpretations and likely misinterpretations.
- Evaluate and communicate the adequacy and appropriateness of any norms or standards used in the interpretation of assessment results.
- Inform parties involved in the assessment process how assessment results may affect them.
- Use multiple sources and types of relevant information about persons or programs whenever possible in making educational decisions.
- Avoid making, and actively discourage others from making, inaccurate reports, unsubstantiated claims, inappropriate interpretations, or otherwise false and misleading statements about assessment results.
- Disclose to students how long the results of the assessment will be kept on file, procedures for appeal and rescoring, rights students and others have to the assessment information, and how those rights may be exercised.
- Report any apparent misuses of assessment information to those responsible for the assessment process.
- Protect the rights to privacy of individuals and institutions involved in the assessment process.

Re-assessment policy

Students are eligible for re-assessment at any time during the term provided whether they have received a Not Yet Competent (NYC) outcome despite of making a genuine attempt at the assessment when initially submitted within the due dates provided or have missed the due date for some inevitable circumstances.

Students must follow their study plan to determine the term, the subjects/units within the term and their end

dates (usually subject/unit end date is the due date for the subject/unit)

If the student has submitted assessments on time and the outcome is Not Satisfactory (NS) or Not Yet Competent (NYC) then*-	**1st reassessment(2nd attempt) for the term subjects/units^: $0 if submitted before the end of the term^**
	2nd reassessment (3rd attempt): Reassessment fees apply if submitted before the end of the term^ or after

If the student has missed the due date for the term^ subject/unit and the results have been already submitted to administration team then*-	**1st reassessment for the term subjects/units^ will be considered as a 2nd attempt: $0 if submitted before the end of the term^**
	2nd reassessment (3rd attempt): Reassessment fees apply if submitted before the end of the term^ or after

If the student submits 1st or 2nd reassessment for the term subject/unit^ in the following term/s then*-	**1st reassessment: Reassessment fees apply**
	2nd reassessment : additional reassessment fees apply

^The term:
- 1 term = 9 weeks of study + followed by term break

^Term Subjects/units:
- Subjects/units that have been delivered in a particular term

*This does not apply to the CHC student's prac/workplace based assessments. Any reassessment or re-scheduling of assessments involving workplace will incur reassessment fees

Recognition of Prior Learning Policy

The Institute makes an undertaking that all participants, potential or actual, of the Institute programs are provided with full recognition of their current skills and knowledge no matter how, why, where and when they were gained.

the Institute will ensure that Recognition of prior learning (RPL) is offered to all applicants on enrolment and that the process is structured to minimize the cost and time to applicant, and provides adequate information and support to enable applicants to gather reliable evidence to support their claim for recognition of competencies currently held, regardless of how, when or where the learning occurred.

RPL Process

Applicants who consider that they have completed appropriate training or have enough prior learning and

experienced gained in the required skills/competencies stipulated for the unit of the course will be granted credit upon substantiation of that claim.

The RPL application process identifies what you have learned from life experience and/or work experience and measures these experiences against the learning outcomes of the course student is doing or want to do.

With RCC, if a candidate demonstrates what he/she knows or what he/she can do, he/she can be assessed for competency and they need to do some part of the current course, as gap training.

The assessment will be professionally conducted and will follow the principles of assessment and rules of evidence.

Evidence toward credit of prior learning may include:

- Evidence of current competence
- Performance , demonstration or skill test
- Portfolio, logbook, task book, projects or assignments.
- Written Presentation
- Interview
- Case Studies

RPL is available for all subject units. The performance criteria of each unit provide the RPL benchmarks.

If there is sufficient evidence in the application and supporting documentation, no further assessment may be necessary. If no sufficient evidence exists, assessment may be negotiated with the student and may consist of interview, written assignment, exam or other. Assessments are conducted by a qualified assessor.

An RPL application fee of $200 applies, as well as an RPL assessment fee of $150. Successful students are notified promptly of the RPL outcome. The assessor advises unsuccessful students of any reasons for non-recognition and steps they can take to have a successful RPL claim, including appeal mechanisms.

RPL Procedure

Candidates wishing to apply for RPL must fill out RPL forms and submit evidence towards their claim, such as statements of attainment, certificates, work experience and/or academic transcripts of competence against the program's learning outcomes.

An application for RPL can be made at any time prior to the commencement of a course or during the first term of the course.

Attending an Interview

If you are seeking to apply for RPL/RCC, you may be asked to attend an interview, which offers you the opportunity to talk through your application. The interview panellists are skilled at helping you think about your past experiences in terms of the recognition you are seeking. If you do not understand something in the interview, ask the interview panel to explain more clearly. If you have any other concerns, you are welcome to raise them with the panel. Please bring to the interview anything which you believe could assist your claim, for example:

- Copies of any statements, reference or articles about your employment or community involvement.
- Copies of institute reports, certificates or statement about your education and training
- Relevant work samples such as memos, essays, completed work products.
- Outlines of any courses which you have undertaken.
- Any other information which you feel might aid the assessment of your request.

Evidence Checklist

Listed below is a range of evidence that may be used in support of your application for RPL/RCC. This list should be used as a guide only.

- ✓ Certificate of achievement
- ✓ Reference /letter of support –work/social
- ✓ Demonstration of skill
- ✓ Record of academic results
- ✓ Video/Audio/photos
- ✓ Duty statement/job specifications
- ✓ Letter/memos at work
- ✓ Curriculum vitae
- ✓ Scrap books

There are six steps in the RPL Process:

1. Collect information on the unit or units for which RPL may be exempt.
2. Collect evidence against the purpose or outcomes of the unit or you may be required to sit for a short test to demonstrate your competence.
3. Complete the Recognition for Prior Learning Application form. Forms are available from student administration.
4. Submit the application form with all the relevant documentation.
5. Applications will be assessed within four working days.
6. Candidates receive the result of application in writing.

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Course Credit
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Policy

This policy implements a procedure for the Institute to process any student's applications for course credit and document any results, including student verification of the outcome. It will provide a process that ensures that students receive written verification of the outcome of the course credit application and records are kept with student files.

It also ensures that any changes to course duration that occur from granting a course credit, after a Student Visa is granted, are reported to DHA via PRISMS.

Definitions

'Course Credit' is defined as follows:
Exemption from enrolment in a particular part of the course as a result of previous study, experience or recognition of a competency currently held. This includes academic credit and recognition of prior learning.

'Credit Transfer' (CT)

The granting of exemption or credit by a Registered Training Organisation to students for units of competency completed under accredited training. These unit codes must identically match the units that you are applying for credit.

'Recognition of Prior Learning' (RPL)
The acknowledgment of skills and knowledge that have been gained through training, work, or life experiences into formal competencies. The assessment of RPL is made from the evidence provided against the units of competency (elements and performance criteria) as described in the relevant endorsed Training Package. To support this type of application evidence of where and how the skills were obtained are required i.e. A certificate where the codes do not match bit are of similar skills and knowledge would require ability to assess the learning the outcomes against the learning outcomes of the current course.

Recognition of Current Competency (RCC) applies if someone has previously successfully completed the requirements for a unit of competency or module and is now required to be reassessed to ensure that the competence is being maintained. In this case no extra skill or competencies are recognised.

Procedure for Course Credit

All students are made aware of the ability to apply for course credit via a RPL or CT application throughout the enrolment and induction process of the course. This is supported with information provided in the student handbook.

Those students wanting to place an application for course credit must do so by the 2nd week of the first term in their enrolled course.

All applications are to be submitted to the PEO and include original documents to be sighted and copied by Administration. Applications will not be accepted unless all required information has been included.

Where RPL is being applied for the students must include all relevant evidence of work experience and where learning has occurred.

A Credit Transfer application must be accompanied by nationally recognised Certificates and or Statement of Attainments with detail indicating the units successfully completed including unit codes and titles and dates of completion.

Students are required to submit their application with supporting evidence as required and outlined in the applications:

Credit Transfer

Students who have completed a Nationally Recognised qualification / unit that have the exact same code as a unit currently enrolled will be eligible for credit transfer for the particular unit(s). The student must provide the original certificate to be sighted by the Institute to verify the Credit Transfer.

Recognition of Prior Learning

Where students have gained relevant skills and knowledge other than undertaking accredited training for the unit, a student may be eligible for Recognition of Prior Learning. Students must complete an application form and submit to Student Administration with supporting evidence as required. This evidence must be clearly identifiable, and support the applicant's case for Recognition of Prior Learning by addressing the relationship of evidence to the Unit of Competency credit is being sought.

Applications are received by Administration in the first instance and the application and supporting documentation is copied and placed into the student file. Where originals are required to be sighted by an Administration Assistant will sight the originals and indicate on the copies that originals have been sighted and return originals to the student. the Institute will at no time accept original certificates.

The application is then forwarded to the PEO who will assign it to the relevant trainer to be assessed and outcomes determined.

Where any application for course credit is received by the Institute, either RPL or CT, the Institute is to assess the application and provide an outcome to the application within 14 days of receiving it, or as soon as practical where further information is required to determine the outcome.

Where either of the above, Credit Transfer or Recognition of Prior Learning, applications are received the following must occur:

- The student's eCoE must be adjusted to reflect any reduction in the period of study the student is enrolled.

- The Institute will to provide the student a 'Confirmation of Course Credit Application'. The students are required to sign this letter to indicate their agreement with the outcomes of Credit Transfer or Recognition of Prior Learning applications and a copy is to be kept on the students' individual file.

Issuing of Qualifications Policy

The Institute will issue all qualifications and statements of attainment as prescribed by the Australian Qualifications Framework and the requirements of ASQA. The Institute will issue AQF qualifications and statements of attainment within 30 days of course completion.

The Institute will only issue AQF qualifications and Statements of Attainment within its scope of registration that certifies the achievements of qualifications or industry/enterprise competency standards from nationally endorsed Training Packages or modules from accredited vocational courses.

Procedure

- AQF certification (testamurs and statements of attainment) cannot be issued without a verified USI.
- All certification will be issued within 30 calendar days of course completion.
- The Institute issues nationally recognised qualifications or statements of attainment in accordance with the AQF, for qualifications that our on our scope of registration with ASQA. Qualifications and statements of attainment include the National Training Package title and code, clearly identify the units of competency achieved (including codes), identify the Institute and include our address.
- Before signing AQF qualifications and statements of attainment the PEO will ensure that these are formatted in accordance with the Australian Qualifications Framework specially the AQF Qualifications Issuance Policy and NRT logo specifications.
- Qualifications and statements of attainment are issued in accordance with the guidelines and rules defined within each Training Package.
- Evidence of achievement of competency must be held for each student in order to issue the qualification. Evidence can be obtained through delivery and assessment, recognition of prior training and or credit transfer

In order to ensure that all qualifications and statements of attainment issued are verified and checked, the following process is applied:
- Completion of units is progressively recorded on the student's file and entered into the student management database.
- The checklist (Academic folder cover) has been thoroughly checked, completed and signed off by an authorised person (usually the Administration Manager)
- All assessments have been deemed competent (and of course the work of that student has met rules of evidence specially authenticity as per the installed plagiarism software report) by the Assessor
- Upon completion of their course of training (or withdrawal of enrolment), their file is reviewed by the PEO.
- The student will complete a "Document request form".
- The Admin Manager (or delegate) will sign the application and forward it onto the Finance Department.
- The finance department will also check that all fees have been paid and if so will forward to the Admin Manager. (If Fees are unpaid, the student will be issued with a Final Fee Reminder notice.)
- Provided all evidence is held for all of the required units, a qualification or statement of attainment is printed and signed by the PEO.
- The original qualification is forwarded to the student and a copy is added to the students file.

Types of Qualifications/Credentials
A **Certificate and Transcript** is awarded to a student who demonstrates competency in all the unit of competencies or modules within a course.
A **Statement of Attainment** is awarded to a student in recognition of partial completion of a course leading to a qualification.

An **interim transcript** records each unit of the course- whether Competent (C) or Not Yet Competent (NYC), as well as units gained by Recognition of Prior Learning (RPL). This is issued to the student upon request

Conditions governing Issuance of Qualifications/Credentials

Condition	Credential issued
Student request – throughout course	Interim Transcript
Students finishes having completed course	Certificate and transcript
Students finishes having not completed course	Statement of Attainment

Re-issue of Qualifications

In the case of any student losing or misplacing a certificate/transcript issued by the Institute, a replacement may be issued. The cost for reissue of a certificate is a $50 administration fee. The replacement qualification will have the original date of issue. Request for re-issue of a qualification must be provided in writing to the Administration Officer outlining the reason for the re-issue, including any supporting evidence.

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Work Health and Safety Policy

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The Institute is committed to the provision of a safe and healthy environment for its students, staff and visitors. As part of that commitment, staff and students will be provided with information and training to enable them to work and learn in a safe environment.

Procedure:

1. The Institute will provide and maintain safe equipment and materials.

2. Staff and students will be trained in the safe use, handling and storage of equipment and materials.

3. The Institute will provide adequate information regarding hazards and risks within the premises.

4. The PEO will consult regularly with staff regarding the development, implementation and review of health and safety issues.

5. Ensure the training premises are of adequate size and have adequate heating, ventilation, cooling and lighting.

6. The Institute's PEO will be the person responsible for the implementation and maintenance of the policy.

Safety and Health Legislation and Policy

Each student is responsible for ensuring the safety and health of her/his environment by:

- Making themselves aware of the relevant the Institute policies, procedures and instructions.
- Complying with all the Institute policies, procedures and instructions.
- Taking reasonable care of themselves and others in the workplace.
- Co-operating with management so that employees of the Institute carry out their duties as required under *the Work Health and Safety Act 2011.*
- Reporting all known or observed hazards, incidents and injuries.

Evacuation Procedure

Upon hearing the evacuation alarm, all the Institute students must immediately move to their designated assembly area and follow the instructions given by staff. The building must not be re-entered until you are instructed to do so by emergency personnel.

If the evacuation alarm sounds:

- Go to the nearest safe fire exit as directed by staff
- Only take your personal belongings

- Do not use lifts or telephones
- Advise a first aid officer of any injured person as soon as possible
- Any person confined to a wheelchair should remain in a designated safe exit stairwell with a volunteer helper until emergency services/personnel arrive to transport them from the building. Students and untrained staff should not attempt to bring wheelchairs downstairs.
- When you get outside, go to the nominated assembly area and remain in class groups

Smoking on the Institute Premises

The *No Smoking* Policy precludes anyone from smoking while on the Institute premises. This includes the areas immediately outside entrances to the Institute building (within 4 metres). 'No Smoking' signs have been installed around the Institute building and grounds and they must be obeyed at all times. Offenders may face disciplinary / corrective action.

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Access and Equity Policy

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The Institute is committed to the goals of equal opportunity and affirmative action in vocational education, training and employment.

This is supported by all staff employed by The Institute.

The Institute aims to provide a work and training environment for staff and students that embraces equity, fairness and respect for social and cultural diversity. The Institute fosters a culture that is free from unlawful discrimination, harassment and vilification as determined by legislation.

Towards the fulfilment of this commitment The Institute:

- Fosters a culture that values and responds to diversity.
- Provides equal employment opportunity by identifying and removing barriers to participation and progression in education, training and employment for all employees.
- Offers programs and employment opportunities that aim to overcome past disadvantage for members of staff, employee and course participant equity groups.
- Promotes clear and accountable management policies and practices to enhance trust between all parties.
- Enhances the quality of student learning and employment satisfaction for all participants through the provision of culturally, socially and gender inclusive education and training in areas such as curricula, teaching methods, assessment and review processes, teaching materials and support services.
- Ensures that its staff, employees and course participants are aware of their rights and their responsibilities.

To achieve these goals, the Institute depends on the continual co-operation of all employees.

EXPLANATORY NOTES:

Currently the grounds of unlawful discrimination are:

- Age
- Compulsory retirement from employment
- Disability (physical, intellectual, psychiatric, sensory, neurological and learning disabilities (physical, intellectual, psychiatric, sensory, neurological and learning disabilities including physical disfigurement, the presence in the body of an organism capable of causing disease and current , past, future, or imputed disability)
- Marital status (single, or with reference to a person of the opposite sex, married, separated, divorced, widowed or in a de facto relationship)
- Pregnancy or potential pregnancy

- Race (including colour, nationality, descent, ethnic, ethno-religious or national origin, and immigration)
- Religious or political affiliation, views or beliefs
- Sex, sexual harassment
- Homosexuality (male or female, actual or presumed)
- Transgender or trans-sexuality (anyone who lives ,has lived, or wants to live as a member of the opposite gender to their birth gender including people who are assumed to transgender)

- Actual or imputed characteristics on any of the attributes listed above
- Termination of employment on any of the grounds listed above and also on the grounds of family responsibilities, social origin, temporary absence from work because of injury or illness, union membership, participation in union activities, non- membership of a union and absence from work during maternity or other parental leave.

The grounds of unlawful vilification are:

- HIV/AIDS, home
- Race; and
- Transgender (trans-sexuality)

With regard to discrimination and vilification, the Institute is compliant with the following statutory requirements:

- The NSW Anti-Discrimination Board and the Federal Disability, Racial, Sex Discrimination, Workplace Relations Act and Anti-Discrimination (Carers Responsibilities) Bill 2000.

- The NSW Charter of Principles for a Culturally Diverse Society in 1993 and reaffirmed in 1995 by the NSW Government.

- For staff, in compliance with Part IXA of the NSW Anti-Discrimination Act 1977 and the Federal New Equal Opportunity for Women in the Workplace Act (1999).

The equity groups identified in these Acts are:

❑ Aboriginal and Torres Strait Islander people; people with disabilities; people of non-English speaking background; and women.

❑ For students, in compliance with Federal Government policy as outlined in A Fair Chance for All, AGPS, 1990 and subsequent amendments as outlined by DET.

The identified equity groups are:

❑ Aboriginal and Torres Strait Islander people; people with disabilities, from socio-economically disadvantaged backgrounds, from rural and isolated areas and of non-English speaking background and women in non-traditional areas of study.

Financial Management Policy

The qualified accountants certify the accounts of the Institute annually. The PEO is responsible for the effective management of the Institute finances. There are two signatories for the organisation.

The Financial Management Accountant uses financial management software and reports monthly on the institute's financial position. Where necessary, meetings are held to review the financial position of the institute. Any changes to financial management policy are documented.

Under the Tuition Protection Service (TPS) framework, if the Institute is unable to fulfil its obligations to complete a course. The new TPS framework will facilitate the placement of students in the first instance, and where this is

not possible, provides a refund of unexpended tuition fees (i.e. tuition the student has paid for but has not been delivered by the provider).

Protection of Fees Paid in Advance

The Institute protects fee paid in advance by students in the following manner:

1. Company representative receipts money received
2. Receipt is issued to the payee
3. Copy of receipt is placed in student's file
4. Money is deposited into the Institute Fees Account.
5. Funds remain in the Fees Account until student commences course
6. Funds will be transferred from the Fees Account to the Operating Account on a monthly basis for the portion of fees allocated for the month.

Note: if a course does not commence or a student withdraws before course commencement, the Institute's Refund Policy will apply. Monies received will be refunded to the payee as per the Institute's Refund Policy.

Receipt of Student Fees

All fees paid in advance must be received by either electronic transfer or direct deposit into the Institute's nominated bank. Where fees are paid in advance by a potential student, they are required to fax/email confirmation of the advance fees paid.

On proof of payment the Institute will:

• Issue receipts upon receiving the fees/payment
• Check the tax invoice attached to fees/payment if paid by representative/agents
• Enter data to client records

The receipt and agreement will state:

• The organisation's name and registered National Provider Code number and CRICOS Provider Code number
• The registered course number and CRICOS Course Code in which the student is enrolling
• Confirmation that the organisation receiving the fees will be the organisation delivering the training
• An itemised list of all fees payable and date of the next instalment (if applicable) and paid
• The terms and conditions of the fees paid
• The terms and conditions of the refund policy
• The date of issue
• The full name of the client
• Acknowledgment of the payment method

Issue of Client Receipts

Following payment from clients, an official numbered receipt will be provided to clients as confirmation of enrolment details and a copy is retained for the accounts section.

Copies of receipts will record the following information:

• The payment amount
• Brief description of purpose of receipt
• Name of person/organisation paying
• Receipt date
• Signature of person receipting the funds

Monies and receipt number is recorded on the client's enrolment. The original copy of the receipt is distributed to the client and a copy is retained in the receipt book.

Cancelled Receipts

An official numbered receipt, which is cancelled, will be clearly marked cancelled and briefly noted with reason for cancellation and signed by authorised personnel approving the cancellation.

Completed Receipt Books

Receipts issued will be stored in Accounts Receivable for 12 month period prior to archiving.

Refunds

All refunds are subject to the refund policy and the administration fee for students, which will be deducted from the refund.

Applications for refunds will be in writing and processed as follows:

- Payment requisition details will be issued for PEO's approval
- A refund cheque will be issued when approved
- Details will be entered into the electronic student record file
- Details will be entered into MYOB
- A signed cheque/electronic / bank draft refund will be raised for dispatch
- Refund will be dispatched as per instructions

Fees Schedule

Student deposits, fees and any refunds are recorded into the financial management software. Student deposits are held in a separate trust account and are not released until the student enrols. Fees are only allocated as income when the student has enrolled and commenced studies.

The Institute course fees cover all tuition costs excluding learning handouts, use of products, tools and equipment.

