

Policies and Procedures

Bush Tukka Pty Ltd.

T/A

**Adelaide Culinary Institute (Adelaide Culinary
Institute)**

Adelaide Construction Institute (ACI)

RTO 45797 CRICOS 03978F

0401741018

Info@culinaryadelaide.sa.edu.au

Contents

Complaints Handling	3
Appeals Handling	17
Refunds policy	29
Enrolment	31
Assessment	68
Behaviour Misconduct	81
Student Support and Wellbeing	92
Disability	121
Diversity and Inclusion	131
Student Record Retention and Management	139
Privacy Protection	156
Recognition of Prior Learning	166
Credit Transfer	175
Code of Conduct for Students	183
Principles of student behaviour at ACI	4
Deferral, transfer Cancellation and Withdrawal policy (DTCW)	14
Training Safety	19

Complaints Handling

Policy area	Complainant Support
Standards	Outcome Standards for RTOs, Standard 2.7.
Responsibility	CEO, Student Support Officer, Training Manager
Classification	Public

Purpose

The purpose of this policy and procedure is to ensure:

- Information about how to provide feedback and make complaints is publicly available and easily accessible
- Complainants are supported to provide feedback and make complaints
- Persons making a complaint are afforded procedural fairness
- We handle complaints within a reasonable timeframe for responding to and resolving complaints
- We provide options for further action through relevant third parties where complaints are not resolved
- Outcomes of complaints are documented and communicated
- Feedback and complaints are used to inform continuous improvement to prevent the reoccurrence

Definitions

Complainant means the person making a complaint, this may be a student, employer, trainer or any other person making a complaint. It is not limited to complaints made by students only.

Complaint generally means negative feedback about services or people which has not been resolved locally.

Policy statement

1.1 Approach to complaints

ACI is open to receiving feedback and complaints. We are committed to providing a fair and transparent complaint handling process. We do this by:

- ensuring there is no detriment to people who complain
- fostering a receptive, blame-free culture that is open to feedback and improvement
- providing a range of avenues through which people may make complaints – e.g. via email or verbally to trainers, the Student Support Officer or other relevant staff.
- Making information on our complaints handling process publicly available on our website and in our Student Handbook providing transparency regarding how complaints and feedback are handled, what complainants can expect and expected timeframes for resolution of complaints.

1.2 Ensuring procedural fairness

ACI implement the following mechanisms to ensure procedural fairness when handling complaints:

- The complaint is handled by an unbiased person
- Both the complainant and the subject of the complaint (where this is a person) are given an opportunity to be heard and to provide relevant information
- Similar complaints are treated in a consistent manner to ensure fairness and reliability in the resolution process
- A person making a complaint will be informed of any outcome or decision before the decision is implemented and will have the option to respond
- The privacy of complainants is protected, and the information included in a complaint is kept confidential.

Early Resolution of Complaints

In all cases, issues that arise during training and assessment that are the source of frustration or are in dispute should be resolved at the time they occur between the persons involved. It is often the case that complaints can be avoided by proper communication and respect between persons involved. Where the issue cannot be resolved locally and needs to be from last as a complaint is to be made in accordance with the following section.

Making a Complaint

A complaint may be received by ACI in any form and does not need to be formally documented by the complainant in order to be acted on. Complaints may be made by any person.

The complaints policy must be publicly available. This means that the complaints policy and procedure will be published on the ACI website and will be communicated to complainants within the complainant handbook.

Complaints are to be handled in the strictest confidence. No ACI representative is to disclose information to any person without the permission of the CEO. A decision to release information to third parties can only be made after the complainant has given permission for this to occur. This permission should be given By providing written consent.

ACI shall maintain the enrolment of the complainant during the complaint handling process.

The complainant is entitled to be heard with access to all relevant information and with the right of reply ensuring procedural fairness is applied at every stage of the complaint process.

The complainant may be accompanied and/or assisted by a support person at any relevant meeting. Where the complainant is a child or young complainant, they may be accompanied by a family member or carer at any relevant meeting.

Communicating the Complaint Handling Policy and Procedure

The complaints handling policy will be:

- Publicly available on the ACI Website
- Integrated into the ACI Complainant Handbook
- Included in the ACI Policy and Procedure

Complainants are also encouraged to provide feedback to their Trainer, the Student Support Officer or any other ACI staff member at any time, as outlined in the *Student Handbook* and PP4.7 - *Continuous Improvement*.

Complaint Handling Timeframe

We are committed to resolving complaints in a reasonable timeframe and without unnecessary delay. While we will respond to all complaints in a timely manner, some complaints may require more urgent attention than others, and some complaints may take longer to resolve than others.

Written Acknowledgement - The first step is written acknowledgement by ACI **no later than 24 hours** from the time the complaint is received. This acknowledgement is intended to provide the complainant assurance that ACI has received the complaint and will review the relevant issues and provide a response as soon as practical. The acknowledgement must inform the person that they will receive a written response.

Initial Assessment and Categorisation - ACI will triage complaints by classifying complaints based on severity, urgency, and nature, and prioritising cases that need immediate attention. An initial assessment and categorisation of the complaint will be conducted **within 2 working days** based on:

Severity: Determine if the complaint involves safety, harassment, discrimination, or legal concerns, which would necessitate urgent action. Less severe complaints could involve general dissatisfaction or requests for improvement.

Urgency: Consider how soon the issue needs to be resolved. Complaints that could impact ongoing training sessions or reputation may need to be escalated.

Nature of Complaint: Identify if it's related to training and assessment, trainer behaviour, administrative issues, or facilities.

Prioritisation

Assign a priority level (e.g., critical, high, medium, low) based on the assessment. For instance:

Critical: Complaints with legal or safety implications, or those that could harm complainants' well-being.

High: Issues with significant impact on training quality or participant experience, such as trainer behaviour or course content.

Medium: Less urgent issues, like scheduling or minor logistical concerns.

Low: Minor complaints, often administrative or preference-based, which don't require immediate resolution.

Handling the complaint - Complaints that have been categorised as Severe, with a Critical priority rating, will be acted on immediately. The handling of all complaints will commence within **seven (7) calendar days** of the lodgement of the complaint and all reasonable measures will be taken to finalise the process as soon as practicable. A written response must be provided to the complainant within **fourteen (14) calendar days** of the lodgement of the complaint.

As a benchmark, ACI should attempt to resolve complaints as soon as possible. A timeframe to resolve a complaint within **thirty (30) calendar days** is considered acceptable and in the best interest of ACI and the complainant.

A complainant should also be provided with regular updates to inform them of the process of the complaint handling. Updates should be provided to the complainant at a minimum of **two (2) weekly intervals**.

Complaints must be resolved to a final outcome within **thirty (30) calendar days** of the complaint being initially received. Where ACI Chief Executive Officer considers that more than 30 calendar days are required to process and finalise the complaint, the CEO must inform the complainant in writing, including reasons why more than 30 calendar days are required, and maintain regular fortnightly contact with the complainant including to explain any further delays.

Principles of Natural Justice and Procedural Fairness

A complainant is to be provided an opportunity to formally present his or her case at no cost. The principles of Natural Justice and Procedural Fairness must be incorporated into the complaint handling process to ensure that decision-making is fair and reasonable. Natural justice must be observed when it affects the rights, interests or legitimate expectations of individuals. The following principles are to be applied:

CEO and bias. Where the CEO feels that they may have bias or there is a perception of bias or where the person making the complaint is not satisfied with how the matter has been handled, the complainant is to be referred directly to an independent third-party for consideration and response.

Responding to Allegations. Where a complaint involves one person making allegations about another person, it is a requirement for ACI to hear both sides of the matter before making any judgements about the complaint should be settled. A person who will be affected by a decision made by ACI as a result of a complaint has the right to be fully informed of any allegations and to be provided adequate opportunity to be heard and respond. The person has the right to:

- Put forward arguments in their favour,
- Show cause why a proposed action should not be taken,
- Deny allegations,
- Call for evidence to disprove allegations and claims,
- Explain allegations or present an innocent explanation, and
- Provide mitigating circumstances (information aimed at reducing the severity, seriousness of something).

ACI also has an obligation to fully consider the substance of allegations and the response provided by parties before making a decision. Decisions must be communicated to the complainant and relevant person's subject of allegations in writing. This is to include advising these persons of their right to seek a third-party review of decisions made by ACI.

Referring matters to authorities. Where an allegation is made that involves alleged criminal or illegal activity and it is considered outside the scope and expertise of ACI to investigate the matter, then in these circumstances ACI reserves the right to report these allegations to law enforcement authorities. Persons related to the matter involving alleged criminal or illegal activity will be advised in writing if this course of action is being taken.

Third Party Review. Where the person making a complaint is not satisfied with the handling of the matter by ACI, they have the opportunity for a body or person that is independent of ACI to review his or her complaint following the internal completion of complaint handling process. Before a person seeks a review by an independent third party, they are requested to first allow ACI to fully consider the nature of the complaint and to respond to the person in writing. If after this has occurred, the person is not satisfied with the outcome, they have the right then seek a review by an independent third party. To request a review by an independent third party, the complainant should inform the Office Manager of their request who will initiate the process with the Chief Executive Officer.

In these circumstances, the ACI Chief Executive Officer will advise of an appropriate party independent of ACI to review the complaint outcome (and its subsequent handling) and provide advice to ACI in regard to the recommended outcomes. The independent third-party is required to respond with their recommendations within **fourteen (14) working days** of their review being requested. This advice is to be accepted by ACI as final, advised to the person making a complaint in writing and implemented without prejudice.

Where the ACI appoints or engages an appropriate independent person to review a complaint, the ACI will meet the full cost to facilitate the independent review.

Unresolved Complaints

Once the complaint handling process has concluded; where the person making a complaint remains not satisfied with the outcome of the complaint handling procedure, the person is to be advised that they have the right to refer the matter to any external authority/agency that may be relevant to their complaint.

The following external agencies are nominated in the first instance as relevant points of referral the person may consider:

In relation to consumer related issues, the person may refer their complaint to the **Office of Fair Trading**.

In relation to the delivery of training and assessment services, the person may refer their complaint to the **National Training Complaints Service** via the following phone number: 13 38 73 or visit the website at <https://www.dewr.gov.au/national-training-complaints-hotline> or alternatively to the Australian Skills Quality Authority at the following website <https://asqaportal.asqa.gov.au/Make-a-Report//?from=tip-off>

In relation to matters relating to privacy, the person may refer their complaint to the **Office of the Australian Information Commissioner** via the following details: <https://www.oaic.gov.au/individuals/how-do-i-make-a-privacy-complaint> or call on 1300 363 992

This guidance is also communicated to complainants within the Student Handbook and also within the publicly available policies and procedures on ACI website. It is expected that the above agencies will investigate the persons concerns and contact the ACI for information. External agencies will typically request a copy of any record of how the complaint was handled from the person. ACI is to ensure that the person is provided with a written response that they may use for this purpose.

The ACI is to cooperate fully with agencies such as the National Training Complaints Service, the Office of Fair Trading or ASQA that may investigate the handling of a complaint. ACI considers that it would be extremely unlikely that a complaint is not able to be resolved quickly within ACI internal arrangements.

Record Management of Complaint Records

Records relating to complaints will present in two formats. There will be electronic records in the form of email correspondence and other documents which are communicated electronically and hard copy records which are submitted by the complainant or generated by ACI. There is also a record of the complaint maintained within the ACI complainant management system. This includes the details about the complaint and a diary log which records the progress of the complaint handling and closure. This record also records identified opportunities for improvement that result from complaints handling.

All records regardless of their format will be saved in a digital format into a secure folder located on the ACI file storage. Each file is to be clearly labelled with the document title or subject and the date of which the

document was received or generated. This folder must only be accessible to persons authorised by the Chief Executive Officer. Records stored on the complainant management system are to be accessible only to administrators and managers.

To ensure records are maintained in a safe and suitable condition, the following is to apply:

- Records must be kept securely to prevent them being accessed by any non-authorised personnel.
- Records must be kept confidential to safeguard information and to protect the privacy of complainants.
- Records must be kept to avoid damage by fire, flood, termites or any other pests.
- Electronic data storage must be safe from destruction by fire or flood and should take account of the risk of component failure of a single storage device. Electronic data is also to be backed-up off site.
- A correspondence record must be made for each complainant making a complaint. All email and letter communication should be retained with the complainant correspondence record within the complaint handling file.

Period of retention of Complaints Records

ACI is to retain records relating to complaints handling for a minimum of five (5) years.

Destruction of Complaints Records

The CEO is the only person who can authorise (in writing) the destruction of complaint handling records. Records are only to be authorised for destruction after the retention period has lapsed.

Considerations

Relationship to Continuous Improvement

Frequently, the complaints handling process will expose weakness in the training and assessment or administrative system that can flow into the continuous improvement system as opportunities for improvement. This outcome of complaints handling is very positive and should be actively applied by all persons involved. It is for this reason that complaints received from stakeholders should be seen in a positive light and as opportunities for improvement. At the end of the complaint handling process, consideration is to be given to opportunities for improvement that can be applied to prevent the recurrence of the complaint.

Procedure

Steps	Person/s responsible
Complaints Handling	
<p>Inform complainants of Complaints Handling process</p> <p>Upload Complaints Handling policy and procedure on our website and provide to complainant in their <i>Complainant Handbook</i>.</p>	CEO
<p>Receive Complaint</p> <p>A complaint may be received in any form (written or verbal) although persons seeking to make a complaint are recommended to complete the <i>Complaint Form</i> which is available to them on the ACI website or can be obtained from the ACI office.</p> <p>There is no time limitation on a person who is seeking to make a complaint.</p> <p>The completed complaint form is to be submitted to the Office Manager either in hard copy or electronically via the following contact details:</p> <p>info@culinaryadelaide.sa.edu.au</p> <p>If a complainant has any difficulty assessing the required form or submitting the complaint to ACI, they are advised to contact ACI immediately at the following phone number: 0401 741 018</p> <p>If the complainant is a child or young person, they may enlist the support of a family member or carer, or the Student Support Officer, in explaining the complaint process and helping them to complete the Complaint Form.</p>	Student Support Officer
<p>Acknowledge receipt of complaint</p> <p>The complainant must be provided a written acknowledgement using the template <i>Complaints Handling Written Acknowledgement</i> as soon as possible and no later than 24 hours from the time the complaint is received using the written acknowledgement email template. The acknowledgement must inform the complainant that they will receive a written response within 14 days and explain the complaints handling process and the person's rights and obligations.</p>	Student Support Officer
<p>Determine complaint handling priority.</p> <p>Initial Assessment and Categorisation - Triage complaints by classifying complaints based on severity, urgency, and nature, and prioritising cases that need immediate attention. An initial assessment and categorisation of the complaint will be conducted within 2 working days based on:</p>	

	<p>Severity: Determine if the complaint involves safety, harassment, discrimination, or legal concerns, which would necessitate urgent action. Less severe complaints could involve general dissatisfaction or requests for improvement.</p> <p>Urgency: Consider how soon the issue needs to be resolved. Complaints that could impact ongoing training sessions or reputation may need to be escalated.</p> <p>Nature of Complaint: Identify if it's related to training and assessment, trainer behaviour, administrative issues, or facilities.</p> <p>Prioritisation Assign a priority level (e.g., critical, high, medium, low) based on the assessment. For instance:</p> <p>Critical: Complaints with legal or safety implications, or those that could harm complainants' well-being.</p> <p>High: Issues with significant impact on training quality or participant experience, such as trainer behaviour or course content.</p> <p>Medium: Less urgent issues, like scheduling or minor logistical concerns.</p> <p>Low: Minor complaints, often administrative or preference-based, which don't require immediate resolution.</p>	
	<p>Record Complaint</p> <p>The complaint must be entered into the <i>Complaints and Appeals Register</i>. The Complaints and Appeals Register identifies the complainant, relation with ACI, nature of complaint, findings/outcomes, any links with the Continuous Improvement report and the dates received and closed. Prior to entering the complaint form into the register, check if the person has not already submitted a complaint, if it is accurately recorded or if it has been recorded as a subsequent contact.</p> <p>The complaints register within the complainant management system is to be used to record the details of the complaint and to maintain a chronological journal of events during the complaint handling process. Records relating to complaints handling must be stored securely to prevent access to unauthorised personnel.</p>	Student Support Officer
	<p>Review and investigate complaint</p> <p>The complaint is forwarded to the Chief Executive Office for review. The CEO will determine if the complaint requires further investigation or</p>	Student Support Officer CEO

	consultation or if the matter can be solved internally.	
	<p>Keep the complainant up to date</p> <p>As the complaint handling is progressing, the complainant is to be provided regular updates not less than every two weeks advising them of the status of the complaint and how it is progressing using the template Letter - <i>Complaints or Appeals Update/</i></p>	<p>Student Support Officer</p> <p>CEO</p>
	<p>Give opportunity to respond (if applicable)</p> <p>Where a complaint is made about or involves allegations about another person, ACI is obliged to inform this person about this complaint or allegation and provide them the opportunity to respond and present information in response to the issues raised.</p>	<p>CEO</p> <p>Student Support Officer</p>
	<p>Refer to Police (if applicable)</p> <p>Where a complaint is received by ACI which involve allegations about alleged criminal conduct, ACI are to recommend the person making the complaint refer the matter to the relevant State or Territory Police Service.</p>	<p>CEO</p>
	<p>Determine response and communicate to the complainant</p> <p>The CEO reviews the outcomes of the investigation/consultation and determines the complaint response within 30 days.</p> <p>Communicate the findings and outcomes to the complainant using the <i>Complaints Response Letter Template</i>.</p>	<p>CEO</p>
	<p>Review by an independent third party, where required</p> <p>Where a complainant is not satisfied with the handling of the complaint by ACI, a body or person from an independent third party can be requested to review the complaint. The third-party is required to respond to with their recommendations within fourteen (14) calendar days of their review being request. The complainant is to be advised of review by a third party using the template <i>Third Party Written Acknowledgement</i>.</p>	<p>CEO</p> <p>Independent Third Party</p>
	<p>Implement response and Advise Complainant</p> <p>Decisions or outcomes of the complaint handling process shall be implemented immediately. The complainant shall be advised of the complaint outcome in writing using the template <i>Letter - Complaints or Appeals Response</i>.</p>	<p>Student Support Officer</p>
	<p>Obtain written acknowledgement from the complainant</p> <p>ACI must request written acknowledgement from the complainant once the complaint has been resolved.</p>	<p>Student Support Officer</p>

	<p>Consider any Opportunities for Improvement to this process</p> <p>Consider the opportunities for improvement that may have emerged during the process and record these within a Continuous Improvement Report for consideration at a future management meeting. Refer to: PP4.7 - Continuous Improvement and PP4.3 - Management Meeting.</p>	<p>Student Support Officer</p> <p>Training Manager</p> <p>CEO</p>
	<p>Document Response</p> <p>The complaint must be updated and recorded in the <i>Complaints Register</i>. All associated documents relevant to the complaint should be retained including any records of continuous improvement.</p>	<p>Student Support Officer</p>

Other documents to consider with this policy

- Policies
- Management Meeting
- Third Party Management
- Continuous Improvement

Forms

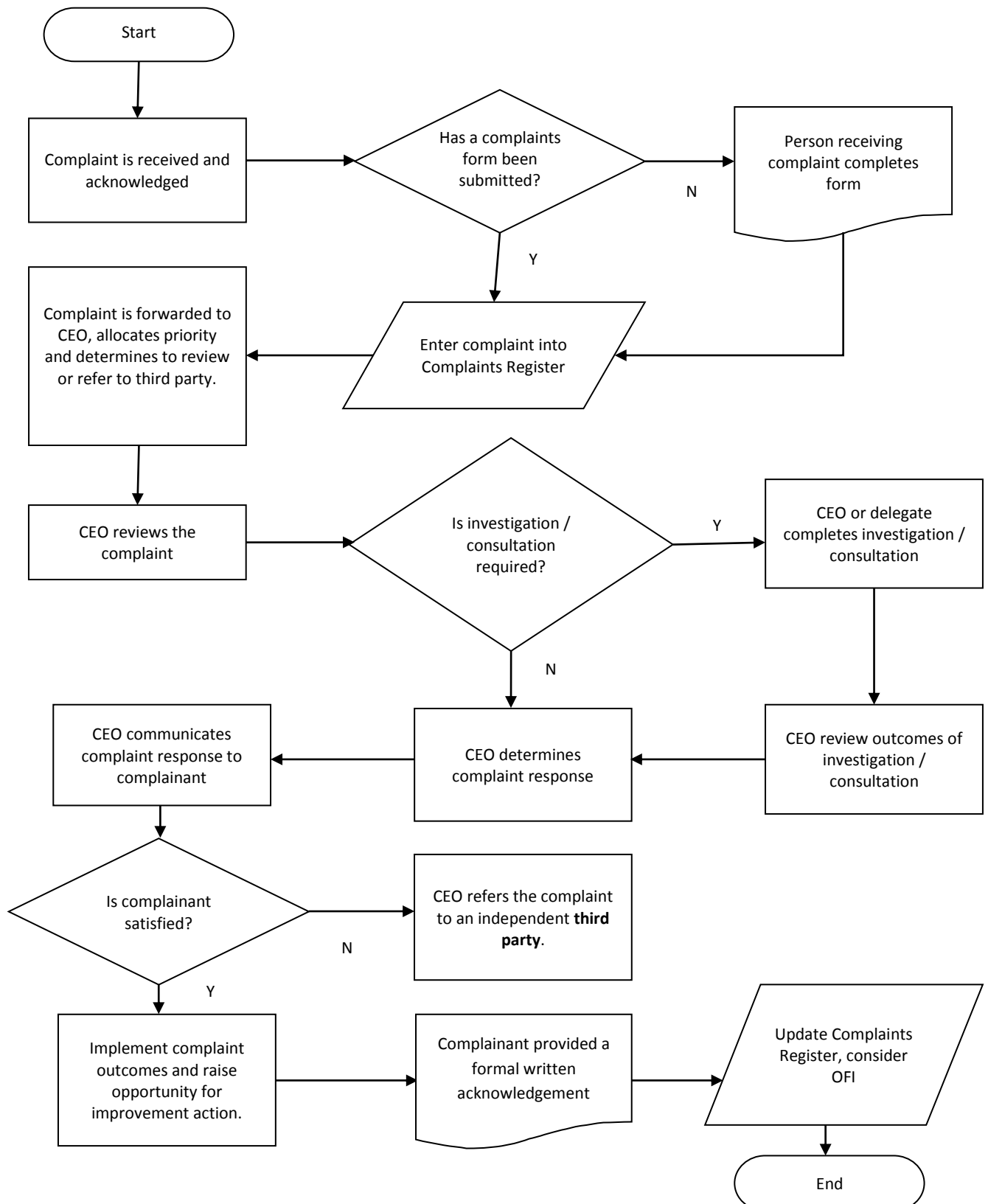
- Complaints Form
- Complaints Register
- Complaints Response Letter Template
- Continuous Improvement Register

Handbooks, manuals or other documents

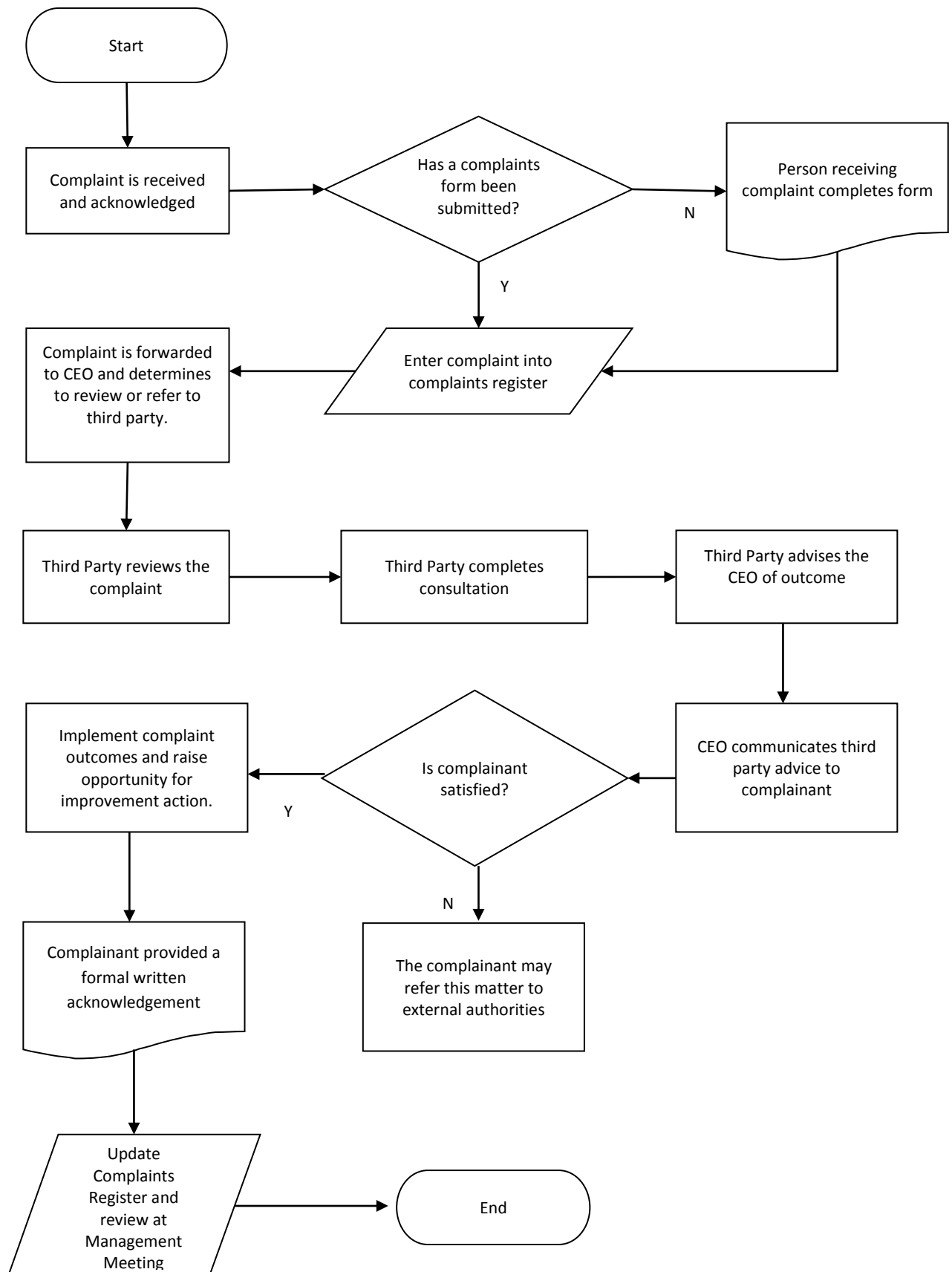
- Student Handbook

Flow Chart

Complaints Handling Process



Third Party Review Process



Reference(s)

Outcome Standards for RTOs, Standard 2.7. Effective feedback and complaints management addresses concerns and informs continuous improvement.