Current Fees

Field of Study	Course Name and Course Code	Duration (including breaks)	Mode of Delivery (International Students)	Tuition Fees
Leadership & Management	BSB60420 Advanced Diploma of Leadership and Management CRICOS Course Code: 105487K	52 weeks	Full time: Face-to-face (70%) + Online (30%)	$6,000
	BSB50420 Diploma of Leadership and Management CRICOS Course Code: 104278E	48 weeks	Full time: Face-to-face (70%) + Online (30%)	$6,000
	BSB40520 Certificate IV in Leadership and Management CRICOS Course Code: 103982M	48 weeks	Full time: Face-to-face (70%) + Online (30%)	$6,000
Childcare	CHC50121 Diploma of Early Childhood Education and Care CRICOS Course Code: 107245A	78 weeks	Full time: Face-to-face (70%) + Work placement (30%)	$16,000
	CHC30113 Certificate III in Early Childhood Education and Care CRICOS Course Code:095091F	35 weeks	Full time: Face-to-face (70%) + Work placement (30%)	$6,000

Ageing Support	**CHC43015 Certificate IV in Ageing Support** CRICOS Course Code:096161M	**48 weeks**	Full time: Face-to-face (70%) + Work placement (30%)	$6,000
	CHC33015 Certificate III in Individual Support CRICOS Course Code:096160A	**48 weeks**	Full time: Face-to-face (70%) + Work placement (30%)	$6,000
Human Resource	**BSB40420 Certificate IV in Human Resource Management** CRICOS Course Code:105485A	**52 weeks**	Full time: Face-to-face (70%) + Online (30%)	$15,000
	BSB50320 Diploma of Human Resource Management CRICOS Course Code: 105486M	**52 weeks**	Full time: Face-to-face (70%) + Online (30%)	$15,000
Graduate Diploma of Management (Learning)	**BSB80120 Graduate Diploma of Management (Learning)** CRICOS COURSE CODE 106180K	**52 weeks**	Full time: Face-to-face (70%) + Online (30%)	$15,000

Administrative fees

Enrolment/Application fee* (not refundable)	AUD $200.00	Administration fee	AUD $200.00
Confirmation of Enrolment fee (COE)	AUD $50.00	Re-enrolment fee	AUD $200.00
Deferment/Suspension/Cancellation fee	AUD $350.00	Duplicate Document / Re-issue fee	AUD $50.00
Change of Course fee (Course variation fee)	AUD $200.00	Re-assessment fee (per subject/unit)	
Material Fee (per term) *Leadership and Management* *Early Childhood & Aged Care Course* ELICOS Course (per week)	AUD $50.00 AUD $200.00 AUD $10.00	*Leadership and Management* *Early Childhood & Aged care Theory units* *Early Childhood & Aged care work placement*	AUD $200.00 AUD $300.00 AUD $500.00
		RPL Application fee	AUD $200.00
Airport Pickup	Refer to service provider quote upon booking	Priority Processing fee	AUD $50.00
Homestay Placement Fee	Refer to service provider quote upon booking	Late payment fee	AUD $200.00
		Student Card & Lanyard (new student)	AUD $5.00
Overseas Student Health Cover (OSHC)** (Single cover premium, subject to change upon the Medibank Private price guide)	AUD $271.00 (6 months) AUD $543.00 (12 months) AUD $1087.00 (24 months)	Student Card / Lanyard Replacement	AUD $10.00
		Photocopy Service	AUD $0.10 (B/W)/AUD$1.00 (colour)
Change Class Timetable (ELICOS)	AUD $60.00	Times Academy Logoed T-shirt	AUD $30.00

* Non-refundable Application fee; please note; The college reserves the right to change conditions and prices at anytime without notice. If you require Homestay and airport pick up service, you must give us at least 3 weeks advance notice. In addition you must also pay in advance, airport pick up fee, placement fee, and the first 4 weeks rent.
** Fees are indicative only. Refer to Fees and Charges as published by each service provider.
*** Read in conjunction for full details with refund policy.

Note: The fees and charges stated above are subject to change or variation. Due notice will be provided prior to any adjustment.

$200 application fee applies before enrolment for all courses is mandatory and this fee is non-refundable.

All students at the Institute make fee payments in advance on a term by term basis.

At the time of enrolment students are required to pay the following fees: Application fee (also referred to as the enrolment fee), course materials fee, OSHC fee and the first term of tuition fee. From this point students will receive written notice of their next fee due date six weeks before the completion of the existing term.

If the tuition fee is not paid on time then a late payment fees will apply as follows:

- Overdue late payment fee: $120

Should fees remain overdue for more than one day after the due date the Institute will inform the student of their intention to report them for non-payment of fees to DHA via PRISMS.

Whilst student fees are outstanding students will not be permitted to attend their scheduled class until such time as the outstanding fees have been paid.

The payment of all fees and charges is receipted and dated at the time of payment. Records of fees receipted and dated are maintained and secured for two years after the student ceases to be a student and is kept within the financial management system software for up to five years as required by taxation legislation.

It should also be noted that any institute aged dependants accompanying you to Australia will be required to pay full fees if they are enrolled in either a government or non-government institute.

Refund Policy
Provider Default

Situations where a provider default may occur include:

1) The course does not start of the agreed starting date which is notified in the Offer Letter
2) The course stops being provided after it starts and before it is completed
3) The course is not provided fully to the student because the institute has a sanction imposed by a government regulator

However, if the student agrees to accept an alternative (replacement) course or part of a course, to be provided to the student at the institute's expenses, then the institute is relieved of its liability to make the payment. The student must advise the institute in writing whether they agree to the alternative arrangement.

Local Students

After course commencement students who discontinue will not be entitled to any refund. Every effort will be made to negotiate the transfer of training in the event of a student's prolonged illness or personal hardship. However, no consideration can be given to extended absences for any other reason.

International Students

The request for refund must be made in writing to Times Academy by using the **Refund Application Form**.

- No refunds will be paid to a third party unless it is indicated at the time the Refund Application Form is lodged, that any refunds due are payable to a third party.
- Where a refund is approved, Times Academy will make payment of refunds within 28 days of receipt of the Refund Application Form
- In the case of default by Times Academy, the provisions of the ESOS Act 2000 and the ESOS Regulations 2019 apply. For further information about the ESOS Act please see https://internationaleducation.gov.au/regulatory-information/pages/regulatoryinformation.aspx

Withdrawal request must be made in writing to our administration office by using the Deferment, Suspension or Cancellation of Enrolment Application Form.

Enrolment fee	No refund

Tuition Fees	
Visa refused prior to course commencement (except for fraud, forge or misleading documents)	Full refund less an administration fee of $200
Withdrawal at least 28 days (prior to the initial course agreed start date)*	50% refund of tuition fees less an administration fee of $200
Withdrawal less than 28 days (prior to the initial course agreed start date)*	No refund
Withdrawal after the initial course agreed start date*	No refund
Visa or CoE cancelled due to student breach of their visa conditions or misbehaviour by the student	No refund
Incorrect, fraudulent or misleading information or document submitted by the student or the authorised education agent	No refund
Does not commence (i.e. does not arrive, or has not arranged with us for a later start because of health or compassionate reason)	No refund
Visa extension is refused after course commencement	No refund
Withdrawal from any continuing study, including any continuing CoE	No refund
Compulsory Health Insurance (Student visa holders only) / Airport Pick-up / Homestay placement fee	Refer to the Terms and Conditions of Third Party Service Providers

Note:
• * Initial course agreed start date is the date of the first Confirmation of Enrolment (CoE) issued to the student, prior to any deferment, suspension or revisions
• Deferment, Suspension or Cancellation of Enrolment Application Form must be received at least 28 days prior to the commencement of the following term/s.
For deferment, No refund will be applicable unless visa has not been granted. No refund will be given after an approved deferment or suspension.
• In the event where enrolment fee was waived at time of application, TA shall withhold an amount equivalent to TA's published enrolment fee from any refund made

RTO Default

- Under the Tuition Protection Service (TPS) framework, if Times Academy is unable to fulfill its obligations to complete a course. The TPS framework will facilitates the placement of students in the first instance, and where this is not possible, provides a refund of unexpended tuition fees (i.e. tuition the student has paid for but has not been delivered by the provider).
- Times Academy defaults if the course they offer does not start on the agreed starting day.
- Times Academy defaults if the course stops being provided after it starts and before it is completed or the course is not provided fully to the student because the registered provider has had a sanction imposed.
- If Times Academy defaults, TA will refund to the student within 14 days after the default day and receipt of your Refund Application Form.
- Times Academy will give the student a statement that explains how the refund amount has been worked out. Times Academy dispute resolution processes does not circumscribe the student's right to pursue other legal remedies.

- This agreement and the availability of complaints and appeals processes, does not remove the right of the student to take action under Australia's consumer protection laws.
- The Standards for RTOs require the College to inform students considering enrolment of their right to a statutory cooling off period. A statutory cooling off period (which is 10 days) is a period of time provided to a consumer to allow them to withdraw from a consumer agreement, where that agreement was established through unsolicited marketing or sales tactics. These include tactic such as door-to-door sales and telemarketing. A statutory cooling off period allows a consumer to withdraw from a sales agreement within 10 days of having received a sale contract without penalty.
  It must be noted that our College does not engage in unsolicited marketing or sales tactics and therefore a statutory cooling off period in not applicable to our students who have enrolled into a course. For refund option in other circumstances, students must refer to the refund policy.

- The refund policy is subject to review from time to time.
- The College recommends that you read the ESOS Framework Information, which provides legislative protection for International students, available at https://internationaleducation.gov.au/regulatory- information/pages/regulatoryinformation.aspx

No refunds will be paid to a third party unless it is indicated at the time the refund application is lodged, that any refunds due are payable to a third party.

Requests for refund should be made in writing to the PEO with documented evidence of the reason for withdrawal. Eligible refunds will be refunded within 28 days of receipt of the claim. The enrolment/application fee and CoE issuing fee are not refundable.

All refunds will include a statement explaining how the refund amount was calculated.

Refund will only be given to the person who paid the tuition fees. For example, if the tuition fee was paid by an agent or parents, the money will only be refunded to either the agent or parents.

This refund policy does not remove students' rights to take further action under the Australian Consumer Protection Laws.

The Institute's dispute-resolution processes do not circumscribe a student's right to pursue other legal remedies.

Staff is responsible for referring all enquiries regarding fees, charges and refunds to the PEO.

Withdrawal from commenced course

In the event the students intend to transfer their study to another provider or terminate their study, one month notice in writing is required prior to the commencement date of the next term. If less than one month notice is given, the student or an agent or parents have the obligation to pay the following term's fees according to the instalment indicates on the offer letter.

Students need to fill out the course withdrawal form to notify the institute of their intention to cease their study. The form is available from reception at each campus upon request.

Records Maintenance Overview

The Institute will maintain effective, accurate and relevant records and reporting systems. Records management is the responsibility of the administration staff.

The Institute will abide by the National Privacy Principles. Student information is not disclosed to anyone outside the institute without the student's consent. Student records are confidential and available to the student only and on request.

However, Information provided by the students to the Institute may be made available to the Commonwealth and

State Agencies and the manager of the TPS. The Institute is required under Section 19 of the ESOS Act to notify DHA about certain changes to the student enrolment and any breach of a Student Visa condition relating to attendance or academic performance as applicable. The Institute keeps all records of students' results for 30 years in electronic format.

Records Maintenance

The Institute manages all records in a systematic and efficient manner that is subject to continuous development; ensuring that a comprehensive, reliable and accurate record history is maintained at all times.

All current material including Handbooks, Resources, student records, staff records, training records and Administration records are kept under lock and key or password protected on the Institute servers. At the Institute all persons required to perform any function under the Institute's scope of registration have ready access to all necessary current materials. All staff are allocated passwords to access materials to which they are authorised to access. Students can request forms verbally or in writing from Administration, or they can access these forms directly through their USB lanyards and Website. Students are allocated passwords to access resources. Staff and students can access Library resources.

Students' records are confidential and available to the student only and on request. Students must request their student records from the PEO in writing including their full name, date of birth and signature. The PEO is the only person who can authorise revealing the information to the student after checking the student identity with our database.

Student's Attendance Records, assessment outcomes and qualifications issued are kept accurate, up-to-date and secure. The Institute ensures at all times that information about a client is not disclosed to a third party without the written consent of the client. Students sign a statement of understanding that their personal information may be made available to Commonwealth and State Agencies and the manager of the TPS.

Information regarding students and staff is not disclosed to any third party without the written consent of the student or staff member. All other records are retained, archived and transferred by Administration as per the contractual and legal requirements and the requirements of the concerned registering body. The Institute retains a hardcopy of the students' training results for a period of 2 Years after which the documents are scanned and records are stored on the servers for 30 years. After graduation from a course, should a student require additional copies of records or awards, the student may be required to cover the cost of Administration and printing.

The Institute keeps all other student records for two years after the student ceases to be a student based on the following procedure:

- For Inactive students, the student file containing students' Cover Sheets and Matrix for each Unit of Competency are stored alphabetically by Administration in a filing cabinet which is separate to all active students' files and archived for 2 years after the student has completed or withdrawn from the course. Copies of some student work may be kept for Assessment Validation/Moderation purposes. Trainers are urged to select and provide samples of students' assessment to the institute.

- When the student completes or withdraws from the course the Administration makes an entry on their Outlook Calendar to remind Administration, two years from the date of ceasing of the course, to destroy the hard copy student personal file. The Administration brings every reminder to the PEO's attention. PEO authorises the destruction of the material and assigns the appropriate staff to shred and destroy the material. Students' records are destroyed 2 years after student has withdrawn from the course. Records relating to assessment outcomes are retained for a period of 30 years.

- The Administration Manager keeps the key of the filing cabinet to ensure secure storage of the documents and records. The Administration Manager provides access to Administration staff to archive the student's file.

The Institute ensures the safe management of confidential information of its students.

In the unforeseen event of the Institute's closure ASQA will be advised in writing by the PEO and instruction taken from them as to the procedures for transfer of the Institute's records.

Important note: No official certificates (e.g. statements of attainment, certificates of graduation) will be released to a student on completion of any Unit of Competency/Course until the student has paid all outstanding fees in full.

AVETMISS COMPLIANCE

The Institute's student records management system meets the requirements of The Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) for VET providers. Accordingly, the Institute's student records management system is capable of storing and exporting AVETMISS data. It covers students and their enrolments: who they are, where they study and what they study.

Training Records

These include:

- Student enrolment and fees
- Student attendance details for each session detailing number of hours in attendance per day
- Class timetables detailing date and time of training session and trainer/assessor signature
- Records of assessments that include records of formative and summative assessment of competencies and reports of all RPL/RCC assessments
- An assessment/academic folder for each student
- Transcripts of students' outcomes
- Any correspondence concerning the students

Students' records are confidential and available to them only and on request.

Overseas students' records may be made available to Commonwealth and State Agencies and the manager of the TPS. Administration staff and Trainers are required to maintain accurate information on students' attendance and assessment outcomes. All staff are required to maintain confidentiality of students' records.

Staff are responsible for maintaining accurate information on students' attendance and assessment outcomes.

Student Records

Student Personal Records

It is an Australian Government requirement that the Institute keeps records of each overseas student's details including current residential address (as supplied by the student), the student's full name, date of birth, nationality, the start and completion day of the student's course, attendance and academic performance, details of payments received, information on overseas student health cover, level of English language proficiency and the student's passport and visa numbers. The Institute must also keep a record of the reason for a student's termination of studies. Records of attendance, assessment outcomes and qualifications issued are kept up-to-date and secure. Personal information may only be made available to Commonwealth and State Agencies, the manager of the TPS, ASQA and DHA or for the purposes of other legal obligations.

Overseas students must notify the institute of their residential address within 7 days of arriving in Australia by completing the form. Similarly, they must notify the institute within 7 days of any change of address and contact details. Failure to notify must be reported to DHA and may lead to cancellation of their visa.

The Institute keeps records of students as required under the ESOS Act 2000 21(2) & ESOS Act 2000 (18). The Institute keeps the following records for all students (Domestic and Overseas):

- Current Residential address
- Records of fees including invoices raised
- Information that fees are paid appropriately.
- The amount of course money which the student has paid, whether the amount paid was for the full course or part of the course and the duration of such
- Copies of any written agreements between the Institute and the student (If applicable)
- Any amounts that have become payable to the Institute by the student for the course and have not been paid.

On receipt of each of the student records as listed above, the records are given to Administration for filing in the Student personal file. Administration confirms that they have filed the documents by signing the "Contents of Student Folder" form on the inside front cover of the file and dating it.

Once an overseas student has enrolled at the Institute they cannot defer commencement of their studies or suspend their studies except on the grounds of illness, supported by a doctor's certificate, or other exceptional compassionate circumstances beyond the control of the student, for example, bereavement, etc.

The Institute uses the Provider Registration and International Students Management System (PRISMS) to comply with the following legislative requirements of the ESOS Act 2000:

- Creating and authorising Confirmations of Enrolments (CoEs) for overseas students enrolling from offshore or onshore
- Reporting changes in course enrolment
- Reporting student non-compliance with visa conditions relating to attendance
- Reporting student non-achievement academic requirements.
- PEO or AM will report via PRISMS if the student:
  - Does not commence (i.e. does not turn up, or has not arranged with us for a later start because of health, prolonged illness or close family bereavement or compassionate reasons)
  - Terminates their studies before course completion
  - Changes their course or its duration
  - Fails to comply with their visa conditions regarding attendance or academic performance as applicable

To ensure the records of student enrolments are correct, the Institute will compare its system records with an extract of student records from PRISMS on a term-by-term basis, usually at the beginning of each term. This procedure will be also be undertaken when a cessation of studies occurs, or in the event of the Institute receiving approval for new courses or alterations of current courses. In the latter case, affected students will be informed and where necessary, be transferred to the new course and student enrolment information will be updated. The procedure of comparing the Institute records with PRISMS records will improve the accuracy of student enrolment information and minimise systematic errors that may occur. Should any discrepancies arise, the Institute will contact PRISMS as soon as possible and make the necessary modifications.

Attendance Records

The Institute maintains Daily, Weekly, Fortnightly and Term attendance records to monitor all student attendance. Refer to

section Monitoring Student Attendance Policy and Procedure, for full details of attendance monitoring.

<u>Records of Academic Performance and Achievement</u>

The Institute maintains accurate records of academic performance and achievement to the level of units of competency.

The following procedure applies to maintain records and monitor student academic performance:
- Student's Individual Timetable will be generated by Administration for every enrolled student, at the time of their enrolment. This form has all the Units of Competency which they are required to achieve for a specific qualification.
- Student's Performance Criteria, Knowledge and Skills are assessed for each unit of competency as outlined in the relevant training packages. The outcome of these assessments is recorded on the coversheet of each assessment by the assessors.
- The assessors must provide the assessment outcome to Administration within 1 week of the date the assessment took place. Administration immediately records the competency achieved for each assessment electronically onto the Student Academic Performance Record.
- At the end of each term the Course Coordinator checks the student's academic record for competencies achieved.
- The PEO assigns appropriate staff members to discuss academic performance with the student. This discussion with the student is documented and filed in the student's file. If the staff member involved in the discussion with the student believes that more action is required, he/she advises the Course Coordinator. The Course Coordinator decides what type of Academic Intervention is required.
- When the Student Academic Performance Record indicates that the student has competed their course or qualification, Administration prepares the appropriate certificate or qualification. The Qualification is given to the PEO for verifying and signing.
- A copy of the Student Academic Performance Record and the Qualification issued (if applicable) is filed in the student's file by Administration on completion or withdrawal. An electronic copy of all credentials issued (Qualifications and Statements of Attainment) is filed on the file server and retained for 30 years.
- Where a student does not complete the entire course of study a Statement of Attainment is issued for successful completion of individual units of competency. A copy of which is kept in their student personal file. If a student withdraws from the course or qualification the copy of the Student Academic Performance Record is placed in the student file at this point in time.
- **Important note**: No official certificates (e.g. statements of attainment, certificates of graduation) will be released to a student on completion of any Unit of Competency/Course until the student has paid all outstanding fees in full.

Attendance Policy

1. **Policy Statement**

Students are expected to attend their scheduled classes, lectures and online learning sessions to ensure they are appropriate exposed to course content enabling them to successfully undertake and complete their courses.

2. **Scope**
   a. This policy relates to students, staff and DHA.

3. **Legislation**

a. This policy is governed by the National Code.

4. Policy Approval History

    a.   This policy was approved by the PEO

5. Policy Content

    a.   Daily attendance monitoring

        i.   Daily attendance monitoring is the responsibility of the trainer and assessor.

        ii.   The daily attendance record sheet must be marked for each hour timetabling session.

        iii.   The daily attendance record sheet must be stored overnight in a locked filing cabinet
        For security reasons.

    b. Weekly attendance monitoring

        i.   Weekly attendance monitoring is the responsibility of the Administration Manager, who calculates and records students' weekly attendance totals and ensures records are updated in the Student Management System.

        ii.   The Administration Manager ensures that any student who has not commenced their course/s within 14 days of the expected course commencement date has been reported via PRISMS.

    c. Course attendance requirement

        i.   Students are required to attend at least 80% of scheduled classes, lectures and online learning sessions to ensure they are appropriately and adequately exposed to course content enabling them to successfully undertake and complete their courses.

        ii.   Attendance is monitored regularly and is used as a variable in determining possible contributing reasons in circumstances where students are identified being at risk or have failed to meet course progress requirements in accordance with the Institute's Course Progress Monitoring Policy.

Procedures

Overview

    a. Monitoring student attendance
    b. Intervention strategies and Intention to Report

Procedures

a. Monitoring student attendance

    i.   Upon enrolment, the student is reminded of their responsibilities to ensure that they maintain satisfactory attendance for their study period. For the purposes of this policy, a study period is defined as the duration for the course.

    ii.   The student's attendance is recorded on an hourly basis and is monitored on a termly basis throughout the course.

    iii.   During each term, the Administration Manager reviews students' attendance for that term to determine whether the student's course attendance for that term has been satisfactory or unsatisfactory. At risk at not meeting satisfactory course attendance is defined as attendance of less than 80% for that term.

    iv.   Students who have not attended two consecutive delivery weeks without a valid explanation are issued with an Attendance Reminder and are required to provide a valid reason. Students have one   week to respond to this warning.

v.   Students who have failed to respond to the Attendance Reminder within one week, and their attendance has not improved, will be issued the Attendance Warning Letter at the end of the term to advising that they are at risk of failing to meet satisfactory attendance.

vi.   Attendance is further reviewed at the end of the first term. If a student's attendance is less than 80%   for that term, Attendance Warning Letter will be issued to the student and if the student continues   has for attendance less than 80% for the following term then the Attendance Warning will be issued.

vii.   The Administration Manager reviews students' attendance at the end of each term to determine whether a student is at risk of not achieving satisfactory course attendance for a study period. If a student's attendance is less than 80% for the study period, the student is considered to be at risk at not meeting satisfactory course attendance and academic progress also fail to meet the requirement then the Administration Manager/Course Coordinator will implement the intervention strategy by sending the Intervention Letter.

viii.   Students can access their attendance records from the student ePortal.

ix.   The administration team are the first point of contact if students have any issues with attendance.

b.   Intervention strategies and Intention to Report

i   Any student whose attendance is less than 80% for the study period is deemed to be at risk at not meeting course attendance requirements and an intervention strategy will be activated to assist the student in improving their attendance and academic progress.

ii   The Administration Manager sends the student the following letters, as applicable, outlining the steps the student must take to improve his/her attendance:

a)   Attendance Reminder applies to students who have not attended two consecutive delivery weeks without a valid explanation.

b)   Attendance Warning applies to students who attendance is less than 80% for that term without a valid explanation.

c)   Intervention Letter applies to students who fail to meet the academic satisfactory course progress. This Letter is sent at the end of the terms of the study period in line with the Course Progress Policy.

d)   Intention to Report Letter applies to students who failed more than 50% of the units in three consecutive terms of a course for courses more than six (6) months in duration or in two consecutive terms of a course for courses six (6) months or less in duration. The intention of this Letter is to notify the student of the Institute's intention to report the student to DHA for unsatisfactory course progress.

iii   If a student is issued with an Intervention Letter, the student must organise a meeting with the Course Coordinator where the following steps will be taken:

The student is counselled regarding his/her attendance and reminded of their obligations to maintain satisfactory attendance. Students are required to provide a statement of reasons explaining their attendance.

a)   The Course Coordinator records in the student's file the outcomes of any counselling session(s) and support services, including the statement of reasons provided by the student.

iv   If a student is issued with an Intention to Report Letter, the following steps are taken:

a)   Students have 20 working days from the date of the Intention to Report Letter appeal the Institute's decision.

b)   Appeals will be assessed in accordance with the Institute's student complaints and appeals policy and procedures.

c)   After completion of the appeals periods, students will be reported to DHA for their unsatisfactory course progress if any of the below occurs:

•   The student chooses not to appeal
•   The student withdraws from the appeals process
•   The outcome of the appeals process favours the Institute's decision

d)   At its discretion, the Institute may choose not to report the student do DHA if the following criteria are met:

•   The student is still attending at least 70 per cent of the scheduled course contact hours; and
•   The student is maintaining satisfactory course progress

6.   List of any related forms/documents/materials

a.   Attendance Reminder

<ol type="a" start="2">
Attendance Warning Letter
Intervention Letter (Academic Warning Letter 1 & Academic Warning Letter 2)
Intention to Report Letter (Academic)
Attendance Record Form
Student Complaints and Appeals Policy and Procedures
Student Complaints and Appeals Form
CoE
PRISMS reporting system and student management system communication log
Continuous Improvement Register

ATTENDANCE REQUIREMENTS [For Domestic Students Only]

Classroom-based/blended Delivery:

Domestic students enrolling full-time in campus-based face-to-face delivery are subject to the requirements of the policy and procedure under 6.1. Domestic students do not come under the ESOS Act, and as certain legislation is applicable to international students on student visas only, references to such as the ESOS Act, National Code, Department of Home Affairs (DHA), Confirmation of Enrolment (CoE), CRICOS, student visa related requirements, PRISMS, IELTS, Intention to Report etc do not apply to domestic students.