The RTO demonstrates:

- Information about how to provide feedback and make complaints is publicly available and easily accessible
- Vet complainants are supported to provide feedback and make complaints
- A complaints management system that:
- Ensures parties are afforded procedural fairness
- Identifies reasonable timeframes for responding to and resolving complaints
- Provides avenues for further action where complaints are not resolved
- Outcomes of complaints are documented and communicated to relevant parties
- Feedback and complaints are used to inform continuous improvement.

Appeals Handling

Policy area	Student Support
Standards	Outcome Standards for RTOs, Standard 2.8.
Responsibility	CEO Trainers and Assessors, Training Manager
Classification	Public

Purpose

The purpose of this policy and procedure is to ensure:

- Students are informed about avenues for appealing decisions
- Students are afforded procedural fairness
- Appeals are actioned in a reasonable timeframe
- Avenues for review by an independent party
- Outcomes are documented and communicated to the student
- Outcomes of appeals are used to inform continuous improvement

Definitions

Appeal. An appeal is an application by a student for reconsideration of an unfavourable decision or finding during their time with ACI. An appeal must be made in writing and specify the particulars of the decision or finding in dispute. Appeals must be lodged within 28 calendar days of the decision or finding being informed to the student.

Policy statement

Who and what does this policy apply to?

This policy relates to appeals of decisions made by ACI. These appeals may be submitted by a student where ACI has made a decision that is relevant to the student, or which effects the student in some way. Where ACI makes a decision which does not relate to or effect a student, the student is not eligible to appeal the decision.

The following are some examples of decisions that a student might appeal:

- An assessment decision of the student's knowledge and skills,
- An administrative decision that effects the student directly,

- A policy decision that changes the nature of the terms of service that the student agreed to at the time of their enrolment,
- A decision in relation to utilising third parties in service delivery,
- A decision in relation to a training product being superseded or deleted and the related transition process, or
- A decision to change the nature of the service being delivered that the student agreed to at the time of their enrolment.

The above list of examples is not exhaustive, and this policy may apply to literally any decision that ACI makes that is relevant to the student, or which effects the student in some way.

Ensuring procedural fairness

ACI implement the following mechanisms to ensure procedural fairness when handling appeals:

- The appeal is handled by an unbiased person not involved in making the original decision
- The student is given an opportunity to be heard and to provide relevant information
- The privacy of all parties involved is protected, and the information included in an appeal is kept confidential. Only individuals directly involved in the appeals process will have access to the appeal information.
- Information is handled sensitively to ensure that students feel safe and supported when lodging an appeal.

The appeals period

Students have the right to appeal decisions within **28 calendar days** of receiving notification of the decision. Appeals submitted after this period may not be considered.

Early Resolution of Appeals

Students are encouraged to resolve any concerns they may have directly with the ACI staff member involved in the first instance. It is often the case that the student's decision to make an appeal can be avoided by proper communication and consultation with students at the time a decision is made.

Submitting an Appeal

If the student is unable to resolve the issue directly with the ACI staff member, they should raise the appeal with the Training Manager, Office Manager or CEO. This may be verbally in the first instance and must then be in writing by completing a *Request for an Appeal of a Decision Form*. The request for an appeal may be submitted to the Training Manager, Office Manager or CEO. Alternatively, the student may submit it via email or hard copy via the post. The contact details for submitting the appeal are provided to the student in the *Student Handbook*.

Communicating the Appeals Handling Policy and Procedure

The appeals handling policy and procedure will be:

- Publicly available on the ACI Website
- Integrated into the ACI Student Handbook
- Integrated in the ACI Policy and Procedures

Principles of Natural Justice and Procedural Fairness

A student is to be provided an opportunity to formally present his or her case at no cost. Each student may be accompanied and/or assisted by a support person at any relevant meeting. The principles of Natural Justice and Procedural Fairness must be incorporated into every stage of the appeals handling process to ensure that decision-making is fair and reasonable. Natural justice must be observed when it affects the rights, interests or legitimate expectations of individuals. The following principles are to be applied:

CEO bias. Where the Chief Executive Officer of ACI feels that they may have bias or there is a perception of bias or where the person making the appeal is not satisfied with how the matter is being handled, the student is to be referred directly to an independent third-party for consideration and response. This means that the student is entitled to have their appeal heard by a person that is without bias and may not be affected by the decision.

Third Party Review. Where the student is not satisfied with the handling of the matter by ACI, they have the opportunity for a body or person that is independent of ACI to review his or her appeal following the internal completion of the appeal handling process. Before a person seeks a review by an independent third party, they are requested to first allow ACI to fully consider the nature of the appeal and to respond to the person in writing. If after this has occurred, the person is not satisfied with the outcome, they have the right then seek a review by an independent third party. To request a review by an independent third party, the student should inform the Office Manager of their request who will initiate the process with the Chief Executive Officer.

In these circumstances, the ACI Chief Executive Officer will advise of an appropriate party independent of ACI to review the appeal outcome (and its subsequent handling) and provide advice to ACI in regards to the recommended outcomes. The independent third-party is required to respond with their recommendations within **fourteen (14) calendar days** of their review being requested. This advice is to be accepted by ACI as final, advised to the person making a appeal in writing and implemented without prejudice.

Where the ACI appoints or engages an appropriate independent person to review an appeal the ACI will meet the full cost to facilitate the independent review.

Confidentiality

Appeals are to be handled in the strictest of confidence. No ACI representative is to disclose information to any person without the permission of ACI CEO. A decision to release information to third parties can only be made after the student has given permission for this to occur. This permission should be given as a written consent.

Appeals Handling Timeframe

ACI will provide written acknowledgement of receiving the appeal no later than **24 hours** from the time the appeal is received using the appeals written acknowledgment email template. The acknowledgement must inform the student that they will receive a written response within **14 days** to explain the appeals handling process and the person's rights and obligations.

Appeals must be resolved to a final outcome within **thirty (30) calendar days** of the appeal being initially received. Where ACI Chief Executive Officer considers that more than 30 calendar days are required to process and finalise the appeal, the CEO must inform the student in writing, including reasons why more than 30 calendar days are required.

Unresolved Appeals

Once the appeals handling process has concluded; where the person seeking an appeal of a decision remains not satisfied with the outcome of the appeals handling procedure, the person is to be advised that they have the right to refer the matter to any external authority/agency that may be relevant to their appeal. The following external agencies are nominated in the first instance as relevant points of referral the person may consider:

In relation to consumer related issues, the person may refer their complaint to the **Office of Fair Trading**.

In relation to the delivery of training and assessment services, the person may refer their complaint to the **National Training Complaints Service** via the following phone number: 13 38 73 or visit the website at <https://www.dewr.gov.au/national-training-complaints-hotline> or alternatively to the Australian Skills Quality Authority at the following website <https://asqaportal.asqa.gov.au/Make-a-Report/?from=tip-off>

In relation to matters relating to privacy, the person may refer their complaint to the **Office of the Australian Information Commissioner** via the following details: <https://www.oaic.gov.au/individuals/how-do-i-make-a-privacy-complaint> or call on 1300 363 992

This guidance is also communicated to students within the Student Handbook and also within the publicly available policies and procedures on ACI website. It is expected that the above agencies will investigate the persons concerns and contact the ACI for information. External agencies will typically request a copy of any record of how the appeal was handled from the person. ACI is to ensure that the person is provided with a written response that they may use for this purpose.

ACI is to cooperate fully with agencies such the Office of Fair Trading or ASQA that may investigate the handling of an appeal. ACI considers that it would be extremely unlikely that an appeal is not able to be resolved quickly within ACI internal arrangements.

Record Management of Appeals Records

Records relating to appeals will present in two formats. There will be electronic records in the form of email correspondence and other documents which are communicated electronically and hard copy records which are submitted by the student or generated by ACI. There is also a record of the appeal maintained within the ACI student management system. This includes the details about the appeal and a diary log which records the progress of the appeal handling and closure. This record also records identified opportunities for improvement that result from appeals handling.

All records regardless of their format will be saved in a digital format into a secure folder located on the ACI file storage. Each file is to be clearly labelled with the document title or subject and the date of which the

document was received or generated. This folder must only be accessible to persons authorised by the Chief Executive Officer. Records stored on the student management system are to be accessible only to administrators and managers.

To ensure records are maintained in a safe and suitable condition, the following is to apply:

- Records must be kept securely to prevent them being accessed by any non-authorised personnel.
- Records must be kept confidential to safeguard information and to protect the privacy of complainants.
- Records must be kept avoiding damage by fire, flood, termites or any other pests.
- Electronic data storage must be safe from destruction by fire or flood and should take account of the risk of component failure of a single storage device. Electronic data is also to be backed-up off site.

Period of retention of Appeals Records

ACI is to retain records relating to appeals handling for a minimum of **five (5) years**.

Destruction of Appeals Records

ACI CEO is the only person who can authorise (in writing) the destruction of appeals handling records. Records are only to be authorised for destruction after the retention period has lapsed. Documents identified for destruction are to be shredded before being recycled.

Considerations

Relationship to Continuous Improvement

Frequently, the appeals handling process will expose weakness in the training and assessment or administrative system that can flow into the continuous improvement system as opportunities for improvement. This outcome of appeals handling is very positive and should be actively applied by all persons involved. It is for this reason that appeals received from stakeholders should be seen in a positive light and as opportunities for improvement. Opportunities for improvement will be considered at the completion of the appeals handling procedure.

Procedure

Steps	Person/s responsible
Making an Appeal	
<p>Inform students of appeal process</p> <p>Upload the Appeals Handling Policy and Procedure to ACI Website.</p> <p>Provide all new students with a copy of the <i>Student Handbook</i> (Refer to: <i>PP2.2 - Enrolment</i>)</p>	CEO
<p>Submission of appeal</p> <p>To appeal a decision, the person is required to complete the <i>Request for an Appeal of a Decision Form</i>. This form is available via our website. The completed Request for an Appeal form is to be submitted to the Office Manager either in hard copy or electronically via the following contact details:</p> <p>Level 10 west 50 Grenfell street Adelaide</p> <p>info@culinaryadelaide.sa.edu.au</p> <p>If a person seeking an appeal has any difficulty accessing the required form or submitting the appeal to ACI, they are advised to contact ACI immediately at the following phone number: 0401 741 018</p> <p>An appeal must be received by ACI in writing using the specified form within 28 calendar days of the decision or finding being informed to the person.</p>	<p>Student</p> <p>Training Manager</p> <p>Trainer</p>
<p>Written acknowledgement</p> <p>ACI will provide written acknowledgement no later than 24 hours from the time the appeal is received using the appeals written acknowledgment email template. The acknowledgement must inform the student that they will receive a written response within 14 days to explain the appeals handling process and the person's rights and obligations.</p>	Training Manager
<p>Recording the appeal</p> <p>The appeal must be entered into the <i>Complaints and Appeals Register</i>. The Complaints and Appeals Register identifies the student, relation with ACI, nature of appeal, findings/outcomes, any links with the <i>Continuous Improvement Report</i> and the dates received and closed. Prior to entering the appeals form into the register, check if the person has not already submitted an appeal, if it is accurately recorded or if it has been recorded as a subsequent contact.</p>	Training Manager

Steps	Person/s responsible
<p>Review of the appeal</p> <p>The appeal is referred to the CEO; whereby the CEO reviews the appeal and determines if the appeal requires further investigation or consultation (administrative appeal) or if the student is offered re-assessment with the option of additional training (assessment appeal).</p> <p>The handling of an appeal is to commence within seven (7) calendar days of the lodgement of the appeal and all reasonable measures are taken to finalise the process as soon as practicable.</p> <p>ACI shall maintain the enrolment of the student during the appeals handling process.</p>	CEO
<p>Keep the appeal up to date</p> <p>As the appeal handling is progressing, the student is to be provided regular updates not less than every two weeks advising them of the status of the appeal and how it is progressing using the template Letter - <i>Complaints or Appeals Update</i></p>	Training Manager CEO
<p>Communicate decision to student/student</p> <p>The CEO examines the outcomes of the review and determines the appeal response within 30 calendar days. The CEO is to use the <i>Appeals Response Letter</i> template to advise the student of the findings and outcomes.</p> <p>A written response must be provided to the student within thirty (30) calendar days of the lodgement of the appeal, including details of the reasons for the outcome.</p>	Training Manager CEO
<p>Written acknowledgement</p> <p>ACI must request written acknowledgement from the student once the appeal has been determined.</p>	Training Manager CEO
<p>Implement decision</p> <p>Decisions or outcomes of the appeals handling process that find in favour of the student shall be implemented immediately. If this is an assessment appeal, the student may agree to additional training whereby ACI must provide this to the student and re-assessment must be completed.</p> <p>If the student is deemed not competent after re-assessment, they must meet with the ACI Chief Executive Officer to discuss the assessment process and outcome.</p>	CEO Trainer

Steps		Person/s responsible
	The student is entitled to be heard with access to all relevant information and with the right of reply ensuring natural justice and procedural fairness is applied at every stage of the appeals process. If the student is dissatisfied with the appeal decision, they are to be referred to the <i>Complaints Handling Process</i> .	
	Review by an independent third party, where required Where a student is not satisfied with the handling of the appeal by ACI, a body or person from an independent third party can be requested to review the appeal. The third-party is required to respond to with their recommendations within fourteen (14) calendar days of their review being request.	CEO
	Consider any Opportunities for Improvement to this process Consider the opportunities for improvement that may have emerged during the process and record these within a Continuous Improvement Report for consideration at a future management meeting. Refer to: PP4.7 - Continuous Improvement and PP4.3 - Management Meeting.	Student Support Officer Training Manager CEO
	Document Response The appeal record must be updated and recorded in the <i>Complaints and Appeals Register</i> . All associated documents relevant to the appeal should be retained including any records of continuous improvement.	Training Manager CEO

Other documents to consider with this policy

- Policies
- Complaints Handling
- Management Meeting
- Continuous Improvement

Forms

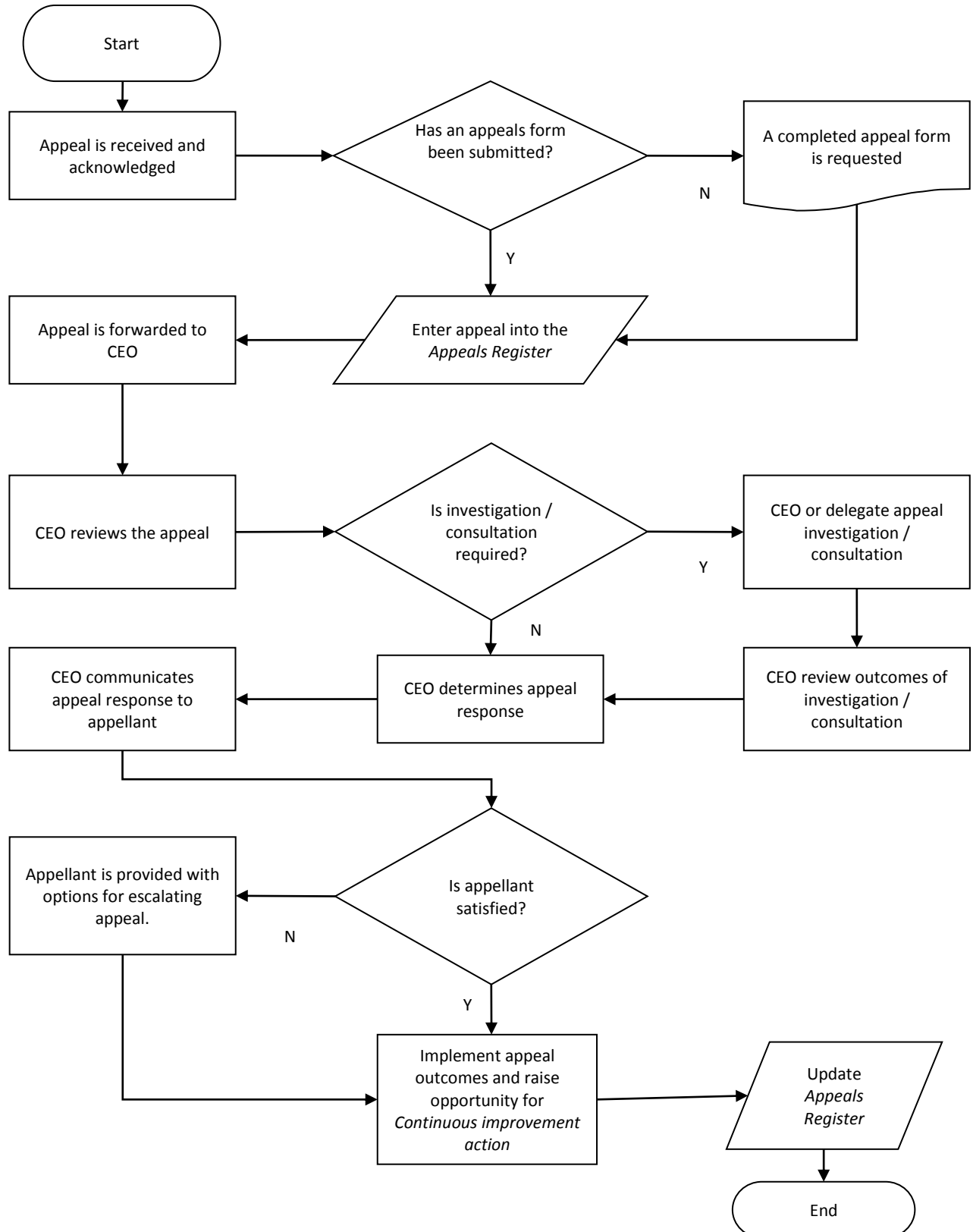
- Request for an Appeal of a Decision Form
- Complaints and Appeals Register
- Appeals Response Letter
- Complaints or Appeals Correspondence Record
- Appeals Written Acknowledgement
- Complaints or Appeals Response
- Complaints or Appeals Update
- Continuous Improvement Report

Handbooks, manuals or other documents

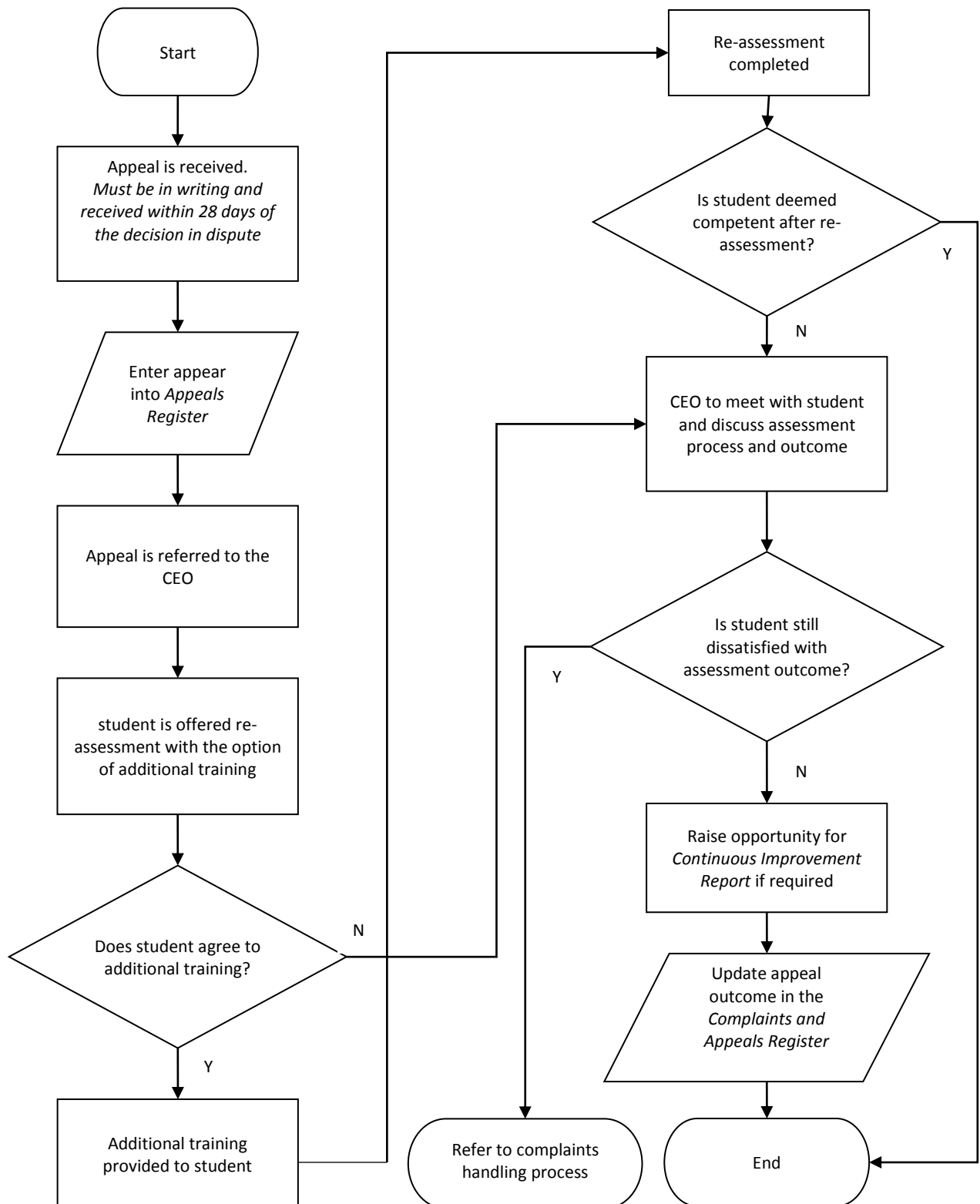
- Student Handbook

Flow Chart

Administrative Appeals Handling Process



Assessment Appeals Handling Process



Reference(s)

Outcome Standards for RTOs, Standard 2.7. Effective appeal processes are available where decisions of the RTO or a third party adversely impact a VET student.

The RTO demonstrates:

- VET students are informed about avenues for appeal
- An appeals management system that:
- Ensures students are afforded procedural fairness
- Identifies reasonable timeframes for actioning appeals
- Provides avenues for review by an independent party, if requested by the student (at no or low cost to them)
- Appeal outcomes are documented and communicated to the student
- The outcomes of appeals are used to inform continuous improvement.

Refunds policy

The following refund policy will apply:

Prior to commencement.

Offshore – Student Visa refused 100% refund of tuition fees, less \$300 application fee

Students who give notice to cancel their enrolment 28 calendar days or more prior to the commencement of a course will be entitled to a 80% refund of fees paid.

Students who give notice to cancel their enrolment 27 calendar days or less prior to the commencement of a course will be entitled to a 50% refund of fees paid.

The amount retained by ACI is required to cover the costs of staff and resources which will have already been committed based on the student's initial intention to undertake the training.

After commencement. Students who cancel their enrolment after a course has commenced will not be entitled to a refund of fees of any fees paid in advance. An exception to this policy is where ACI fails to fulfil its service agreement and fees are refunded under our guarantee to clients.

Discretion may be exercised by the Chief Executive Officer in all situations, if the student can demonstrate that extenuating or significant personal circumstance led to their withdrawal. In these cases, the student should be offered a full credit toward the tuition fee in another scheduled course in-lue of a refund. Chief Executive Officer may also authorise a refund of tuition fees if the circumstances require it.

Where refunds are approved, the refund payment must be paid to the student within 14 days from the time the student gave written notice to cancel their enrolment. Tuition refunds are to be paid via electronic funds transfer using the authorised bank account nominated by the student on the Refund Request Form.

All requests for refund of fees must be made in writing using the *Refund Request Form* which may be obtained from ACI reception or from the website. The form must be signed by the student.

The following outlines the ACI refund policy is various circumstances and situations which may arise:

Cancelling enrolment after a course has commenced - Students who cancel their enrolment after a course has commenced will not be entitled to a refund of fees.

Refunds for textbooks - Where a student has purchased a textbooks or training workbooks and subsequently cancels, ACI will not provide a refund monies for a textbooks or training workbooks.

Refunds of enrolment fees - Where an enrolment fee applies, enrolment fees are non-refundable in all circumstances.

Non-transferable - ACI refunds are not transferable to another person.

Refunds for classes missed - No refunds will be made for classes missed due to exams, excursions, or other obligations that fall outside the normal schedule of classes.

Intake numbers are insufficient - ACI reserves the right to cancel a course if intake numbers for a scheduled course are insufficient. In the unlikely event that ACI cancels a course if intake numbers are insufficient, the student will receive a full refund.

Behaviour Misconduct - Students who demonstrate behavioural misconduct after being formally warned are to have their enrolment cancelled and will not be entitled to a refund (ref to *PP2.7-Behaviour Misconduct*).

Enrolment

Policy area	Student support
Standards	Outcome Standards for RTOs, Standard 2.1 and 2.2 (b). Compliance Standards for RTOs, Standard 12
Responsibility	CEO, Student Support Officer, Office Manager
Classification	Internal Only

Purpose

The purpose of this policy and procedure is to:

- Provide a pathway for students to make informed decisions about their training and assessment and enter a training pathway that is the right for their needs.
- Ensure information provided to students is up to date, accurate, clear and easy to understand, and that students receive relevant and timely information that enables them to make informed decisions.
- Provide prospective students with information prior to enrolment, including in relation to the training product, support services available, fees and costs, and student rights, obligations and requirements.
- Support the quality and self-assurance of the enrolment process to ensure this is performed consistently and supports record integrity.