Online Delivery (Flexible):

Where courses are delivered entirely online, attendance in these courses is self-paced. Students may be attending these courses from offshore/online or onshore/online. Students are expected to commit 20 hours per week for full-time enrolment and 10 hours per week for part-time enrolments. Trainers and student support staff monitors student participation and progression on an ongoing basis and contacts students for counselling/support where students do not regularly access course content and/or submit assessments as expected.

Secure Storage, Backup, Retention, Archiving, Retrieval and Transfer of Records

The Institute assures the integrity, accuracy and currency of its records.

The following are procedures which are followed to enable to re-issue of student records if required for a period of up to 30 years:

- All students are required to obtain and fill out a Student Application form prior to enrolment. This must be returned to Administration before the registration process begins.
- This form will be collected by Administration, who will then enter the information provided into electronic format for each student. These files will be protected by password (known only to the PEO, Administration and AM) in order to ensure secure storage of the records.
- The forms are then put in an individual file for each student in a secure location by Administration. PEO provides access to Administration to input and archive the student's file.
- In case of all inactive students (who graduated or left the Institute) the hardcopy of all of their assessment material including student's Coversheets and Matrices will be archived numerically by Administration in a different filing cabinet locked in a secure location for 2 years. The PEO keeps the key of the filing cabinet to ensure secure storage of the documents and records. PEO provides access to Administration to archive the student's file.
- The Institute retains all students' electronic records including their qualifications issued, units of competencies achieved, and assessment outcome for a period of 30 years.
- Where student records are required to be retrieved, the student must in writing submit a request for the documents to be retrieved to the PEO. This request must include student name, date of birth, signature. Students may have timely access to their records on request, including a replacement Statement of Attainment or Qualification.

- The PEO can retrieve the file themselves and pass the request to Administration for retrieval.

The following are procedures which are followed to enable retention archiving and retrieval of staff records:

- Details of staff contact information will be provided on the employee's CV. The Administration will input this information into an individual document for each staff member. These files will be protected by password (known only to the PEO, AM & Administration) in order to ensure secure storage of the records.
- Staff CV's and supporting documents will be filed by the Administration and stored in a secure filing cabinet in the AM office.
- In case of all in-active staff (who are no longer employed by the Institute) the hardcopy of all personnel information will be archived alphabetically by the Administration Manager (AM) in a different filing cabinet locked in a secure location. The PEO keeps the key of the filing cabinet to ensure secure storage of the documents and records. PEO provides access to the AM to archive the staff file.
- Where staff records are required to be retrieved, the staff member must submit a request for the documents to be retrieved to the PEO in writing. This request must include staff member name, date of birth, signature and Tax File Number.
- The PEO can retrieve the file themselves or co-sign the staff member request and past the request to AM for retrieval.

The following are procedures which are followed to enable retention, archiving and retrieval of electronic records:

- At 12.00am the servers automatically stores data onto an external USB hard disk.
- By the end of the week, the PEO will back up all data in the Institute computer servers onto an external USB hard disk. The PEO names the back-up file according to the date. This USB back-up is taken off-site for storage by the IT personnel.
- The IT personnel have two USB hard disks that he/she rotates the use of.
- If information is required to be retrieved, the IT personnel will restore the appropriate electronic back-up onto the file server from the USB hard disk.

The following are procedures which are followed to enable retention, archiving and retrieval of other records consistent with contractual and legal requirements of the concerned registering body:

- All other records consistent with contractual and legal requirements, which are received at the Institute, are recorded in the document control register by the Administration.
- These records are retained in a locked filing cabinet in the AM's office as soon as the documents are received at our premises.
- A "Register of documents transferred to other locations" is maintained by the AM. Each time a document is requested to be taken from the office it is recorded in this register. All requests to transfer documents to other locations must be approved by the PEO or AM.
- Once the documents are returned to the office, the "Register of Documents transferred to other locations" is updated by the AM.
- All other records are archived and transferred when the documents are either superseded by another version or document or when they are no longer required by the AM. These documents are retained for as long as legally required after which time they are destroyed by the AM.
- Where other records are required to be retrieved, a written request must be submitted to the PEO or AM.
- The PEO or AM can retrieve the file themselves or co-sign the request for retrieval and pass the request to Administration for retrieval.

Training Records
These include:

- Student enrolment and fees

- Student attendance details for each session detailing number of hours in attendance per day

- Class timetables detailing date and time of training session and trainer/assessor signature

- Records of assessments that include records of formative and summative assessment of competencies and reports of all RPL/RCC assessments

- Transcripts of students' outcomes

Training and Administration Staff are responsible for maintaining accurate information on students' attendance and assessment outcomes.

Staff Records

The Institute reserves the right to verify qualifications presented by prospective staff by checking with the issuing body and/or contacting referees nominated by the applicant. Individual staff files are maintained at head office. These contain records and/or copies of:

- Application for employment

- Contact details

- Verified qualifications

- Record of discussions in process of verifying qualification (where relevant)

- Signed employment contract

- Induction checklist

- Declaration of having read, understood and agreeing to abide by the Policies and Procedures Handbook

- Records of performance appraisal

- Evidence of participation in professional development opportunities

Staff files are confidential and may only be accessed by the individual staff member and the PEO.

Storage of files and records

All staff and student files are securely stored in locked filing cabinets.

Student records are entered into the student database accurately and efficiently by the Administration Staff.

Student electronic records are backed up weekly onto an external hard drive.

The backed up records are taken off the premises by the PEO and stored securely off-site at the PEO's residence.

Records of student results are kept for thirty years and will be transferred as advised by ASQA if the Institute ceases to operate as an RTO.

Students must bear the cost for re-issue of records and awards.

International Student Records

It is an Australian Government requirement that the institute keeps records of each international student's current residential address, email address (as supplied by the student), the student's full name, date of birth, nationality, the start and completion day of the student's course, attendance and academic performance details of payments received, information on international student health cover, level English proficiency and the student's passport and visa numbers. We must also keep a record of the reason for a student's termination of studies.

Once an international student has enrolled at the Institute they cannot defer commencement of their studies or suspend their studies except on the grounds of illness, supported by a doctor's certificate, or other exceptional

compassionate circumstances beyond the control of the student, for example, bereavement. International students must notify the institute of their residential address within 7 days of arriving in Australia. Similarly, they must notify the institute within 7 days of any change of address and contact details. Failure to do so must be reported to DHA and may lead to cancellation of their visa.

When an international student is absent from institute for more than 5 consecutive days without approval, or when they are not consistently attending the course, the institute will contact and counsel them.

Using the Provider Registration and International Students Management System (PRISMS) to comply with the following legislative requirements of the ESOS Act 2000:

- Creating and authorising electronic confirmation of enrolments (e-Coe) for international students enrolling from offshore and onshore
- Reporting changes in course enrolment
- Reporting student non-compliance with visa conditions relating to attendance
- Reporting student non-achievement of academic requirements

Reporting student via PRISMS:

- Does not commence (i.e. does not arrive, or has not arranged with us for a later start because of health or compassionate reasons)
- Terminates their studies before the course completion
- Changes their course or its duration
- Fails to comply with their visa conditions regarding attendance or academic performance.

Staff are responsible for:

- Advising students of attendance requirements
- Advising students of expected academic achievements
- Advising students of the need to keep us informed of their current Australian residential address and contact details
- Collecting and maintaining accurate daily records of student attendance
- Monitoring student attendance and reporting non-attendance to the PEO

The Student Counsellors are responsible for:

- Contacts students when absent, if not making academic progress or if failing to inform the institute of current residential details firstly by phone
- Contacts students and arranges interviews with students to counsel them on attendance or academic performance.
- Maintains individual student records of counselling.

The Administration Manager is responsible for:

- Reporting non-conformance with visa conditions to DHA via PRISMS.

Archiving files

Completed hard copy files are separated from current files and archived alphabetically for a period of 2 years.

After 2 years they are destroyed by shredding and disposed of in an appropriate manner.

Electronic records of all training and assessment services are carried out in each calendar year and placed in the archive for that particular year.

Records Retained for Audit

The following records shall be kept and maintained for each registration period and are subject to audit by ASQA:

- Policies and procedures

- Training and assessment strategies

- Assessment policies, tools and records

- All RPL records

- Complaints and Appeals and their outcomes

- Evidence of Continuous Improvement/Quality Assurance

- Samples of completed assessments

- Evidence of staff internal professional development and assessment validation

- Evidence of student participation as per contractual and prescribed requirements

- Any other relevant documents.

Version Control

The Institute as an RTO has numerous documents on its database. They are accessed regularly and require strict controls in their content accuracy and issue. Step-by-step procedures are in place to ensure that all documents created, reviewed and issued by the Institute are accurate and quality-controlled to AQF2013 standard.

Version Control Policy

Most documents fall into one of three categories:
- Administration,
- Human Resources or
- Students.

All document creation and review is subject to strict approval processes, including draft, design, compliance and final PEO signoff.

Version Control Procedures

ADMINISTRATION

Header*:* The Institute letter head

All headers are standardised for corporate identity.

Footer: ADMIN#_File Name   Version #   Page of Pages   Date

The **ADMIN#** is the sequential administration document number

The **File Name** follows an underscore and is the document name

The **Version #** will be if it is the first document of its kind or a later version

Page of Pages is the page number and the total number of pages

The **Date** is the date of creation

HUMAN RESOURCES

Header*:* The Institute letter head

All headers are standardised for corporate identity.

Footer: HR#_File Name   Version #   Page of Pages   Date

The **HR#** is the sequential human resources document number

The **File Name** follows an underscore and is the document name

The **Version #** will be if it is the first document of its kind or a later version

Page of Pages is the page number and the total number of pages

The **Date** is the date of creation

STUDENTS

Header*:* The Institute letter head

All headers are standardised for corporate identity

Footer: STUD#_File Name   Version #   Page of Pages   Date

The **STUD#** is the sequential student document number

The **File Name** follows an underscore and is the document name

The **Version #** will be if it is the first document of its kind or a later version

Page of Pages is the page number and the total number of pages

The **Date** is the date of creation

ACCESS TO MATERIALS
1. Access to documentation required to perform specific job functions under the Institute 's scope of registration is permitted with PEO approval.
2. Staff should ask for access on a "job function-needs basis".

INFORMING STAFF ABOUT NEW DOCUMENTS
1. Staff will be advised of updated documents via email
2. Staff Meetings will be the preferred method to disseminate and explain new documents and information.

INFORMING STUDENTS ABOUT NEW DOCUMENTS

1. Students will be notified of updated documents via the Student Portal/email.
2. Any major changes will be explained at a student meeting organised and delivered by the PEO or delegate

CONTINUOUS IMPROVEMENT REGISTER
The Institute maintains a continuous Improvement/Quality Assurance register.

Course Progress Monitoring

The Institute monitors, records and assesses the course progress of each student throughout and at the end of each term. The length of the term for the purpose of this policy is 3 months in duration. For added clarity, the study period is the duration of the course.

Unsatisfactory course progress is defined as:
• not successfully demonstrating competency in at least 50% of the units/modules in three consecutive terms of a course for courses more than six (6) months in duration or in two consecutive terms of a course for courses six (6) months or less in duration.

Students who fail more than 50% of the units delivered in a term are at risk at not achieving progression and will be issued with an Intervention Strategy to assist them to rectify their progression.

Students who do not achieve satisfactory course progress for three consecutive terms of a course for courses

more than six (6) months in duration or in two consecutive terms of a course for courses six (6) months or less in duration, will be reported to DHA via the PRISMS system.

Students can access their results and feedback from the eLearning site or the student ePortal or from the Trainers or by asking the Course Coordinator to show them their recorded results. Students can contact their Trainer as soon as their results are available. Trainers are the first point of contact if students have any issues with assessments.

Course Progress monitoring Policy and Procedure

1. Policy Statement

The institute monitors course progress for all its courses. In accordance with the requirements of the National Code, this policy specifies:

i. The requirements for achieving satisfactory course progress
ii. The process for assessing satisfactory course progress
iii. The procedure for intervention for students who are at risk of failing to achieve satisfactory course progress
iv. The process for determining the point at which the student has failed to meet satisfactory course progress
v. The procedure for notifying students that they have failed to meet satisfactory course progress requirements

2. Scope
a. This policy relates to students, staff and DHA.

3. Legislation
a. This policy is governed by the National Code.

4. Policy Approval History
a. This policy was approved by the PEO

5. Policy Content

a. Monitoring student progress
i. Upon enrolment, the student is given a timetable and a study plan showing the units/subjects to be completed in every study period. For the purposes of this policy, a study period is defined as a "Term" (9 weeks) duration.
ii. The student is assessed throughout the course, in accordance with the requirements of the course.
iii. During each term, the Course Coordinator reviews students' academic results for that study period to determine whether the student's course progress for that study period has been satisfactory or unsatisfactory. Unsatisfactory course progress is defined as failing more than 50% of the units/subjects delivered within three consecutive terms of a course for courses more than six (6) months in duration or in two consecutive terms of a course for courses six (6) months or less in duration. At risk at not meeting course progress is defined as failing more than 50% of the units delivered in a term.
iv. For courses more than six (6) months in duration, progression is reviewed at the end of the term. If a student fails more than 50% of the units delivered in that term, an early intervention Academic Warning Letter 1 or Academic Warning Letter 2 is issued to the student.
v. For courses six (6) months or less in duration, if a student fails more than 50% of the units delivered in first term, an early intervention Academic Warning Letter 1 is issued to the student. Students are issued Academic Warning Letter 2 in week seven (7) of second term, if a student continuing fails more than 50% of the units delivered in that term to remind them of the course progress requirements.
vi. The Course Coordinator reviews students' academic results at the end of each term to determine whether a student is at risk of not achieving satisfactory course progress for a study period. If a student failed more than 50% of the units for the term, the student is considered to be at risk at not meeting satisfactory course progress and the Course Coordinator will implement the intervention strategy by sending an Intervention Academic Warning Letter.

vii. Students who fail more than 50% of their units in three consecutive terms of a course for courses more than six (6) months in duration or in two consecutive terms of a course for courses six (6) months or less in duration are issued with an Intention to Report Letter.

viii. Students can access their results at any time by accessing the student E-Portal and eLearning

ix. Trainers are the first point of contact if students have any issues with assessments.

b. Intervention strategy and intension to report

i. Any student who has failed 50% or more of the units/subjects delivered in a single study period or has failed to attend at least 80% of scheduled contact hours during a study period is deemed to have unsatisfactory course progress and an intervention strategy will be activated to assist the student improving their course progress. Any student who fails more than 50% of the units for three consecutive terms of a course for courses more than six (6) months in duration or in two consecutive terms of a course for courses six (6) months or less in duration is issued with an Intention to Report Letter.

ii. The Course Coordinator sends the student the following letters, as applicable, outlining the steps the student must take to improve his/her progress:

   a) **Academic Warning Letter 1** applies to students who have failed more than 50% of the units for the term. This Letter is sent at the end of the terms of the study period and applies to students who fail more than 50% of the units delivered in the first term of the study period.

   b) **Academic Warning Letter 2** applies to students who have failed more than 50% of their units for the two consecutive terms (courses more than six (6) months in duration), or the second term (courses six (6) months or less in duration). This Letter is sent at the end of the terms (courses more than six (6) months in duration) or week seven (7) in the second term (courses six (6) months or less in duration).

   c) **Intention to Report Letter** applies to students who failed more than 50% of the units in three consecutive terms of a course for courses more than six (6) months in duration or in two consecutive terms of a course for courses six (6) months or less in duration. The intention of this Letter is to notify the student of the Institute's intention to report the student to DHA for unsatisfactory course progress.

iii. If a student is issued with an Intervention Academic Warning Letter, the student must organise a meeting with the Course Coordinator where the following steps will be taken:

The student is counselled regarding his/her progress.

   a) The student is given the opportunity for reassessment or to increase their attendance rate within an agreed timeframe. The fee for reassessment is specified in the Institute's fee schedule and the Reassessment Policy.

   b) Strategies/interventions may include additional study suggestions and referral to other support services such as:
   - Academic skills support by trainers
   - Additional English support
   - Additional tutoring/study group
   - Increased monitoring
   - Personal counselling
   - Placement in a more appropriate class; and
   - Reduction in study load

   c) The Course Coordinator records in the student's file the outcomes of any counselling session(s) and support services, including reassessment provided to the student as part of the intervention strategy.

iv. If a student is issued with an Intention to Report Letter, the following steps are taken:

   a) Students have 20 working days from the date of the Intention to Report Letter appeal the Institute's decision.

   b) Appeals will be assessed in accordance with the Institute's student complaints and appeals policy and procedures.

   c) After completion of the appeals periods, students will be reported to DHA for their unsatisfactory course progress if any of the below occurs:

- The student chooses not to appeal
- The student withdraws from the appeals process
- The outcome of the appeals process favours the Institute's decision

v. List of any related forms/documents/materials.
- Academic Warning Letter 1
- Academic Warning Letter 2
- Intention to Report Letter
- Academic Intervention Interview Form
- Student complaints and appeals policy and procedures
- Student Complaints and Appeals Form
- CoE
- PRISMS reporting system and student management system communication log
- Continuous Improvement Register

RE-ASSESSMENT

Students are eligible for re-assessment at any time during the term provided whether they have received a Not Yet Competent (NYC) outcome despite of making a genuine attempt at the assessment when initially submitted within the due dates provided or have missed the due date for some inevitable circumstances.

Students must follow their study plan to determine the term, the subjects/units within the term and their end dates (usually subject/unit end date is the due date for the subject/unit).

See the re-assessment policy for details.

INTENTION TO REPORT

The student will be warned that they will be reported to the Department of Home Affairs (DHA) for not achieving satisfactory course progress (Intention to Report).

Where a student can no longer achieve satisfactory course progress or fails to maintain 50% or above of the units for 2 consecutive teaching terms, they will be sent an email via their provided email address notifying them that the Institute intends to report them for not achieving satisfactory course progress.

Students will be informed that they have 20 (Twenty) working days from the date of the Intention to Report Letter within which to appeal to the Institute. If the student does not respond, if the appeal is not upheld or if the student withdraws from the appeal process, then the Institute must report the student to DHA.

Appeals

Students can appeal the Institute's decision on the following grounds:

- the Institute has not calculated or recorded results or marks accurately or correctly
- the Institute has not calculated or recorded their attendance accurately or correctly
- Compassionate or compelling circumstances
- the Institute has not implemented its intervention strategy and/or other policies according to the documented policies and procedures available to students

All appeals must be made in writing on the Student Appeals Form and will be assessed in accordance with the Student Grievances, Complaints and Appeals Policy and Procedures.

Course Completion

Overseas students who are enrolled in CRICOS courses must complete their course within the expected duration of their eCoE, and the duration of the course must not exceed the course duration registered in CRICOS. The Institute may only extend the duration of the course where it is clear that the student will not complete the course within the expected duration, as specified on the student's eCoE, as result of:

- Compassionate or compelling circumstances
- the Institute having implemented its intervention strategy for students who were at risk of not meeting the satisfactory course progress

> •An approved deferment or suspension having been granted by the Institute

Requests to extend course duration must be submitted in writing on the Enrolment Variation Form. Any changes to enrolment that affect the course finish date will be reported to DHA through PRISMS and the supporting documents will be kept in the student's file. Where necessary a new eCoE will be issued to students notifying them of their new course completion date.

Student Change of Course

The student is required to complete the "Change of Course Request" form.

The student is required to complete the "Application for Recognition of Prior Learning (RPL)" form if they are seeking Recognition of Prior Learning/Credit Transfer.

The student needs to make an appointment to see the Administration Manager to obtain counselling and approval for a change of course.

The Institute will:

a) Notify DHA about the change of course

b) Issue a new electronic Confirmation of Enrolment for the new course.

Students are also notified that:

- Fees have to be adjusted according to the course/award

- Fees from the previous course have to be adjusted to the new total current course fee
- Students must pay the higher course fee and the adjusted amount
- A student who changes to a course with a lower fee is not entitled to obtain a refund/transfer of the difference in the course fees.
- All outstanding fees must be paid before any certification is issued.
- Any adjustment of fees is to be paid when approval is granted, <u>BEFORE</u> any notification is sent to DHA and <u>PRIOR</u> to the issuing of the new e-CoE.

The student will not be entitled to two awards because of the change of course unless the student agrees to pay the required amount for each course.

The schedule of fees notice must be consistent with the exit award as a result of the change of course.

The student agrees to be bound by the new contract and the Institute will notify DHA, issue the new e-CoE and update the student database.

The Administration Manager will transfer the grades where it is applicable to be credited in the new course.

The new e-CoE is available within one to two weeks of the date of approval of the change of course.

National Recognition

The Institute will recognise all Australian Qualification Framework qualifications and statements of attainment issued by all other registered training organisations within Australia.

The Institute will check that the stated registered training organisation is able to actually issue the qualification or statement of attainment presented. The Institute acknowledges that from time to time this information may not be able to be verified and in that situation the Institute will accept the submitted document on face value.