Please note. Requirements relating to Outcome Standards for RTOs, Standard 2.2 (a) requiring a system for reviewing the skills and competencies of VET students prior to enrolment, including their language, literacy and numeracy proficiency and digital literacy, as appropriate to the training product are covered in the *PP2.3-Language, Literacy and Numeracy*. This policy should be read in conjunction with *PP2.3-Language, Literacy and Numeracy*.

Definitions

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

Short course means a low cost, short duration with a small number of units of competency usually conducted over 1-5 days. These courses usually relate to specific skills required in the workplace or required due to licencing or certification requirements.

Long course means a course designed to prepare the student to perform a vocational occupation such as a full qualification or a substantial course made up of multiple units of competency. These courses are usually delivered over many weeks or years.

Policy statement

Identify the student's needs

ACI will engage with prospective students to identify a student's needs during the enrolment process. Specifically, this engagement will be conducted with each student to identify the following:

- The vocational outcomes the student is seeking and the associated information requirements,
- The wellbeing needs of the student and any required wellbeing support services,
- The training support needs of the student and required training support services,
- The current skills and competencies of each student,
- The language, literacy, numeracy and digital proficiency of each student.

To achieve this, ACI will engage with each student systematically using multiple points of engagement which are adapted and proportional for each training product enrolment pathway. This includes:

Undertaking engagement using an initial contact procedure to identify training needs and to push pre-enrolment information to the student and an invitation to complete an enrolment application form;

- Requiring the student to complete an enrolment application form to systematically collect details about the student including questions relating to their individual needs;
- Requiring the student to complete an assessment of their language, literacy, numeracy and digital proficiency (ref to *PP2.3-Language, Literacy and Numeracy*); and
- For long courses only, engaging with the student in a one-on-one enrolment interview to determine their needs through direct contact and to ensure they have reviewed the pre-enrolment information and aware of the service to be delivered.

Provision of Pre-Enrolment Information - General

Pre enrolment information is to be presented to the student systematically once we have received an enquiry about our services prior to their enrolment or their commencement, whichever occurs first. This enquiry may have come to ACI by phone, email, webform, social media messaging, walk-in. In all situations, the prospective student is to be send the standardised **enquiry response** message with the pre-enrolment information either attached or provided as a link to be accessed through the Internet inviting the student to review this information before they seek an enrolment.

This information is made up of a number of information products including the following:

- **Advertising and marketing material** which communicates information to the student about the services to be provided in the training product in which they have expressed their interest.
- The **student handbook** which communicates information to the student about ACI, its support services and the student's rights and obligations.
- The **schedule of fees and charges** which communicates information to the student about the fees and charges of the services offered by ACI Including the schedule of payments (where applicable) and the students rights regarding seeking a refund.

These documents combined form part of our Terms of Service with the student and the student is required to acknowledge these requirements as part of their enrolment.

Short course pre-enrolment information

In a short course enrolment, these enrolments are generally taken via the ACI website either as a booking or registration. In some instances, the student may also complete the online enrolment webform. It is typical during a short course enrolment that the student will complete a registration or an application for the course they have selected from the website without talking to any staff members at ACI. This means that the provision of pre enrolment information on the website is particularly important. Advertising and marketing material which is describing the service to be provided should be detailed in every respect because this maybe the only opportunity where are the student can be informed about the services to be provided prior to attending training.

Pre-enrolment information is to be presented to the perspective student enrolling in a short course through presenting the student with information via the website at the point when the student either registers for the course online or makes an online enrolment application. This is to be achieved by linking the pre-enrolment information in any registration or enrolment webform and by requiring the student to confirm prior to submitting any webform they have:

- Reviewed the student handbook and have been informed about and accept my rights and obligations.
- Reviewed the schedule of fees and charges and have been informed of the fee payment obligations and rights to a refund.
- Reviewed the advertising and marketing material and have been informed of the services to be provided.

By actively presenting this information to the student on the website and requiring them to acknowledge this information, we have met our obligation to ensure students have access to clear and accurate information, including to make informed decisions about the training product and ACI.

Short course pre-enrolment information when booking groups of students with an employer

Where an enrolment for a short course may be booked with a representative of an enterprise coordinating the enrolment of multiple employees (business to business service), this does not remove our obligation to provide pre-enrolment information to individual students. In this circumstance, the Office Manager or the team member responding to the request is to use the initial contact process to push pre-enrolment information to the representative with instructions to share the information with those who will be attending the training. This request should explain the importance of the pre-enrolment information and the need for students to review this prior to the training day. Either prior to the training or on the day of the training, the student will be requested to complete the full enrolment application form where they will complete their acknowledgment of having received and reviewed pre-enrolment information. By providing clients with pre-enrolment information early, we are also enquiring that prospective students are informed about their rights and obligations, about the training and assessment services to be provided and about the fee payment and refund arrangements.

Long course pre-enrolment information

For a long course enrolment, the process is to follow the normal process which usually commences with an enquiry received from the prospective student. This is followed by making contact with the student to undertake an initial assessment of their training needs. This will include trying to determine what type of vocational outcomes the student is looking for and how that might align with the services that we provide and also highlighting any important information that the student should be reviewing prior to making an application for the course. Directly following this conversation, the student should be sent the standardised enquiry response email as explained at paragraph 3.2. The enquiry response email will provide the student with access to pre-enrolment information.

The email will also include access to an enrolment application form which will either be attached or provided as a link to a webform. The enrolment application form does require the student to provide an acknowledgement of having received and reviewed pre-enrolment information including the following acknowledgments:

- Reviewed the student handbook and have been informed about and accept my rights and obligations.
- Reviewed the schedule of fees and charges and have been informed of the fee payment obligations and rights to a refund.
- Reviewed the advertising and marketing material and have been informed of the services to be provided.

One significant difference with a long course enrolment process is the mandatory requirement to undertake an enrolment interview with the student prior to accepting their application and progressing them to the full enrolment. The enrolment interview may be undertaken either face to face or remotely. Team members completing the enrolment interview are to use the **enrolment interview** form and checklist to cover the various points that it requires. This includes having a discussion with the student to identify their objectives in the course and any individual needs. It's also an opportunity to talk the student through the service that they are considering and to gauge their commitment to the course requirements. Where of course has specific requirements, such as work placement or on the job training, this is an opportunity to ensure that the student is fully informed about these requirements prior to committing to the course. It is an ACI policy

that no student can be enrolled into a long course without a completed and documented enrolment interview.

Consumer Protection

It is important to stress to a person making an enquiry that they are advised to read carefully the pre-enrolment information ACI sends to them as this informs the prospective student about the services being provided including their rights as a consumer under Australian Consumer Law.

If a student undertakes a vocational education and training course, they are protected under Australian Consumer Law and under State and Territory consumer protection laws. These protections include areas such as unfair contract terms, the consumer guarantees, to statutory a cooling-off period, and unscrupulous sales practices. By agreeing to enrolment and by signing an enrolment form, the student is acknowledging our pre-enrolment information which forms part of our terms of service. Further information on the student rights and responsibilities can be found in the Student Handbook.

Students can find out more information about their rights as a consumer from the Australian Consumer Law website which includes a range of helpful guides relating to specific areas of protection ([Australian Consumer Law](#)).

Changes to terms and conditions

From time to time, there may be changes to ACI operating arrangements or our agreed terms of service with the student. These changes may include the following:

- Changes to policies relating to the student's rights and obligations,
- Changes to fee payment or agreed service charges,
- Changes to the agreed training and assessment delivery or expected outcomes,
- Changes to training products the student is enrolled in (transition),
- Changes to any third-party arrangements relevant to the student's enrolment, or
- Changes to the ownership of ACI.

The above list is not exhaustive. There may be other changes that affect the student's enrolment that are not listed. If in doubt, inform the student anyway. The overarching intent is to ensure the student is advised of any changes that may affect them and their service with ACI before the change comes into effect.

Students will be notified in writing (email) of any changes 28 days prior to these changes coming into effect. On being informed of these changes, students have the right to appeal the decision of ACI if the decision effects the terms of their enrolment or the services agreed to at the beginning of their enrolment. The appeal of any decision is to be handled in accordance with *PP2.10 - Appeals Handling*. The 28 day notification period aligns with the 28 day appeals period. ACI is committed to procedural fairness in our support of students. Communication is the key to navigating all situations and we will strive to provide timely notification and to keep the student informed.

Orientation

ACI will conduct an orientation process prior to the student's training commencement. The purpose of orientation is to help new student's transition into their study, welcome them to ACI and introduce the student to the facilities, trainers and general rules.

Short Course orientation is to involve a short 10-15 minute opening presentation which covers the following:

- An introduction to the trainer and ACI
- What is required from the student whilst undertaking their course
- Safety arrangements including action on fire or an emergency
- Behaviour and language expectations
- Treating others with respect
- General rules i.e. Use of mobile phones, smoking
- Access to amenities
- Access to Resources
- Long course enrolment involves a more comprehensive orientation process. ACI will provide an in-depth presentation followed by a tour of the facilities. The following information is covered throughout the student's orientation:
 - The purpose of the course
 - The qualification they are undertaking
 - The outcome required in terms of workplace
 - The units of competency to be covered
 - Assessment requirements
 - Attendance requirements including recording attendance
 - Equipment and resources they will need to provide
 - Equipment and resources they can access at the RTO
 - Study load requirements relating to things like self-paced learning
 - IT access arrangements
 - A brief on any work placement requirement applicable
 - Any rules such as mobile phones, smoking, information technology access or use
 - Behaviour and language expectations

- Treating others with respect
- Plagiarism and academic integrity requirements
- Support arrangements including where to go if they need assistance
- The support services which are available
- Confirmation of any fee payment requirements
- How to provide feedback or to raise a complaint or appeal
- Security and personal safety including lockdown procedures
- Safety arrangements including hazard reporting procedure
- Emergency evacuation arrangements
- First aid arrangements
- Administrative requirements including providing a student digital image, monitoring progress
- Points of contact

Unique student identifier

All students studying nationally recognised training in Australia are required to have a Unique student identifier (USI). A USI is a reference number made up of numbers and letters. The USI will allow students online access to their training records and results (VET Transcript) through their online USI account. <https://www.usi.gov.au/help/login-to-usi-registry>

ACI will comply with the requirements of the *Student Identifiers Act 2014*, including:

- Verifying with the USI Registrar a student's USI before using that USI for any purpose,
- Not issuing AQF certification documentation to an individual without being in receipt of a verified USI for that individual, unless an exemption applies under the *Student Identifiers Act 2014*,
- Ensuring that where an exemption described in clause 3.4(b) applies, it will inform the student prior to either the completion of the 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 USI Registrar.
- Collecting and verifying the student's unique student identifier is technically a requirement that must occur prior to any AQF certificate being issued. Noting this, it is the ACI policy that the students USI will be collected and verified as part of the enrolment process. The USI is collected as part of the enrolment application form and no enrolment should be confirmed unless the students USI has been verified.

Enrolling students who are visiting Australia on a Visa

Under the provisions of the *Education Services for Overseas Students Act 2000 (ESOS Act)*, it is an offence for an RTO that is not registered for CRICOS to enrol and provide training services to a person who are visiting Australia on a Student Visa (overseas student). ACI is not a registered CRICOS Provider and; therefore, must implement arrangements to prevent overseas students from enrolling into our courses either by mistake or by omission.

All students applying for enrolment into a course offered by ACI must be required to declare if they visiting Australia on a Visa and if yes, what type of visa category does the prospective student hold? The enrolment application is to be reviewed by the Office Manager or delegate to identify if the Visa holder is eligible to undertake the training. If the applicant is not eligible to undertake the training, they should be advised of this in writing with an explanation. In some situations, there are visa holders such as those visiting Australia on a temporary or working Visa that may be eligible to undertake training and education whilst visiting Australia. If in doubt, the Office Manager or delegate is to check the Visa conditions at the Department of Home Affairs website at the following address:

<https://immi.homeaffairs.gov.au/visas/already-have-a-visa/check-visa-details-and-conditions>.

The Office Manager or delegate is to record their assessment of students declaring as a visa holder using the enrolment procedure checklist.

There are also some exemptions to this law that may apply in some circumstances where students are applying to undertake a short course. This applies to only specific training products which are named in the following legislative instrument which has exempted certain nationally recognised courses from requiring CRICOS registration. This allows overseas students to attend in addition to their full-time main course of study, specified exempt courses to enable these students to meet local requirements as part of any employment they are entitled to undertake.

These courses are typically short in duration and low cost, such as first aid, infection control, construction white cards, or responsible service of alcohol courses. Many workplaces require mandatory units of competency to undertake work, and this legislative instrument enables overseas students to access these skills at a wider range of training providers. Note that this only applies to very specifically named training products in the legislative instrument which can be accessed at the following link:

<https://www.education.gov.au/international-education/resources/supplementary-courses-instrument>

Where are here name is offering training product that is named in this legislative instrument it is permitted to accept an enrolment from an overseas student.

Verifying entry requirements

ACI may impose entry requirements for entering a course that it offers. This may be in addition to specified entry requirements required by the nationally endorsed training package. Additional entry requirements nominated by ACI are referred to as “local entry requirements”. Local entry requirements may be imposed to ensure that a student is meeting a particular entry level to undertake a course. This may relate to the students age, level of education, current work experience, current employment status, prior competency or qualification. This small list is not exhaustive and there is no particular limit on what local entry requirements that ACI may impose whilst being mindful not to impose any barriers to entry which breach legislative discrimination requirements.

The Office Manager or delegate is collect and review / verify evidence submitted by students accompanying their enrolment application to satisfy course entry requirements. Where any doubt exists regarding this evidence, the Office Manager is to seek advice from the Training Manager. Where any clarification is required from the student, the Office Manager is to contact the student and seek this clarification. All evidence relating to enter requirements is to be saved on to the student file and retained in the student record. The Office Manager is to update the enrolment procedure checklist to confirm that entry requirement evidence has been verified.

Processing applications for credit transfer

ACI will offer all prospective students the option to seek credit transfer for units of competency the student has previously achieved in prior nationally recognised training. These applications are to be administered in accordance with the policy and procedure *PP1.12 - Credit Transfer*. Evidence of credit transfer applications and supporting evidence is to be retained on the student's record and the Office Manager or delegate is to update the enrolment procedure checklist accordingly.

Assessing a student's language, literacy, numeracy and digital proficiency

ACI will assess all student's language, literacy, numeracy and digital proficiency as part of their enrolment without exception. This assessment is administered in accordance with the policy and procedure *PP2.3- Language, Literacy and Numeracy*. Evidence of the student's language, literacy, numeracy and digital proficiency assessment is to be retained on the student's record and the Office Manager or delegate is to update the enrolment procedure checklist accordingly.

Issuing a confirmation of enrolment

Where a student is enrolling into a course offered by ACI, the Office Manager or delegate is to ensure that each student is issued with a written confirmation of enrolment. For short course enrolments, this process may be automated via the website using an automatic generated email once the students booking or course registration has been received. For long course enrolments, the confirmation of enrolment should be issued individually using the confirmation of enrolment letter template. A copy of the enrolment confirmation in all situations should be retained on the students record and the Office Manager or delegate is to update the enrolment procedure checklist accordingly.

Student requests for course substitutions, transfer or deferral

Students are entitled to make requests of ACI about their enrolment. Common requests may include requests for a course substitution where one student requests to have their place in the course substituted by another student, request to be transferred between courses or a request to defer from a course before its commencement. The following provides the policy guidelines for ACI to administer these requests:

Requesting to substitute a course. Course substitutions are not permitted after the course has commenced under any circumstances. Requests for course substitutions are to be made in writing using the form *Application for Course Substitution* and can be made at any time up to 5 working days before the course commencement date. The administrative team is to engage with the substitute student as soon as possible to expedite the enrolment administration.

Requesting to transfer between courses. Requests for transfers to an alternate course can be made at any time. Requests for course transfer are to be made in writing using *Application for Course Transfer*. Request for course transfer are subject to the availability of an alternate course, the crossover of units of competency

the student has already completed and where a credit transfer would align with the new course. In some circumstances where there is no available course and there is no viable pathway for the student to credit transfer completed units of competency into the new course, course transfer will not be approved. Where student is accessing a training subsidy, there may also be restrictions preventing course transfer. These restrictions will be considered taking into account the student's individual circumstances.

Requesting to defer a course. Deferral from a course after the course has commenced is not permitted. In this circumstance, the student has the option to withdraw from the course (ref to *PP1.13 - student Completion and Issuing Certificates*). Requests for deferral from the course prior to it commencing can be arranged if ACI is advised in writing more than 5 working days prior to the course commencing. Requests for course deferral are to be made in writing using the form - *Application for Course Deferral*. Requests to defer a course commencement longer than six months is to be declined and the student's enrolment is to be closed if the student is not able to commence earlier.

For policy relating to student requests for course withdrawal ref to *PP1.13 - student Completion and Issuing Certificates*.

Considerations

Content of pre-enrolment information

ACI provide pre-enrolment information as a package of documents or other formats that communicate the student's rights and obligations. As outlined at paragraph 3.2, this information is made up of a number of information products including the following:

- The **student handbook** which communicates information to the student about ACI, its support services and the student's rights and obligations.
- **Advertising and marketing material** which communicates information to the student about the services to be provided in the training product in which they have expressed their interest.

The **schedule of fees and charges** which communicates information to the student about the fees and charges of the services offered by ACI Including the schedule of payments (where applicable) and the students rights to a refund.

This section should be read in conjunction with *PP2.1 – Advertising and Marketing*. The following considerations are provided to guide the development of pre-enrolment information:

Student Handbook. The student handbook is the primary information vehicle to inform students about their rights and obligations prior to their enrolment. Ideally, the student handbook is supplied electronically as a PDF document. It is important that this document is professionally presented as it reflects the quality of the organisation.

The student handbook is effectively the policy manual for all the student's participation in training and engagement with ACI. It should constitute a valuable information source for the student who can reference the handbook when the student has questions about their course participation and their options with various requirements.

The student handbook should contain information on the following topics for the student:

- Introduction to ACI and key personnel;
- ACI contact information;
- Description of services;
- Delivery locations (if applicable);
- Parking arrangements (if applicable);
- Public transport options (if applicable);
- Food options (if applicable);
- Our expectation of the student;
- Our partners and third parties (if applicable);

- Training safety arrangements;
- Language, literacy and numeracy skills;
- Accessing support services;
- Equity and diversity support arrangements;
- Disability inclusion;
- Children and young students (if applicable);
- Privacy protection;
- National VET Data Policy;
- Unique Student Identifier requirements;
- Student access to records arrangements;
- Fees and charges;
- Payment methods;
- Refund policy;
- Training funding and subsidy obligations;
- Consumer protection and guarantees;
- Learning material cost and replacement;
- Statutory cooling off period;
- Changes to our terms of service;
- Requesting to substitute a course;
- Requesting to transfer between courses;
- Requesting to defer a course;
- Withdrawing from a course;
- Student who are not contactable or not responding;
- Plagiarism and academic integrity policy;
- Behaviour misconduct;
- Continuous improvement arrangements;

- Assessment requirements;
- Work placement requirements (if applicable);
- General material the student will require;
- Re-assessment policy;
- Recognition of prior learning;
- Credit transfer options;
- Issuing Qualifications and Statements of Attainment;
- Making a complaint or an appeal;
- Legislation that applies to the services we deliver.

Course Brochure. The *PP2.1 – Advertising and Marketing* outlines a range of options for the content to be included in pre-enrolment information. In accordance with the requirements of Outcome Standards for RTOs, Standard 2.1 the following represents the minimum level of detail to satisfy pre-enrolment information requirements to inform the prospective student about the service to be delivered:

- Business name or logo,
- RTO number or code,
- The training product being offered with the full code and title as published on the national training register;
- Disclosure of services being delivered by a third party (if applicable);
- Details of funding, subsidy or financial support (if applicable);
- Details of licence or certification outcomes (if applicable);
- The NRT logo (optional);
- The entry requirements for the course;
- Basic description of the service to be delivered including:
- Outline of the course program and how it is structured,
- Where a qualification is being advertised, a list of the units of competency being delivered as part of the service with an indication of core and elective designation,
- The modes of the training delivery,
- Delivery locations,

- The duration of the course,
- Attendance requirements including the hours or attendance and/or designated days or block training periods,
- The time commitment required by the student including for any self-paced study or assessment work,
- The requirement for assessment to complete the course,
- The requirement for work placement (if required) including, the time commitment required for work placement,
- Material the student needs to hold to participate in training including consideration of access to information technology capabilities for after-hours study, dress and equipment requirements, stationary requirements, and
- Licences or certifications the student needs to hold to participate in training such as holding a white card, holding a current working with children check, etc.
- Direct the student to review pre-enrolment information including the schedule of fees and charges and the student handbook prior to their enrolment.
- Call to action, such as a link to the website to obtain more information or contact details to make an enquiry.

Schedule of Fees and Charges. The schedule of fees and charges provides a central place where the nominated fees and charges to participate in services with ACI are listed. Schedule of fees and charges should contain the following minimum information:

the total amount of all fees including course fees, administration fees, material fees and any other charges for enrolling into a course;

payment terms, including the timing and amount of fees to be paid and any non-refundable deposit/administration fee;

the nature of the guarantee given by ACI to honour its commitment to deliver services and complete the training and/or assessment once the student has commenced study;

any discounts, fee reductions or exemptions available for multiple enrolments, concession card holders, continuing students, group bookings etc (if applicable);

information on the obligations for the student of government training entitlements and subsidy arrangements in relation to the delivery of the services (if applicable);

the fees and charges for additional services, including such items as issuance of a replacement qualification parchment or statement of results and the options available to students who are deemed not yet competent on completion of training and assessment; and ACI refund policy.

Procedure

Steps	Person/s responsible
Initial contact procedure	
<p>Receive enquiry from the prospective student</p> <p>Receive enquiry from prospective student. This may be received via email, social media messaging, phone call, via the website or if the student physically walks into the premises.</p>	Officer Manager or delegate
<p>Follow up the enquiry – Identify training needs</p> <p>Contact the perspective student preferably by phone to discuss their interest in the relevant course and to determine if their training needs align with the services that ACI is offering.</p> <p>If the person training needs cannot be supported by ACI, advise the person that we are not able to provide the training and advise them of some known alternatives or how they can find a course that better suits their needs using the government service Your Career https://www.yourcareer.gov.au/.</p>	Officer Manager or delegate
<p>Send enquiry response email</p> <p>The prospective student is to be send the standardised <i>enquiry response email</i> with the pre-enrolment information either attached or provided as a link to be accessed through the Internet inviting the student to review this information before them seeking an enrolment. This must include the following:</p> <p>advertising and marketing material which communicates information to the student about the services to be provided in the training product in which they have expressed their interest.</p> <p>the student handbook which communicates information to the student about ACI, its support services and the student’s rights and obligations.</p> <p>The schedule of fees and charges which communicates information to the student about the fees and charges of the services offered by ACI Including the schedule of payments (where applicable) and the students rights regarding seeking a refund.</p> <p>The enquiry response email will also include either an attached form or a web link for the student to complete the enrolment application form or course registration.</p>	Officer Manager or delegate
<p>student submits an enrolment application or course registration</p>	Officer Manager or delegate

Steps		Person/s responsible
	Once the perspective student has reviewed the pre enrolment information and they want to proceed with and enrolment application or course registration, they will submit the relevant form either in hard copy or via the ACI website. The Officer Manager or delegate will review the enrolment application in accordance with the enrolment procedure checklist and update the checklist accordingly. All evidence received as part of the enrolment application is to be retained on the students file within the student management system. Confirm if the student has identified any support requirements, wellbeing or disability needs. Confirm if any LLND support is required by reviewing the initial core skills assessment.	
	<p>Consider any Opportunities for Improvement to this process</p> <p>Consider the opportunities for improvement that may have emerged during the process and record these within a record of continuous improvement for consideration at a future management meeting. Refer to: <i>PP4.7 - Continuous Improvement</i> and <i>PP4.3 - Management Meeting</i>.</p>	Officer Manager or delegate
	Refer to the relevant student enrolment process for next steps.	