Procedure
- the Institute will ensure that all information and marketing material that is provided to all students whether they be current or potential contains advice that the Institute will recognise all AQF qualifications and statements of attainment issued by other registered training organisations prior to authorising the distribution of the said student information and marketing materials. This includes but is not limited to flyers, course prospectuses, brochures and web sites.
- the Institute students who will be seeking national recognition for AQF qualifications and or statements of attainment awarded to them by another recognised training organisation are required to:
    - Fill out a the Institute Recognition of Prior Learning (RPL) form stating what units of competency or qualification they wish to gain national recognition for
    - Present the original documents for copying or appropriately verified copies of original documents (this meaning a copy of the original document sighted and certified by a registered Justice of Peace (JP). Copies of the presented document and the RPL application will be kept on the individual student's file.
- The PEO or delegate will validate the AQF qualification and or statement of attainment presented for national recognition by:
    - Contacting the issuing registered training organisation to confirm that the document is authentic.
    - Checking the issuing registered training organisation is on the training.gov.au website to confirm that the issuing organisation is still registered and that their existing scope of registration allows for the issuing of the presented AQF qualification or statement of attainment, or that the issuing organisation was authorise to issue the AQF qualification or statement of attainment in the past.
- All verified AQF qualifications and statements of attainment will be appropriately recorded.

In a situation where the PEO or delegate has any concerns with the level of competence of the person who has been issued the qualification or statement of attainment a number of options are available:
- Contacting the issuing registered training organisation and discuss the concerns
- Contacting ASQA in relation to the concern and lodge the concern in writing

Note: Any raised concerns must not at this stage impact upon the student requesting national recognition, unless the concerns have been substantiated.

Identifying Learning Needs

The Institute will follow the processes outlined within this document to ensure that we are correctly identifying the individual learning needs of our students.

Workplace and competency based training draws strength from the knowledge that people learn most effectively when they can relate what they have learnt to their workplace and life situations.

Language, Literacy and Numeracy are important aspects of vocational training.

Language, Literacy & Numeracy assessments are undertaken to ensure students are given every opportunity for success in their training.

The level of Language, Literacy & Numeracy skills possessed by individual students will impact on their capacity to achieve the competencies in their training programs.

Definitions
Language is simply the mechanism we use to communicate with other people in a range of situations. We use language to communicate verbally and in writing. Language is made up of grammar, vocabulary, sentence structure

and the non-verbal messages we communicate with our bodies.

Literacy is the ability to read printed material, symbols and signs and to write effectively so we can be understood in a range of work and social settings. Literacy involves speaking, listening, reading, writing and critical thinking. It includes the cultural knowledge to recognise and use language appropriate to the situation.

Numeracy in the workplace is the ability to use and understand numbers, graphs, charts, tables, diagrams, shapes and measurement. It is about being able to make the mathematical calculations required to satisfactorily complete a work task.

Rationale

There are a number of things that can get in the way of effective communication in business & industry, and therefore, impact on the success of workplace & competency based training:

- In some technical areas, different terminology may be used from office to office, industry to industry, state to state
- People may find themselves working in locations where they have difficulty understanding those they interact with
- People may find themselves having difficulty speaking and understanding spoken English or reading or writing in English
- They may have difficulty completing basic mathematical calculations

Student Confidentiality

Students may not want to discuss any language, literacy or numeracy problems they have. All Trainers will be sensitive to this. If they haven't identified a problem and you have, you will have to consider whether you will address this directly or indirectly with them.

If they have told you about their language, literacy and numeracy skills, make sure they know this information will be treated confidentially. This is an important step in building a trusting relationship with the student so they feel comfortable to learn from you.

Any written documentation on particular students should be kept in their personal file where access to it is limited.

Why difficulties occur

A person may experience difficulty with Language, Literacy or Numeracy for any number of reasons:

- They may come from a non-English speaking country or culture
- They may have highly developed skills in their first language, but not in English
- They may be able to read English better than they can speak it
- They may have limited reading or writing skill
- A person born in an English speaking country will most likely speak English well and may be OK at reading, but may have difficulty with writing
- Some people are more comfortable with speaking rather than reading or writing. For example, some famous actors prefer to have scripts given to them on audio-tape, rather than to have to read them
- Some people may have a sight or hearing disability
- They may have a specific learning disability or intellectual disability
- They may have missed out on basic education or skills training

- They may come from diverse cultural traditions and be unfamiliar with western approaches to education and training

Communicating with people with language difficulties:

- Speak slowly and clearly and use simple complete sentences
- Use active voice
- Avoid speaking 'broken' English or talking down to learners
- Stick to the topic - don't add irrelevant words or talk about unrelated topics
- Demonstrate tasks wherever possible
- Use non-verbal cues such as hand movements, facial and body gestures (smiling, nodding your head, pointing) to emphasise meaning
- Repeat instructions calmly and clearly until you are sure the student can do the task
- Tell students about English language and literacy support and further training opportunities available
- Do not shout - remember, raising your voice does not add meaning
- Repeat and summarise information frequently
- Use key words and short sentences to compile written summaries for future reference
- Explain workplace terms in everyday language

Developing training materials:

Any written workplace training materials should:

- Use simple language
- Remove unnecessary words
- Avoid jargon
- Use concrete words

- Avoid sexist words
- Use short sentences
- Have short paragraphs
- Use lots of white space
- Have lots of headings and sub-headings
- Use dot points or numbers
- Avoid using capital letters
- Be explained by the trainer, and
- Supported with a variety of learning resources

Any instructions given by a workplace trainer should:

- Use simple, familiar words
- Avoid jargon
- Use short sentences
- Have a clear order of information
- Follow the same order as the steps in the task
- Keep to the point, and
- Be easy to hear

Policy and Procedures for Assessing English Language Proficiency

Part A: Policy

1. **Policy statement**
   a. This policy was developed to ensure that the Institute is satisfied that prospective students'

English language proficiency, qualifications and experience are appropriate for the course in which they wish to enrol.

2. **Scope**
   a. This policy relates to students, staff and DHA.
3. **Legislation**
   a. This policy is governed by the *National Code*.
4. **Policy approval history**
   a. This policy was approved by the PEO.
5. **Policy content**
   a. Completion of enrolment form
      i. An enrolment form must be completed in full before a student's application can be considered
   b. Submission of enrolment form
      i. When submitting an enrolment form, the student or agent/representative must ensure that all necessary supporting documents are attached
         1. Any attached documents should be originals or certified copies
         2. The application will not be processed without the required documents. Failure to attach the required documents will lead to a delay in the processing of the application
            a. If all of the required documentation has not been attached, or if the documents are not originals or certified copies, the application cannot and will not be processed. the Institute will contact the student or agent/representative to discuss the issue, and the application will be put on hold until the required documentation is received

   c. Assessment of English language proficiency

      i. All international students must meet the minimum English entry requirements of the course they are applying for, based on the assessment level of their country of origin:
         1. Assessment level 1
            a. English level requirement: no requirements
            b. Academic background: no requirements
         2. Assessment level 2
            a. English level requirement: no requirements
            b. Academic background: no requirements
         3. Assessment level 3
            a. English level requirement: 5.0 IELTS with a preliminary 10 week maximum ELICOS course or 5.5 IELTS
            b. Academic background:
            c. Successfully completed Year 12 or equivalent (by providing school reports and academic records)
      ii. Proof of English language level is required
         1. Proof can include:
            a. Originals/certified copies of IELTS exam results taken no more than one year prior to application
            b. Proof of enrolment (past or present) in another Australian RTO at the level of Certificate IV or above

   d. Approval or rejection of application
      i. When a complete application has been received, the Institute will consider the application. Matters for consideration include, but are not limited to:
         1. The student's qualifications, including education and work experience
         2. The student's level of English language proficiency
            a. Where required, the student can be given Language, Literacy and Numeracy (LLN) assistance

        e.   Notification of approval or rejection
              i.   When a decision has been made, the Institute will advise the student or agent/representative
             ii.   If the application has been approved, the Institute will draw up a formal Letter of Offer for the student

Part A: Procedures

All international students must meet the minimum English entry requirements of the course they are applying for. The details are as listed below:

Entry requirements:
Be 18 years of age or over;
Satisfactorily completed Australian year 12(or equivalent);
International students must have;
Language Proficiency level: Intermediate; IELTS score of at least 5.5 (or equivalent).

Applying Students complete the application form, signed and dated where required and accompanied by verified evidence of qualifications, work experience (if relevant) and IELTS results or proof of an accepted equivalent

The Administration Manager will review the application and determine if an offer should be made on the basis of the entry requirements for the qualification and with reference to the Entry requirements form from DHA which outlines year 12 equivalency in a number of countries and the IELTS requirements

If the applying student has satisfactorily met all entry requirements, including English, an unconditional offer will be issued.

If there are any requirements not met a conditional offer is issued to the student requiring further evidence towards meeting entry requirements. All offers must be signed and dated.

The IELTS certificate provided must have been taken no more than two years before the time of application

<div align="center">

Student Enrolment and Orientation

</div>

All students are to complete an 'Written Agreement' on acceptance into any course offered by the Institute and prior to paying any fees to the Institute. The student is required to have previously submitted an application form and received all information relating to living in Australia and studying at the Institute.

The following procedures indicate the requirements of the enrolment agreement that is to be accepted prior to collecting course monies from students.

Enrolment Policy and Procedures:
Part A: Policy

    6.   **Policy statement**
        a.   In accordance with the requirements of the *National Code*, this policy was developed to ensure that the Institute is satisfied that prospective students' English language proficiency, qualifications and experience are appropriate for the course in which they wish to enrol.

    7.   **Scope**
        a.   This policy relates to students, staff and DHA.

8. Legislation

    a. This policy is governed by the *National Code*.

9. Policy approval history

    a. This policy was approved by the PEO.

10. Policy content

    a. Completion of enrolment form

        i. An enrolment form must be completed in full before a student's application can be considered

    b. Submission of enrolment form

        i. When submitting an enrolment form, the student or agent/representative must ensure that all necessary supporting documents are attached

            1. Any attached documents should be originals or certified copies

            2. The application will not be processed without the required documents. Failure to attach the required documents will lead to a delay in the processing of the application

                a. If all of the required documentation has not been attached, or if the documents are not originals or certified copies, the application cannot and will not be processed. the Institute will contact the student or agent/representative to discuss the issue, and the application will be put on hold until the required documentation is received

    c. Assessment of English language proficiency and academic background

        i. All international students must meet the minimum English entry requirements and academic background of the course they are applying for, based on the assessment level of their country of origin:

            1. Assessment level 1

                a. English level requirement: no requirements

                b. Academic background: no requirements

            2. Assessment level 2

                a. English level requirement: no requirements

                b. Academic background: no requirements

            3. Assessment level 3

                a. English level requirement: 5.0 IELTS with a preliminary 10 week maximum ELICOS course or 5.5 IELTS

                b. Academic background:

                c. Successfully completed Year 11/12 or equivalent (by providing school reports and academic records)

        ii. Proof of English language level and academic background is required

            1. Proof of English language level can include:

                a. Originals/certified copies of IELTS exam (or accepted equivalent) results taken no more than two years prior to application

                b. Proof of enrolment (past or present) in another Australian RTO at the level of Certificate IV or above

            2. Proof of academic background can include:

                a. Originals/certified copies of school reports, transcripts, certificates and/or other academic records from previous educational providers

    d. Approval or rejection of application

      i. Upon receipt of the Enrolment Form and supporting documents, an interview will be conducted by a member of the Institute's Admission Team or a delegate to assess on student's suitability to the course that you have applied for. Matters for consideration include, but are not limited to:

         1. The student's qualifications, including education and work experience
         2. The student's level of English language proficiency
            a. Where required, the student can be given Language, Literacy and Numeracy (LLN) assistance

e. Notification of approval or rejection
      i. When a decision has been made, the Institute will advise the student or agent/representative
      ii. If the application has been approved, the Institute will draw up a formal Letter of Offer and Written Agreement for the student

Part B: Procedures

1. **Overview**
    a. In this section: Information relating to overall administrative and procedural requirements necessary for the implementation of the policy.

2. **Procedures**
    a. Completion of enrolment form
      i. Student completes enrolment form
    b. Submission of enrolment form
      i. Student or agent/representative submits form to the Institute with all necessary documentation attached
        1. If all of the required documentation has not been attached, or if the documents are not originals or certified copies, the application cannot and will not be processed
           a. the Institute will contact the student or agent/representative within five working days to discuss the issue
           b. the Institute will put the application on hold until the required documentation is received
        2. The application/enrolment form is kept in the student's file
    c. Assessment of English language proficiency and academic background
      i. Applicants must submit proof that they meet the minimum English entry and academic background requirements of the course they are applying for, based on the assessment level of their country of origin (described in Part A)
        1. When assessing students' documents, the Institute staff will refer to DHA's Entry Requirements Form, which outlines IELTS requirements Year 11/12 equivalency in a number of countries
        2. Copies of all documents submitted will be kept with the enrolment form in the student's file
    d. Approval or rejection of application
      i. Upon receipt of Enrolment Form and supporting documents, an interview will be conducted by a member of the Institute's Admission Team or a delegate to assess on your suitability to the course that student has applied for. The Institute considers the application on the grounds specified in Part A
    e. Notification of approval or rejection
      i. If the application is approved, the Institute prepares the Letter of Offer
        1. the Institute faxes or e-mails a copy of the Letter of Offer to the student, and posts the original
           a. A copy of the Letter of Offer is kept in the student's file
      ii. If any requirements have not been met, a conditional offer (based on the student's satisfying the outstanding criteria) will be issued
      iii. If the application is rejected, the Institute will notify the student in writing
    f. List any related forms/documents/materials
      i. Website, brochure and other advertising materials
      ii. Enrolment Form

        iii.   Pre-Enrolment Questionnaire
        iv.   Letter of Offer

3   INDUCTION/ORIENTATION

On arrival all registering students are required to undertake an orientation provided by appropriate the Institute staff. During this procedure students will be provided with a Student Handbook and all the Institute and course policies and procedures will be explained as well.

- Student Support Services available and the Australian Study Environment
- Legal services
- Emergency and Health services
- Facilities and Resources
- Complaints and Appeals processes
- Student visa conditions relating to course progress and/or attendance.
- Academic information

Third Party Policy and Procedure

1. **PURPOSE**

The purpose of this policy is to ensure that any partnerships and third party arrangements entered into by the Institute comply with regulatory and legislative requirements. This is also to specify policy regarding the requirement to have in place a written agreement with third parties, to monitor their services and to advise the national VET regulator (ASQA) whenever the Institute starts or ends a third-party agreement in accordance with Standards for RTOs and National Code

2. **DEFINITIONS**

The *Standards for Registered Training Organisations (SRTOs) 2015* define a 'third party' as any party that provides services on behalf of the RTO. The Standards definition does not include a contract of employment between an RTO and an employee.

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

Educational and support services may include:
- pre-enrolment materials
- study support and study skills programs
- language, literacy and numeracy (LLN) programs or referrals to these programs
- equipment, resources and/or programs to increase access for learners with disabilities and other learners
- learning resource centres
- flexible scheduling and delivery of training and assessment
- learning materials in alternative formats, for example, in large print
- learning and assessment programs contextualised to the workplace, and
- any other services that the RTO considers necessary to support learners to achieve competency

3. **POLICY STATEMENT**

The PEO will ensure that The Institute is responsible for all services delivered under its registration, regardless of where these are conducted, including in other countries. This responsibility applies to all the Institute's obligations as an RTO, including:
- providing data
- cooperating with Australian Skills Quality Authority (ASQA)
- complying with advertising and marketing standards
- informing prospective learners
- dealing with complaints and appeals
- collecting fees, and
- recordkeeping

The Institute is committed to having a written agreement with any third party that delivers services under the Institute registration, such as:
- training and/or assessment of training products within The Institute's scope of registration
- educational and support services, or
- recruitment of prospective learners (Educational Agent)

4. INFORMING THE NATIONAL VET REGULATOR (ASQA)

When entering into or concluding a third party arrangement either with an RTO or non RTO partner, the PEO will ensure it arranges formal notification to ASQA of any written agreement entered into under Clause 2.3 of the Standards for RTOs 2015 for the delivery of services on its behalf within 30 calendar days of that agreement being entered into or prior to the obligations under the agreement taking effect, whichever occurs first; and informing ASQA within 30 calendar days of the agreement coming to an end.

4.1. Written Agreement

The Institute will enter into a written agreement with a Third Party which will be a formalised arrangement with a 'Third Party Agreement' or an 'Agent Agreement' depending on the services that the Third party provides. The PEO will ensure that The Institute will maintain a Register of Partnership Agreements of all such agreements and shall forward a copy of the agreement to the other party. These partnership arrangements shall have specified time limitations and shall be reviewed annually to ensure the arrangement remains in the interests of The Institute.

4.2. Monitoring partnership arrangements

4.2.1.   Once agreements have been established, The PEO will monitor these arrangements to ensure that both parties are meeting their obligations and that the services being provided comply with the Standards for Registered Training Organisations 2015. The PEO will monitor arrangements through:

- Regular management liaison;
- Student feedback survey;
- Site visits;
- Self-Assessments;
- Shared assessment moderation; and
- Shared professional development activities

4.2.2.   The PEO will also ensure that:

- all activities related to the recruitment of prospective learners about undertaking training and/or assessment at The Institute may only be undertaken by a third party where these activities are subject to a written agreement.
- written agreement will include detail of the responsibilities and obligations and what is expected of each party to the agreement. The written agreement will require that any third party delivering services must cooperate with ASQA in the provision of information and in the conduct of audits and other monitoring activities.
- third parties must only use resources provided by or approved by The Institute and will require all third parties to submit completed assessment materials to The Institute prior to any qualifications or statements of attainment are issued.

4.3. Marketing and Advertising Material

Marketing material used by our partners must be approved by The Institute's PEO prior to being used by a partner organisation.

4.3.1.   The Institute will ensure that marketing material used by our partners must be approved by PEO. This includes course brochures, student information that is issued prior to enrolment, advertisements, etc.

4.3.2.   The Institute will ensure that the partnership arrangement between The Institute and other training providers is clearly explained to prospective students so they can make an informed choice prior to enrolment.. The PEO will ensure that the partnering organisations will incorporate both logos in the marketing material and The Institute, which issues the qualification, will be clearly identified.

4.3.3.   PEO will ensure that The Institute's information including marketing material, whether disseminated directly by The Institute or on its behalf, is both accurate and factual, and:

- accurately represents the services it provides and the training products on its scope of registration
- includes The Institute's logo, RTO and CRICOS codes
- refers to another person or organisation in its marketing material only if the consent of that person or organisation has been obtained
- uses the NRT Logo only in accordance with the conditions of use specified in Schedule 4 of the SRTOs
- makes clear where a third party is recruiting prospective learners for The Institute on its behalf
- distinguishes where it is delivering training and assessment on behalf of another RTO or where training and assessment is being delivered on its behalf by a third party
- distinguishes between nationally recognised training and assessment leading to the issuance of AQF certification documentation from any other training or assessment delivered by The Institute
- includes the title and code of any training product, as published on the National Register, referred to in that information
- only advertises or markets a non-current training product while it remains on The Institute's scope of registration
- only advertises or markets that a training product it delivers will enable learners to obtain a licensed or regulated outcome where this has been confirmed by the industry regulator in the jurisdiction in which it is being advertised
- does not guarantee that:
  - a learner will successfully complete a training product on its scope of registration, or
  - a training product can be completed in a manner which does not meet the requirements of SRTOs Clause 1.1 and 1.2, or
  - a learner will obtain a particular employment outcome where this is outside the control of The Institute

4.4. Records Maintenance

The management and retention of records during a partnership is an area of key risk for both parties.

4.4.1.   The PEO will ensure that The Institute will collect and retain all records of training and assessment delivered on its behalf by partnering organisations. These are to be the original records and are to include completed assessment materials, student administrative records and a copy of the issued certificate.

4.4.2.   The PEO will also ensure that The Institute will retain evidence that they have systematically monitored services provided under third-party arrangements including schedules of reviews conducted and reports on these reviews. The Institute will require monthly reporting by the third party, and six-monthly visits to the third party's site by the PEO.

4.4.3.   Records are to be forwarded to The Institute by the partnering organisation with 30 days of a student completing their enrolled program. This requirement will be specifically stated in any partnership agreement.

4.4.4.   The Institute will not permit the issue of a qualification or statement of attainment on behalf of The Institute by a third party. The Institute will retain evidence of current written agreements for all third-party arrangements as per its Records Maintenance Policy and Procedure. The agreements will clearly describe the obligations of each party. The partner organisation may retain a copy of student records prior to forwarding it to the Institute.

4.4.5. All monitoring activities will be recorded in the Third-Party Register/folder to provide a quick and easy reference of the status of monitoring activities and the third-party arrangement.

5. ASSOCIATED DOCUMENTS
- Training and Assessment Strategies
- Agent Agreement
- Records Maintenance Policy and Procedures
- Privacy Policy
- Social Media Policy

6. RELATED STANDARDS
- Standards for RTOs 2015 [refers to but not limited to Clauses 2.3, 2.4 and 8.3]
- National Code 2018
- ESOS Act 2000
- Privacy Act 1988

Education Agents

1. Policy Statement
   a. In accordance with the requirements of the *National Code*, this policy details the process for entering into, renewing and terminating agreements with international recruitment representatives.

2. Scope
   a. This policy relates to staff and international recruitment representatives.

3. Legislation
   a. This policy is governed by the *National Code*.

4. Policy Approval History
   a. This policy was approved the PEO.

5. Policy Content
   a. Conditions of appointment
      i. the Institute utilises the services of several organisations around the world to assist in its international marketing and recruitment activity. These organisations are referred to as international recruitment representatives. The process of appointment of, and ongoing communication with, international recruitment representatives is managed by the Institute.
      ii. International recruitment representatives act as the Institute agents only for the purpose of international student recruitment on campus and may not represent themselves as having any other function within the Institute. They are bound, inasmuch as they act on the Institute 's behalf, by the rules and provisions of the *Education Services for Overseas Students Act 2000* (ESOS Act) and the associated National Code of Practice.
      iii. International recruitment representatives are remunerated by the Institute through a number of mechanisms which may include payment for specified services such as dedicated promotions, advertising, and commissions.
   b. Contracts
      i. International recruitment representatives enter into formal contracts with the Institute.
      ii. All contracts must comply with current the Institute policies, including the Institute 'a Privacy Policy and Australian government legislation.
      iii. Contracts are valid for an agreed maximum period and may be extended by the Marketing Director following the annual review process. Prior to the expiry of a contract, a review of the international recruitment representative and the representative's contract against specified performance indicators will be conducted.

   c.   Roles and responsibilities
      i.   The Marketing Director signs international recruitment contracts on behalf of the Institute in respect of recruitment and placement of international students at the Institute.
      ii.   The Marketing Director confirms the accuracy of representatives' invoices for placement of students at the Institute and approves payments on the basis of these contracts.

PROCEDURES

1. OVERVIEW
   a.   The Institute utilises the services of agents/representatives to assist in its international marketing and student recruitment activity.
   b.   The process of appointment and ongoing communication with international recruitment representatives is managed by the Marketing Director.
   c.   The process of confirming the accuracy of representatives' invoices and approving payments to representatives is managed by the Marketing Director.

2. Procedures
   a.   Length of agreements
      i.   All agreements must comply with current the Institute policies and Australian government legislation.
      ii.   Agreements are valid for an agreed period and can be extended by the Marketing Director after an annual review.
   b.   Procedures for appointing new representatives
      i.   International representative expresses an interest in representing the Institute.
      ii.   An Agent Application Form will be dispatched by the Institute to potential representatives who meet the initial criteria (e.g., a market of strategic interest for the Institute and the capacity of or necessity for the Institute to engage more private representatives).
      iii.   References will be checked internally.
      iv.   The Marketing Director will assess the claims of each representative on the basis of:
         1.   General market intelligence
         2.   Prior performance
         3.   Capacity of the representative to provide adequate and professional advice to prospective students about the Institute
      v.   The Marketing Director will contact the representative's referees.
      vi.   If the representative meets the Institute 's requirements, the Marketing Director will:
         1.   Draw up a schedule for commission rates, the area of representation and agreement duration.
         2.   Prepare copies of the representative agreement.
         3.   Save electronic copies of the agreement and a cover letter under Correspondence with the representative's information.
         4.   Prepare the Representative Certificate upon receipt of the signed copy of the agreement from the representative.
         5.   Update the Register of Education Agent and report to ASQA
      vii.   If the representative does not meet the Institute 's requirements, the Marketing Director will:
         1.   Make contact with the representative in writing, advising them of the reasons they did not meet the requirements.
   c.   Monitoring the education agents

On ratification of a new Agent's Agreement the Institute will send to the Agent a copy of the Institute's Certificate and a full package of marketing material.

They will also receive comprehensive training in the Institute's courses, administrative procedures and forms from a Marketing Officer/Executive

All the Institute Agents will be provided and required to participate in at least an information and training session a year, and when there are legislative, regulative and/or administrative changes in policies and procedures

pertaining to international students the Institute will provide the information and training to ensure that its Agents remain fully compliant and professional.

The Institute will actively monitor all Agents' performance and implement thorough open and transparent evaluative methodologies with the objectives of ensuring professional behaviour and positive outcomes as measured by the number of potential student referrals and the conversion rate to active enrolments.

The actual methods/procedures for monitoring Agents' performance will include:

I. Where a need is identified emails, phone calls and Skype conversations are held with Agents to address specific problems and to notify them of regulatory changes.
II. As a part of their Orientation program students will be asked to complete a The Institute Student Post Arrival Appraisal of Agent questionnaire, (see Appendix), and each Marketing Manager will review all completed questionnaires and forward any unusual, critical or negative responses and comments to the Marketing Director who will decide on subsequent action ranging from recording the information in the Agent Database to undertaking further investigation of the Agent's conduct.
III. The overall performance of each Agent will be reviewed annually, with the second review taking place at least one month before the expiry date of the appointment. Audit dates will be entered in the Institute Agent Database and on the Institute In-File Agent Checklist.
IV. The Marketing Director or his/her nominee will evaluate the Agent's performance against the agreed performance criteria as defined in the Institute Agent Audit Form, including:
   • the Agent's compliance with the Agent Agreement;
   • the number of students the Agent has recruited and the conversion rate of student applications to CoEs and from CoEs to actual enrolments;
   • the reasons, where relevant, for applications from potential students not proceeding to final enrolments;
   • the number of Student Visa refusals for students recruited by the Agent;
   • any feedback or information from students or third parties regarding the Agent;
   • the quality, accuracy and currency of information and advice provided by the Agent to students; and
   • the overall quality and value of the appointment to the Institute.
V. The Marketing Director will decide whether to:
   • Renew the Agent's appointment;
   • Renew the Agent's appointment for a further period subject to certain conditions; or
   • Terminate the Agent's appointment in accordance with procedures for terminating an Agent Agreement.

As an integral part of the Complaints and Appeals Policy and Procedure complaints made by students (on a Student Complaint Form) and/or other parties about the behaviour and practices of any of its Agents will be formally investigated and acted upon:

1. The Marketing Director may send a Warning Letter to the Agent:
   • specifying the nature of and grounds for the concern;
   • indicating the consequences of failing to satisfy the Institute that there had been no examples of unprofessional conduct; and
   • requesting a response within 10 business days of receipt of the letter (an extension to the time limit may be granted on application).
2. If the Agent responds to the Agent Warning Letter within the set time frame, the Marketing Director will evaluate the responses to the substance of the complaint, taking into account:
   • the Agent's actual responses;
   • the known performance history of the Agent; and

- other relevant information.
3. Depending on the conclusions drawn from the investigation, the Marketing Director may:
    - maintain the Agent's appointment;
    - maintain the Agent's appointment subject to certain conditions;
    - suspend the Agent's appointment, making re-appointment subject to training and agreement to comply with certain defined conditions; or
    - terminate the Agent's appointment immediately.

The outcome of the formal investigation will be recorded in the Complaints and Appeals register, and in the Agents Database and Agent's file.

If the Marketing Director should find that a complaint made about an Agent's behaviour was vexatious, and if the complainant was a current the Institute student, the Marketing Director will formally investigate the agent's behaviour and, depending on the outcome of the investigation, may:

- Place the complaint student on probation;
- Suspend the student's enrolment for a set duration; or
- Cancel the student's CoE and report this to DET via PRISMS.

The outcome of the formal investigation will be recorded in the Complaints and Appeals register, and in the Institute LMS and on the student's file.

d. Renewals and terminations
    i. General
        1. Six weeks before the expiry of an agreement is due, the Institute will consider the representative's performance over the period of the agreement. Considerations will include the total number of students successfully recruited, the quality of the students recruited and the extent to which the representative has complied with the requirements of both the Institute and the Australian government.
        2. The Marketing Director will decide to renew or terminate the agreement with the representative.
    ii. Renewal
        1. The procedures for renewing an agreement are as per the appointment of new international recruitment representatives.
            a To renew an agreement, the Marketing Director will:
                i. Prepare copies of the representative agreement.
                ii. Save electronic copies of the agreement.
                iii. Prepare the Representative Certificate upon receipt of the signed copy of the agreement from the representative.
                iv. Update the Register of Education Agent.
    iii. Termination
        1. To terminate an agreement, the Marketing Director will:
            a Prepare advice to the representative about the termination of the Agreement.
            b Update the Register of Education Agent and report to ASQA

e. List any related forms/documents/materials:
    i. Agent Application form
    ii. Representative Certificate
    iii. Representative Agreement

Deferral, Cancellation and Exclusion

1. Policy Statement

a. In accordance with the requirements of the National Code, this policy details the circumstances in which a student may apply for a deferral or temporary suspension of enrolment, and the procedures for doing so.

It also explains the reasons for which the Institute may suspend or cancel a student's enrolment, and the procedures for doing so.

2. Scope

a. This policy relates to students, staff and DHA.

3. Legislation

a. This policy is governed by the National Code.

4. Policy Approval History

This policy is approved by the CEO

5. Policy Content

A. Students wishing to defer or temporarily suspend their enrolment

i. Students wishing to defer or temporarily suspend their enrolment may only do so when there are compelling or compassionate circumstances. Compelling or compassionate circumstances may include, but are not limited to:

1. Serious illness

2. Serious injury

3. Serious illness or death of a family member necessitating a return to the student's home country

4. Natural disaster

Note: If a student's enrolment is deferred, suspended or cancelled, her/his student visa status maybe affected.

B. Suspension or cancellation of a student's enrolment by the Institute

All students at the Institute are expected to adhere to the Institute 's rules and policies, as outlined in the Student Handbook. Failure to do so may result in the suspension or cancellation of your enrolment. The Institute has the right to cancel or suspend a student's enrolment in the following circumstances:

1. If a student submits fraudulent documents to gain admission to the Institute.

2. If a student does not maintain satisfactory course progress in accordance with the

Monitoring Course Progress Policy and Procedures.

3. If a student does not maintain satisfactory attendance in accordance with the Attendance Monitoring Policy and Procedures, as applicable

4. If the student behaves in a way which could potentially bring the Institute into disrepute.

5. If a student behaves in a way that is a threat to their own health and safety and/or a threat to the health and safety of another student or a staff member.

6. If the student has received two formal warnings from the Institute for disobeying the Institute 's rules and/or violating the Institute Code of Conduct. A formal warning will be issued if a student seriously and/or repeatedly violates the rules and policies outlined in the Student Handbook.

Such violations may include, but are not limited to:

Engaging in plagiarism, cheating or academic misconduct.
Failing to abide by the Institute 's e-mail and internet policies. Engaging in
any form of harassment (racial, sexual or verbal) or bullying towards
another student or staff.
Misusing or wilfully damaging the Institute 's facilities, equipment
or property, or the property of another student or staff member.

iii. Note: If a student's enrolment is deferred, suspended or cancelled, her/his student visa status may be affected.

PART B PROCEDURES

1. OVERVIEW

a. These procedures should be implemented in accordance with the policy described above.

2. Procedures

a. Students wishing to defer or temporarily suspend their enrolment

i. Students must submit an Deferment, Suspension or Cancellation of Enrolment Application Form to the Administration Manager requesting to defer or temporarily suspend their studies, together with documentary evidence verifying their situation (for example, a medical certificate).

ii. The Institute will assess the application and make a decision within 10 working days.

iii. If an application for deferral or suspension is approved, the Institute will notify DHA through the PRISMS reporting system.

*Students should be advised that if enrolment is deferred, suspended or cancelled, their student
visa status may be affected.

b. Suspension or cancellation of a student's enrolment by the Institute

i. the Institute will issue the Suspension/Cancellation of Enrolment letter

ii. Students may appeal any decision to cancel or suspend their enrolment.

A student may appeal against a disciplinary decision or penalty, in accordance with the student grievances, complaints and appeals policy and procedures (available to students in the Student Handbook).

An appeal by a student must:

1. Be made in writing on the Student Appeals Form

2. Be submitted to the PEO within 20 business days from the date of the Suspension/Cancellation of Enrolment letter

3. State fully the reasons for the appeal

4. Include any relevant documentary evidence to support the appeal

iv. If an international student's enrolment is suspended or cancelled, the Institute will notify DHA through the PRISMS reporting system.

5. Students should be advised that if enrolment is deferred, suspended or cancelled, their student visa status may be affected.

Related forms/documents/materials:

i. the Institute Code of Conduct

ii. Enrolment Variation Form

iii. Suspension/Cancellation of Enrolment letter

iv. Student complaints and appeals policy and procedures

v. Student Appeals Form

vi. PRISMS reporting system

Student Discipline Policy

Policy

1. **Policy Statement**
   a. In accordance with the requirements of the *National Code*, this policy details the Institute's expected standards of behaviour and the penalties that may be imposed if students breach these standards.

2. **Scope**
   a. This policy relates to students, staff and DHA.

3. **Legislation**

a. This policy is governed by the *National Code.*

4. Policy Approval History
   a. This policy was approved by the PEO.

5. Policy Content
   a. the Institute Code of Conduct
      i. The Institute has a Code of Conduct that staff and students are expected to uphold.
         1. These standards are outlined in the Student Handbook.

   b. Breach of Code of Conduct
      i. Breaches of the Code of Conduct include:
         1. Obstructing or disrupting any teaching, study, assessment or activity
         2. Failing to respect the views of staff members or other students
         3. Plagiarism, cheating or other acts of academic or intellectual dishonesty
         4. Damaging any the Institute property or the property of any the Institute student or staff member
         5. Physical, verbal, sexual or other harassment or abuse of any the Institute student or staff member
         6. Otherwise violating any the Institute policy

   c. Penalties
      i. The penalties that may be imposed for breached of the Code of Conduct include:
         1. Suspension from the Institute
         2. Exclusion from a unit or course
         3. Refusal of re-enrolment
         4. Expulsion from the Institute
         5. Cancellation or deprivation of examination or assignment credits
      ii. Note: If a student's enrolment is refused, suspended or cancelled, her/his student visa status may be affected.

PROCEDURES

1. Overview

   a. Allegations of breaches/violations of the Institute Code of Conduct by a student will cause the PEO to review the allegations and may result in disciplinary action being taken against the student.
   b. Students have the right to appeal disciplinary actions in accordance with the student grievances, complaints and appeals policy and procedures.

2. **Procedures**
   a. Where the alleged misconduct poses a risk of injury to another person, damage to property or disruption of the Institute activities, the PEO may remove the student immediately from access to the activity, facility or property.
   b. After a preliminary review of the allegation and any supporting documents, the PEO may:
      i. Refuse to take the matter further if there are insufficient grounds for the allegation (notifying the person/s who raised the allegation of this decision); or
      ii. Investigate the allegation
      AND

      iii. Where appropriate, take urgent action to deal with serious misconduct

   c. Disciplinary investigation process
      i. The Disciplinary Letter includes an invitation to attend an interview at a given date, time and location.
      ii. The student must respond to the Disciplinary Letter and provide any supporting information in advance of the investigation interview.
      iii. The investigation interview must be held within ten working days of the date of service of the Disciplinary Letter, unless the PEO grants an extension to the student or more time is required to collect necessary evidence.
      iv. In conducting the investigation, the PEO will:
         1. Review any available documentation (including the student's academic record),
         2. Discuss the circumstances of the matter with the initiating staff member and seek any clarification or further information required to assess the validity or seriousness of the allegation;
         3. Give the student an opportunity to present a case verbally at an investigation interview and/or by way of written submission;
         4. Create, maintain and retain a comprehensive file of all relevant documentation (including records of interviews/conversations with relevant parties)
      v. At the conclusion of the investigation, the PEO:
         1. May dismiss the allegation; or
         2. Where misconduct is found to have occurred, must review the student's file to determine whether or not the student is a repeat offender (where this is the case, the matter can be considered in determining a penalty)
            AND
         3. Impose a penalty.
      vi. As soon as practicable after the interview and within ten working days of the interview date, the PEO must serve the student with the Disciplinary Outcome Letter, including:
         1. The outcome of the investigation
         2. Any penalty imposed
         3. Relevant appeal processes and requirements
      vii. A copy of the notice must be retained in the student's file.

   d. Urgency provisions where serious misconduct may have occurred
      i. Where alleged misconduct:
         1. Is the subject of investigation by the police or other civil authorities
         2. May bring the Institute and its students into public disrepute
         3. Involves extreme harassment or vilification
         4. Threatens the welfare or study of other students, or
         5. Is otherwise considered to be serious enough to warrant immediate suspension,
         The PEO may, after preliminary review, decide that the student may qualify for immediate suspension from the Institute.

      ii.   Where an immediate suspension is imposed, the PEO must:
         1.   Issue the student with a Suspension/Cancellation of Enrolment letter as a matter of urgency
         2.   Notify the relevant staff, in writing.
         3.   Notify DHA via the PRISMS reporting system of the change in the student's enrolment.
         4.   Note: If a student's enrolment is refused, suspended or cancelled, her/his student visa status may be affected.

  e. Appeals
      i.   A student may appeal against a disciplinary decision or penalty, in accordance with the student grievances, complaints and appeals policy and procedures (available to students in the Student Handbook).
      ii.   An appeal by a student must:
         1.   Be made in writing on the Student Appeals Form
         2.   Be submitted to the PEO within 20 business days from the date of the Disciplinary Outcome Letter or Suspension/Cancellation of Enrolment letter.
         3.   State fully the reasons for the appeal
         4.   Include any relevant documentary evidence to support the appeal.
      iii. External Appeals
         1.   A student who is dissatisfied with the outcome or conduct of an appeal within the Institute may appeal to an external agency.
         2.   Students have the right to make a complaint to the Overseas Student Ombudsman when there is evidence of maladministration or misconduct by the Institute.

  f. Students seeking information on discipline procedures
      i.   Information for students about discipline procedures can be found in the Student Handbook.
      ii.   Additional information/clarification may be sought from the PEO.

  g. Suspension and expulsion
      i.   Any suspension, deferred suspension or expulsion must be approved by the PEO.
      ii.   Where a student is suspended their enrolment is cancelled for a specified period and some or all of their rights or privileges are withdrawn (e.g. to re-enrol, to attend class and to use the Institute facilities and services) for that period.
      iii. A decision to suspend a student must specify the period of the suspension and the rights and privileges that are being withdrawn.
      iv. Where a student is expelled, their enrolment is cancelled indefinitely and all their rights and privileges as a student are terminated. A student who has been excluded will not be able to re-enrol except by permission of the PEO.
      v.   Any change to a student's enrolment must be reported to DHA via the PRISMS reporting system.
         1.   If a student's enrolment is suspended or cancelled, her/his student visa status may be affected.

3. Related forms/documents/materials:
  a. Student handbook
  b. the Institute Code of Conduct
  c. Disciplinary Investigation Notice
  d. Disciplinary Investigation Outcome Notice
  b. Student complaints and appeals policy and procedures
  c. Student Complaints and Appeals Form
  e. Suspension/Cancellation of Enrolment letter
  f. PRISMS reporting system

Staff Recruitment Policy

This policy is intended to guide staff during recruitment, to ensure a highly skilled and diverse workforce with the appropriate experience and qualifications required by either legislation or the Institute.

It is the institute's aim to recruit, motivate and retain qualified and skilled staff appropriate to the current and future needs of the institute.

The Institute will ensure its staffing resources are adequate and have capabilities as required by the quality assurance framework applying to the course.

The appointment process will be consistent with relevant awards, certified agreements, institute policy and be in the best interest of the institute and the candidates.

The PEO is responsible for implementation of this policy.

Recruitment and selection

The management of the recruitment and selection process will enhance the institute's reputation as an employer of choice.

Recruitment will be conducted by staff/ HR personnel who are informed about effective and equitable recruitment processes.

The selection processes will be designed to assess applicants against the selection criteria for the role. The processes will reflect good human resource practice, and be:

Merit based, providing evidence of the required capabilities
- Confidential
- Transparent
- Timely and cost efficient
- Effective
- Free from conflict of interest

It is the responsibility of the PEO and HR to ensure that the selection process meets the above criteria and that the process is conducted as evidence based process.

Applicants will be treated with respect throughout the recruitment process, provided with sufficient information to make an informed choice of their suitability for the role, have their personal documentation held in confidence, be informed of the outcomes in a timely manner, and have access to feedback.

Advertising of vacant position

Normally all vacant positions will be advertised externally in the media.

In any of the following circumstances, appointment may be made without external advertisement:
Wherein work is required for specific limited purpose, an appointment to a time limited contract may be made without advertisement.

Where a staff member has been appointed on a time based contract and has proven to perform satisfactorily in the role, the position can be deemed ongoing by the institute if it is considered that advertising in unlikely to attract a more suitable candidate.

Appointment

Appointment may only be made if the PEO has approved the position description.

All appointees will be required to sign an employment agreement which outlines the terms and conditions of the position.

Implementation Procedure

The Institute is committed to ensuring that each staff member who is involved in training, assessment or client services and administration is competent for the functions that they perform. We do this by:

- Having clearly defined roles specified in the Position Statements
- Following the Staff Recruitment Policy, which includes recruiting staff based on the competencies required, as spelled out in the AQF2013 Standards, the National Training Package for Training and Assessment (TAE), or any other applicable National Training Package and regulatory/industry requirements (e.g. Working with children check/National Police check for CHC Trainers and Assessors)
- Inducting staff in a structured manner, following the Staff Induction Policy.
- Ensuring that all staff are competent as per the current training package for workplace assessment and training. We do this initially by sighting and taking a copy of original qualifications from all staff that we hire.
- Ensuring that staff maintain competency, by undertaking regular reviews of training and assessment materials with staff, undertaking skills audit of staff, and by undertaking regular client evaluation surveys.
- Continue to develop and up-grade the skills of staff by following regular general professional development activities as well as customized individual professional development activities.

Validation of Qualifications

To validate the qualifications of a potential employee the following steps must be undertaken:

1. The potential employee must present their qualifications in the form of the original issued certificate and transcripts.
2. The PEO will determine whether the qualifications have been issued by another RTO and whether they were issued to the potential employee.
3. The PEO is to contact the qualification issuer for endorsement, quoting the certificate number and asking for confirmation of the recipient.
4. A Trainers/Assessors Verification checklist is to be completed and all VET trainers must meet competencies required for the RTOs 2015 Standards (Clauses 1.13-1.6)
5. Each copy of the qualifications is to be certified by the PEO in blue ink as "I certify this to be a true copy of the original". <Signed > < Date>.

Validation of Workplace Experience

To validate the workplace experience of a potential employee the following steps must be undertaken:

1. The PEO must have confirmed the vocational experience listed on a current resume of the potential employee.
2. The PEO is to conduct all the necessary phone calls and contacts with past and present employers that can confirm the accuracy of the information provided on the resume submitted by the potential employee.
3. In addition, the PEO is to determine whether the potential applicant has the required skills as listed on the vocational competencies form by discussion with the Referees.
4. Records of the discussions conducted with referees shall be made on the resume, with, as a minimum:

   - Name of the referee
   - Date and time of contact

- Position and relationship with the applicant
- Paraphrasing of the referees' comments.

5. The formal validation of the resume is to be acknowledged as a signature and date of the PEO with the words:

   <Verified by ………………… on ....>

6. In a situation where the reference is inconclusive, the PEO shall conduct a practical assessment of the potential employee and where borderline, the PEO shall sit in on classes conducted by the potential employee should appointment proceed to satisfy themselves of the stated skills and knowledge of the potential employee.

Staff Induction Policy

The Institute will ensure that all new staff to the organisation are provided with a detailed and structured induction program. This program is designed and structure to provide the new staff member with a complete overview of the organisation and its many functions.

The induction program will be conducted by members of the Institute management dependent on the nature of the work the person will be engaged in and the availability of senior staff.

The induction program and contents will vary to some extent dependent on the nature of the work and the level of responsibility of the new staff.

Procedure

The Institute induction program is outlined as follows:
- A guided tour of facilities including staff kitchen, administration office, toilets, etc.
- Copies of the Student Handbook, Policy and Procedure Manual and Relevant Forms for reading and familiarisation.
- A copy of the AQF2013, the ESOS Act 2000, the National Code of Practice, TPS, Standard for Registered Training Organisations (RTOs) 2015.
- Instruction on our WH&S guidelines and procedures
- A demonstration on how our business equipment operates such as photocopier and fax machine and also shown where stationary, training and student resources are kept
- An introduction to all staff and had their job roles explained
- Information on the staff responsibilities for access and equity
- Information on the staff responsibilities under the National Code of Practice and the ESOS Act.
- Information on competency based training and assessment **if applicable**
- Information about all vocational courses offered this includes but is not limited to national training package information on the individual qualifications of scope, assessment guidelines, training and assessment tools, language of instruction (English only) and also information about all non-accredited courses offered by the institute **if applicable**
- Information on the various Commonwealth and State legislative requirements such as Work Health and Safety Act 2011 and NVR Act 2011/ Standards for Registered Training Organisations (RTOs) 2015.
- The opportunity to plan and organise their first week of lessons in accordance with the relevant subject's national training package requirements. Checking of all lesson plans and resources required by the Course Coordinator **if applicable**.