The Student Enrolment Procedure

The enrolment procedure below outlines three (3) different enrolment procedures, these include:

- Short course
- Long course - Fee for service
- Long course - Subsidised training

Steps	Person/s responsible
Student Enrolment Process - Short course	
<p>Application is received and reviewed</p> <p>Upon completion of the Initial contact procedure at 5.1, commence the enrolment procedure below.</p> <p>Receive the <i>Enrolment Application Form</i> or online course registration and check that it is completed correctly. Take note of any individual student needs and student's language, literacy, numeracy and digital proficiency after completion of the initial core skills assessment.</p> <p>Note. This application process and assessment of LLND proficiency may be facilitated completely online and automated. In this circumstance, the Officer Manager or delegate is to review the results of this online application usually received as an email and review it for completeness or any required follow-up action.</p>	Officer Manager or delegate
<p>Confirm payment of course fee</p> <p>The Officer Manager or delegate is to review the payment information for each enrolment and confirm payment of tuition fees aligned with the student's course enrolment application or course registration.</p> <p>Note. This payment confirmation process may be facilitated completely online and automated. In this circumstance, the Officer Manager or delegate is to review the results of this online application usually received as an email and review it for payment confirmation. In some situations, it is not possible to submit a course registration without making a payment as part of this process.</p>	Officer Manager or delegate
<p>Determine the need for student support before commencing the course</p> <p>Consider any individual student needs communication in the enrolment application or the student's language, literacy, numeracy and digital proficiency to identify the need for support. If support is considered suitable, the Officer Manager or delegate is to make a note and refer the</p>	Officer Manager or delegate Student Support Officer

Steps	Person/s responsible
<p>students details to the Student Support Officer via email. If the student requires specialist support, contact the student and suggest specialist support options (ref to: <i>PP2.3 - Language Literacy and Numeracy</i> and <i>PP2.4 - Student Support and Wellbeing</i>). The Student Support Officer will communicate directly with the student and the relevant Trainer regarding support strategies.</p>	
<p>Complete the Enrolment Procedure Checklist</p> <p>Complete the <i>Enrolment Procedure Checklist</i> and process the enrolment application and record any training support or wellbeing support needs applicable to the student and alert training staff of these. The following criteria must be verified before an enrolment confirmation can be supplied:</p> <ul style="list-style-type: none"> Enrolment form complete and signed Visa verified, not on a student visa USI provided and verified A valid form of ID provided Entry requirements evidence provided Student data entered into the student management system Course and training products allocated to enrolment in SMS Student digital or hard copy student file created Credit Transfer application administered (if applicable) LLND completed and support needs and communicated 	<p>Officer Manager or delegate</p>
<p>Issue the student with an Enrolment Confirmation</p> <p>The Officer Manager or delegate is to issue the student with an enrolment confirmation and receipt for tuition fees. The enrolment confirmation is also to confirm the date, time and location of training for the first day and provide contact details if the student has any questions prior to the course commencing. Update <i>Enrolment Procedure Checklist</i>.</p> <p>Note. This enrolment confirmation process may be facilitated completely online and automated. In this circumstance, the Officer Manager or delegate is to review the results of this online application usually received as an email and review it for confirmation.</p>	<p>Officer Manager or delegate</p>
<p>Provide access to pre-training material</p>	<p>Officer Manager</p>

Steps	Person/s responsible
<p>Where a short course has a pre-training component where the student needs to undertake study and submit evidence of completing pre-training prior to attending face to face training, the Officer Manager or delegate is to either authorise or send this pre-training material to the student with notification of submission dates. This material may be digital and sent via email or may be delivered via a learning management system. Update <i>Enrolment Procedure Checklist</i>.</p> <p>Note. The supply of pre-training material may be facilitated completely online and automated. This may be linked to the online course registration and payment and triggered by the students payment which automatically creates an email to the student with login details to access pre-training material.</p>	or delegate
<p>Consider any Opportunities for Improvement to this process</p> <p>Consider the opportunities for improvement that may have emerged during the process and record these within a record of continuous improvement for consideration at a future management meeting. Refer to: <i>PP4.7 - Continuous Improvement</i> and <i>PP4.3 - Management Meeting</i>.</p>	Officer Manager or delegate
Student Enrolment Process - Long course - Fee for service	
<p>Application is received and reviewed</p> <p>Upon completion of the Initial contact procedure at 5.1, commence the enrolment procedure below.</p> <p>Receive the <i>Enrolment Application Form</i> and check that it is completed correctly. Take note of any individual student needs and student's language, literacy, numeracy and digital proficiency after completion of the initial core skills assessment. Raise an <i>Enrolment Procedure Checklist</i> to support the enrolment process.</p> <p>Note. This application process and assessment of LLND proficiency may be facilitated completely online and automated. In this circumstance, the Officer Manager or delegate is to review the results of this online application usually received as an email and review it for completeness or any required follow-up action.</p>	Officer Manager or delegate
<p>Confirm payment of course fee</p> <p>The Officer Manager or delegate is to review the initial payment information for each enrolment and confirm payment of tuition fees aligned with the student's course enrolment application or course registration. Update <i>Enrolment Procedure Checklist</i>.</p>	Officer Manager or delegate

Steps	Person/s responsible
<p>Note. This payment confirmation process may be facilitated completely online and automated. In this circumstance, the Officer Manager or delegate is to review the results of this online application usually received as an email and review it for payment confirmation. In some situations, it is not possible to submit a course registration without making a payment as part of this process.</p>	
<p>Administer language, literacy, numeracy and digital proficiency assessment (LLND)</p> <p>Where additional LLND assessment is either indicated or required, organise the time for the student to attend ACI for LLND assessment to be facilitated. This will occur directly before the student is engaged in the enrolment interview. Please refer to: PP2.3 <i>Language Literacy and Numeracy</i>. Update <i>Enrolment Procedure Checklist</i>.</p> <p>Note. LLND assessment may be facilitated online through a third party service provider. In this situation, the Officer Manager or delegate will initiate this process, and the student will receive an email to complete the assessment. ACI will receive a copy of the assessment results with any support recommendations.</p>	Officer Manager or delegate
<p>Undertake an enrolment interview</p> <p>The Officer Manager or delegate is to contact the student to organise and conduct the enrolment interview with all students entering a Long Course. This interview may be conducted in person at the office or via Zoom/Teams or by phone. The enrolment interview is to be conducted and recorded using the <i>Student Enrolment Interview Form</i>. The topics to be discussed with the student may vary according to the student and the course. The following are the general points to be discussed to ensure the student is fully informed and ready to commence training:</p> <p>Determine the applicant's career/work objectives. Why are they seeking this course?</p> <p>Assess the person's individual needs and circumstances and present /discuss support options available to the person both within ACI and those available through specialist service providers;</p> <p>Inform the person about opportunities for recognition of their prior learning (RPL) or current competence (Credit Transfer);</p> <p>Confirm the mandatory work placement requirements (if applicable) that apply to the course. Confirm the arrangements to establish this, orientation, supervision, required hours and duties;</p>	Officer Manager or delegate

Steps	Person/s responsible
<p>Confirm the person received all required pre-enrolment information and talk through the person's rights and obligations, confirm fee payment arrangements and the services to be provided;</p> <p>Explain the training and assessment services involved in the relevant training program;</p> <p>Highlight the delivery model and assessment methods that will be used throughout the training program;</p> <p>Explain the requirements applicable to the USI; and</p> <p>Confirm the next step to complete the enrolment process and commence their training program.</p> <p>Retain a copy of the completed student enrolment interview form and Update <i>Enrolment Procedure Checklist</i>.</p>	
<p>Complete all steps in the Enrolment Procedure Checklist</p> <p>Complete all steps in the <i>Enrolment Procedure Checklist</i> and process the enrolment application and record any training support or wellbeing support needs applicable to the student and alert training staff of these. The following criteria must be verified before an enrolment confirmation can be supplied:</p> <p>Enrolment form complete and signed</p> <p>Visa verified, not on a student visa</p> <p>USI provided and verified</p> <p>A valid form of ID provided</p> <p>Entry requirements evidence provided</p> <p>Student data entered into the student management system</p> <p>Course and training products allocated to enrolment in SMS</p> <p>Student digital or hard copy student file created</p> <p>Credit Transfer application administered (if applicable)</p> <p>Set up payment schedule in payment system</p> <p>Update the <i>Enrolment Procedure Checklist</i>.</p>	<p>Officer Manager or delegate</p>

Steps	Person/s responsible
<p>Determine the need for student support before commencing the course</p> <p>Consider any individual student needs communication in the enrolment application or the student's language, literacy, numeracy and digital proficiency to identify the need for support. If support is considered suitable, the Officer Manager or delegate is to make a note and refer the student's details to the Student Support Officer via email. If the student requires specialist support, contact the student and suggest specialist support options (ref to: <i>PP2.3 - Language Literacy and Numeracy</i> and <i>PP2.4 - Student Support and Wellbeing</i>). The Student Support Officer will communicate directly with the student and the relevant Trainer regarding support strategies. Update <i>Enrolment Procedure Checklist</i>.</p>	<p>Officer Manager or delegate</p> <p>Student Support Officer</p>
<p>Issue the student with an Enrolment Confirmation</p> <p>The Officer Manager or delegate is to issue the student with an enrolment confirmation and receipt for tuition fees. The enrolment confirmation is also to confirm the date, time and location of training for the first day and provide contact details if the student has any questions prior to the course commencing. Update <i>Enrolment Procedure Checklist</i>.</p> <p>Note. This enrolment confirmation process may be facilitated completely online and automated. In this circumstance, the Officer Manager or delegate is to review the results of this online application usually received as an email and review it for confirmation.</p>	<p>Officer Manager or delegate</p>
<p>Provide access to pre-training material (where applicable)</p> <p>Where a short course has a pre-training component where the student needs to undertake study and submit evidence of completing pre-training prior to attending face to face training, the Officer Manager or delegate is to either authorise or send this pre-training material to the student with notification of submission dates. This material may be digital and sent via email or may be delivered via a learning management system. Update the <i>Enrolment Procedure Checklist</i>. Student commences training.</p> <p>Note. The supply of pre-training material may be facilitated completely online and automated. This may be linked to the online course registration and payment and triggered by the student's payment which automatically creates an email to the student with login details to access pre-training material.</p>	<p>Officer Manager or delegate</p>
<p>Verify students nominated workplace (where applicable)</p> <p>The Training Manager is to organise to undertake a visit by appointment to the workplace nominated by the student where on the job training or work</p>	<p>Training Manager</p>

Steps		Person/s responsible
	placement is planned to be undertaken as part of the planned course. This workplace verification will be completed in accordance with <i>PP1.7-Work Placement</i> .	
	<p>Consider any Opportunities for Improvement to this process</p> <p>Consider the opportunities for improvement that may have emerged during the process and record these within a record of continuous improvement for consideration at a future management meeting. Refer to: <i>PP4.7 - Continuous Improvement</i> and <i>PP4.3 - Management Meeting</i>.</p>	<p>Officer Manager or delegate</p> <p>Training Manager</p>
Student Enrolment Process - Long course – Subsidised Training		
	<p>Receive referral from Australian Apprenticeship Centre or employer</p> <p>Respond to referral from Australian Apprenticeship Centre or employer and complete the Initial contact procedure outlined at 5.1.</p>	Officer Manager or delegate
	<p>Application for enrolment is received and reviewed</p> <p>Upon completion of the Initial contact procedure at 5.1, commence the enrolment procedure below.</p> <p>Receive the <i>Enrolment Application Form</i> and check that it is completed correctly. Take note of any individual student needs and student's language, literacy, numeracy and digital proficiency after completion of the initial core skills assessment. Raise a <i>Funded Enrolment Procedure Checklist</i> to support the enrolment process.</p> <p>It should be noted that applications for enrolment into subsidised training usually have a higher level of evidence that must be collected and verified. This will usually include evidence of the student either working or residing within the state, no longer in secondary education, is aged 15 years or older, evidence of citizenship or permanent residency, and photo identification.</p> <p>Note. This application process and assessment of LLND proficiency may be facilitated completely online and automated. In this circumstance, the Officer Manager or delegate is to review the results of this online application usually received as an email and review it for completeness or any required follow-up action.</p>	Officer Manager or delegate
	<p>Obtain consent and declaration from the student</p> <p>ACI must obtain consent from the student to for the students details to be shared with the relevant funding authority and for these details to be used by the funding authority to administer any training subsidy. This consent is mandated by the funding authority and is to be incorporated either into the</p>	Officer Manager or delegate

Steps	Person/s responsible
<p>enrolment application form or requested to be completed by the student prior to any further administrative processing with the funding authority.</p> <p>ACI is also two obtain a completed perspective student declaration required by the funding authority to confirm that the information provided by the student is accurate, that a claim for training subsidy has not been claimed in respect of the same training product previously, the student is aware of any third party arrangements with ACI and the student has been provided with details of any applicable student fee contributions and obligations they must meet in regard to receiving the subsidy. Update <i>Funded Enrolment Procedure Checklist</i>.</p>	
<p>Confirm level of subsidy and any required student payment</p> <p>The Officer Manager or delegate is to process a quote using the funding providers system to determine the student's eligibility and level of subsidy in support of the student's enrolment. Determining the level of subsidy should consider details of any applicable credit transfer, RPL, and additional subsidy due to disadvantage such as remote delivery, First Nation status, etc.</p> <p>The details where applicable should be recorded in the student managements system and communicated to the student. The record of the eligibility and level of subsidy should be retained on the student file. Update <i>Funded Enrolment Procedure Checklist</i>.</p>	Officer Manager or delegate
<p>Generate a notification of enrolment to funding authority</p> <p>ACI is to generate a notification of enrolment using the funding provider system. This notification of enrolment will include the issued commitment ID applicable for the student's enrolment. The commitment ID will be entered into the student management system and is important in linking claims for payment to the student's progress in the course. A copy of the notification of enrolment is to be retained on the student's file. Update <i>Funded Enrolment Procedure Checklist</i>.</p>	
<p>Administer language, literacy, numeracy and digital proficiency assessment (LLND)</p> <p>Where additional LLND assessment is either indicated or required, organise the time for the student to attend ACI for LLND assessment to be facilitated. This will occur directly before the student is engaged in the enrolment interview. Please refer to: PP2.3 <i>Language Literacy and Numeracy</i>. Update <i>Funded Enrolment Procedure Checklist</i>.</p> <p>Note. LLND assessment may be facilitated online through a third party service provider. In this situation, the Officer Manager or delegate will</p>	Officer Manager or delegate

Steps	Person/s responsible
<p>initiate this process, and the student will receive an email to complete the assessment. ACI will receive a copy of the assessment results with any support recommendations.</p>	
<p>Undertake an enrolment interview</p> <p>The Officer Manager or delegate is to contact the student to organise and conduct the enrolment interview with all students entering a Long Course. This interview may be conducted in person at the office or via Zoom/Teams or by phone. The enrolment interview is to be conducted and recorded using the <i>Student Enrolment Interview Form</i>. The topics to be discussed with the student may vary according to the student and the course. The following are the general points to be discussed to ensure the student is fully informed and ready to commence training:</p> <p>Determine the applicant's career/work objectives. Why are they seeking this course?</p> <p>Assess the person's individual needs and circumstances and present /discuss support options available to the person both within ACI and those available through specialist service providers;</p> <p>Inform the person about opportunities for recognition of their prior learning (RPL) or current competence (Credit Transfer);</p> <p>Confirm the mandatory work placement requirements (if applicable) that apply to the course. Confirm the arrangements to establish this, orientation, supervision, required hours and duties;</p> <p>Confirm the person received all required pre-enrolment information and talk through the person's rights and obligations, confirm fee payment arrangements and the services to be provided;</p> <p>Explain the training and assessment services involved in the relevant training program;</p> <p>Highlight the delivery model and assessment methods that will be used throughout the training program;</p> <p>Explain the requirements applicable to the USI; and</p> <p>Confirm the next step to complete the enrolment process and commence their training program.</p> <p>Retain a copy of the completed student enrolment interview form and Update <i>Funded Enrolment Procedure Checklist</i>.</p>	<p>Officer Manager or delegate</p>

Steps	Person/s responsible
<p>Complete all steps in the <i>Funded Enrolment Procedure Checklist</i></p> <p>Complete all steps in the <i>Funded Enrolment Procedure Checklist</i> and process the enrolment application and record any training support or wellbeing support needs applicable to the student and alert training staff of these. The following criteria must be verified before an enrolment confirmation can be supplied:</p> <p>Enrolment form complete and signed</p> <p>Visa verified, not on a student visa</p> <p>USI provided and verified</p> <p>Received all eligibility evidence</p> <p>Obtained consent and declaration from the student</p> <p>Confirmed level of subsidy</p> <p>Generated notification of enrolment</p> <p>A valid form of ID provided</p> <p>Entry requirements evidence provided</p> <p>Student data entered into the student management system</p> <p>Course and training products allocated to enrolment in SMS</p> <p>Student digital or hard copy student file created</p> <p>Credit Transfer application administered (if applicable)</p> <p>Update the <i>Funded Enrolment Procedure Checklist</i>.</p>	<p>Officer Manager or delegate</p>
<p>Determine the need for student support before commencing the course</p> <p>Consider any individual student needs communication in the enrolment application or the student's language, literacy, numeracy and digital proficiency to identify the need for support. If support is considered suitable, the Officer Manager or delegate is to make a note and refer the students details to the Student Support Officer via email. If the student requires specialist support, contact the student and suggest specialist support options (ref to: <i>PP2.3 - Language Literacy and Numeracy</i> and <i>PP2.4 - Student Support and Wellbeing</i>). The Student Support Officer will communicate directly with the student and the relevant Trainer regarding</p>	<p>Officer Manager or delegate</p> <p>Student Support Officer</p>

Steps	Person/s responsible
support strategies.	
<p>Issue the student with an Enrolment Confirmation</p> <p>The Officer Manager or delegate is to issue the student with an enrolment confirmation and receipt for tuition fees. The enrolment confirmation is also to confirm the date, time and location of training for the first day and provide contact details if the student has any questions prior to the course commencing. Update <i>Funded Enrolment Procedure Checklist</i>.</p> <p>Note. This enrolment confirmation process may be facilitated completely online and automated. In this circumstance, the Officer Manager or delegate is to review the results of this online application usually received as an email and review it for confirmation.</p>	Officer Manager or delegate
<p>Create and gain authorisation of the student's training plan</p> <p>Where required by the funding authority, within 12 weeks of the student's commencement (when the notification of enrolment was submitted), ACI is required to create a training plan that meets the funding providers requirements and facilitate authorisation for the training plan with all parties. This includes a representative of ACI (the Training Manager), the student and the student's employer. The purpose of the training plan is to ensure that the planned training and assessment meets the requirements of all parties and particularly considers workplace requirements of the host employer. The training plan is not complete until all details are completed and it is signed / dated by all parties. The training plan should be retained on the student's file and updated when necessary if the student's progress is diverging from the plan or at a minimum every six months. Update the <i>Funded Enrolment Procedure Checklist</i>.</p>	Officer Manager or delegate Training Manager
<p>Verify students nominated workplace (where applicable)</p> <p>The Training Manager is to organise to undertake a visit by appointment to the workplace nominated by the student where on the job training or work placement is planned to be undertaken as part of the planned course. This workplace verification will be completed in accordance with <i>PP1.7-Work Placement</i>. Update the <i>Funded Enrolment Procedure Checklist</i>.</p>	Training Manager
<p>Provide access to pre-training material (where applicable)</p> <p>Where a short course has a pre-training component where the student needs to undertake study and submit evidence of completing pre-training prior to attending face to face training, the Officer Manager or delegate is to either authorise or send this pre-training material to the student with notification of submission dates. This material may be digital and sent via email or may be delivered via a learning management system. Update the</p>	Officer Manager or delegate

Steps	Person/s responsible
<p><i>Funded Enrolment Procedure Checklist.</i> Student commences training.</p> <p>Note. The supply of pre-training material may be facilitated completely online and automated. This may be linked to the online course registration and payment and triggered by the student's payment which automatically creates an email to the student with login details to access pre-training material.</p>	
<p>Consider any Opportunities for Improvement to this process</p> <p>Consider the opportunities for improvement that may have emerged during the process and record these within a record of continuous improvement for consideration at a future management meeting. Refer to: <i>PP4.7 - Continuous Improvement</i> and <i>PP4.3 - Management Meeting</i>.</p>	<p>Officer Manager or delegate</p> <p>Training Manager</p>

Other documents to consider with this policy

- Policies
- Student Record Retention and Management
- Work Placement
- Language Literacy and Numeracy
- Student Support and Wellbeing
- Appeals Handling
- Management Meeting
- Continuous Improvement

Forms

- Enrolment Application Form
- Enrolment Procedure Checklist
- Funded Enrolment Procedure Checklist
- Schedule of Fees and Charges
- Language, Literacy and Numeracy Assessment
- Workplace Suitability Checklist