Staff Development

The purpose of this policy is intended to ensure that all employees of the Institute are provided with the opportunities for professional development of their skill sets.

The Institute is committed to the professional development of the training and administration staff, to maintain skilled, flexible and effective training delivery.

Training and Administration staff undertakes professional development programs that will be monitored to ensure that they meet current vocational competencies / industry requirements.

Staff who work or train with International Participants will be required to maintain currency with Commonwealth Legislative requirements as it relates to their area. Initial briefing will occur at Induction Training.

A register of Staff Professional Development will be maintained, including copies of any relevant certification. Staff will be required to validate their knowledge and skills on a yearly basis.

All staff will be provided with opportunities to attend external workshops that are relevant to their area of expertise.

The Institute will hold four internal professional development workshops and assessment validation sessions annually that will be held over two days before the commencement of each term. These workshops are designed to provide staff with update information on changes to the Institute and the VET sector as appropriate. Where appropriate staff will be provided with a USB Lanyard containing all information and additional resources discussed in these workshops.

Marketing & Advertising

It is the Institute's policy to ensure that all marketing of training activities will be conducted with integrity, accuracy and professionalism, avoiding vague, misleading or ambiguous statements.

All marketing and advertising of the Institute's training delivery and assessment services is the responsibility of the Marketing Director.

All information that is provided to prospective students is accurate, professional and in plain English. Emails, website and flyers are the predominant forms of advertising conducted by the Institute.

The Institute will take all reasonable steps to ensure that the information included in marketing materials is accurate. The PEO will ensure the following practices are adhered to by:

- Obtaining written permission before use of information about any individual or organisation in any marketing materials (This includes newspapers, magazines, brochures, flyers, radio and television advertising) and will the Institute by any conditions that are place upon the use of that information
- At all times accurately represent all of its training and assessment services to all prospective clients and stakeholders
- Ensuring that all individuals or organisations are provided with full details of any conditions in any contractual arrangements related to marketing and advertising
- AQF qualifications will only be advertised if the Institute is registered with the scope to deliver those qualifications
- Clearly identifying nationally recognised training products (AQF qualifications) separately from courses recognised by other bodies (industry groups such as WorkCover) or without recognised status
- Only using the Nationally Recognised Training on relevant qualifications or awards when the participants have satisfactorily completed all requirements and/or achieved the stated competencies
- Adhere to the guidelines and specifications of the Nationally Recognised Training logo used in marketing and advertising materials

- Using the correct names of all training packages on the Institute 's scope of registration
- Ensuring that the Institute 's RTO provider number is displayed on all appropriate marketing and advertising materials
- Ensuring that the correct CRICOS course code and provider number will be used on all advertising aimed at the international student market. Ensuring all marketing or promotional literature and general media advertising will not:
  - Encourage unrealistic expectations about the level of qualifications attainable and the facilities and equipment provided; or
  - Make any claim to approval or recognition that is inaccurate or use misleading or false comparisons of courses with others provided by competitors; or
  - Make any misleading statements concerning the qualifications or experience of its staff; or
  - Make misleading or false statements about the prospects of employment following the completion of training.

Marketing Approval Procedure

1. All prospective advertising and marketing activities are discussed by the PEO and Marketing Director. This meeting will establish the need for the activities and the type of material to be produced.
2. The Marketing Director will create the draft version of the marketing materials.
3. The draft version of the marketing material is then submitted to the PEO for review and comment.
4. Once the review has taken place, the draft material is returned to the Marketing Director for adjustment and finalisation
5. The final version of the marketing material is then resubmitted to the PEO for final approval
6. If further adjustments are required the materials will be returned to the Marketing Director will the appropriate adjustments marked for adjustment.
7. If no further adjustments are required the marketing material will then be reviewed and signed off by the PEO as per the requirements of the advertising and marketing checklist.
8. The signoff version of the marketing materials and the completed advertising and marketing checklist will then be filed.

<p align="center">Compliance with Legislation</p>

The Institute will ensure compliance with all Commonwealth, State/Territory legislation and regulatory requirements relevant to its operations and ensures this is integrated into its policies and procedures. In particular it complies with the requirements and standards set down in the Educational Services for Overseas Students Act 2000 and its National Code and the Australian Qualifications Framework (AQF2013) and the National Vocational Education and Training Regulator Act2011 (NVR2011)/ Standards for Registered Training Organisations (RTOs) 2015.

The Institute complies with all Federal and State legislation relating to the following:
- Complaints and Consumer Rights
- Discrimination and Human Rights equal opportunity, racial vilification, disability discrimination
- Employment Rights, including Work Health and Safety and Workers Compensation
- Ethics, Freedom of Information and Privacy

Relevant New South Wales legislation can be found at:
- http://www.legislation.nsw.gov.au/
- www.austlii.edu.au

Relevant Federal legislation can be found at:
- www.comlaw.gov.au/

The Institute ensure that all:
- Staff are provided with information about legislation that significantly affects their duties; and

- Students are provided with information about legislation that significantly affects their participation in their study program.

All staff and students of the Institute are provided with information and are required to be aware of their rights and responsibilities under the Commonwealth and State legislation listed below.

All staff is made aware of the relevant legislation via access to the relevant Intranet sites, and periodically particular aspects are the subject of staff meetings and professional development sessions.

Students are advised of the below mentioned legislation at Induction and in the Student Handbook.

The legislation that governs the Institute's compliance as a registered provider of education and training for both domestic and overseas students includes:

- Education Services for Overseas Students (ESOS) Act 2000
- ESOS Regulations (2019)
- National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students (the National Code)
- Australian Qualifications Framework (AQF 2013)
- National Vocational Education and Training Regulator Act2011 (NVR2011)
- Standards for Registered Training Organisations (RTOs) 2015
- Human rights and Equal Opportunity Commission (HREOC) Act 1996
- Commonwealth Affirmative Action (Equal Employment for Women) Act (1986)
- Commonwealth Racial Discrimination Act (1975)
- Commonwealth Industrial Relations Act (1998)
- Commonwealth Sex Discrimination Act (1984)
- Commonwealth Industrial Relations Reform Act (1993)
- Commonwealth Racial Hatred Act (1995)
- Commonwealth Disability Discrimination Act (1993)
- NSW Anti-Discrimination Act 1977
- Copyright Act 1968
- Equal Opportunity Act
- Work Health and Safety Act (2011)
- Workers Compensation Act

Discussion of the above-mentioned legislation occurs at staff meetings and students are informed of their obligations during Induction and from time to time throughout their program.

Training Package Transition Policy & Procedure

Policy
This procedure has been developed to assist the Institute manage the transition from superseded Training Packages and/or accredited courses to the latest version / release.

The Institute shall ensure the transition from superseded Training Packages and/or accredited courses shall occur within Twelve (12) months of their publication on the national register (www.training.gov.au)

The procedures set out below will:

- Assist the Institute to ensure that all Training Packages are implemented correctly and within 12 months
- Ensure that all Qualifications/Courses/individual Units of Competency that are on the RTO's Scope of registration have Strategies for Training and Assessment as they are placed on the Scope of Registration which, in turn will ensure learning resources and assessment resources are sourced/ developed.

The PEO shall be responsible for ensuring the following procedure is followed and the Scope of Registration is maintained in line with the ASQA General Direction 'Transition and Teach Out' (ASQA General Directions).

Procedure
- **Monitoring Scope of Registration**

The PEO is responsible for monitoring the Scope of Registration and ensuring:

- The qualifications and/or accredited courses listed are current and have not been superseded
- The latest versions of each Training Package and/or accredited courses is being used within the RTO
- The 'Training Package Register' is up to date

The PEO is required to check the '*National Register of information on Training Packages, Qualifications, Courses, Units of Competency and Registered Training Organisations (RTOs)*'(Training.gov.au (TGA) – www.training.gov.au) for updates of all items on Scope of Registration at least quarterly.

The PEO should register their details with TGA to receive notifications for each qualification listed on the Scope of Registration.

The PEO is also required to keep up to date with Training Package and/or accredited courses information by subscribing to relevant industry bodies such as Industry Skills Councils and industry networks.

When a new Training Package and/or accredited courses (or version) is released the PEO is required to follow the below steps to ensure that the Institute is able to deliver the most recent version of a Qualification within an appropriate timeframe.

The Institute must not accept any new enrolments in the superseded qualifications or accredited courses being replaced by the new Training Package after the transitional period of 12 months.

- **Preparing to update Scope of Registration**

When there is a new release or revision of a Training Package and/or accredited courses that relates to Qualifications / Courses/ Units of Competencies on the Scope of Registration, the following must occur:

- Download the relevant Training Package / Accredited Course from TGA (www.training.gov.au) or relevant organisation (Industry Skills Council (ISC) or course owner)
- Establish which Qualifications / Courses/ Units of Competency are required to be updated on RTO's Scope of Registration
- Identify the transition dates and update the relevant information within the 'Training Package & Course Register' document. This includes identifying the dates that no further enrolments can be taken in the superseded qualification.
- Identify any licensing requirements associated with the new Qualification/Courses/Unit of Competency
- Prepare the Strategy for Training and Assessment for each of the new Qualifications/Courses/Unit of Competency that have had updates
- Obtain learning and assessment materials for revised Qualification/Courses/Unit of Competency
- Ensure any relevant facilities and equipment requirements of the Qualification/Course/Unit of Competency have been addressed
- Ensure trainer qualifications and experience are mapped to the new Qualification/Courses/Unit of Competency
- Develop and revise other relevant documents and materials including:
  - Student Handbook
  - Marketing Materials
- Plan the transitional arrangements including new enrolment dates, transfer of currently enrolled students etc.

Submit Application to update Scope of Registration

- The PEO will be the only person able to submit an application via ASQAnet. Once the PEO has confirmed all required documentation for the new Qualification/Course/Unit of Competency the PEO will use the

on-line ASQAnet system to submit the application for the Addition to Scope of Registration. Documentation may have to be uploaded as part of the application process.

Transition to the new Qualifications /Courses/Units of Competency

Only when ASQA have provided confirmation of the successful outcome of an application can the RTO commence to deliver and assess the new Qualification/Course/Unit of Competency. Once this has occurred it is the PEO's responsibility to implement the new program(s) and ensure the following steps have been taken:

- Management, Trainers and key stakeholders are made aware of the change of Qualification/Course /Unit of Competency through relevant meetings and communication channels
- Update all internal paperwork with new titles, codes and descriptions of Qualifications /Courses/Units of Competency including but not limited to:
  - Enrolment forms and related documentation (i.e. training plans, checklists)
  - Student Handbook
  - Marketing Material (including website if applicable)
  - Student Records Management System
  - Learning Materials
  - Assessment tools**,**
- Staff Professional Development Activities including:
  - The PEO is to ensure relevant staff attends industry based run workshop(s) if applicable.
  - Ensure relevant trainer files have been updated with the staff matrix
  - Identify any professional development requirements for each trainer (i.e. upgrading their qualifications)
- Determine dates to commence new Qualification/Course/Unit of Competency
  - Confirm a timeline for implementation of new course
  - Identify a process to complete or transfer students enrolled in superseded course
- Update the 'Training Package & Course Register' document once the new Qualification/Course/Unit of Competency that has been added to the Scope of Registration

Transition of currently enrolled students

The Institute must not accept any new enrolments in the superseded qualifications or accredited courses being replaced by the new Training Package after the transitional period of 12 months.

All currently enrolled students will be transferred to the new qualification prior to this 12 month period. The transfer of students must be undertaken in collaboration between the student and the RTO and students must be provided timely and adequate advice and guidance about the transfer.

To ensure a consistent approach to the transitional arrangements for students the following steps are to be taken:

- All currently enrolled student's files to be reviewed. Student progress is to be reviewed to determine if students are able to complete their course enrolment within the 'teach out' period.
- Where it is determined the timeframe to complete the course is not appropriate then the student's enrolment must be transferred to the replacement course being offered.
- When transferring a student to a replacement course the following must occur:
- Ensure all assessments are up to date and the student's progress is up to date in the existing enrolment
- Complete all relevant enrolment paperwork for the new course
- Map the student's progress to the new course using the mapping information within the Training Package and relevant State Authority Purchasing Guide.
- Complete the RPL process to the new course for delivery and assessment already conducted
- Determine remaining delivery and assessment requirements and develop training plan.

The Institute may continue to deliver training and assessment services and issue awards to current students of the superseded qualification who would be genuinely disadvantaged if required to transfer to the replacement qualification, for up to 6 months after the expiry of the transition period for its replacement.

The Institute will implement a 'teach out' period for any superseded qualifications where such disadvantages exist and there is sufficient evidence to support this decision. Students that will not complete their course within the designated teach out period must be transferred to the replacement qualification prior to this expiry date.

Removal of superseded Qualification/Course/Units of Competency

It is the responsibility of the PEO to ensure Qualification/Course/Units of Competency that has been superseded is removed from the Scope of Registration.

PRISMS Reconciliation

(Process for ensuring the scope of Registration on PRISMS aligns to the scope of registration on the National Training Register), where applicable in delivery to international students.

The Administration Manager will regularly check that the number of CoE's issued to students matches with current student numbers. Further the Administration Manager will (every fortnight) check current student numbers against the records in the PRISMS system and then generate a report to be tabled at the fortnightly Administrative Staff meetings.

In addition the Administration Manager will check annually and complete the Quality Indicator report to be submitted to the Australian Skills Quality Authority (ASQA). These are submitted along with the Learner Engagement Survey and the Employer Satisfaction Survey.

The Administration Manager is also required to report annual Overall VET Activity AVETMISS data to NCVER. The Administration Manager will regularly check training.gov.au (TGA) for the accuracy of information and currency of qualifications. Also the training.gov website has a provision for any changes in Training Packages to be notified to the RTO. The Institute subscribes to this notification feature to ensure that the scope of registration on PRISMS aligns to its scope of registration on the national register (TGA) and that its delivery of units remains current.

Language, Literacy and Numeracy Policy

All courses at the Institute are delivered in English. It is essential that the student has language, literacy and numeracy skills sufficient to approach training and assessment at the level of competency reflect in the AQF qualification and detailed in the Training Package from which their course of study is drawn.

Language, literacy and numeracy skills cannot be taken as "demonstrated" just because the student participates in work or completes an application form. Language, literacy and numeracy skills may underpin many tasks but will not necessarily reflect a student's ability.

The AQF2013 makes clear that RTOs must disseminate clear information to each client, prior to enrolment, about provision for language, literacy and numeracy assessment. This does not mean that all students must be tested or pre-assessed for language, literacy or Numeracy. Indeed it does not specify that anyone or specific form of assessment be applied to determine skills.

Some students, especially those for whom English is not their first language, need to learn specific vocational (industry) vocabulary and grammatical structures. This can be provided through a number of different support options, including:

- A study mentor or buddy who shares the same language skills

- The provision of additional time for tuition, and
- One to one tutoring

The Institute endeavours to ensure its training design supports learners, by allowing flexibility within delivery and assessment (under guidance of the training package), employing strategies such as:
- Use of demonstration
- Verbal explanations
- Use of diagrams/charts
- Decreasing reliance on written forms and text
- Incorporating actual workplace materials, or modelling tasks on familiar workplace activities

Critical Incident Policy

The purpose of this critical incident policy and procedure is to recognise the duty of care owed by the Institute to its students and to document the process for managing critical incidents if and when they occur.

The Institute recognises the duty of care owed to its students, and understands that planning for the management of a critical incident is essential. A critical incident is defined by the *National Code* as 'a traumatic event, or the threat of such (within or outside Australia), which causes extreme stress, fear or injury'.

CRICOS registered providers must have a documented critical incident policy together with procedures that cover the action to be taken in the event of a critical incident, required follow-up to the incident, and records of the incident and action taken.

Critical incidents are not limited to, but could include:

- missing students;
- Severe verbal or psychological aggression;
- death, serious injury or any threat of these
- natural disaster; and
- Issues such as domestic violence, sexual assault, drug or alcohol abuse.
- Deprivation of liberty
- Severe verbal aggression
- Robbery
- Death or serious injury
- Suicide or threat of suicide
- Natural disasters (e.g., earthquakes, floods, electrical storms)
- Fire
- Bomb or hostage threat
- Explosion, gas or chemical hazard
- Issues such as domestic violence, sexual assault, and drug or alcohol abuse

(Note: Non-life threatening events may qualify as critical incidents.)

Responding to a critical incident: Staff roles and responsibilities

- Please note that the Receptionist/ Student Welfare Officer is your **official or first** point of contact

- Ph: 02 8316 6688 during business hours 9.00am-6.00pm

- **Staff, students or visitors involved or witnessing a critical incident after hours should immediately contact the Marketing Director on 0402 089 692 or Administration Manager on 0401 628 312.**

The senior staff member present is the lead the Institute representative at the site until the arrival of the PEO. When the PEO arrives, he/she assumes responsibility for controlling the recovery from the incident. The PEO will ensure that debriefing occurs and support services are available to those affected by the incident.

The key the Institute personnel responsible for the implementation of the critical incident procedures are:

PEO
Marketing Director
Academic Manager
Administration Manager
Receptionist/Student Welfare Officer
Trainers

However, the PEO is responsible for the implementation of this procedure and to ensure that staff and students are aware of its application and that staff implement its requirements.

- If you have a question or are confused about something, please talk to the Receptionist/ Student Welfare Officer at Reception or ph: 02 8316 6688

- **Receptionist/Student Welfare Officers** are here to assist the students
- However, all the Institute staff members are responsible for reporting a critical incident involving students to the PEO.

Staff Roles and Responsibilities (cont)

Any Institute staff member receiving news or information regarding a critical incident must contact the PEO as soon as practicable. If this is not possible then the most senior person available (Administration Manager, Marketing Director, Academic Manager) must be contacted and informed. **If the incident is life threatening then a staff member must contact (Emergency No. 000) relevant emergency departments (Ambulance, Police, Fire) to seek help at first as an immediate response and then inform PEO about the incident.**

On receipt of news or information regarding a critical incident the PEO or most senior person (Administration Manager, Marketing Director, Academic Manager) must:

- Create for themselves a clear understanding of the known facts
- If an emergency exists contact the relevant emergency services by phoning 000
- If translators are required contact Translating and Interpreting Service by phoning 131 450
- If counselling services are required contact Life Line on 131 114
- Plan an immediate response.
- Plan ongoing strategies.
- Allocate individual roles/responsibilities for ongoing tasks.

Based on an evaluation of the critical incident the PEO or most senior person (Administration Manager, Marketing Director, and Academic Manager) must, where appropriate, implement the following actions:

- Contact with next of kin/significant others
- Informing Institute staff and students.
- Prepare a guideline to staff about what information to give students.
- Prepare a written bulletin to staff and students if the matter is complex.
- Briefing staff and delegating a staff member to deal with telephone/counter inquiries.
- Managing media/publicity
- Identify students and staff members most closely involved with the incident and ensure they are offered support and counselling
- Arrange a time and place for an initial group/individual debriefing session with Counsellor/s

- Arrange access to emergency funds if necessary.
- Record the incident and the following key details to report include:

  - The time of the incident
  - The location and nature of the incident
  - The names and roles of persons directly involved in the critical incident
  - The action taken by the Institute including any opportunities for improvement
  - The organisations and people contacted by the Institute

Notification of government organisations

The *ESOS Act 2000* requires the Institute to notify the Australian Government (currently DHA) as soon as practical after the incident.

The Educational Services for Overseas Students Act 2000 (ESOS Act) requires the Institute to notify DET and DHA as soon as practicable after the incident and in the case of a student's death or other absence affecting the student's attendance, the incident will need to be reported via the Provider Registration and International Student Management System (PRISMS).

When an international student dies or sustains serious injury, the Institute may be required to assist the student's family. This may include:

- hiring interpreters
- making arrangements for hospital/funeral/memorial service/repatriation
- obtaining a death certificate
- assisting with personal items and affairs including insurance issues
- assisting with visa issues

Useful Phone Numbers

Group		Phone Number
NSW Police	Life-threatening or time critical emergency	000
	Non-life threatening incident requiring Police response	131 444
	Local Police Station	02 9265 6595
Ambulance		000
Fire and Emergency Services Authority		000
State Emergency Service		132 500
Hospital (St Vincent's) in NSW		02 8382 1111
Poisons Information Centre		131 126

Student Transfer Policy

Definitions (source: *the National Code*):

- Principal course: Usually the final course of study a student will undertake. For example, if a student is studying ELICOS followed by a Bachelor degree, the Bachelor degree is the principal course.
- Six months: Calculated as six calendar months from the first day of the principal course.

Overseas student transfer policy and procedure

1. PURPOSE

1.1   This policy sets out Times Academy's (the Institute) policy and procedure for assessing student requests to transfer from another registered education provider to the Institute or transfer from the Institute to another registered education provider.

2. SCOPE

2.1   This policy and procedure relates to students studying in Australia on a student visa who have accepted an offer, or accepted an offer for a package of courses, to study at the Institute.

2.2   This policy and procedure does not apply to domestic students, students on other temporary visas, or student visa holders intending to transfer to an alternate course at the Institute.

3. POLICY STATEMENT

3.1   [The National Code of Practice for Providers of Education and Training to Overseas Students](#) (the National Code) prescribes the requirements education providers must follow when assessing student requests for transfer between registered education providers (hereafter called 'registered providers').

3.2   In accordance with the [National Code](#), the Institute is restricted from enrolling transferring students who have not completed six months of their principal course (that is, the highest level course for which the student visa was granted), except in limited circumstances. These circumstances are set out in this document. No restrictions apply after the student has completed six months of their principal course.

3.3   The procedure below describes the processes for submitting, assessing, processing, and deciding on a student requests to transfer to the Institute from another registered provider, and the Institute student requests to transfer elsewhere.

4. PROCEDURE

4.1   Students are strongly encouraged to read this entire document before submitting a request for release to ensure all appropriate documentation is provided to assess the request.

4.2   Students must submit a request for release to another registered provider on the "Transfer Request Form" and provide all required documentation prior to the commencement date of the

study period in which they are enrolled. Requests submitted after commencement date will not be considered.

4.3   All students who have arrived in Australia but not yet enrolled and commenced their studies, and students who have already enrolled and commenced their studies, who submit a request for release will be asked to meet with their Student Services staff to discuss their reasons for requesting a transfer. Students must meet with staff when requested as this will help to identify any support services or alternative courses within the Institute that may be relevant to the student's academic progression.