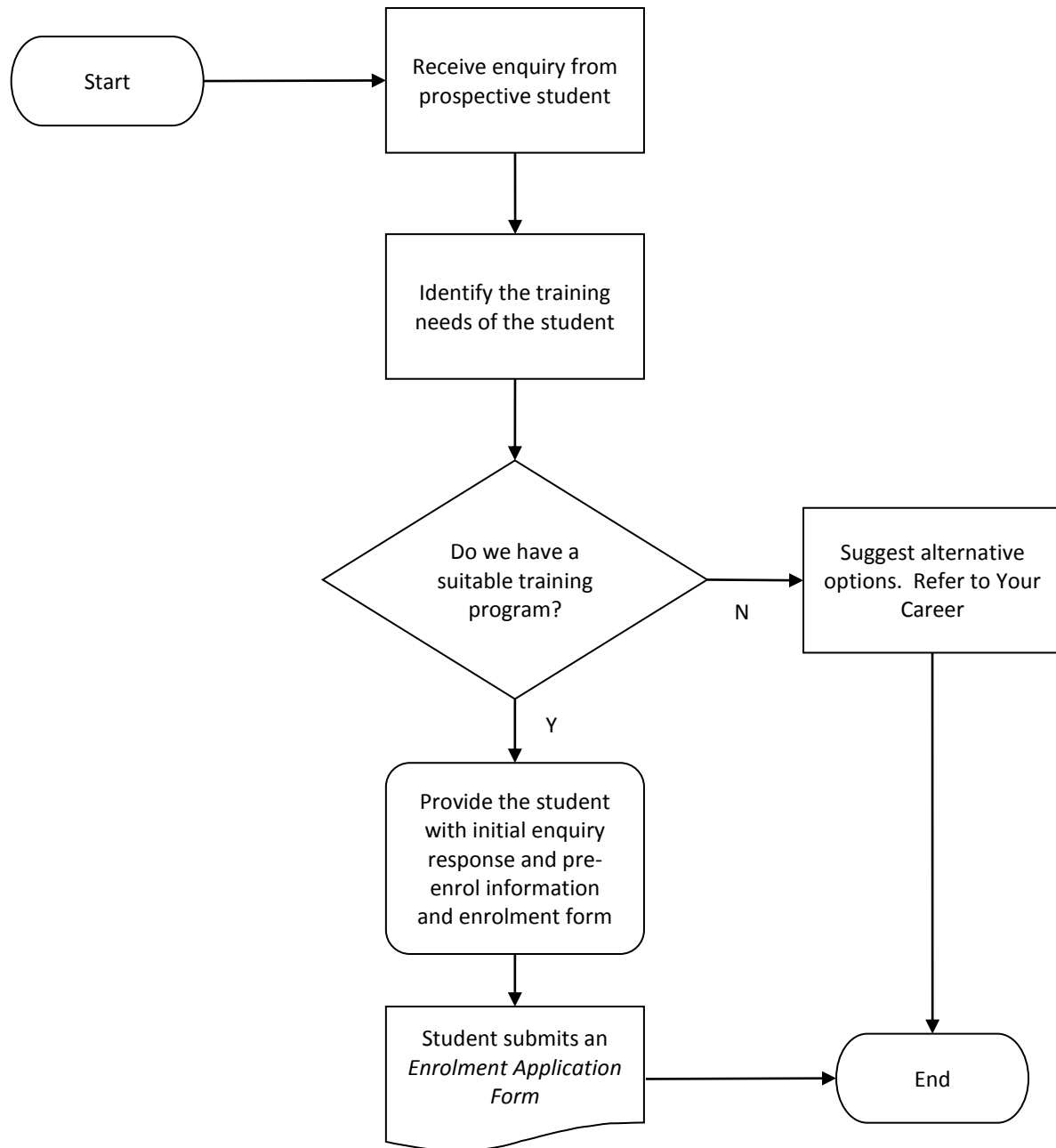
- Continuous Improvement Report

Handbooks, manuals or other documents

None

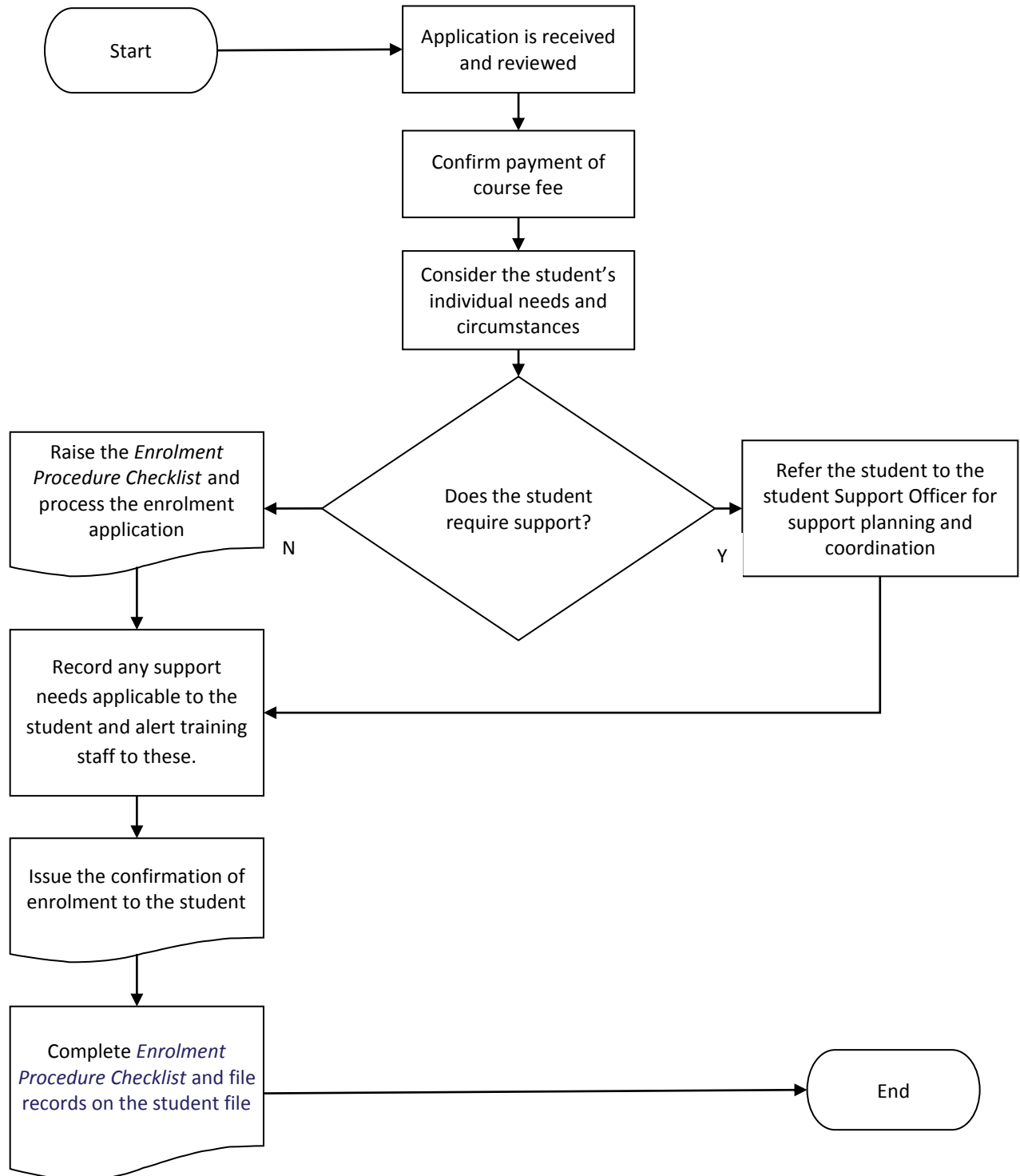
Flow chart

Initial Contact Process

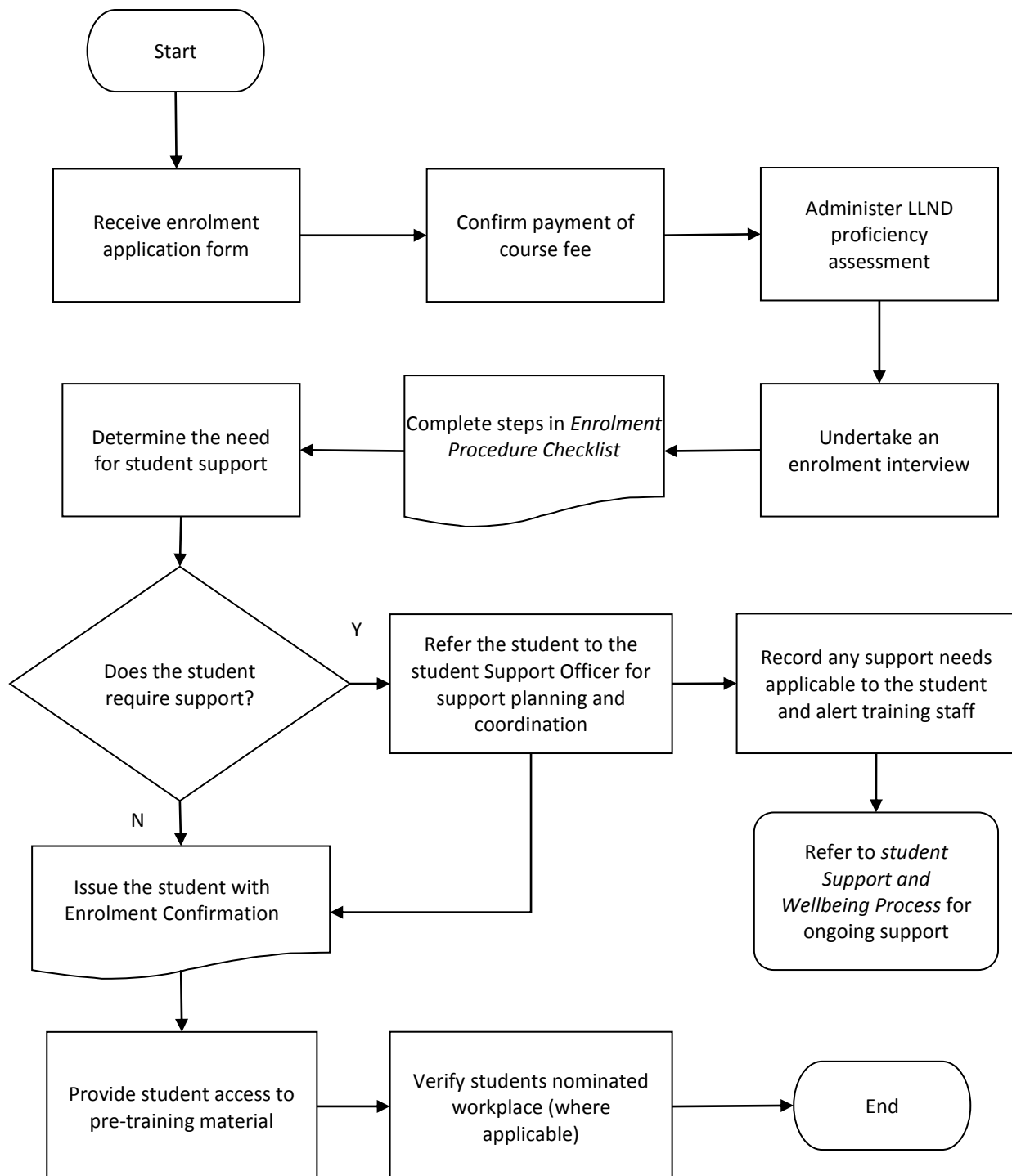


Bush Tukka Pty Ltd-- T/A--Adelaide Culinary institute(ACI) -- Adelaide Construction institute (ACI)

Short Course Enrolment Process

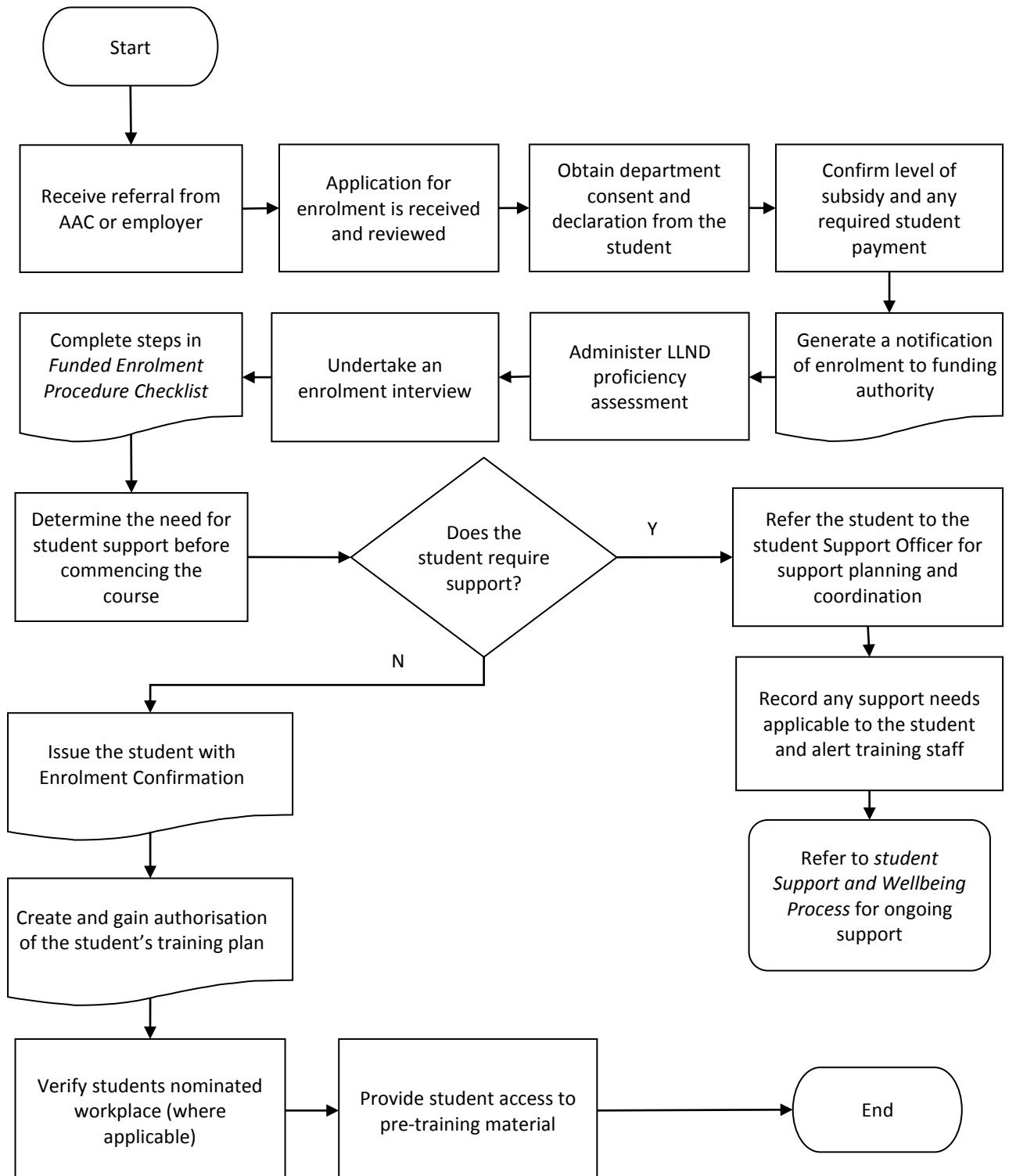


Long Course - Fee for Service Enrolment Process



Bush Tukka Pty Ltd-- T/A--Adelaide Culinary institute(ACI) -- Adelaide Construction institute (ACI)

Long Course – Subsidised Training Enrolment Process



Reference(s)

Outcome Standards for RTOs, Standard 2.1, VET students have access to clear and accurate information, including to make informed decisions about the training product and the RTO, and are made aware of changes that affect them.

information given to VET students is clear, accurate and current, including where this is disseminated by a third party

how it identifies the information that is needed by VET students prior to enrolment and how that information is communicated

the following information is easily accessible to VET students:

- the training product code and title, duration, mode(s) of delivery, location, commencement dates, scheduling, any requirements to commence or complete the training product including assessment requirements, whether any licencing or occupational licence requirements apply, and details of any third party arrangements
- the training support services and wellbeing support services that are available and how to access them
- any fees and costs payable by the VET student, including payment terms and conditions, refund policies and the availability of any relevant government training entitlements and subsidy arrangements
- the VET student's obligations or liabilities, including any obligations relating to work placements, materials, equipment or IT, costs and processes associated with VET student withdrawal and obtaining a Unique Student Identifier
- prior to enrolment or before any fees are required to be paid, written information is provided to the VET student about the agreed training to be provided, the amount of any fees to be paid by the VET student, and the VET student's obligations
- how it identifies changes that affect VET students, including transition of superseded, deleted, or expired training products, and informs VET students of these as soon as practicable.

Outcome Standards for RTOs, Standard 2.2, VET students are advised, prior to enrolment, about the suitability of the training product for them, taking into account their skills and competencies.

a system for reviewing the skills and competencies of VET students prior to enrolment, including their language, literacy and numeracy proficiency and digital literacy, as appropriate to the training product

it provides advice, based on the review, to VET students about the suitability of the training product for them.

Compliance Standard 12, Student identifier requirements

An NVR registered training organisation must:

- not include any individual's student identifier on a VET qualification or VET statement of attainment; and
- request the Registrar to verify that any student identifier provided to it by an individual belongs to that individual before the organisation uses the identifier for any purpose.

Subject to subsections (3) and (5), an NVR registered training organisation must not issue a VET qualification or a VET statement of attainment to a VET student unless the student has been assigned a student identifier.

Exemptions given by the Minister

The Minister may, in writing and as agreed by the Ministerial Council, specify an issue to which the requirement in subsection (2) does not apply, by reference to one or more of the following:

the organisation doing the issuing;

- the VET qualification, or VET statement of attainment, being issued; or
- the VET student to whom the VET qualification, or VET statement of attainment, is being issued.

Where an exemption described in subsection (3) or subsection 53(3) of the *Student Identifiers Act 2014* applies – an NVR registered training organisation must inform the VET student prior to the completion of 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 Registrar.

Subsections (2) and (3) only apply to NVR registered training organisations that are not constitutional corporations.

Note: Similar requirements to those set out in subsections (2) and (3), that apply to NVR registered training organisations that are constitutional corporations, are set out in section 53 of the *Student Identifiers Act 2014*.

Assessment

Policy area	Training and Assessment
Standards	Outcome Standards for RTOs, Standard 1.4
Responsibility	Trainers, Training Manager
Classification	Internal Only

Purpose

The purpose of this policy and procedure is to support the integrity and compliance of our assessment system and to ensure students' skills and knowledge are assessed in accordance with:

- the requirements of the training product,
- the rules of evidence,
- the principles of assessment.

Definitions

Assessment means the process of gathering evidence and making judgements on whether competency has been achieved to confirm that an individual can perform to the standard expected in the workplace, as specified in a training package or a vocational education and training accredited course.

Assessment tools are the media (electronic or hard copy) used to gather evidence about a student's competence. The following are examples of assessment forms and documents which may be incorporated into an assessment tool in support of each unit of competency:

- assessment instruction for the assessor and the student
- assessment recording tools
- assessment outcome reports
- assessor marking guide
- assessment mapping
- third party reports or work placement records

Training package means the nationally endorsed document that records the competencies required by different occupations and industries and describe how these competencies may be packaged into nationally recognised and portable qualifications that comply with the Australian Qualifications Framework.

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

Policy statement

Assessing the Unit of Competency

ACI uses units of competency drawn from nationally endorsed Training Packages as the primary benchmark for assessment. Supporting these are industry standards or codes of practice. These and other industry specific publications inform the context and standard of performance during assessment.

To identify the precise assessment criteria, we apply a methodology of unpacking a unit of competency to assess the full scope of the unit including elements of competence, performance evidence, knowledge evidence and the requirements of the evidence conditions. This process ensures that our assessment strategies accurately reflect the requirements of the relevant training package and are valid. To ensure alignment with all components of a unit of competency, unit mapping must be undertaken during the design and development of assessment. Unit mapping must also be undertaken when carrying out pre-assessment validation. (Refer to: *PP1.5 - Pre-assessment Validation*)

Unit mapping will show the relationship between the planned assessment activities and each component of the unit. This must be conducted at a micro level of detail to allow the mapping to be useful later as a reference to demonstrate the validity of the assessment. An assessment mapping document is available for this purpose.

Assessment context

ACI recognises the importance of establishing the right context for students during their assessment. Assessment context refers to the physical and non-physical environment in which skills and knowledge are assessed. This may be a workplace such as an office setting or a manufacturing workshop. The non-physical environment refers to things such as workplace policy and procedure, workplace tempo and culture. Many units of competency may be applied in any workplace such as skills and knowledge relating to workplace safety or leadership.

It is our responsibility to ensure that students are provided with the right context to undertake their assessment activities. To achieve this, we will apply the following strategies:

- Incorporation of the student's own workplace policies and procedures into the assessment scenario or activity.
- Conduct of the assessment in the student's workplace performing real workplace tasks where possible.
- Integration of relevant industry codes of practice and other industry information into the assessment activity.
- Incorporation of industry job descriptions for students to align with during realistic simulated workplace scenarios and case studies.

- Incorporation of regulatory information relating to licensing which applies to the unit of competency.
- Tailoring the program outcomes to meet the organisational training needs of the enterprise without compromising the Training Package requirements.
- Creating assessment activities which require the student to conduct specific research relating to industry situations and occurrences where applicable.
- Provide a realistic simulated workplace within ACI facilities.

While applying these strategies it is important to ensure that in establishing the context for assessment, we do not affect the transferability of the unit of competency. When the student is assessed as competent, this also means that the student can transfer the applicable skills and knowledge between different workplaces and context. This means that the competency is transferable and is a fundamental element of competency-based training and assessment.

Principles of assessment

In the delivery of assessment services, ACI applies the principles of assessment. Assessment strategies have been designed to ensure:

Fairness. Our assessment approach encourages fairness in assessment through consideration of the student's needs and characteristics and through making reasonable adjustments when it is appropriate and enabling reassessment if necessary. Assessors achieve this through clear communication with a student to ensure that the student is fully informed about, can participate in the assessment process, and agrees that the process is appropriate.

Flexibility. Assessment is flexible to the context, training product and student, and assesses skills and knowledge held by the student irrespective of how or where they have been acquired. Our assessment strategies provide for recognition of a student's current competency, employ a range of methods appropriate to the context of the industry, the unit of competency and the student themselves.

Validity. Assessment of skills and knowledge is integrated with practical application and enable the student to demonstrate these skills and knowledge in similar situations consistently. We conduct assessment against the broad range of skills and knowledge identified within each unit of competency and are integrated with the performance of workplace tasks. We ensure that the assessment is transferable to different context and situations and all components of the unit of competency are being assessed.

Reliability. Assessment evidence is interpreted consistently by assessors and the outcomes of assessment are comparable irrespective of the assessor conducting the assessment. We achieve this by using assessors who have the required competencies in assessment and the relevant vocational competencies. Our assessment resources also provide for standardised outcomes supported by model answers to guide assessors in their judgements. Reliability is also supported by the moderation of assessment judgements across our assessors achieved through our validation activities.

Collecting evidence that counts – the rules of evidence

In collecting evidence, ACI applies the rules of evidence to inform the assessment strategy. Assessment strategies have been designed to ensure:

Validity. We collect evidence that directly aligns with the components documented within each unit of competency to assure the assessor that the VET student has the skills and knowledge described in the training product. The collected assessment evidence must replicate the outputs of the task as though it were being performed within an actual workplace. This may include the observation of the student performing the tasks relevant to the unit of competency or the collection of a completed workplace products. Evidence of the student's ability to perform a task must Include observation of the student performing the task or evidence of their work. Evidence of the student's knowledge about the task may contribute to additional knowledge evidence but is not a substitute for the student demonstrating the actual task.

Sufficiency. We ensure the collection of relevant assessment evidence in a quality and quantity that ensures that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. The collection of sufficient assessment evidence will be supported by using a range of assessment methods which lead to the collection of evidence over time based on a range of performances. Particular regard is paid to the requirements of the performance evidence statement within each unit of competency in regard to the number of occasions that tasks must be demonstrated on and the range of performance requirements that need to be satisfied.

Authenticity. We seek evidence that is authentic. To support this, assessors must be assured that the evidence presented for assessment is the student's own work. Where documentary evidence is relied on it must be certified or supported by two other forms of evidence which demonstrate the same skill or knowledge. In all instances, where work is submitted external to ACI (i.e.; electronically, distance assignments, online) this is to include a signed authenticity statement by the student that they certify the work as their own. We also apply rigorous arrangements to prevent plagiarism and are mindful of the use of AI and its potential to impact the integrity of the assessment process (Refer to: PP1.9 - Plagiarism and AI).

Currency. We ensure the assessment evidence demonstrates the current skills and knowledge of the student relating to a particular unit of competency. Assessment evidence is to be based on the student's performance either at the time of the assessment decision or in the very recent past. Questions of evidence currency will mostly relate to recognition of prior learning applications where a student has been in the workplace for many years and is seeking recognition of skills and knowledge obtained through workplace experience or previous training. In all situations, assessors must validate the currency of a student's knowledge and skills.

Employers and other parties contributing to assessment evidence

Where industry representatives are engaged to contribute toward assessment evidence, we will use a standard approach to collect this evidence. We place a high value on the assessment evidence that is provided by supervisors or employers in the workplace. This evidence is usually very current and valid and contributes to the assessment decisions made by a qualified assessor. We do not however advocate the use of industry evidence (also referred to as third party evidence) as a substitute for the gathering of direct evidence by an assessor. In all areas of our operation, industry evidence is only to be used to complement and support the evidence being gathered by a qualified assessor and is **not** to be used as primary evidence.

During the development of assessment tools, assessors are to ensure that the observation criteria used in industry evidence reports is wholly task orientated. These observation criteria should reflect the tasks that the supervisor would expect to issue to an employee and monitor during normal workplace duties. The industry evidence report is not to contain assessment criteria drawn from a unit of competency as these assessment criteria are suitable only for trained and qualified assessors to interpret.

It is also not desirable to collect industry evidence simply by providing a document to be completed. This leads to the collection of insufficient evidence and is an annoyance to industry. Where possible assessors are to engage with industry representatives directly and collect evidence about a student's performance through discussion with supervisors. This discussion will be based on observable workplace tasks and evidence is to be recorded by the assessor. These discussions may be undertaken face-to-face or over the phone. The assessor must record the industry representative's details, contact information and the date/time of the engagement.

Engagement with industry

ACI is well placed to leverage off current industry associations to incorporate industry requirements into the assessment process. Consultation with enterprises or industry will provide information about assessment requirements relevant to workplaces. Regulatory requirements that relate to specific units of competency will be incorporated to ensure our students are well prepared for their workplace duties. Further information on industry engagement can be found in *PP1.2 - Industry Engagement*.

Recognition of prior learning

ACI will provide all students the opportunity to seek recognition of their prior learning. Recognition is viewed simply as another method of assessment and therefore is conducted in accordance with this policy. Further information can be found in *PP1.11 - Recognition of Prior Learning*.

Competence of assessors

In accordance with the Outcome Standards for RTOs, assessors are required to hold the minimum competencies for training assessment and the vocational competencies at least to the level being assessed. ACI has appropriate systems in place to ensure that all staff members are appropriately qualified to meet our requirement under the Outcome Standards for RTOs. Further information can be found in *PP3.2 - Trainer Credential Requirements* and *PP3.4 - Training and Assessment Under Supervision*.

Assessment validation

Assessment validation is the process where assessors compare and evaluate their assessment methods, assessment procedures and assessment decisions. ACI will facilitate pre-assessment validation to verify the alignment of assessment with the requirements of the respective training product, the rules of evidence and the principles of assessment (ref to *PP1.5-Pre-Assessment Validation*). We will also validate assessment after its implementation to verify that the assessment has been implemented in accordance with this policy (ref *PP1.10 Post-Assessment Validation*).

Assessment tools

We have developed assessment tools which support the assessment of applicable units of competency in accordance with the requirements of industry Training Packages. These are generic tools which provide us with a starting point for the development of other supporting tools which will reflect the needs of our clients or target industry group. Staff must be satisfied that tools developed for assessment, fit with the requirements of the target industry and enterprise requirements. Some units of competency are associated with licensing requirements and whilst this is not always stipulated in the unit of competency, we will need to be informed of the additional requirements this imposes during assessment. Completed assessment tools

are to be retained within the student record in accordance with *PP1.14 - Student Record Retention and Management*.

Assessment information

Our assessment activities are to be supported by clear assessment information that will ensure a reliable assessment across our operation. Ultimately, the quality of assessment outcomes produced by a student will be directly affected by the quality of the information provided at the commencement of the activity.

Examples of assessment information include:

Instructions to set the framework for the activity such as who, what, where, when and how. The expected outcomes of the assessment should be included in these instructions, and it is critical that they are straight forward and in line with the student's preparation during learning or through other competency development pathways.

Scenario information includes information that sets the context for a simulated assessment activity. This may be a simple case study or a deep scenario which requires analysis and interpretation. It is important to note that the higher the AQF qualification level, the greater the requirement to analyse and apply cognitive skills to produce workplace outcomes. Scenario information used to support assessment at a Diploma level, for example, should be relatively deep and complex to allow the student to exercise their analytical skills and produce viable workplace products and outcomes.

Industry information includes items such as codes of practice, policies and procedures, legislation and regulations. Whilst this may not be provided in hard copy to every student, they may also be provided contacts, web sites or hyperlinks to access this information. Electronic copies of industry information are also acceptable.

Re-assessment

It is the policy of ACI to provide **three** opportunities for training and re-assessment at no additional cost to the student or employer. The initial assessment is **one** and therefore the student will have two remaining opportunities if they are not able to demonstrate competency on the first attempt. Students who require additional training and re-assessment after they have exhausted their three opportunities will be required to pay a fee for additional training and re-assessment. Please refer to the current fee schedule to identify the re-assessment fee.

Students requiring additional learning support are to be brought to the attention of the Training Manager so the progress of the student can be monitored closely and additional support services can be applied well before it becomes necessary to impose an additional fee for re-assessment. Where students repeatedly do not demonstrate competence following significant learning and assessment support, a student's enrolment can be determined through mutual agreement.

Considerations

Credit transfer

Where a student is seeking credit transfer for a unit of competency that is on our scope of registration and the student can provide documentary evidence that the unit has been previously awarded to the student, credit transfer will be awarded. It is important to note that credit transfer is not an assessment. It is an

administrative function that determines the equivalence of a unit of competency the student has been previously awarded to incorporated into a course in which the student is enrolled. If the unit of competency is the same or is equivalent, then the unit may be issued as a credit transfer. This is not to be confused with the recognition of prior learning which is a method of assessment. Please refer to *PP1.12 Credit Transfer* for further guidance.