4.4   Students who have not enrolled and commenced their studies and have not yet entered Australia will need to submit a request to defer their commencement to the Admin Manager. Refer to the student handbook for further information on Deferment, Suspension and Cancellation policy.

4.5   All student requests for release will be assessed in accordance with this policy and procedure, the *Education Services for Overseas Students Act 2000* (ESOS Act) and the National Code.

4.6   All circumstances, including personal, medical, and compassionate and compelling circumstances will be taken into consideration when assessing a request for release.

4.7   Student Services and/or Admin Staff will notify students of the outcome of their request within 10 working days after receiving a complete and fully documented request for release/transfer application (see section 4.8 below).

4.8   Documentation/information required includes:
   •   A completed the Institute Transfer Request Form
   •   a one-page statement of the reasons for their request (including how the transfer would be in the student's best interests) and giving the Institute permission to contact the proposed new registered provider to confirm that a valid offer has been made, or permission to contact the pathway provider to confirm the request for release has been assessed by them, and indicating their support for release (including details of academic progression, attendance and whether support services have been accessed where required)
   •   recent and appropriate documentary evidence to support and substantiate claims of medical circumstances (that is, a medical certificate or letter that includes the medical practitioner's name and contact details on official certificate or letterhead, including the date of the consultation), or appropriate documentary evidence to support and substantiate claims of compassionate and compelling circumstances
   •   a valid offer letter (demonstrating/confirming all entry criteria have been satisfied) from a new registered provider
   •   written evidence of support from the Institute academic staff/support services of the student's inability to cope academically and that support services have been accessed

4.9   If the request is approved, the student will be advised of the requirement to contact the [Department of Home Affairs](#) to seek advice on whether a new visa is required. The release approval will be recorded in the Provider Registration and International Students Management System (PRISMS).

4.10 Students who submit a request for release that do not meet eligibility requirements (including undocumented applications) will be advised why their application cannot be accepted.

4.11 If the request is denied, the student will be advised in writing the information/circumstances taken into account, the reasons for the decision in writing, and their right to appeal the decision in accordance with the Student Grievances, Complaints and Appeals Policy and Procedures

4.12 A request for release will be assessed by Admin Staff

4.13 All requests for release to another provider, and copies of all responses, must be kept in the student's file in the Institute's record keeping systems.

4.14 Students are not permitted to transfer to a level of study that is lower than the highest level registered course/s for which the student visa was granted. For details, refer to the [Department of Home Affairs](#).

4.15 If the request is denied or the student subsequently submits an appeal that is unsuccessful, and the student does not intend to continue studies at The Institute, their enrolment and Confirmation of Enrolment (CoE) will be cancelled. These details will be reported via PRISMS to the [Department of Home Affairs](#). Students must seek the [Department of Home Affair's](#) advice and be aware of the potential impact on their student visa. To avoid visa cancellation, students may return to their home country and request voluntary cancellation of their current student visa.

Students transferring to The Institute from another registered provider

4.16 The Institute may enrol a student transferring from their principal course of study from another registered provider if:

   •   the original registered provider has ceased to be registered or the course in which the student is enrolled has ceased to be registered

   •   the original registered provider has recorded their release decision in PRISMS

   •   the original registered provider has had a sanction imposed on its registration by the Australian
Government or state or territory government preventing the student from continuing their principal course, or

   •   any government sponsor of the student considers the change to be in the student's best interest and has provided written support for that change (in this case, a provider letter of release is not required).

4.17 Documentary evidence supporting a student's request for transfer to the Institute must be kept on the student's file. Information to be recorded includes confirmation that the release decision

has been recorded in PRISMS.

The Institute students transferring to another registered provider

4.18   Subject to the timelines stated in the Individual Study Plan and Refund Policy students may request a release (transfer) to another registered provider within their first six months of study **only** if the following apply:

- Any of the circumstances stated in section 4.16 above apply to the Institute. In these circumstances a release letter is not required, or

- The Institute determines that the transfer is in the overseas student's best interests if any of the following circumstances apply:

  o the student requests transfer to study a course of an academic level considered higher than the level of their principal course, in a discipline area not available in the Institute

  o the student will be reported because they are unable to achieve satisfactory course progress at the level (principal course) they are studying, even after engaging with the Institute's intervention strategies and made a genuine effort with their studies at the Institute

  o evidence of and documented compassionate or compelling circumstances beyond the student's control, e.g. personal or educational problems that cannot be addressed by the Institute support services

  o evidence that the student's reasonable expectations about their course have not been met, the student was misled by their agent/migration agent, and the course is therefore unsuitable to the student's needs and objectives

  o an appeal (internal or external) on another matter results in a decision or recommendation to release the overseas student

  o The student has no outstanding debt and has paid all fees/penalties owing to the Institute (applicable to all students).

4.19   Government sponsored students will be released to another registered provider where the sponsor considers the change to be in the student's best interest and has provided written support for that change.

Cancelling enrolment and requesting refunds

4.20   The Institute will cancel the enrolment of student whose request for release (transfer) to another provider is approved, and will record the decision in PRISMS.

4.21   Students with credit in their student fees account will be required to apply for a refund of fees in accordance with the Refund Policy

4.22   Students who withdraw from studies without requesting a release or before receiving a release decision they may be subject to visa cancellation by the Department of Home Affairs.

Refusing student requests to transfer to another registered provider

4.23   The following circumstances are considered to have a detrimental impact on the student's

educational outcomes for which their student visa was granted and may result in a request for release being denied:

- the student has not completed the first six months of their studies in their principal course and is requesting a transfer to a lower level qualification or different discipline area offered by the Institute, for reasons other than documented academic ability

- the student has already received a Notice of Intent to Report or has been reported to the [Department of Home Affairs](#) for unsatisfactory attendance or academic progress

- the student has outstanding tuition fees, other debts or fines

- no written confirmation from another registered provider has been provided that a valid unconditional enrolment offer has been made (unless release has been granted by a pathway/packaged provider of The Institute indicating that the student is unable to satisfy the Institute admission requirements)

- the student requests a release (transfer) to study a course at another registered provider of an academic level and in a discipline area available in the Institute

- the student is able to apply for a transfer to other courses offered by The Institute, but will not be granted a release to enrol with another provider on the basis of change of mind

- the student has only recently started studying and has completed less than four weeks of their principal course and has not accessed the full range of academic and support services available at The Institute

- the transfer would jeopardise the student's progression through a package of courses, for example, but not limited to, where it is clear the student cannot meet the conditions attached to the offer of enrolment made by a new provider

- the student has changed their mind about the course, including students enrolled in a pathway course and have not provided evidence to demonstrate that their course expectations have not been met

- a student of the Institute is seeking transfer to an English Language Centre which is not affiliated with the Institute

- Accommodation difficulties – distance, transport and/or living arrangement, the student wants to live somewhere else (unless documented evidence of compassionate or compelling circumstances is provided that demonstrates the student must move away from their current location).

- If the request is considered detrimental to the student's well-being

- the transfer would result in a breach of the student's mandatory or discretionary student visa conditions

- the student wants to transfer to a provider with lower tuition fees, or

- the student has provided fraudulent supporting documentation to support the claims/reasons for release.

Refunds

4.25   All student requests for refunds are decided in accordance with the Refund Policy

Right to appeal

Internal appeal

4.26 Students who can demonstrate that this policy and procedure has not been followed regarding decisions affecting the student may lodge an appeal. Students may lodge an appeal by completing Student Appeal Form to The Institute PEO within 20 working days of receipt of the outcome letter.

4.27 Students must submit sufficient details and/or relevant documentation to support their appeal, which specifically indicates a breach of this policy and procedure. The Institute PEO will notify the student of the appeal outcome within 10 working days after receiving a complete documented request for appeal.

4.28 Appeal requests submitted via email or that do not relate to the adherence of this policy and procedure will not be considered.

4.29 During the internal appeal process, the student's enrolment will be maintained unless the student notifies The Institute of cancellation of studies or fails to re-enrol. Students must attend all classes and continue with their course of study during the appeal process.

4.30 If the appeal to the Institute PEO is successful, the student will be advised in writing. The release approval will be recorded in PRISMS within five working days.

External appeal

4.31 If the internal appeal to the PEO is unsuccessful, students will be advised in writing of the outcome and reasons for the decision. Students may follow a further avenue of appeal through the Overseas Students Ombudsman. The internal appeal process must be completed before lodging an external appeal.

4.32 If students are enrolled, their enrolment will be maintained until the external appeal process is completed. Students are required to maintain class attendance and academic progression until the outcome has been finalised by the Overseas Students Ombudsman. Students intending to lodge an external appeal must do so within 20 working days of the outcome of the internal appeal by notifying the Institute PEO in writing. Proof of lodgement of the external appeal must be submitted within five working days to the Institute PEO.

4.33 If the external appeal is successful, the Institute PEO must be notified immediately. The decision of the Overseas Students Ombudsman will be entered into PRISMS within five working days of the official notification of a successful external appeal.

4.34 In all cases, the decision of the Overseas Students Ombudsman is final and no further appeals can be made.

5. RESPONSIBILITIES

Compliance, monitoring and review

5.1 The Institute Management is the process owner for all student transfers between registered providers.

5.2   The PEO is/are responsible for implementing this policy and procedure in The Institute.

5.3   Admin Staff is responsible for assessing all requests for release (transfer) to another provider in accordance with this policy and procedure, and the National Code.

5.4   The PEO is/are responsible for ensuring these procedures are followed and assessing internal appeals in accordance with the Student Grievances, Complaints and Appeals Policy and Procedures .

5.5   This policy and procedure is regularly reviewed to ensure its alignment with the ESOS Act and the National Code, and continues to be effective and relevant.
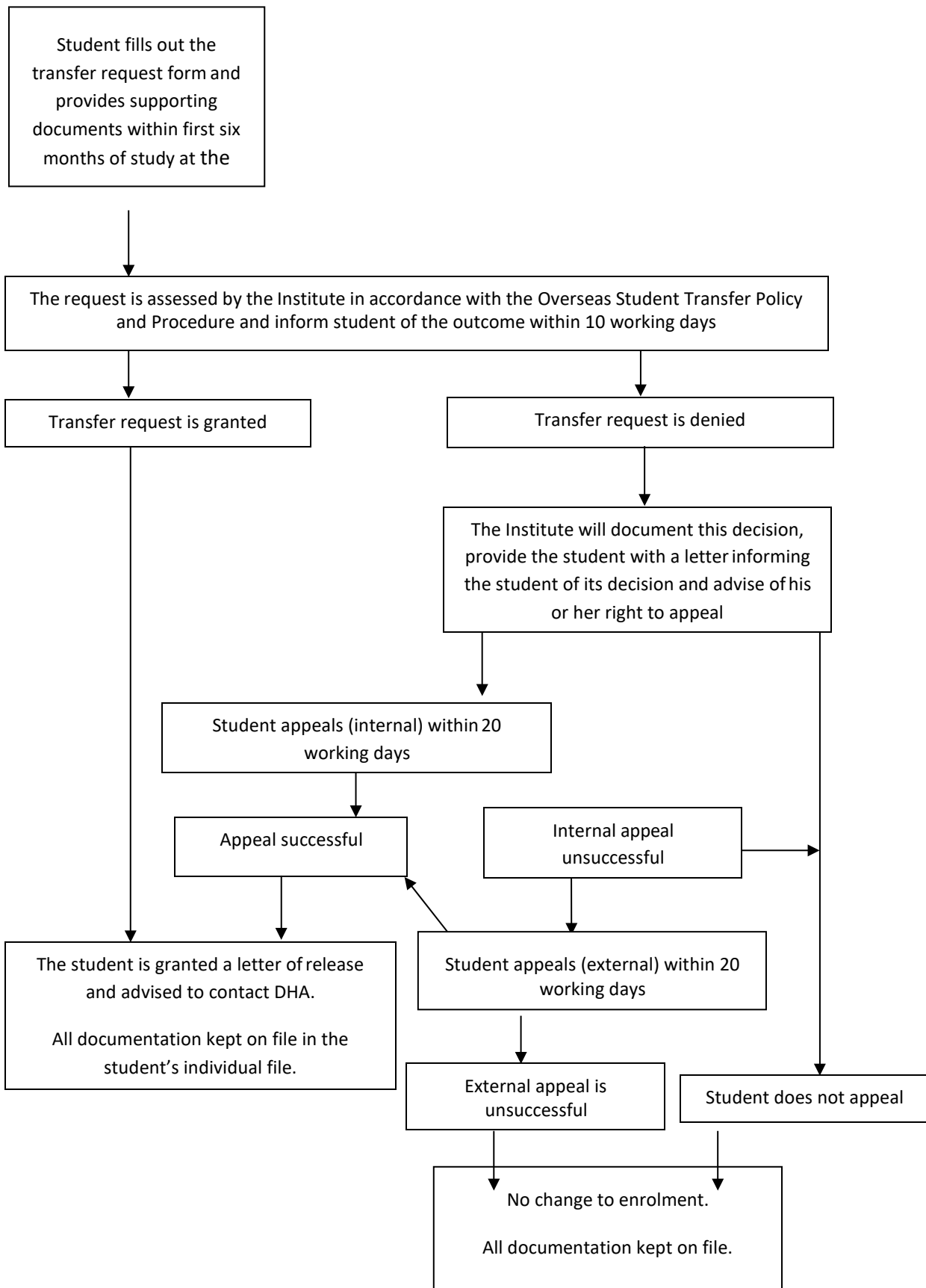
Reporting

5.6   Admin Manager is responsible for ensuring all reporting is completed in PRISMS as required.

Records management

5.7   All records relevant to these procedures must be maintained in The Institute's recognised record keeping systems.

5.8   All requests for transfer, including documentation, assessment details, decisions and letters must be retained for at least two years after the student ceases to be an accepted student.

See below for the application process flowchart

Student Transfer Request Flowchart

Student fills out the transfer request form and provides supporting documents within first six months of study at the

↓

The request is assessed by the Institute in accordance with the Overseas Student Transfer Policy and Procedure and inform student of the outcome within 10 working days

↓ (left branch)   ↓ (right branch)

Transfer request is granted   Transfer request is denied

                                     ↓

                                     The Institute will document this decision, provide the student with a letter informing the student of its decision and advise of his or her right to appeal

                                     ↓

                                     Student appeals (internal) within 20 working days

Appeal successful   Internal appeal unsuccessful

The student is granted a letter of release and advised to contact DHA.

All documentation kept on file in the student's individual file.

Student appeals (external) within 20 working days

External appeal is unsuccessful   Student does not appeal

No change to enrolment.

All documentation kept on file.

the Institute support students to adjust to study and life in Australia, to achieve their learning goals and to achieve satisfactory progress towards their learning goals and to achieve satisfactory progress towards meeting the learning outcomes of the course.

The Institute assist students to adjust to study and life in Australia, including through the provision of an age and culturally appropriate orientation program that includes information about:

Student support services available to students in the transition to life and study in a new environment:

- Legal services

- Emergency and health services

- Facilities and resources

- Complaints and appeals processes

- Any student visa condition relating to course progress and/or attendance as appropriate

The Institute provides the opportunity for students to participate in services or provides services designed to assist students in meeting course requirements and maintaining their attendance.

The Institute provides the opportunity for students to access welfare related support services to assist with issues that may arise during their study, including course progress and attendance requirements and accommodation issues. These services are provided at no additional cost to the student. If the Institute refers a student to external support services, the Institute will not charge for a referral. Students are advised that external agencies may charge fees for their services, payable by the student.

The Institute has a documented Critical Incident Policy together with procedures that covers the action to be taken in the event of a critical incident, required follow up to the incident and records of the incident and action taken.

The Institute has designated a member of staff or members of staff to be the official point of contact for students. The Receptionist/Student Welfare Officer, will have access to up to date details of the Institute support services. **The Receptionist/ Student Welfare Officer is the initial and official point of contact for all students**. Therefore, if you need assistance, please see the receptionist in the first instance.

The Institute has sufficient staff personnel to meet the needs of the students enrolled in the Institute.

The Institute ensures that the staff members who interact directly with students are aware of the obligations of the Institute under the ESOS framework and the potential implications for students arising from the exercise of these obligations. This information is communicated to staff through inclusion in Staff meetings, and through inclusion of the policies in this policies and procedures manual.

List of External Counselling Services and Assistance

Problem	Website	Phone no.
Alcoholism	www.aa.org.au	938 777 88
Anxiety (including phobias & Obsessive-Compulsive Disorder)	www.ada.mentalhealth.asn.au	9879 5351
Anxiety	www.serenitynsw.com.au/	9740 9539
Asthma	www.asthmansw.org.au/	1800 645 130
Consumer credit and debt	www.cclcnsw.org.au/	1800 808 488
Crime stoppers (report crime anonymously)		1800 333 000
Crisis counselling (Wesley Mission)	www.lifelinesydney.org/	9951 5522 13 11 14
Depression	www.depressiondoctor.com/	

Depression (National Initiative)	http://www.beyondblue.org.au/	1300 22 4636
Disabilities	www.ideas.org.au/	1800 029 904
Domestic violence		8745 6999
Domestic violence		1800 656 463
Drug addiction: Narcotics Anonymous	www.na.org.au	1300 652 820
Drug addiction (Christian help)	www.naranon.com.au/	9418 8728
Drugs and mental health	www.thewaysidechapel.com/	9358 6577
Families & friends with mental illness	www.arafmi.org/	9805 1883
Eating disorders	www.edf.org.au/	9412 4499
Eczema	www.eczema.org.au/	1300 300 182
Emergency services (police, fire, ambulance)		000
Epilepsy	www.epilepsy.org.au/	9856 7090
Family planning information	www.fpahealth.org.au/	1300 658 886
Gambling Counselling (Wesley)	www.wesleymission.org.au	9951 5566
G-Line (gambling)		1800 633 635
Gay & lesbian counselling line	www.glccs.org.au/	8564 9596
Grief support		9489 6644
Grief support	www.solace.org.au/	9519 2820
Hepatitis C	www.hepatitisc.org.au/	9332 1599
HIV/AIDS	www.sesiahs.health.nsw.gov.au/	9332 9700
Telephone Interpreter Service		131 450
Legal information and advice	www.lawaccess.nsw.gov.au/	1300 888 529
Mental health advice	www.mentalhealth.asn.au/	9816 5688
Overseas Student Ombudsman	http://www.ombudsman.gov.au/about/overseas-student-ombudsman-landing-page	1300362 072
Poison Information Centre		131 126
Police Assistance Line (non-emergency)		131 444
Pregnancy counseling	www.pregnancysupport.com.au/	1300 737 732
Rape Crisis Centre	www.nswrapecrisis.com.au/	1800 424 017
Relationship counselling	www.interrelate.org.au/	9745 5544
Schizophrenia	www.sfnsw.org.au/	9879 2600
Serious illness (sufferers & families)	www.can-survive.org/	1300 364 673
Smoking – Quitline		13 18 48
Suicide Prevention	www.suicideprevention.com.au/	1300 360 980
Victims of crime support		9374 3000
Women's refuge referral service		9560 1605

Change of Ownership or Management

The PEO of the Institute is responsible for ensuring compliance with the National Code.

the Institute shall at all times be proactive in reporting to the registering body the following:

- Any extension to scope of registration;
- Details, at the request of registering body, of all operations within its scope of registration, including operations in other States or Territories and outside Australia;
- Commencement of operations in any other State or Territory (within 21 days of commencement);
- Accurate and timely information regarding registration and compliance (including major changes to the Institute system or staffing profile, relocation of the Institute, financial difficulties and transfer of client records);
- Notification in changes in student capacity;
- Notification to the registering authority and all students of changes in location (at least 20 days' notice must be given);
- Changes in contact details for the Institute;
- Changes in course fees, duration and hours;
- Changes in key personnel;
- Any prospective changes to the ownership of the Institute as soon as practicable prior to the change taking effect;
- Any prospective or actual change to the high managerial agents (as defined in Section 5 of the ESOS Act) of the Institute as soon as practicable prior to the change taking effect or within 10 working days of the change taking effect where the change cannot be determined until it takes effect;
- Information on a new owner or high managerial agent for the purpose of making an assessment under Section 9(6) of the ESOS Act (the 'fit and proper' test).

Provision of Information to the VET Regulator

The Institute agrees to provide accurate and current information on its performance and governance consistent with the Data Provision Requirements as updated from time to time.

The Institute will cooperate with the VET regulator by

a) Providing accurate and truthful responses to information requests from the VET Regulator relevant to the RTO's registration
b) The conduct of audits and the monitoring of its operations
c) By providing quality/performance indicator data
d) By providing information about substantial changes to its operations or any event that would significantly affect the RTO's ability to comply with the standards within 90 calendar days of the change occurring
e) By providing information about significant changes to its ownership within 90 calendar days of the change occurring and
f) In the retention, archiving, retrieval and transfer of records

The Institute ensures that any third party delivering services on its behalf is required under written agreement to cooperate with the VET Regulator by:

a) Providing accurate and factual responses to information requests from the VET Regulator relevant to the delivery of services, and
b) In the conduct of audits and the monitoring of its operations.

Hence the Institute will notify ASQA within 90 days of changes to the following:

a) Executive officer or high managerial agent

b) Financial administration status e.g. liquidators being appointed
c) Legal name of type of legal entity
d) Ownership, directorship or control
e) Anything that may impact on the fit and proper person status of an influential representative of the RTO
f) Any fundamental funding/revenue source (e.g. government funding contract allocation)
g) The RTO's business strategy driven by a change to government policy
h) Delivery to apprentices or trainees employed under a training contract
i) Any other significant event

In the event that the Institute enters into any third party arrangement, it will ensure that the third party complies with the requirements of the VET regulator.

The Institute will notify the Regulator:

a) Of any written agreement entered into under Clause 2.3 for the delivery of services on its behalf within 30 calendar days of that agreement being entered into or prior to the obligations under the agreement taking effect, whichever occurs first, and
b) Within 30 calendar days of the agreement coming to an end.

The Institute also agrees to provide an annual declaration on compliance with these Standards to the VET Regulator and in particular whether it:

a) Currently meets the requirements of the Standards across all its scope of registration and has met the requirements of the Standards or all AQF certification documentation it has issued in the previous 12 months, and
b) Has training and assessment strategies and practices in place that ensure that all current and prospective learners will be trained and assessed in accordance with the requirements of the Standards

The Institute will ensure that it complies with Commonwealth, State and Territory legislation and regulatory requirements relevant to its operations and also ensures that its staff and clients are informed of any changes to legislative and regulatory requirements that affect the services being delivered.

Compassionate and Compelling Circumstances

In order for a student to establish compassionate and compelling circumstances they must provide proof of these circumstances. The evidence will be reviewed and a decision made at the discretion of the Institute

Definition
Compassionate or compelling circumstances are generally those beyond the control of the student, when they have an impact on the student's course progress or wellbeing. These could include:

- Serious medical condition or injury
- Bereavement of close family members such as parents or grandparents.
- Major political upheaval or natural disaster in the home country requiring their immediate travel

- A traumatic experience which could include but is not limited to:
  - Involvement in or witnessing of an accident or
  - A crime committed against the student or
  - The student has been a witness to a crime and this has impacted on the student.

Guidelines for Compassionate and Compelling Circumstances
- Medical certificates provided as evidence must:

- o Be issued by a registered doctor
- o State that the student has a 'medical condition and is unfit for class'
- o State the length of time the student will be unfit for class
- o Include the doctor's contact details
- Death certificates provided as evidence must be certified and translated into English.
- Evidence of a major political upheaval or natural disaster must be within reasonable proximity to the students' family and will be investigated by the Institute.
- Evidence of a traumatic experience must include a police report or psychologists' report/letter or a report/letter issued by a suitably qualified professional.
- The psychologist report/letter must:
  - o Be issued by a registered psychologist
  - o Include the psychologist's contact details

Information on Vocational Education & Training

What is VET?

VET stands for vocational education and training – that is, study and/or practical training that develop the skills and knowledge that people need for employment.

What is the VET sector?

The VET sector is the part of the education system that provides courses and training programs related to employment. The other components of the education system are the Institutes sector, the higher education sector and the adult and community education sector. There are connections between the qualifications in the different sectors, and it is possible for a person to have what they learned in one sector recognised in another sector.

The VET sector includes the TAFE (technical and further education) system and private Institutes and institutions, and can also include businesses that provide on-the-job training for their employees. As well as the VET providers, it includes organisations such as those whose role is to ensure that the needs of industry and government are addressed, design courses or training programs, conduct assessments, or manage apprenticeships and traineeships.

Under Mutual Recognition when a VET provider is registered and the qualifications it offers are based on Training Packages or accredited courses, the qualifications will be recognised anywhere in Australia by other RTO's.

Australian Qualifications Framework

The national standards for the registration and audit of training organisations are called the Australian Qualifications Framework (AQF). The AQF strengthens the quality of the vocational education and training system across Australia.

The AQF2013 is made up of three components:

1. **Essential Standards for Registration** – Training organisations must meet these standards in order to deliver and assess nationally recognised training and issue nationally recognised qualifications. They, a requirement for registered training organisations to gather information on their performance against the twenty five standards contained in the NVR Act 2011/ Standards for Registered Training Organisations (RTOs) 2015.
2. **Standards for State and Territory Registering Bodies** – State and territory registering bodies are responsible for registering training organisations and for quality assuring the training and assessment services they provide, in accordance with the AQF2013 and relevant legislation within each jurisdiction. The standards and supporting guidelines provide a national operating framework.
3. **Excellence Criteria** – These are criteria that registered training organisations may use voluntarily to continue improving the quality of their training and assessment and to gain recognition of their performance.

The key features of the AQF 2013 are:

1. **Outcomes-focused.** AQF 2013 focuses on the quality of services and outcomes being achieved for clients rather than the inputs used to get there. This means that registered training organisations have more flexibility in demonstrating how their individual approaches provide quality training outcomes for their clients.

2. **Nationally consistent.** Individuals expect that they can use the skills from nationally endorsed qualifications across Australia and employers expect that the staff they hire have the same skills no matter where they were trained. State and territory registering bodies have worked together to develop and publish national guidelines to ensure consistent interpretation and implementation of AQF2013.

3. **Streamlined.** The standards for registered training organisations have been simplified and streamlined to focus on outcomes. AQF2013 places the focus of quality assurance squarely on training and assessment, client services and management systems.

4. **Transparent.** National guidelines and handbooks to be used by registering bodies in all states and territories are readily accessible on the national training website at www.training.com.au/AQF2013

The AQF:

The Australian Qualifications Framework (AQF) covers all qualifications in post-compulsory education and training. It was developed to meet the need for an overall system of qualifications to support reforms in vocational education and training. The AQF was introduced throughout Australia in January 1995.

- Rationalises institute qualifications, industry qualifications, vocational and academic qualifications into a single system of twelve qualifications
- supports flexible education and training pathways between Institutes, TAFE institutions, private training institutions and universities, training in the workplace and lifelong experience
- recognises that the Institutes sector, the vocational education and training sector and the higher education sector each have different industry and institutional linkages

There are fourteen qualifications in the AQF:

Senior Secondary Certificate of Education -

Certificate I*	Associate Degree
Certificate II*	Bachelor Degree
Certificate III*	Graduate Certificate
Certificate IV*	Graduate Diploma
Diploma*	Master Degree
Advanced Diploma*	Doctoral Degree
Vocational Graduate Certificate*	
Vocational Graduate Diploma*	

The qualifications marked * are most commonly issued in the vocational education and training sector.

Registered Training Organisation

Is a Training Organisation (including TAFE institutes), which is registered by the National VET Regulator or a State or Territory recognition authority to issue Australian Qualifications Framework qualifications and statements of attainment

Only Registered Training Organisations (RTO's):

- Can issue qualifications and statements of attainment that are recognised nationally
- Can use the state recognition authority logo and NRT logos
- Are listed on the national register for training in Australia (training.gov.au)
- Can be approved to provide courses to overseas students studying in Australia and listed on the commonwealth register of institutions and courses for overseas students (CRICOS)
- Are eligible to tender for public funding for vocational education and training.

An organisation that is not registered may offer training or assessment services in non-accredited courses, but it cannot issue nationally recognised qualifications. However, it could form a partnership with an RTO, which could issue the qualifications on its behalf.

Scope of Registration

'Scope of registration' refers to the products and services that a training organisation is registered to provide. RTO's provide:

- Either training and assessment products and services or assessment products and services only
- Products and services up to a specified qualification level that are based on training packages and/or accredited vocational education and training courses where there are no relevant training packages

Compliance Audits

ASQA will audit a training organisation when it applies to ASQA to:

- become registered as a training organisation
- renew its registration
- vary its scope of registration by adding qualifications and/or courses

ASQA will audit RTO's if it receives a complaint against them. ASQA will not process any application from a training organisation for registration or for variation to scope of registration if there are any complaints outstanding against that organisation.

ASQA may also initiate an audit at any time during an organisation's period of registration to monitor ongoing compliance with the Standards for Registered Training Organisations (RTOs) 2015 and the ESOS Legislative Framework, if applicable. The purpose of a compliance audit is to confirm an organisation's claim that it has processes in operation that meets the standards. An organisation will be given reasonable opportunity to demonstrate compliance with the standards.

There are two types of audits used to evaluate compliance with the AQF2013 Standards: desk audits and site audits. ASQA conducts a desk audit in order to evaluate the organisation's application and the documents requested. A site audit is conducted to evaluate the organisation's processes in operation on its premises, and to confirm the details given to ASQA in the documents supporting an organisation's application. The scheduling of a site audit is at the discretion of ASQA.

Depending on the circumstances, there are two outcomes from a compliance audit:
- A recommendation made to ASQA, and/or
- Improvement requests made of the organisation

The compliance audit may be a full audit against all the applicable Standards and legislative frameworks or may focus on particular standards or risk/concern areas. The audit may include all or a sample of the qualifications and/or courses applied for and the sites where these will be delivered. ASQA will determine the scope of the compliance audit.

The training organisation will need to provide sufficient evidence to enable the auditors to form a view that the requirements of the Standards have been met. The auditors exercise their professional judgment when considering the relevance and significance of the evidence provided by your organisation against the standards.

At the end of the audit process the auditors will discuss their findings and give the organisation a copy of the written audit report. If the standards have been met, the report will contain a recommendation to ASQA.

Training Packages
The introduction of Training Packages is a key feature of the National Training Framework. Registered Training Organisations (RTO's) are expected to bring their existing courses into line with Training Packages, and new courses may only be accredited if they do not duplicate Training Package qualifications.

A Training Package encompasses Competency Standards which represent the full range of skills and knowledge required by an employee in the industry covered by the Training Package. Each Competency Standard is divided into discrete components called Competency Units.

Competency standards, as defined by industry, are packaged into combinations to form various qualifications aligned to the Australian Qualifications Framework (AQF). A Training Package also incorporates assessment guidelines designed to ensure that judgments' about an individual's performance against the competency standards are valid, reliable and fair.

Competency standards, qualifications and assessment guidelines are the endorsed components of a Training Package. In addition, support materials may be provided to assist with the delivery of training and assessment. Learning strategies provide information on how training programs may be organised in workplaces and training institutions.

Assessment resources are evidence gathering tools and other information provided to assist RTO's and workplaces to develop consistent and effective approaches to conducting assessments in a wide range of contexts. Professional development materials provide the trainer with resources to support them in the implementation of the training package and the delivery of training.

The support materials may be developed by individual RTO's to suit their own customers. Alternatively, nationally recognised training materials (e.g. Learner's Guides, Assessor's Guides) are available from Industry Skills Councils.

Competency Based Training and Assessment
Competency based Training and Assessment involves strategies designed to maximise the potential for a student to demonstrate that they can perform all workplace related tasks as outlined in the units of competency. Consequently the delivery and assessment strategies used should also maximise student ability to perform these tasks.

Delivery
Delivery should be designed to assist students with:
- Performing work related tasks
- Managing a number of different tasks within a job (task management)
- Responding to irregularities and breakdowns in routine (contingency management)
- Dealing with the responsibilities and expectations of the work environment (job/role environment skills) including interacting with others

Delivery in a competency based environment should be varied and flexible and adopt various student focused strategies which optimise student involvement e.g. demonstrations, presentations, calculations, group work, research, field work, guest lecturers etc

Assessment
The main aim of assessment in a competency environment is to allow the student to demonstrate their ability to perform tasks that are related to realistic work practices. Assessment tasks should be varied and flexible and adopt strategies designed to maximise student performance e.g. demonstrations, presentations, calculations, group work, researched assignments, case studies, applied questions.

For further specific information on assessment in relation to the individual training package refer to the assessment guidelines document from that package.

Unique Student Identifier (USI)

From 1 January 2015 if you are undertaking nationally recognised training delivered by a registered training organisation you will need to have a Unique Student Identifier (USI). This includes studying at TAFE or with a private training organisation, completing an apprenticeship or skill set, certificate or diploma course.

Each student will need a USI to obtain their certificate or qualification from their registered training organisation when studying nationally recognised training in Australia.

A Unique Student Identifier (USI) is a reference number made up of numbers and letters that give students access to their USI account:

- A USI will allow an individual's USI account to be linked to the National Vocational Education and Training (VET) Data Collection allowing an individual to see all of their training results from all providers including all completed training units and qualifications.
- The USI will make it easier for students to find and collate their VET achievements into a single authenticated transcript. It will also ensure that students' VET records are not lost.
- The USI will be is available online and at no cost to the student.
- This USI will stay with the student for life and be recorded with any nationally recognised VET course that is completed from when the USI comes into effect on 1 January 2015.

The USI initiative will:

- Seamlessly link information about a student's VET achievements, regardless of where they studied
- Enable students to easily access secure digital transcripts of their achievements
- Give students access to, and more control over, their educational information

As part of this initiative – it is required that students create their USI at the earliest possible.

If you are unable to create a USI and would like the Institute to do it on your behalf – you will need to come to the Admin Office at Times Academy and sign a 'Consent Form'. After which the Institute will be able to create it for you.

For more information visit www.usi.gov.au or ask at Reception. You can either apply yourself for your USI or ask at Reception and we can do it on your behalf or assist.

the Institute verifies with the Administration Manager, a Student Identifier provided to it by an individual before using that Identifier for any purposes. the Institute will ensure that it will not issue any AQF certification documentation to an individual without being in receipt of a verified Student Identifier for that individual, unless an exemption applies under the Student Identifiers Act 2014.

The Institute will ensue that where an exemption applies, it will inform the student prior to either the completion of their enrolment or commencement of training and assessment, whichever occurs first, that the results of the training will not be accessible through the Commonwealth and will not appear on any authenticated VET transcript prepared by the Institute. the Institute also ensures the security of the Student Identifiers and all related documentation under its control, including information stored in its student management system.

Industry Engagement

The Standards for Registered training Organisations (RTOs) 2015 states that:

RTOs must be able to demonstrate that all strategies for training and assessment have been developed in response to information obtained through engaging with industry stakeholders. This information could include the qualification, course or skill set that best meets the skill and knowledge needs of industry. It may also include the most relevant electives for the training (in accordance with any packaging rules for the training product). The mode of study and the training and assessment methods to be used must also reflect the needs of industry.

You must be able to demonstrate that industry representatives have had input into:
    the skills and knowledge you require trainers and assessors to hold, and

    The resources your RTO uses for training and assessment.

RTOs must consider specific industry needs when developing and implementing strategies. For example, some industries or occupations may require a reasonable level of English, such as security officers, allied health professionals, childcare educators or other job roles where it is important that graduates are able to communicate effectively in Australian workplaces. In such cases, it may not be appropriate to deliver a qualification entirely in a language other than English and may be appropriate to specify a minimum written and/or oral English level as an entry requirement.

While RTOs can choose their preferred approach or method for engaging industry stakeholders, the information obtained must be systematically used to develop and review training and assessment strategies and practices.

You must retain evidence that you have:
- consulted relevant industry stakeholders

- Incorporated stakeholder feedback into the development and ongoing review of strategies.

Taking shortcuts — like developing a generic strategy from a template and asking an employer to 'sign off' — will not be effective, and does not demonstrate that the strategy was informed by industry. Documenting and retaining evidence of industry engagement activities and their outcomes will help you to demonstrate compliance with the clauses of the Standard.
As industry engagement is an ongoing activity, retaining evidence of recent engagement (as well as historic activity) will demonstrate that your RTO has consistently carried out industry engagement activities.

It further states that:

If your organisation is seeking registration as an RTO, you must provide evidence that you have sought and incorporated input into your training and assessment strategies from relevant industry stakeholders.
You must also provide evidence that you have developed strategies for ongoing engagement with relevant industry stakeholders

Hence Learners, employers and industry must have confidence in the integrity, currency and value of certification documents.

Trainers and Assessors

The Institute's training and assessment is delivered only by persons who have:

- vocational competencies at least to the level being delivered and assessed;
- current industry skills directly relevant to the training and assessment being provided; and
- current knowledge and skills in vocational training and learning that informs their training and assessment

They must have the knowledge, skills and experience required to ensure that their training and assessment is based on current industry practices and meets the needs of industry. Current industry skill may include, but are not limited to:

- Having knowledge of latest techniques and processes
- Possessing a high level of product knowledge
- Understanding and knowledge of legislation relevant to the industry and to employment workplaces
- Being customer/client orientated
- Possessing formal industry and training qualifications
- Training content that reflects current industry practice

Industry Advisory Committee

For the purposes of RTOs 2015 clauses 1.5 – 1.6, Industry engagement may include, but is not limited to strategies such as:
- Partnering with local employers, regional/national businesses, relevant industry bodies and/or enterprise RTOs
- Involving employer nominees in industry advisory committees and or /reference groups
- Embedding staff within enterprises
- Networking in an on-going way with industry networks, peak bodies and/or employers
- Developing networks of relevant employers and industry representatives to participate in assessment validation
- Exchanging knowledge, staff and/or resources with employers, networks and industry bodies
- Assessment tool validation

Definition of Industry
- Industry means the bodies that have a stake in the services provided by the RTO. These include but are not limited to:
- Enterprise/industry clients e.g. Employers
- Group training organisations
- Industry organisations
- Industry regulators
- Industry skills councils
- Industry training advisory bodies
- Unions

Records for Industry Engagement and Strategies
- Create an Industry Advisory Committee
- Create an Industry engagement log
- Record staff members involved
- Record industry contact details
- Record details of any outcomes of meetings

Strategy/Procedures
- Create Annual Industry Engagement plan
- Create contact list with all contact details
- Create a sample log for reference
- Create an industry engagement form
- Nominate internal staff to participate

ESOS Framework

The Education Services for Overseas Students (ESOS) legislative framework is designed to ensure that Australia's reputation for delivering quality education services is maintained and that the interests of overseas students are protected.

The Institute requires ensuring that staff members who interact directly with students are aware of the Institute's obligations under the Education Services for Overseas Students (ESOS) framework and the potential implications for students arising from the exercise of these obligations.

The ESOS framework: the Institute Staff Obligations and Implications for International Students
The ESOS legislative framework is designed to ensure that Australia's reputation for delivering quality education services is maintained and that the interests of overseas students are protected. It sets minimum standards and provides tuition and financial assurance.

Together with Australian immigration law, the ESOS framework also imposes visa related reporting requirements on both students and educational institutions. The Department of Education and Training (DET) has produced an Easy Guide to ESOS

https://internationaleducation.gov.au/regulatory-information/pages/regulatoryinformation.aspx

What is an International Student?
If a student is not an Australian citizen or permanent resident or a New Zealand citizen, then they are an International Student.

Does the ESOS framework apply to all International Students?
The ESOS framework only applies to those International Students who have Student Visas. The ESOS Act refers to these students as Overseas Students.

Can International Students study part-time?
If the student has a Student Visa, they must complete their course within the standard full-time completion period, unless certain circumstances apply (see Student Visa conditions). They can choose to study part-time in a particular semester, as long as they are allowed by the PEO to overload later, or can catch up by studying Summer School units, if available.

Student visa conditions
If Student Visa holders do not uphold their visa conditions, their visa may be cancelled and they may have to leave Australia. A full list of conditions is available from the Department of Home Affairs website with the most important listed below:

- The Student Visa holder must remain enrolled in a course registered on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS).
- The Student Visa holder must make satisfactory course progress according to the Institute's Policy.
- The Student Visa holder must advise the Institute of their Australian address within seven days of arriving in Australia, and within seven days of any change of address.
- The Student Visa holder must maintain enough money to pay for travel, tuition and living expenses for themself, their spouse and their dependent children for the duration of their stay in Australia.
- Any family members of school age (between 5 and 18 years) living in Australia must attend school in Australia.
- The Student Visa holder must maintain health insurance for themselves and their family members while in Australia.

Pre-enrolment information

The National Code requires the Institute to give students detailed information about their course and about studying at the Institute before the student accepts the offer of a place in a course.

Satisfactory course progress

The National Code requires the Institute to have an Intervention Strategy to identify and assist students at risk of not meeting their course progress requirements.

Completion within the expected duration of study

The National Code requires the Institute to ensure that, at all times, Student Visa holders are in a position to complete their studies within the duration specified in their eCoE, unless certain circumstances apply. If a Student Visa holder chooses to study at less than a 100 per cent load in a particular teaching period, they will have to make sure that they can still complete your course in time.

If a Student Visa holder completes their course early, the Institute must report this to the Department of Home Affairs (DHA), and the duration of the student's visa will most likely be reduced.

Change of course

If an International Student changes course they should contact the Administration Manager, because it is possible that they will have to pay a different fee. Students who change course will be asked to sign a new Acceptance of Offer and will be issued a new eCoE.

If a Student Visa holder intends to transfer to another Institute within the first six months of their final course at the Institute, their request will be assessed in relation to the transfer between provider policies.

Complaints and appeals

International Students have access to the Institute's Complaints and Appeals Policy

Deferring, suspending or cancelling study

Any deferment, suspension or cancellation of a Student Visa holder's enrolment may have an effect on their visa, and it is important that they contact DHA for advice before taking any action.

Course credit

If a Student Visa holder is granted course credit, and these results in a shortening of their course, the Institute will report their new expected course duration to DHA, who may then reduce their visa duration.

Definitions
- ESOS Framework: the Education Services for Overseas Students (ESOS) Acts and regulations set out the legal framework governing delivery of education to Student Visa holders.
- National Code: the National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students. The National Code provides standards and procedures that institutions which provide education to Student Visa holders must adhere to.
- DET: the Department of Education and Training.
- DHA: the Department of Home Affairs
- CRICOS: institutions that offer courses to Student Visa holders, and the courses they offer, are listed on the Commonwealth Register of Institutions and Courses for Overseas Students.
- PRISMS: the Provider Registration and International Students Management System (PRISMS) is the web-based system that lists registered courses and is used to create eCoE or to report on changes in student enrolments.

- International Student: a student who is not a citizen or permanent resident of Australia, or a New Zealand citizen, and who must pay the international student fee for their course. International Students generally have Student Visas, but may have one of a range of other visas.
- Overseas Student: this term is used in the ESOS Framework to mean an International Student who has a Student Visa. The ESOS regulations only apply to these students.
- eCoE: the Electronic Confirmation of Enrolment or eCoE is a document that the Institute creates on PRISMS for a prospective Student Visa holder when the student has signed their Acceptance of Offer. The student uses the eCoE as proof of enrolment when applying for their Student Visa.
- Enrol: the words "enrolled" and "enrolment" are used in the ESOS Framework in the broad sense to mean that a student is undertaking a course.
- Suspend: in the ESOS Framework, "suspend" is used to mean any break in studies, for whatever reason, whether it is initiated by the student or the institution.

Transfer between providers

Definitions (source: *the National Code*):
- Principal course: Usually the final course of study a student will undertake. For example, if a student is studying ELICOS followed by a Bachelor degree, the Bachelor degree is the principal course.
- Six months: Calculated as six calendar months from the first day of the principal course.

Transferring from another provider to the Institute

The Institute may enrol students seeking to transfer from another provider within the first six months of their principal course if:
- The student is a government-sponsored student, and the student's sponsor supports a transfer
- The student's current education provider or course has ceased to be registered, or a sanction has been imposed that prevents the current provider from continuing to deliver the principal course
- The student has a letter of release from the current provider

Transferring from the Institute to another provider

Students can apply to transfer from the Institute to another provider at any time prior to completing the first six months of their principal course if:
- The student is a government-sponsored student, and the student's sponsor supports a transfer
- the Institute or the course in which the student enrolled has ceased to be registered, or a sanction has been imposed that prevents the Institute from continuing to deliver the principal course
- The student enrols in a course that is at the same or a higher level to that in which the student is currently enrolled, and the course is not available at the Institute
- Exceptional personal circumstances that the PEO considers to be appropriate
- The Institute will assess and consider all requests for in accordance with the National Code, which states that the education Provider should grant the student's request to transfer where the transfer will not be to the detriment of the student.

Note: Students on package courses will need a release letter from their principal provider.
A letter of release, if granted, must be issued at no cost to the student and must advise the student of the need to contact DHA to seek advice on whether a new student visa is required.

However, the Institute will **not** grant a release letter for a student seeking to transfer any time prior to completing the first six months of their principal course if:
- There is no Letter of Offer from another provider
- The student is enrolling in a course that is at a lower level than the one in which the student is currently enrolled
- All the support services have not been exhausted by the student
- The student is trying to avoid being reported to DHA

- The student has outstanding debts to the Institute

Student must be provided with a written response and the reason for refusal and advice on their right of appeal.

The Institute maintains records of all requests from students for a letter of release and the assessment of, and decision regarding, the request on the student's file.