Procedure

Steps	Person/s responsible
Assessment	
<p>Conduct pre-assessment validation. Conduct a pre-assessment validation on all assessment tools, for all units of competency, before they are used to conduct assessment.</p> <p>Refer to: <i>PP1.5 - Pre-assessment Validation.</i></p>	Training Manager
<p>Prepare for assessment. The assessor is to:</p> <p>Establish the context and purpose of the evidence to be collected;</p> <p>Identify and analyse the units of competency, Training Package and ACI assessment strategy to identify the evidence requirements; and</p> <p>Review the assessment tools and confirm their currency and adequacy in meeting the rules of evidence.</p>	Trainer
<p>Prepare the student. The assessor meets with the student to:</p> <p>Explain the context and purpose of the assessment and the assessment process;</p> <p>Explain the units of competency to be assessed and the evidence to be collected;</p> <p>Outline the assessment procedure and the preparation the student should undertake, and answer any questions;</p> <p>Assess the needs of the student and, where applicable, negotiate reasonable adjustment for assessing people with disabilities without compromising the competency outcomes;</p> <p>Seek feedback regarding the student's understanding of the units of competency, evidence requirements and assessment process; and</p> <p>Determine if the student is ready for assessment and, in consultation with the student, decide on the time and place of the assessment.</p>	Trainer
<p>Plan and prepare the evidence-gathering process. The assessor must:</p>	Trainer

	<p>Establish a plan for gathering sufficient quality evidence about the student's consistent performance in order to make the assessment decision;</p> <p>Source or develop assessment materials to assist the evidence-gathering process;</p> <p>Organise equipment or resources required to support the evidence-gathering process; and</p> <p>Coordinate and brief other personnel involved in the evidence-gathering process.</p>	
	<p>Collect the evidence and make the assessment decision. The assessor must:</p> <p>Establish and oversee the evidence-gathering process to ensure its validity, reliability, fairness and flexibility;</p> <p>Collect appropriate evidence and match compatibility to the elements, performance criteria, range statement and evidence guide in the relevant units of competency;</p> <p>Evaluate evidence in terms of the four dimensions of competency - task skills, task management skills, contingency management skills and job/role environment skills;</p> <p>Incorporate allowable adjustments to the assessment procedure without compromising the integrity of the competencies;</p> <p>Evaluate the evidence in terms of validity, consistency, currency, authenticity and sufficiency;</p> <p>Consult and work with other staff, assessment panel members or technical experts involved in the assessment process;</p> <p>Record details of evidence collected; and</p> <p>Make a judgement about the student's competence based on the evidence and the relevant unit(s) of competency.</p>	Trainer
	<p>Provide feedback on the assessment. The assessor must provide advice to the student about the outcomes of the assessment process. This includes providing the student with:</p> <p>Clear and constructive feedback on the assessment decision;</p> <p>Information on ways of overcoming any identified gaps in competency revealed by the assessment;</p> <p>The opportunity to discuss the assessment process and outcome; and</p>	Trainer

	Information on reassessment and the appeals process if applicable.	
	<p>Record and report the result. The assessor must:</p> <p>Record the assessment outcome in the student management system;</p> <p>Maintain records of the assessment procedure, evidence collected and the outcome. Refer to: <i>PP1.14 - Student Record Retention and Management</i>;</p> <p>Maintain the confidentiality of the assessment outcome; and</p> <p>Organise the issuance of statements of attainment. Refer to: <i>PP1.13 - student Completion and Issuing Certificates</i>.</p>	Trainer
	<p>Participate in the reassessment and appeals process. The assessor must:</p> <p>Provide students who are assessed as not yet competent with detailed verbal and written feedback to assist them to identify the gaps in their knowledge and skills to be addressed through further training. These students are to be provided with additional training and learning support to target their specific gaps in knowledge and/or skills and prepare them for reassessment.</p> <p>Provide feedback and counselling to the student, if required, regarding the assessment outcome or process, including guidance on further options;</p> <p>Provide the student with information on the reassessment and appeals process;</p> <p>Report any assessment decision that is disputed by the student to appropriate personnel; and</p> <p>Participate in the reassessment or appeal. Refer to: <i>PP2.10 - Appeals Handling</i>.</p>	Trainer
	<p>Record and report the result of reassessment and appeals. The assessor must:</p> <p>Record the reassessment outcome in the student management system;</p> <p>Maintain records of the reassessment, evidence collected and the outcome.</p>	Trainer
	<p>Review the assessment process. On completion of the assessment process, the assessor must:</p> <p>Review the assessment process;</p> <p>Report on the positive and negative features of the assessment to those responsible for the assessment procedures; and</p>	Trainer

	<p>If necessary, suggest methods of improving the assessment procedures through raising a <i>Continuous Improvement Report</i> or by providing input to the next scheduled assessment validation. Refer to: <i>PP4.7 - Continuous Improvement Procedure</i> and <i>PP1.10 Post-Assessment Validation</i>.</p>	
--	---	--

Other documents to consider with this policy

Policies

- PP4.7 Continuous Improvement
- PP1.5 Pre-assessment Validation
- PP1.10 Post-Assessment Validation
- PP1.12 Credit Transfer
- PP1.2 Industry Engagement
- PP1.13 student Completion and Issuing Certificates
- PP2.10 Appeals Handling
- PP1.14 Student Record Retention and Management
- PP3.2 Trainer Credential Requirements
- PP3.4 Training and Assessment Under Supervision

Forms

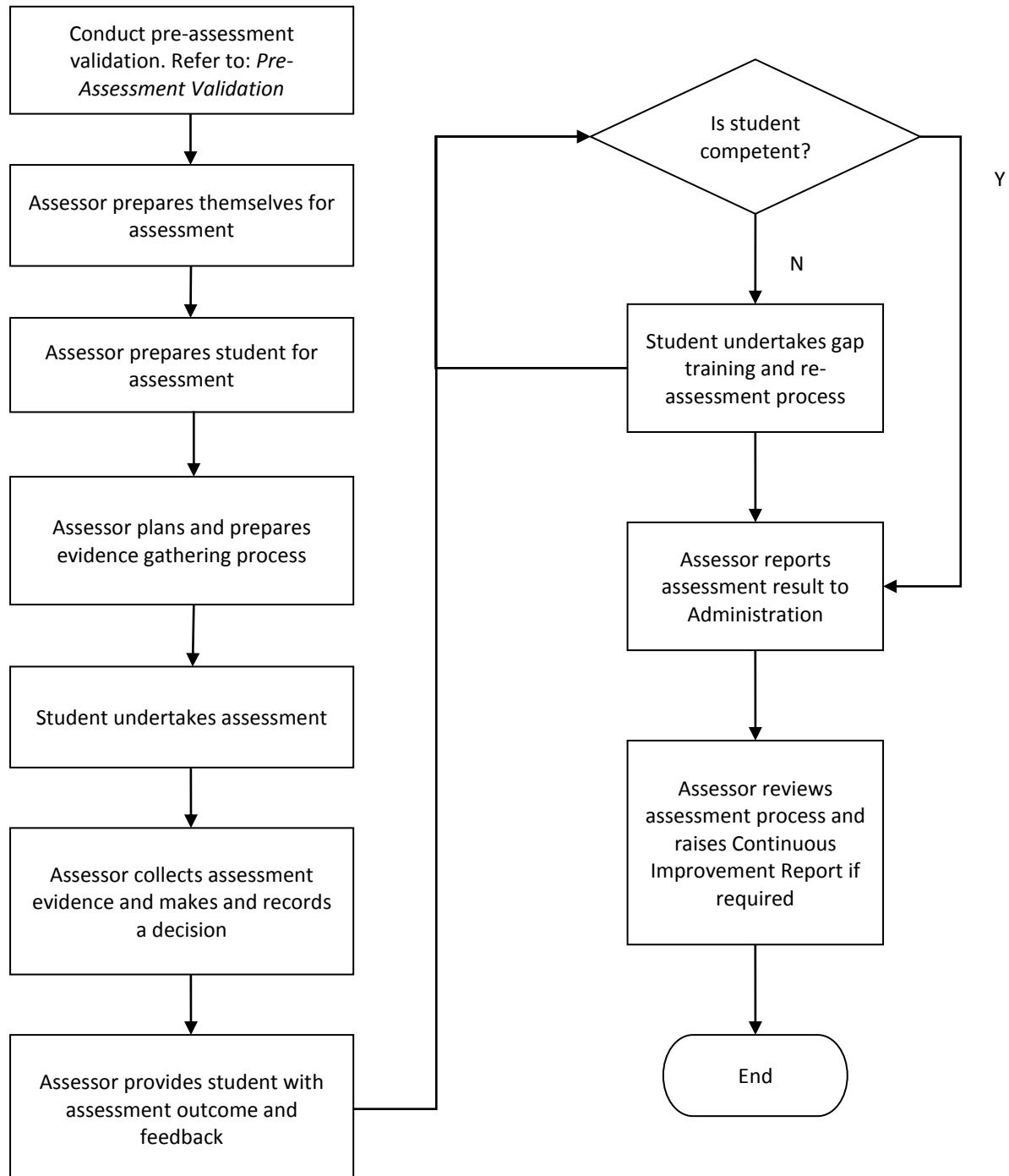
- Template - Assessment Authenticity Declaration
- Template - Assessment Mapping Record
- Template - Assessment Summary Report
- Template - Knowledge Assessment (Verbal)
- Template - Observation or Demonstration Assessment
- Template - Supervisor Feedback Report
- Continuous Improvement Report
- Request for an Appeal of a Decision Form
- Complaints and Appeals Register
- Appeals Response Letter

Handbooks, manuals or other documents

None.

Flow chart

Assessment Process



Reference(s)

Outcome Standards for RTOs, Quality Area 1 – Training and Assessment, Standard 1.4: The assessment system ensures assessment is conducted in a fair and appropriate way and enables accurate judgements of VET student competency.

Behaviour Misconduct

Policy area	Student Support
Standards	Outcome Standards for RTOs, Standard 2.5.
Responsibility	CEO, Training Manager, Student Support Officer
Classification	Internal Only

Purpose

The purpose of this policy and procedure is to:

promote a positive and respectful learning environment by setting clear expectations for student behaviour, addressing misconduct, and fostering accountability.

encourage acceptable behaviour and to inform all staff and students about ACI standards of behaviour.

Definitions

None

Policy statement

Standards of behaviour

A student must at all times maintain a high standard of behaviour while engaged in ACI activities either within the premises of RTO Nam or at another location.

Expected Behaviours

Students are expected to:

- Treat peers, staff, and property with respect.
- Comply with ACI policies and procedures.
- Engage actively and responsibly in learning activities.
- Communicate respectfully, avoiding discriminatory, offensive, or harmful language.
- Avoid disruptive, violent, or unlawful behaviour.

Unacceptable behaviour

Unacceptable behaviour includes, but is not limited to:

- Behaviour that impairs the reasonable freedom of other persons to pursue their studies and participate in the activities of ACI
- Any act or failure to act that endangers the safety or health of any other person
- Actions that impair any person's participation in a legitimate activity or, by act or omission disrupts the peace or good order of ACI
- Acting in a way that causes students or staff or other persons within the RTO to fear for their personal safety
- Wilfully obstructing or disrupting any official meeting, ceremony, activity, class or examination/assessment
- Any form of harassment, whether based on gender, race, age, sexual preference or religious belief
- Wilfully damaging or wrongfully dealing with any property, or the property of any person, including theft
- Being under the influence of prohibited drugs and/or substances including alcohol
- Trespassing or knowingly entering any place within the premises of ACI that is out of bounds to students
- Making a false representation as to a matter affecting student status
- Possession of dangerous articles or banned substances
- Abusive behaviour to others

Staff responsibilities

ACI staff are responsible to:

- Inform all students of expectations related to behaviour;
- Explain to students what constitutes behaviour misconduct;
- Model exemplary behaviour to act as a benchmark for students and other staff;
- Supervise student behaviour and the behaviour of other staff;
- Promote a positive environment that supports a student's individual personality whilst setting clear boundaries relating to acceptable behaviour;
- Respond immediately to observed behaviour misconduct to maintain a safe environment for staff and students and to protect the rights of individuals or groups;

- If the observed behaviour misconduct is serious in nature, the staff member may suspend the student's continued participation in ACI activities (training sessions, assessment, study sessions, lab sessions, field activities, etc);
- Report (in writing) behaviour misconduct when it is observed and actions taken in the immediate response using the *Student Behaviour Misconduct Report*.
- If the staff member reporting the incident considers that the student may be violent or is likely to cause harm to other students and /or staff, or damage property, the CEO should be contacted immediately to assess the risk. If necessary the Police are to be contacted and requested to respond to control the situation.

Student responsibilities

Students are responsible to:

- Be informed of and comply with Commonwealth or State law;
- Behave in a way that supports the freedom of other persons (students) to pursue their studies and participate in the activities of ACI;
- Identify themselves truthfully;
- Behave in a way that supports the safety or health of any other person;
- Maintain the peace or good order of the training environment;
- Treat ACI property with respect and prevent damage or destruction of property;
- Behave in a way that supports the conduct of official ACI meetings, ceremony, activity, class or examination/assessment;
- Treat others with respect and not discriminate based on gender, race, age, sexual preference or religious belief;
- Be free from (not under the influence of) prohibited drugs and/or substances including alcohol during attendance at the ACI;
- Not trespass or knowingly entering any place within the premises of ACI that is out of bounds to students;
- Give truthful information relating to student status; and
- Communicate in a way that demonstrates respect for others and is free from verbal abuse.

Students who have been identified for behaviour misconduct

Where student is identified for behaviour misconduct, the senior person of ACI staff is to complete a *Behaviour Misconduct Report* and submit this to the Training Manager (cc the CEO). Students who demonstrate behavioural misconduct are to be counselled and issued a formal warning (in writing). Students

who demonstrate behavioural misconduct after being formally warned are to have their enrolment cancelled and will not be entitled to a refund.

This does not limit the requirement to provide the student suitable warning in writing and the opportunity to make oral or written representations regarding the misconduct or their right to appeal a decision. Whilst any appeal is being processed, the student enrolment is to be temporarily suspended, and the student is not to attend the ACI premises.

Where the student's behaviour leads to the actual damage to property or harm to another person

Where the student's behaviour is so egregious or leads to the actual damage to property or harm to another person, the student's enrolment can be closed immediately, and the incident will be reported to the Police.

This does not remove the students right to appeal a decision made by ACI. Only after any appeal process has been completed that the student's enrolment can be closed and the student will be issued a statement of attainment only for units of competency they have achieved. Whilst any appeal is being processed, the student enrolment is to be temporarily suspended, and the student is not to attend the ACI premises.

Considerations

None.

Procedure

Steps	Person/s responsible
Managing student behaviour misconduct	
<p>Set expectations regarding behaviour</p> <p>Behaviour expectations are to be communicated to prospective students through pre-enrolment information including in the student handbook. After the student has commenced their course behaviour expectations are to be communicated during orientation on the first day of training. This applies to both long and short courses.</p>	Trainer
<p>Take immediate action if a student acts in a way that breaches behaviour misconduct policy</p> <p>Where student is identified for behaviour misconduct, the senior person (of ACI staff) who observes or confirms the incident is to complete a <i>Behaviour Misconduct Report</i> and submit this to the Training Manager (cc the CEO). The CEO is to consider all the circumstances and may interview the student to ensure they are informed of all details and all perspectives of the incident.</p> <p>For minor incidents, staff may address the issue informally through discussion with the student. They should encourage the student to reflect on their behaviour and make necessary changes.</p>	Trainer, Training Manager, Office Manager, CEO
<p>Determine the best course of action based on the severity of the students behaving this conduct</p> <p>Where the student's behaviour is poor but does not reach the threshold of being so egregious or leads to the actual damage to property or harm to another person, the student will be allowed to continue with their enrolment; however, the student will be referred for counselling and formal warning.</p> <p>Where the student's behaviour is so egregious or leads to the actual damage to property or harm to another person, the student's enrolment can be closed immediately, and the incident will be reported to the Police.</p> <p>This does not remove the students right to appeal a decision made by ACI. Only after any appeal process has been completed that the student's enrolment can be closed and the student will be issued a statement of attainment only for units of competency they have achieved.</p> <p>Whilst any appeal is being processed, the student enrolment is to be temporarily suspended, and the student is not to attend the ACI premises.</p>	CEO

	The details and the rationale of the consideration on the best course of action in regard to the student continuing in the course, are to be recorded on the student's record within the student management system.	
	<p>The student is to participate in counselling in regard to their behaviour</p> <p>Where a student reported for behaviour misconduct, the student needs to be referred to the student support officer where they are to be performance counselled on their behaviour and educated in corrective actions to improve their behaviour moving forward. The counselling and the meeting event is to be recorded on the form <i>Student Support Meeting Record</i> and saved to the student record within the student management system.</p>	Student Support Officer
	<p>Issue the student a formal warning for behaviour misconduct</p> <p>Either at the time of the counselling session or immediately after, the student is to be issued a formal written warning. This written warning is to inform the student of the seriousness of their behaviour and the consequences if the behaviour re-occurs. The formal warning is to be prepared using the template <i>Warning Letter for Behaviour Misconduct</i>.</p>	Student Support Officer, CEO
	<p>Behaviour misconduct re-occurs</p> <p>Students who demonstrate behavioural misconduct after being formally warned are to have their enrolment cancelled and will not be entitled to a refund. This does not limit the requirement to provide the student suitable warning in writing and the opportunity to make oral or written representations regarding the misconduct or their right to appeal a decision. Whilst any appeal is being processed, the student enrolment is to be temporarily suspended, and the student is not to attend the ACI premises.</p> <p>The details of the students reoccurring behaviour misconduct are to be recorded using the <i>Behaviour Misconduct Report</i> and saved on the student's record within the student management system.</p>	Trainer, Training Manager, Office Manager, CEO
	<p>Cancel enrolment</p> <p>The student's enrolment will be closed, and the student will be issued a statement of attainment. Please refer to <i>PP1.13 - student Completion and Issuing Certificates</i>.</p>	Office Manager
	<p>Document incident and actions taken</p> <p>The details in regard to the student's behaviour and enrolment cancellation, are to be recorded on the student's record within the student management system.</p>	CEO

Bush Tukka Pty Ltd-- T/A--Adelaide Culinary institute(ACI) -- Adelaide Construction institute (ACI)

Other documents to consider with this policy

Policies

- PP1.13 - Student Completion and Issuing Certificates
- PP2.10 Appeals Handling

Forms

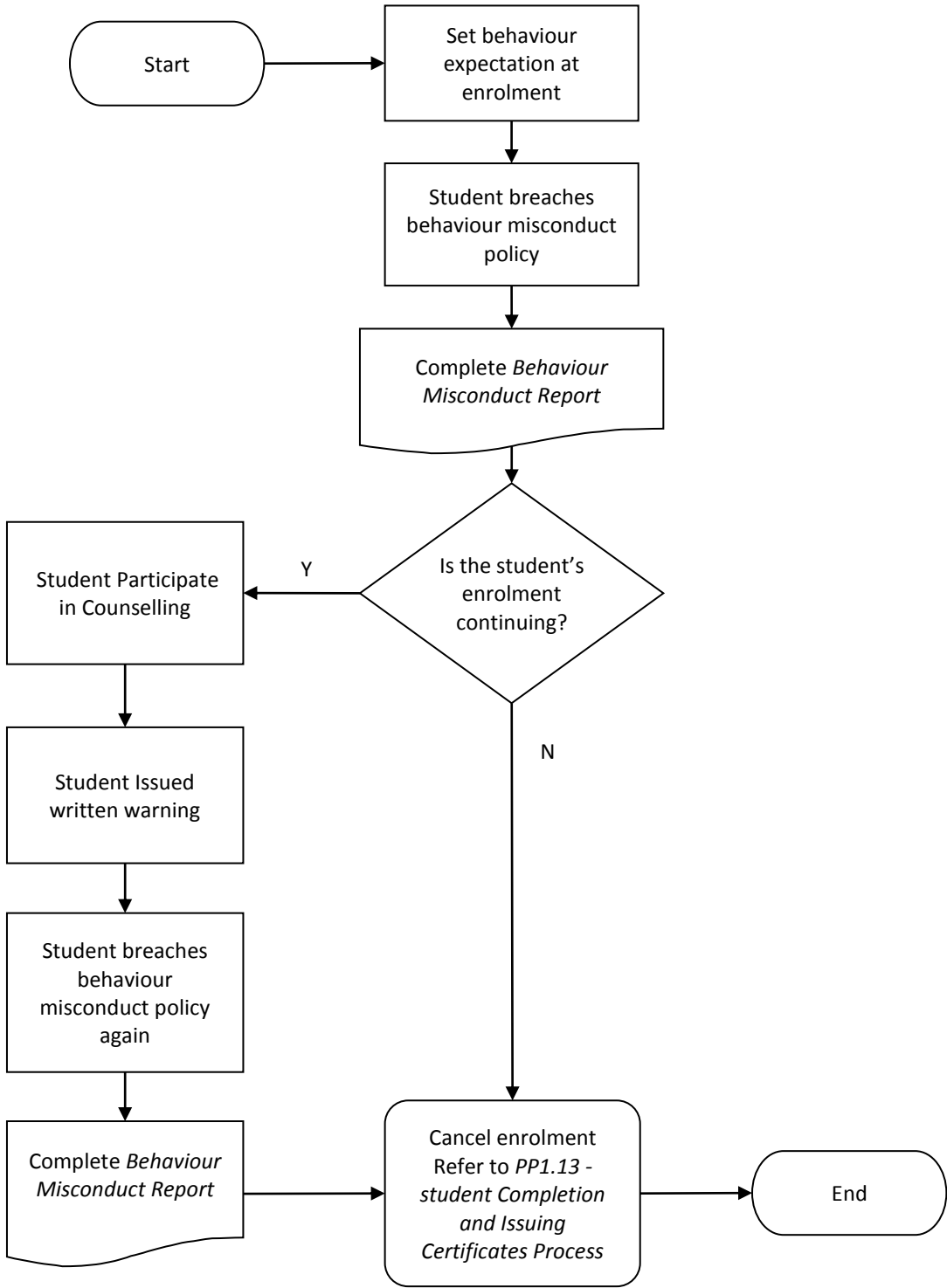
- Warning Letter for Poor Behaviour Template
- Behaviour Misconduct Report
- Student Support Meeting Record
- Appeals Handling

Handbooks, manuals or other documents

Student Handbook

Flow chart

Managing student behaviour misconduct



Reference(s)

Outcome Standards for RTOs, Standard 2.5. The learning environment promotes and supports the diversity of VET students. The RTO demonstrates: (a) it fosters a safe and inclusive learning environment for VET students, and (b) it fosters a culturally safe learning environment for First Nations people.

Student Support and Wellbeing

Policy area	Student Support
Standards	Outcome Standards for RTOs, Standard 2.3 and 2.6.
Responsibility	CEO, Student Support Officer, Training Manager, Trainers
Classification	Internal Only

Purpose

The purpose of this policy and procedure is to:

ensure we understand each students' individual needs and how we can best provide services to enable students to successfully participate in the selected course.

provide students with reasonable access to identified training support services, including trainers, assessors and other staff.

create a positive and inclusive learning environment that promotes mental and physical health and emotional wellbeing, fosters respectful relationships, and ensures that all individuals have access to support services and resources for students facing challenges, regardless of background, culture, or health conditions.

Definitions

Assistive Technology (AT) means any hardware, software or system of technical components and processes that enhances the capacity for all students to engage more effectively with the curriculum and their learning environment. This can range from "high tech" technology, such as electronic devices or power wheelchairs, to "low tech" devices such as a pencil grip, supportive seat or a simple switch.¹ Assistive Technology can help students perform tasks that might otherwise be difficult or impossible.

Student Wellbeing means the holistic state of a student's mental, physical, emotional, and social health. They can range from acute mental or physical health concerns to stress and anxiety.

Policy statement

Designated student support staff

A designated Student Support Officer is to be the official point of contact for our students. The Student Support Officer must have access to up-to-date details of ACI's support services. The Student Support Officer may be a secondary appointment where the capacity of that position allows for support services to be

¹ QLD Government, Department of Education [Assistive technology](#)

provided when required. The Student Support Officer will play an important role in overseeing the assessment of student language, literacy, numeracy and digital proficiency and establishing student support plans (ref to *PP2.3 – language, literacy, numeracy and digital proficiency assessment*). The Student Support Officer is recommended to hold the competency TAELN421 Integrate core skills support into training and assessment, or a unit that is directly related to this unit and may be superseded. The duties of the Student Support Officer are specified within the Student Support Officer duty statement (ref to *PP3.1- Workforce Planning, Recruitment and Induction*).

The Student Support Officer is: **Sandeep Kaur**

sandeep@culinaryadelaide.sa.edu.au

Additional Student Support Officer positions can be appointed as demand for support service coordination grows. The capacity of current arrangements and the need for additional capacity will be monitored through the regular management meeting.

Students are informed in the Student Handbook that they may only contact the Student Support Officer Mon – Fri during normal working hours.

Professional Development for Student Support Officers

Effective student support requires ongoing professional development and collaboration among those involved in student support. Staying current with educational research, learning technologies, and support strategies ensures the Student Support Officer can provide the best possible assistance to students.

Student Support Officer is to proactively plan and engage in regular professional development opportunities to enhance their skills. This professional development should focus on practical applications of support strategies. The Student Support Officer is also to maintain professional networks with others working in the student support field. These connections provide opportunities to share experiences, discuss challenging cases, and learn about new support techniques.

The Student Support Officer is also encouraged to share successful interventions and challenges they are dealing with at the regular management meeting to ensure that the management team have a shared understanding and can offer support and collaborate on continually improving student support. These team meetings allow for case reviews and strategy discussions, helping ensure consistent support across ACI.

Types of support

It is important to acknowledge that the support that students will seek from ACI will be varied according to their individual circumstances. A common misconception is that student support centres around the student's language literacy and numeracy or learning support needs. Whilst these support requirements are important, student support needs can often present from many other aspects of the student circumstances that are much more varied including circumstances relating to administrative, personal, cultural, economic, etc.

In recognition of this diverse requirement, the following support service guide has been developed to assist the Student Support Officer or those responding to student support requirements to provide a response that is informed by our lessons learned and our established knowledge of support service approaches which will best enable students to progress with their training and assessment in a supported and culturally safe environment.

Individual need	Support Service
Pre-enrolment support to understand rights and obligations, fees and payment arrangements, and the services to be provided	Students requiring additional support to understand the pre-enrolment information requirements are to be engaged on additional one-on-one sessions to talk the student through the information contained within the student handbook, the applicable course brochure and the schedule of fees and charges. It is preferable if these sessions are conducted face-to-face. The Student Enrollment Interview form is to be used to record this support and filed on the student record (ref to <i>PP2.2-Enrolment</i>).
Requires assistance with understanding their employment rights and conditions, and how to resolve workplace issues	<p>The Student Support Officer is to meet with the student to understand the particular issue the student is concerned about in their workplace. The meeting is to be recorded using the <i>Student Support Meeting Record</i> and saved to the student record on the student management system. The Student Support Officer is recommended to utilise the resource is available from the Fair Work Ombudsman website which provides a range of resources.</p> <p>The following resources will help a student to answer question they may have, prevent and resolve issues about workplace entitlements and avoid disputes and penalties. These resources focus on helping the student to understand their rights and obligations.</p> <p>Employers</p> <p>Employees</p> <p>Minimum entitlements</p> <p>Award coverage</p> <p>Not covered by an award</p> <p>Minimum pay rates</p> <p>Job ads</p> <p>Pay slips and record-keeping</p> <p>Leave</p> <p>Other entitlements</p> <p>Stay up to date with workplace law changes</p> <p>Contact us</p> <p>Tools and resources</p> <p>Related information</p>

Individual need	Support Service
	<p>The Student Support Office should also be familiar with and refer the student to the Fair Work employee's guide to resolving workplace issues:</p> <p>https://www.fairwork.gov.au/sites/default/files/migration/712/an-employees-guide-to-resolving-workplace-issues.pdf</p> <p>The student should be guided to the websites of the:</p> <p>Fair Work Commission https://www.fwc.gov.au/</p> <p>Fair Work Ombudsman https://www.fairwork.gov.au/</p> <p>The student should be supported in finding the information from these agencies relevant to their employment issue. The Student Support Officer should keep in mind that they are not qualified to provide legal advice with regard to workplace matters and should focus their support on providing the student access to relevant information and assisting them to understand this information.</p>
<p>Responding to a student with minor LLND support requirements</p>	<p>Where it is determined that a student does have identified LLND support requirements, the Student Support Officer is to develop a support plan using the strategies outlined in <i>PP2.3 – language, literacy, numeracy and digital proficiency, Section 4 Considerations</i>.</p> <p>Prior to developing a support plan, the Student Support Officer should review the LLND assessment results and sit down with the student for interview to gather more information about the student's background and possible support requirements. This interview is to be conducted using the form - LLND Interview Guide. Once the student support officer has all of the information they need, they are to develop and record a LLND support plan using the form - <i>LLND Support Plan</i>. This support plan is to identify the strategies that are to be implemented to support the student during their training. The plan is to be shared with the student and a copy is to be provided to the relevant trainer. Follow up progress meetings are to be scheduled with the student to monitor their progress. The student support plan should be securely saved on the student's record within the Student Management System.</p> <p>The implementation of LLND support should be in accordance with <i>PP2.3 – language, literacy, numeracy and digital proficiency assessment</i>.</p>
<p>Responding to a student with significant LLND support requirements</p>	<p>Where the difference between the student's assessed level and the course level is so significant and there is a risk of the student's disadvantage, a support plan should not be considered. An important component of the LLND assessment process is to proactively identify students that do not hold sufficient LLND skills to undertake the planned training. It is the obligation of ACI minimise the risk of students unknowingly participating in training that is</p>

Individual need	Support Service
	<p>unsuitable for them. To do so could potentially put at risk the student's wellbeing. Where the difference between the student's assessed level and the course level is so significant and there is a risk of the student's disadvantage a support plan should not be considered.</p> <p>When determining "significant" as a general guide, if the student success level is more than two levels below the required course level, it may be a disadvantage to the student to progress into the course. Under these circumstances, ACI should provide the student information and refer the student to relevant external support services where the student may be able to undertake a professional program to improve their overall core skills prior to considering further training and assessment.</p> <p>The Student Support Officer is to meet with the student to advise them of the outcomes of LLND assessment and the recommended pathway they take in order to improve their core skills to better enable them to engage in ongoing education and training. The details and outcomes of this meeting are to be recorded within a <i>Student Support Meeting Record</i> and saved to the student's profile within the student management system.</p> <p>The following external support services should be considered:</p> <p>Dyslexia SPELD Foundation Literacy and Clinical Services</p> <p>DSF Literacy and Clinical Services provides family support and a range of services throughout Australia to enable children and adults with specific learning disabilities and difficulties to realise their greatest potential.</p> <p>Further information is available at the https://dsf.net.au/</p> <p>Reading Writing Hotline</p> <p>The Reading Writing Hotline provides a national phone service for adults seeking English language, literacy and numeracy referral information, advice and support. The hotline provides information on:</p> <p>adult reading, writing and numeracy classes held locally across Australia or via correspondence</p> <p>Commonwealth-funded programs for Centrelink clients</p> <p>Commonwealth-funded English as a second language programs for migrants</p> <p>literacy and numeracy in the workplace for employers.</p> <p>Further information is available at the Reading Writing Hotline website or phone 1300 655 506 or visit the DEWR website at: https://www.dewr.gov.au/skills-support-individuals/reading-writing-hotline</p>

Individual need	Support Service
	<p>Skills for Education and Employment (SEE) program</p> <p>For those students who are Job Seekers: The SEE program is delivered across Australia by 20 Registered Training Organisations. Providers are located across Australia in all capital cities and many regional centres and remote communities. Providers deliver accredited training to help job seekers get a job or go on to further study. SEE caters to various groups including Aboriginal and Torres Strait Islanders, youth, people with disabilities, mature aged people, and job seekers from culturally and linguistically diverse backgrounds. To be eligible the person must be a registered job seeker, over the age of 15 and assessed as suitable for participation by the SEE provider. The SEE program can help participants improve their English speaking, reading, writing, maths and basic computer skills. These skills will help to them to:</p> <p>improve their language, literacy, numeracy and digital skills</p> <p>improve their confidence and ability to engage in the community</p> <p>increase their confidence to undertake further study</p> <p>learn new or improve their vocational skills for further study or employment.</p> <p>You can call the National Customer Service Line on 1800 805 260 or access further information including locating a local SEE provider at the DEWR website at: https://www.dewr.gov.au/skills-education-and-employment</p> <p>Accredited Foundation Skills Training</p> <p>Refer the student to TAFE to complete Course in Language, Literacy and Numeracy. Courses are usually Part Time Day: 10 hours per week x 18 Weeks. This course is delivered part-time 2 days a week 9.00am - 1.00pm. Eligibility criteria may apply, and subsidised training may be available.</p>
Training and learning support	<p>Students who have been identified as not achieving the course outcomes or not progressing in line with the course program are to be identified by Trainers and referred to the Student Support Office for support planning. The Student Support Office is to meet with the student to identify the areas where support can assist them to improve their engagement and progress in training. The details and outcomes of this meeting are to be recorded within a <i>Student Support Meeting Record</i> and saved to the student's profile within the student management system. The student support officer is to identify the support strategies which have been agreed with the student and establish arrangements for future support meetings and progress monitoring.</p>

Individual need	Support Service
	<p>Training support services we can offer include:</p> <p>Time management and organisation</p> <p>The Student Support Officer is to assess each student's current time management practices during the initial meeting. After identifying these, the Student Support Officer shall introduce appropriate organisational strategies tailored to individual student needs.</p> <p>When addressing time management, the Student Support Officer is required to:</p> <ul style="list-style-type: none"> • Conduct an initial assessment of the student's current scheduling practices • Introduce appropriate planning tools based on the student's technological comfort level • Monitor the student's implementation of suggested strategies through regular check-ins • The Student Support Officer may introduce students to digital planning tools, including Google Calendar and Microsoft To-Do. Where students express preference for physical planning methods, the Student Support Officer may recommend appropriate paper-based systems while explaining the benefits of digital alternatives. • In implementing the Pomodoro Technique, the Student Support Officer is to: • Explain the methodology clearly to students • Demonstrate the technique during the consultation • Assist students in downloading appropriate timer applications • Schedule a follow-up to assess the technique's effectiveness • For assignment management, the Student Support Officer must help students create structured schedules and break down large assignments into manageable components and establish appropriate checkpoints for monitoring progress. <p>Focus and Concentration Strategies</p> <p>The Student Support Officer is responsible for helping students identify and address concentration challenges where this is preventing the student from</p>

Individual need	Support Service
	<p>progressing in their course. Upon receiving reports of focus-related difficulties, the Student Support Officer will meet with the student to identify their study environment and habits.</p> <p>When addressing study environment concerns, the Student Support Officer should:</p> <ul style="list-style-type: none"> • Guide students through an evaluation of their current study space • Provide specific recommendations for environmental improvements • Assist in identifying alternative study locations when necessary • Follow up to assess the effectiveness of environmental changes • The Student Support Officer shall introduce focus-enhancement technologies where appropriate. This includes demonstrating the use of: <ul style="list-style-type: none"> • Website blocking applications • Focus timing tools • Background noise applications • Digital organisation platforms <p>Alternative Learning Methods</p> <p>Students who are identified as or report having learning difficulties off to be referred to the Student Support Officer. The Student Support Officer will meet with the student to discuss the student's learning preferences through structured conversation and observation. Following this initial meeting, the Student Support Officer may recommend appropriate study strategies aligned with the identified learning style.</p> <p>For visual students, the Student Support Officer may:</p> <ul style="list-style-type: none"> • Demonstrate mind mapping techniques • Recommend appropriate visualisation tools • Guide students in creating effective visual study materials • Encourage students to utilise video learning content • When supporting auditory students, the Student Support Officer may:

Individual need	Support Service
	<ul style="list-style-type: none"> • Provide instruction on effective lecture recording methods • Recommend suitable text-to-speech applications • Facilitate the formation of study discussion groups • Guide students in creating verbal summary techniques • For tactile (kinaesthetic) students, the Student Support Officer may: • Meet with the student's trainer to encourage more hands-on learning activities • Demonstrate movement-based memory techniques • Source interactive study materials <p>Technology and Assistive Tools</p> <p>The Student Support Officer is responsible for maintaining current knowledge of educational technology tools. The Student Support Officer shall assess each student's technological proficiency before recommending specific tools or applications.</p> <p>When introducing new technology, the Student Support Officer must:</p> <ul style="list-style-type: none"> • Provide clear, step-by-step instruction on tool usage • Demonstrate practical applications of each tool • Ensure students can access and operate recommended applications • Schedule follow-up sessions to address any technical difficulties • The Student Support Officer shall maintain a database of recommended applications, including: • Voice to text applications • Text to voice applications • Language interpretation applications • Project management tools • Note-taking applications • Mnemonic generator applications

Individual need	Support Service
	<ul style="list-style-type: none"> • Focus enhancement software <p>Study and Memory Techniques</p> <p>The Student Support Officer is required to assess and enhance students' study techniques. This process must begin with an evaluation of current study habits and identification of areas for improvement.</p> <p>In developing memory techniques, the Student Support Officer may:</p> <ul style="list-style-type: none"> • Teach effective information chunking methods • Demonstrate mnemonic creation • Guide students in implementing spaced repetition • Monitor the effectiveness of memory strategies <p>The Student Support Officer must document student progress and adjust strategies as needed. Regular assessment of study skill development is mandatory, with modifications made based on student feedback and observed results.</p> <p>Emotional and Motivational Support</p> <p>The Student Support Officer is to maintain appropriate professional boundaries while providing emotional support to students. The Student Support Officer must:</p> <ul style="list-style-type: none"> • Recognise signs of emotional distress • Implement appropriate support strategies • Make timely referrals to counseling services when necessary • Document all emotional support interactions • When building student confidence, the Student Support Officer shall: • Acknowledge student achievements • Provide constructive feedback • Guide goal-setting processes • Monitor progress toward established objectives

Individual need	Support Service
	<p>Peer and Mentor Support</p> <p>The Student Support Officer is responsible for facilitating peer support programs where this is appropriate for the course. This includes:</p> <ul style="list-style-type: none"> • Establishing study group guidelines • Training peer mentors • Monitoring group dynamics • Evaluating program effectiveness <p>The Student Support Officer must maintain appropriate records of all peer support activities and regularly assess their effectiveness through structured feedback processes.</p>
<p>Work hours are restrictive which would prevent the student attending training during Monday to Friday.</p>	<p>Where students schedule or work commitments change after the course has commenced and this is preventing the student from engaging properly in course activities, the Student Support Officer can meet with the student to identify the particular constraints and identify some alternative engagement options that will work with the student's availability. This option is not likely to be feasible in a short course but may be an option in a long course where there are options for the student to engage in the learning content in different ways and schedule one on one meetings with trainers were available. The Student Support Officer should consider the following alternatives to engage in learning content.</p> <p>Options that the Student Support Officer may investigate include:</p> <ul style="list-style-type: none"> • Watching recorded training or instructional videos at convenient times • Complete self-paced online modules through the learning management system • Participate in discussion forums to engage with peers and content asynchronously • Access digital course readings and materials through online libraries • Submit assignments and assessments within extended timeframes • Use mobile learning apps to study during available moments • Join virtual study groups that meet at flexible times

Individual need	Support Service
	<ul style="list-style-type: none"> Follow guided worksheets and practice exercises available online Schedule one on one support meetings with the trainer
English as second language support	<p>Some students may commence the course with English language skills that are preventing their full participation in the training. Supporting students who are facing challenges with English language skills is crucial for their academic success and full participation in courses. Here are some ways that we can assist these students:</p> <p>English Language Courses: Offer specialised English language courses focusing on both academic and conversational English. These courses are tailored to different proficiency levels so students can join the appropriate class based on their skills. The following site is a good source of information on courses available in Australia:</p> <p>English courses Study Australia</p> <p>Peer Mentorship: Pairing students with proficient English-speaking peers who can help them practice the language in a more informal and comfortable setting.</p> <p>Cultural Integration Activities: Organise activities and events that encourage students to engage and communicate in the community, helping them to practice English in real-life situations.</p> <p>Academic Support: Provide additional academic support for coursework and assessments, including clear guidelines and examples, to help students understand expectations and improve their academic language skills.</p> <p>There are also a range of resources that a student can be referred to that will assist them develop their English language skills. The following are some examples:</p> <p>https://www.abc.net.au/education/learn-english</p> <p>https://www.sbs.com.au/language/english/en/learn-english</p> <p>https://immi.homeaffairs.gov.au/settling-in-australia/amep/about-the-program</p> <p>https://www.ames.net.au/courses/english-for-living-working-australia</p>
Financial difficulties that prevent the full payment of fees in advance.	<p>Where a student may be not meeting their payment obligations or falling behind on payments that are due, these students should be referred to the Student Support Officer who can determine why the student is not making payments and establish a plan for the student to meet their payment</p>

Individual need	Support Service
	<p>obligations.</p> <p>Payment Plan: Suggest the student explore the possibility of setting up a payment plan with the ACI administration. This would allow them to pay their fees in instalments over the course of the semester or academic year, rather than having to pay the full amount upfront.</p> <p>Budgeting Assistance: Offer to help the student create a budget and identify areas where they can cut expenses or adjust their spending habits. Provide resources on financial literacy and money management, as well as referrals to counselling services if needed.</p>
Student requiring welfare support	<p>Addressing the welfare needs of Students is crucial to ensure their overall well-being and academic success. When a student presents with a need for welfare support, we recommend the following strategies:</p> <p>Conduct a Needs Assessment: Schedule a one-on-one meeting with the student to understand their specific welfare needs. This could include issues related to housing, food insecurity, mental health, or any other personal or financial challenges they may be facing.</p> <p>Consider Local Resources: Based on the Student's needs, provide them with information and referrals to relevant local resources, such as:</p> <ul style="list-style-type: none"> • Counselling and Psychological Services for mental health support • Student Health Centre for medical care and assistance • Food Pantry or Meal Assistance Programs • Emergency Housing or Temporary Accommodation Options • Financial Aid Office for assistance with tuition, fees, or living expenses <p>Connect with Community Organisations: Establish partnerships or maintain a directory of local community or family support organisations that offer welfare services, such as food banks, homelessness support, legal aid clinics, or social service agencies. These resources can provide additional support to students in need.</p> <p>Develop a Support Plan: Work with the student to create a personalised support plan that addresses their specific needs. This plan may include regular check-ins, referrals to campus or community resources, and strategies to help them manage their situation while focusing on their academic goals. The support plan should be recorded using the Student Support Plan template.</p>

Individual need	Support Service
	<p>Promote wellness and life skills programs: Identify programs or workshops focused on mental health, financial literacy, stress management, and other life skills to equip students with the tools they need to navigate challenges and maintain their overall well-being.</p> <p>By implementing a comprehensive approach that includes identifying student needs, providing referrals to campus and community resources, offering academic accommodations, and leveraging institutional support services, we can create a supportive environment that promotes student welfare and success.</p>
<p>Student suffers from a nervous/anxiety disorder.</p>	<p>Where is student is suffering from nervous or anxiety disorder and this is preventing them from fully engaging in training, these students are to be referred to the student support officer, who will schedule a meeting with the student to sit down and discuss their needs and support strategies.</p> <p>Supporting students with anxiety disorders is crucial to ensure they have a positive learning experience. Here are some ways we can assist these students:</p> <p>Counselling and Mental Health Services: Recommend access to counselling and mental health services where students can seek professional help. Ensure that these services are easily accessible, and that confidentiality is maintained.</p> <p>Flexible Learning Options: Offer flexible learning options such as online classes, extended deadlines, or alternative assessment methods to accommodate students who might struggle with anxiety in traditional classroom settings or under time pressure.</p> <p>Safe and Inclusive Environment: Foster a safe and inclusive learning environment where all students feel valued and supported. This can be achieved through promoting a safe environment, practicing diversity and inclusion, and giving clear communication that mental health and safety is a priority.</p> <p>Peer Support Groups: Establish peer support groups where students with anxiety can connect with other students share their experiences and offer mutual support. Where the establishment of a group is not possible, consider a buddy arrangement.</p> <p>Use teaching strategies: Use teaching strategies to recognise signs of anxiety and how to respond appropriately. This can help in early identification of students who might be struggling and ensure they receive the necessary support. Responding appropriately may include:</p> <p>Show empathy and understanding by acknowledge the student's feelings</p>

Individual need	Support Service
	<p>without judgment. Be patient and provide reassurance that you are there to support them.</p> <p>Maintain a calm and supportive demeanour by staying calm and composed, as your demeanour can influence the student's emotional state. You can also use a gentle tone of voice and positive body language.</p> <p>Encourage open communication by creating a safe space for the student to express their feelings and concerns. Encourage them to talk about their anxiety, but do not force them if they are not ready.</p> <p>Provide clear and consistent Instructions by ensuring that instructions for assignments and tasks are clear and concise. Break the tasks into smaller, manageable parts and provide guidance on how to approach them.</p> <p>Offer flexibility by being flexible with deadlines and provide additional time for assignments if needed. Consider alternative assessment methods if traditional exams exacerbate anxiety.</p> <p>Regularly check in with the student to monitor their progress and well-being. Provide positive feedback and recognition of their efforts and achievements.</p> <p>Maintain confidentiality and ensure that any discussions about the student's anxiety are kept confidential. Share information only with relevant staff members who are directly involved in supporting the student, and only with the student's consent.</p> <p>The Student Support Officer is to develop and implement a student support plan. The support plan should be recorded using the Student Support Plan template.</p>
<p>Inadequate clothing to participate in training</p>	<p>Students who are attending training in inadequate clothing, particularly where students require certain type of clothing for safety or are suffering from the effects of winter, are to be referred to a local clothing or footwear supplier where these items may be able to be obtained at a lower cost.</p> <p>Student may be able to access suitable clothing and footwear at low cost via:</p> <p>Australian Red Cross Shop- 284 Rundle St, Adelaide SA 5000</p> <p>Salvation Army Stores - 422 Morphett St, Adelaide SA 5000</p> <p>St Vincent De Paul Op Shop- 108 Waymouth St, Adelaide SA 5000</p>
<p>Student required counselling support and advice about their personal situation</p>	<p>Students identified as needing specialised counselling support that is beyond the capability of ACI, are to be referred to the Student Support Officer who can meet with the student and identify the student's needs and refer the</p>

Individual need	Support Service
	<p>student to a service that is closely aligned with the support they require. The Student Support Officer is to maintain a record of these recommendations using the <i>Student Support Meeting Record</i> which is to be filed on the students record within the student management system.</p> <p>The following are some publicly available support services that are able to provide either counselling support directly or may be able to refer the student to face to face counselling options:</p> <p>Student may be referred to:</p> <p>Lifeline 13 11 14</p> <p>Beyond Blue 1300 22 4636</p> <p>Salvation Army Family Welfare Centres https://www.salvationarmy.org.au/locations/type/cw/</p> <p>Mental Health Triage – phone 13 14 65</p> <p>Anglicare 1300 651 728</p> <p>Kids helpline 1800 55 1800</p>
Students with a disability or medical condition	<p>Supporting students with disabilities or medical conditions requires a thoughtful and inclusive approach to ensure they have equal access to education and can fully participate in learning activities. Students identified as needing support in regard to their disability or medical condition, are to be referred to the Student Support Officer who can meet with the student and identify the student's needs and determine the support that can be provided.</p> <p>The Student Support Officer is to maintain a record of these recommendations using the Student Support Plan which is to be filed on the students record within the student management system. Please refer to <i>PP2.5 - Disability</i> for strategies to consider when putting together a student support plan for a person with disability or medical condition.</p>
Students who are First Nations people	<p>ACI is committed to providing a training environment which is culturally safe to people from all cultures or minority groups including First Nations people.</p> <p>Students identified as needing support in regard to their culture, are to be referred to the Student Support Officer who can meet with the student and identify the student's needs and determine the support that can be provided.</p> <p>The Student Support Officer is to maintain a record of these recommendations using the Student Support Plan which is to be filed on the</p>

Individual need	Support Service
	<p>students record within the student management system. Please refer to PP2.6 - <i>Diversity and Inclusion for strategies to support First Nations students</i> for strategies to consider when putting together a student support plan.</p> <p>The following are some resources that provide a foundation of knowledge for developing a culturally safe training environment for First Nations students:</p> <p>Perth WA Aboriginal Cultural Standards Framework - Dept of Education WA</p> <p>https://beyou.edu.au/resources/culturally-respectful-engagement-for-learning-communities/organisations-for-engaging-with-aboriginal-and-torres-strait-islander-peoples-and-cultures</p> <p>https://www.health.nsw.gov.au/workforce/aboriginal/Pages/respecting-the-difference.aspx</p> <p>Fostering an inclusive learning environment for First Nations students is crucial for their academic success and well-being.</p>

Wellbeing Support

ACI is dedicated to ensuring that all students experience an environment that is safe, supportive, and conducive to their overall wellbeing. This policy establishes guidelines to proactively support student wellbeing and provide resources to manage challenges that may impact students' mental, physical, and emotional health. It is underpinned by compassion and a commitment to act in a timely, professional and an inclusive manner when a student's needs are identified.

Principles of Student Wellbeing

Safe and Inclusive Environment: We will provide a learning environment that is free from discrimination, bullying, harassment, and prejudice.

Holistic Support: We recognise that student wellbeing encompasses mental, physical, social, and emotional aspects and integrates support in all these areas.

Empowerment and Resilience: We aims to equip students with the skills and resources needed to build resilience, self-esteem, and coping mechanisms.

Access to Support Services: We will ensure that students have access to appropriate internal and external support services when needed.

Respect for Privacy and Confidentiality: We will ensure that all information related to student wellbeing concerns will be managed with respect for the individual's privacy and confidentiality.

We do this by creating a positive and supportive classroom environment, ensuring staff are aware of the supports available in this policy and procedure, identifying early signs of wellbeing issues, and providing students with information or referring them to appropriate support services as needed.

Identifying wellbeing risks and needs

All staff are required to undertake professional development training in diversity, inclusion and wellbeing each year. (Refer to: *PP3.3 - Professional Development and Trainer Currency*).

Trainers and student support staff encourage open communication with students about their wellbeing. They are responsible for fostering a supportive and respectful learning environment and promoting positive student-teacher relationships that enhance students' mental and emotional well-being. They encourage open communication, ensuring that students feel safe and supported in sharing concerns about their well-being, including challenges related to their disability, cultural background, or other personal factors.

Students are provided with information on available support resources and how to seek help if needed in the *Student Handbook*.

Trainers and support staff are to observe students and be attentive to signs of wellbeing challenges as they progress through their course (e.g. changes in behaviour, attendance issues, or signs of stress or distress).

Where they have concerns, they should follow the below process outlined in the Procedure Section (Section 5) of this document.

Considerations

Strategies to support students' wellbeing

Supporting a student's wellbeing is best conducted through human interaction and this is best achieved by promoting our team to consistently apply strategies when interacting with students. These strategies need to be aligned with our agreed principles explained at section 3.4. Trainers will primarily have the most interaction with students but, it is everyone's responsibility to apply these strategies when interacting with students.

The following strategies are to be applied when interacting with students to support student wellbeing:

a. Safe and Inclusive environment

Goal: Ensure a discrimination-free, supportive learning environment.

Strategies:

- Set clear expectations: At the start of each course, communicate clear guidelines on respect, inclusivity, and acceptable behaviour.
- Model respectful behaviour: Demonstrate active listening, inclusive language, and non-judgmental interactions.
- Address issues promptly: If a student reports or exhibits signs of discrimination, bullying, or harassment, address it immediately and escalate if necessary.
- Encourage open dialogue: Foster a culture where students feel comfortable expressing concerns without fear of judgment.

- Use inclusive teaching materials: Ensure course content represents diverse perspectives, backgrounds, and cultures.

b. Holistic Support

Goal: Recognise and integrate support for mental, physical, social, and emotional wellbeing.

Strategies:

- Check-in regularly: Ask students how they are doing, either informally or through quick wellbeing check-ins.
- Recognise signs of struggle: Be aware of behaviours such as withdrawal, lack of engagement, or signs of stress and fatigue.
- Offer flexible learning options: Where possible, provide alternative ways for students to engage with learning materials (e.g., online access, recorded sessions, extended deadlines).
- Encourage peer support: Promote study groups and peer-to-peer learning activities to enhance social connections.
- Normalise wellbeing discussions: Integrate discussions in the classroom about stress management, time management, and self-care into training sessions.

c. Empowerment and Resilience

Goal: Help students build self-confidence, resilience, and coping mechanisms.

Strategies:

- Use strength-based feedback: Focus on students' strengths and progress rather than just areas of weakness.
- Encourage problem-solving: Instead of giving answers immediately, guide students to think critically and develop solutions.
- Promote growth mindset: Reinforce that mistakes are part of learning and encourage perseverance.
- Teach simple coping techniques: Share basic stress-relief strategies like deep breathing, mindfulness, or time management.
- Acknowledge achievements: Celebrate student successes, both big and small, to boost self-esteem.

d. Access to Support Services

Goal: Ensure students can access appropriate internal and external support.

Strategies:

- Know the available resources: Be familiar with internal support services (e.g., Student Support Officer) and external services (e.g., mental health hotlines, community support programs).

- Provide referral information: If a student raises a concern, discreetly offer information on where they can seek help. If in doubt, respond with sensitivity and refer the student to the Student Support Officer.
- Encourage self-advocacy: Help students feel comfortable about reaching out for support by discussing the benefits of available services.
- Facilitate connections: If necessary, assist students in making initial contact with support services.

e. Respect for Privacy and Confidentiality

Goal: Ensure student wellbeing concerns are managed with discretion and respect.

Strategies:

- Avoid public discussions of personal matters: If a student shares a wellbeing concern, arrange a private conversation rather than discussing it in class.
- Listen without judgment: If a student confides in you, acknowledge their feelings without offering unsolicited advice or personal opinions.
- Follow policies: Make sure you are familiar with referral and reporting procedures for wellbeing concerns and adhere to them.
- Clarify confidentiality limits: Let students know that while their concerns will be kept private, there are limits if safety is at risk (e.g., self-harm or harm to others).

Procedure

Steps	Person/s responsible
Identifying Student Support Needs	
<p>Receive enquiry from the prospective student</p> <p>Receive enquiry from prospective student. This may be received via email, social media messaging, phone call, via the website or if the student physically walks into the premises.</p>	Officer Manager or delegate
<p>Follow up the enquiry – Identify training needs</p> <p>Contact the perspective student preferably by phone to discuss their interest in the relevant course and to determine if their training needs align with the services that ACI is offering.</p> <p>If the person training needs cannot be supported by ACI, advise the person that we are not able to provide the training and advise them of some known alternatives or how they can find a course that better suits their needs using the government service Your Career https://www.yourcareer.gov.au/.</p>	Officer Manager or delegate
<p>Review information provided on enrolment form</p> <p>Once the perspective student has reviewed the pre enrolment information and they want to proceed with and enrolment application or course registration, they will submit the relevant form either in hard copy or via the ACI website. The Officer Manager or delegate will review the enrolment application in accordance with the enrolment procedure checklist and update the checklist accordingly. All evidence received as part of the enrolment application is to be retained on the students file within the student management system. Confirm if the student has identified any support requirements, wellbeing or disability needs. Confirm if any LLND support is required by reviewing the initial core skills assessment.</p>	Officer Manager or delegate
<p>Administer language, literacy, numeracy and digital proficiency assessment (LLND) – Long Course Only</p> <p>Where additional LLND assessment is either indicated or required, organise the time for the student to attend ACI for LLND assessment to be facilitated. This will occur directly before the student is engaged in the enrolment interview. Please refer to: PP2.3 <i>Language Literacy and Numeracy</i>. Update <i>Enrolment Procedure Checklist</i>.</p> <p>Note. LLND assessment may be facilitated online through a third party service provider. In this situation, the Officer Manager or delegate will initiate this process, and the student will receive an email to complete the assessment. ACI will receive a copy of the assessment results with any</p>	Officer Manager or delegate Student Support Officer

	<p>support recommendations.</p> <p>Please refer to: PP2.3 <i>Language Literacy and Numeracy</i> for further LLND engagement with the student in regard to LLND support needs. This may include and interview using the form - <i>LLND Interview Guide</i>.</p>	
	<p>Undertake an enrolment interview – Long Course Only or Short Course only when indicated</p> <p>The Officer Manager or delegate is to contact the student to organise and conduct the enrolment interview with all students entering a Long Course. This interview may be conducted in person at the office or via Zoom/Teams or by phone. The enrolment interview is to be conducted and recorded using the <i>Student Enrolment Interview Form</i>. The topics to be discussed with the student may vary according to the student and the course. The following are the general points to be discussed to ensure the student is fully informed and ready to commence training:</p> <p>Determine the applicant’s career/work objectives. Why are they seeking this course?</p> <p>Assess the person’s individual needs and circumstances and present /discuss support options available to the person both within ACI and those available through specialist service providers;</p> <p>Inform the person about opportunities for recognition of their prior learning (RPL) or current competence (Credit Transfer);</p> <p>Confirm the mandatory work placement requirements (if applicable) that apply to the course. Confirm the arrangements to establish this, orientation, supervision, required hours and duties;</p> <p>Confirm the person received all required pre-enrolment information and talk through the person’s rights and obligations, confirm fee payment arrangements and the services to be provided;</p> <p>Explain the training and assessment services involved in the relevant training program;</p> <p>Highlight the delivery model and assessment methods that will be used throughout the training program;</p> <p>Explain the requirements applicable to the USI; and</p> <p>Confirm the next step to complete the enrolment process and commence their training program.</p> <p>The enrolment interview is a key step in the enrolment process to engage directly with the prospective student to identify support requirements.</p>	<p>Officer Manager or delegate</p>

	<p>Determine the need for student support before commencing the course</p> <p>Consider any individual student needs communication in the enrolment application or the student's language, literacy, numeracy and digital proficiency to identify the need for support. If support is considered suitable, the Officer Manager or delegate is to make a note and refer the students details to the Student Support Officer via email. If the student requires specialist support, contact the student and suggest specialist support options (ref to: <i>PP2.3 - Language Literacy and Numeracy</i> and <i>PP2.4 - Student Support and Wellbeing</i>). The Student Support Officer will communicate directly with the student and the relevant Trainer regarding support strategies.</p>	<p>Officer Manager or delegate</p> <p>Student Support Officer</p>
	<p>Referral to Student Support Officer</p> <p>Once the need for student support has been identified, the details of the student and the support requirements are to be communicated to the student support officer. This may be communicated via email. Team members handling this communication should exercise discretion and sensitivity and only communicate information that is necessary and always handle in confidence. Note: Student support needs must be treated and managed confidentially. Refer to: <i>PP4.10 - Privacy Protection Policy</i>.</p>	<p>Officer Manager or delegate</p> <p>Student Support Officer</p>
	<p>Consider any Opportunities for Improvement to this process</p> <p>Consider the opportunities for improvement that may have emerged during the process and record these within a Continuous Improvement Report for consideration at a future management meeting. Refer to: <i>PP4.7 - Continuous Improvement</i> and <i>PP4.3 - Management Meeting</i>.</p>	<p>Officer Manager or delegate</p> <p>Student Support Officer</p>
Planning and implementing Student Support		
	<p>Referral for student support received</p> <p>The Student Support Officer receives communication identifying a student and potential student support that is required. The Student Support Officer will review this information together with the student's enrolment record which includes the completed enrolment form, interview record and LLND assessment to consider all of the information available on the student circumstances. The Student Support Officer is to organise a meeting with the student to plan student support. This meeting is best conducted in-person but may be conducted using Zoom or Teams if an in-person meeting is not possible.</p> <p>Note: Student support needs must be treated and managed confidentially.</p>	<p>Student Support Officer</p>

	Refer to: <i>PP4.10 - Privacy Protection Policy.</i>	
	<p>Meet with student to plan support</p> <p>The Student Support Officer is to meet with the student to discuss the student's support requirements. The Student Support Officer is to brief the student on the type of support that can be provided internally and support options that can be access through referral. These support strategies will consider the options identified at section 3.3 of this policy, strategies identified with the <i>PP2.3 – language, literacy, numeracy and digital proficiency assessment and strategies outlined in PP2.5-Disability.</i></p> <p>The Student Support Officer is to explain to the student that where specialist support services are recommended by ACI (such as Counselling Support for example), students are advised that these services may incur additional cost by the service provider that is separate from the services provided by ACI. Students should verify the cost of these services with the provider before proceeding with these specialist support services. Students are also welcome and encouraged to use a services provider of their choosing. Services recommended by ACI are recommended only for the student's convenience and the recommendation by no means imply any warranty of these services. The student should be encouraged to make their own enquiries and satisfy themselves that the service is suitable for their needs.</p> <p>The Student Support Officer is to record the details of the meeting together with any agreed outcomes using the form <i>Student Support Meeting Record</i>. These completed records must be saved to the students record within the student management system.</p>	Student Support Officer
	<p>Develop a Student Support Plan</p> <p>The Student Support Officer is to develop and document a Student Support Plan considering all of the outcomes and considerations from reviewing the student records and meeting with the student to discuss support options. These are to be clearly documented within the form Student Support Plan.</p> <p>This plan is to be presented to the student for confirmation and the student is to be provided a copy. If any adjustment is required at this point, these adjustments are to be made before it is finalised. The finalised Student Support Plan should be saved to the student record within the student management system.</p>	Student Support Officer
	<p>Implement Student Support Plan.</p> <p>Once the Student Support Plan is complete, the plan is to be shared with the</p>	Student Support Officer

	student and a copy is to be provided to the Training Manager or relevant Trainer. The Trainer is to be briefed on the recommended support strategies so that they well equipped to implement these with the student.	Training Manager Trainer
	Monitor and review Regularly monitor the student's progress and adjust the Student Support Plan as needed to ensure that the student is making progress toward their goals. Follow up progress meetings with the student are to be conducted in accordance with the support plan to monitor the student's progress. If the support plan is updated with progress notes, then this should also be uploaded to the student management system. The student management system should also be updated when ongoing support is determined as no longer being required.	Student Support Officer
	Consider any Opportunities for Improvement to this process Consider the opportunities for improvement that may have emerged during the process and record these within a Continuous Improvement Report for consideration at a future management meeting. Refer to: PP4.7 - Continuous Improvement and PP4.3 - Management Meeting.	Student Support Officer Training Manager Trainer

Other documents to consider with this policy

Policies

- PP2.2 – Enrolment
- PP2.3 - language, literacy, numeracy and digital proficiency assessment
- PP2.5 - Disability
- PP3.3 - Professional Development and Trainer Currency
- PP4.3 - Management Meeting
- PP4.7 - Continuous Improvement
- PP4.10 - Privacy Protection Policy

Forms

- Student Enrolment Interview Form
- LLND Assessment
- Student Support Plan

Bush Tukka Pty Ltd-- T/A--Adelaide Culinary institute(ACI) -- Adelaide Construction institute (ACI)

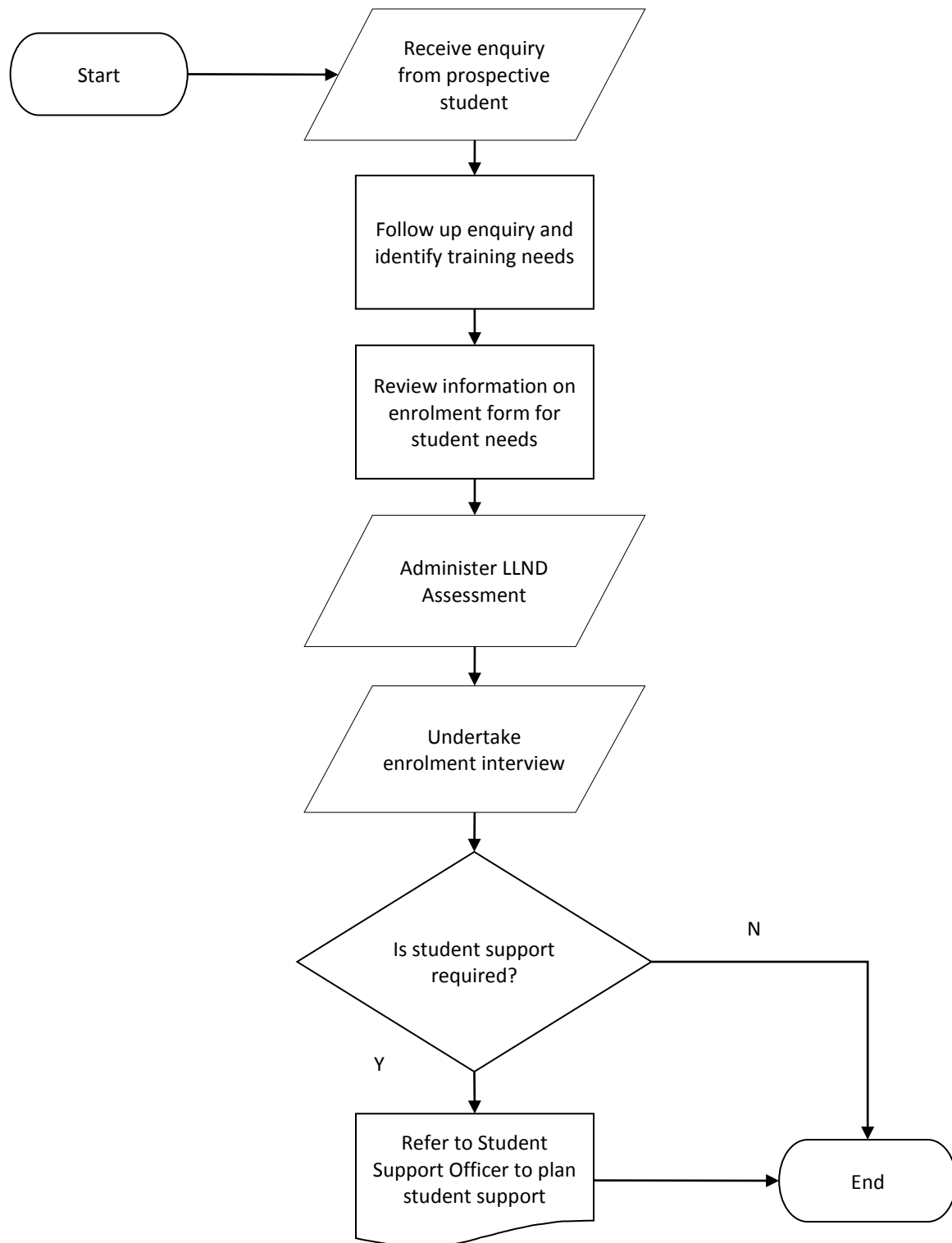
- Student Support Meeting Record
- Continuous Improvement Report

Handbooks, manuals or other documents

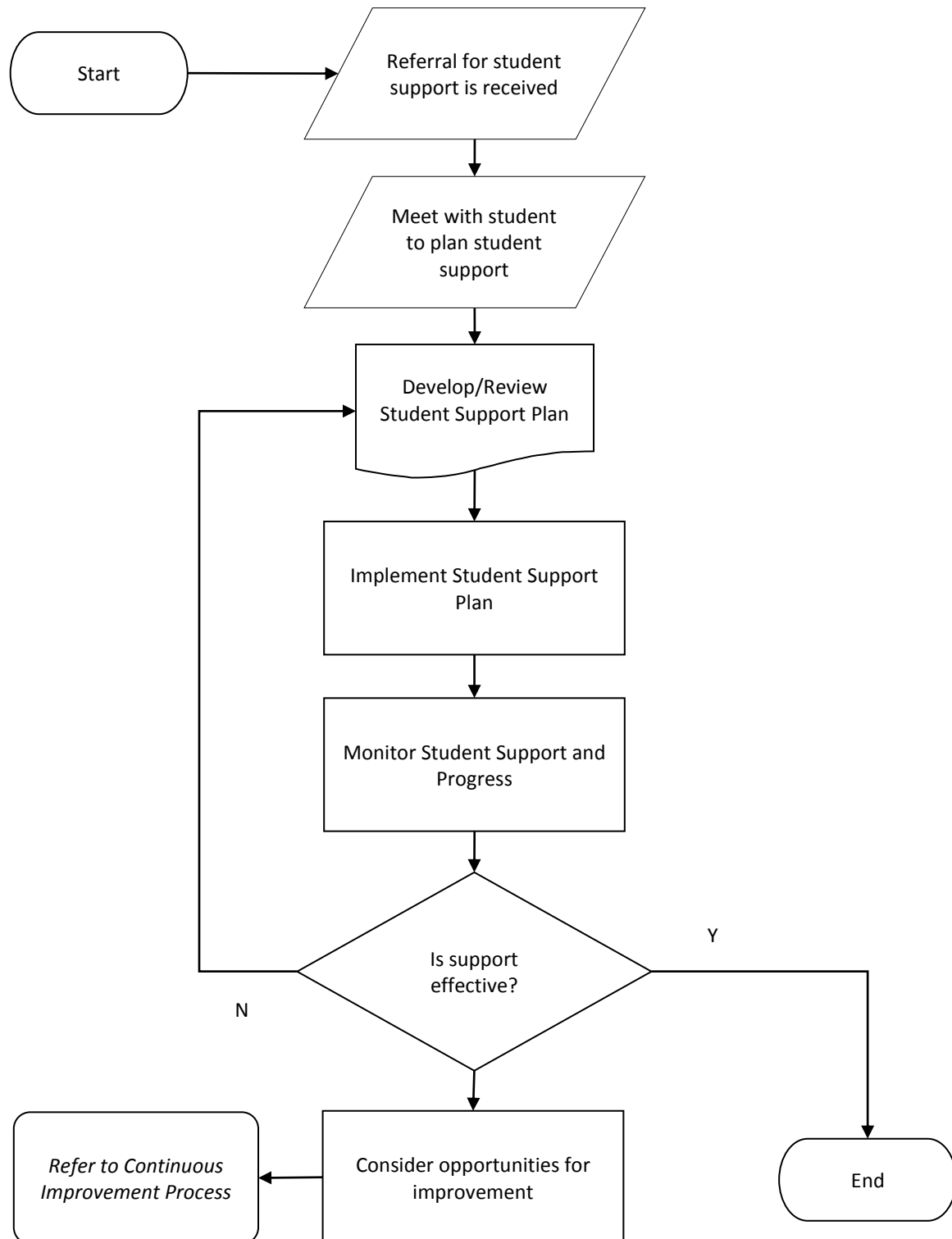
None.

Flow chart

Identifying Student Support Needs



Identifying Student Support Needs



Reference(s)

Outcome Standards for RTOs, Standard 2.3, VET students have reasonable access to training support services, trainers and assessors and other staff to support their progress through the training product. The RTO demonstrates: (a) how it determines the training support services to be provided to each VET student and makes these available, (b) VET students have reasonable access to trainers and assessors and other staff (c) VET students are informed about how and when they can access trainers and assessors and other staff, and (d) VET students receive timely responses to queries.

Outcome Standards for RTOs, Standard 2.6, The wellbeing needs of the VET student cohort are identified, and strategies are put in place to support these needs. The RTO demonstrates: (a) it identifies the wellbeing needs of the VET student cohort, as relevant to the training content, and appropriate wellbeing support services, and (b) it advises VET students of the actions they can take, the staff they may contact and the wellbeing support services that are available.

Work Health and Safety (Managing Psychosocial Hazards at Work) Code of Practice 2024 ([Link](#))

Disability

Policy area	Student Support
Standards	Outcome Standards for RTOs, Standard 2.4.
Responsibility	All staff
Classification	Internal Only

Purpose

The purpose of this policy and procedure is to:

- ensure that students with disabilities are provided with equal access to educational opportunities, in compliance with applicable laws and institutional values. Our goal is to foster an inclusive learning environment that promotes learning success and well-being for students with disabilities.
- foster a culture where students from all backgrounds and of all abilities are encouraged and supported to participate in training and assessment.
- create a safe and inclusive learning environment, ensuring students feel valued and have support to increase participation in training.

Definitions

Disability means any physical, intellectual, mental and medical impairment, including disorders that result in a person learning differently.

Reasonable Adjustment means a measure or action taken to help a student with a learning difficulty and/or disability take part in their education on the same basis as their peers. Reasonable adjustments are any modifications made to the learning environment, training delivery or assessment method to ensure students with disability or ongoing ill health can access and participate in training and assessment. These adjustments do not lower academic standards or alter essential requirements of a training program but ensure that students are not unfairly disadvantaged. any modification

Harassment means any unwelcome behaviour that is based on race, gender, sexual orientation, disability, age, religion, ethnicity, or any other legally protected characteristic. This behaviour may be verbal, non-verbal, written, physical, or visual. It can create a hostile, intimidating, or offensive environment and interfere with a person's ability to work or learn.

Discrimination means when an individual or group is treated less favourably based on their race, colour, religion, national origin, gender, age, disability, marital status, sexual orientation, or any other protected characteristic.

Policy statement

Inclusive education

ACI celebrates diversity and is committed to supporting the achievement and participation of all students. We give students with a disability the same rights as other students. Students with disability are treated with dignity and respect. These students are able to enjoy the benefits of education and training in a supportive environment that values and encourages participation by all students.

We implement inclusive practice by:

- designing, developing and implementing accessible training and assessment;
- consulting students with disability about their needs;
- determining, documenting, implementing and monitoring reasonable adjustments; and
- continuously improving our practices.

Legal obligations

ACI is committed to meeting our obligations under the [Disability Standards for Education 2005](#) and the [Disability Discrimination Act 1992](#) to support students with disability to access and participate in training and assessment on the same basis as students without disability. ACI prohibits discrimination based on disability and works to remove barriers that hinder students' learning progress.

ACI will treat a prospective student with a disability **on the same basis** as a prospective student without a disability.

Reasonable adjustments

ACI will make reasonable adjustments in relation to a student with a disability where it is reasonable and feasible to do so. An adjustment is considered reasonable if it achieves its aim of making sure a student with a disability can take part in their training on the same basis as students without a disability, and if it balances the interests of everyone affected. This includes ACI staff and other students.

To determine what is reasonable, we will consider:

- the student's disability;
- what effect the adjustment will have on the students' participation, learning outcomes and independence;
- how the adjustment will affect other students and staff; and
- the costs and benefits of making the adjustment.

Examples of reasonable adjustments we may provide include:

Academic Adjustments: Extended time on assessments, providing flexibility in course delivery, providing additional support time with trainers, alternate formats for materials (e.g. large print, electronic formats, printing on coloured paper), and access to assistive technology.

Physical Adjustments: Accessible classrooms and facilities, such as installing a ramp, widening doorways, and ergonomic furniture where it is financially feasible to do so.

Communication Adjustments: Allowing students additional time, providing one-on-one tutoring, supporting concepts with images, and supporting the use of speech to text software.

Under the Disability Standards for Education 2005, an adjustment is not considered reasonable if it:

- Imposes an unjustifiable hardship on ACI.
- Fundamentally alters the nature of the course or assessment.
- Creates a risk to health and safety.
- Goes beyond what is necessary for equitable access.

Examples of adjustments that are not considered reasonable:

Exempting a student from core course competencies. If a student with a disability request to be exempted from demonstrating an essential skill or competency required for a qualification (e.g., a nursing student unable to complete required manual handling tasks safely), this would not be a reasonable adjustment, as it fundamentally alters the nature of the course.

Providing unlimited time for exams. While some students may need extra time due to disability-related needs, allowing unlimited time would not be reasonable as it may provide an unfair advantage rather than an equitable adjustment.

Expecting an ACI to make major infrastructure changes. If a student requires significant building modifications (e.g., installing an elevator in a heritage-listed building) that impose unjustifiable hardship (due to cost, structural limitations, or regulatory restrictions), this may be deemed an unreasonable adjustment.

Providing a full-time personal assistant for academic tasks. While some students may require assistive technology or support staff, expecting ACI to fund and provide a full-time personal assistant to complete course work on behalf of the student would be unreasonable, as it goes beyond equitable access and compromises academic integrity.

Meeting standards for participation

ACI will implement measures to enable students with disability to participate in the training program for which the student is enrolled and use the facilities and services provided by us on the same basis as a student without a disability. These include ensuring that:

- the training program activities are sufficiently flexible for the student to be able to participate in them;
- the training program requirements are reviewed, in the light of information provided by the student, or an associate of the student, to include activities in which the student is able to participate;

- additional support is provided to the student where necessary, to assist him or her to achieve intended learning outcomes;
- where a training program includes an activity in which the student cannot participate, the student is offered an activity that constitutes a reasonable substitute within the context of the overall requirement of the training product.

Confidentiality and respect

All disability-related information will be treated confidentially. Only relevant staff, such as the Student Support Officer and Trainer directly involved in providing the training will have access to this information, in accordance with Privacy Laws (ref to *PP4.10-Privacy Protection*).

Harassment and Discrimination

ACI is committed to providing a work and learning environment that is free from all forms of harassment and discrimination. All ACI staff members are aware that discrimination and harassment will not be tolerated under any circumstances (ref to *PP2.11-Discrimination and Harassment*).

ACI prohibits all forms of harassment and discrimination, including:

- Sexual harassment.
- Racial harassment or discrimination.
- Harassment or discrimination based on gender, sexual orientation, disability, age, religion, or any other protected characteristic.
- Retaliation against any individual who reports or participates in an investigation of harassment or discrimination.

Students who feel that they have been discriminated against or harassed should report this information to the CEO or another staff member that they feel they can trust as soon as possible. All complaints will be taken seriously and investigated promptly. Confidentiality will be maintained to the fullest extent possible, consistent with the need to conduct a thorough investigation (Refer to: *PP2.9 - Complaint Handling*).

Considerations

4.1 Disclosure of disability

Students are encouraged to disclose their disability and support needs on their Enrolment Form at the time of enrolment (Refer to: *PP2.2 - Enrolment* and the *Student Handbook*).

Disclosure may also occur throughout the learning journey, but early disclosure is encouraged using the Enrolment *Application Form* and the *Enrolment Interview* to enable ACI to proactively make reasonable adjustments to support the students training and assessment journey.

Note: Students with disability are not obligated to disclose their specific disability unless they wish to request reasonable adjustments, or their disability is likely to pose a risk to themselves or others.

The right to independence

It is very common for a person with a disability to demand independence, and this is actually an important aspect of self-determination, dignity, and personal agency. Many people with disabilities strive for as much independence as possible, whether in education, employment, or daily life. ACI will respect and support independence and will be guided by the disabled person on what support they require. ACI should not make assumptions about the level of support. Under the *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005*, individuals have the right to reasonable adjustments to support independence, rather than being forced into dependency.

Procedure

Steps	Person/s responsible
Supporting a student with a disability	
<p>Disclosure of disability</p> <p>Once the prospective student has reviewed the pre enrolment information and they want to proceed with an enrolment application or course registration, they will submit the <i>Enrolment Application Form</i> either in hard copy or via the ACI website. The Officer Manager or delegate will review the enrolment application in accordance with the enrolment procedure checklist and update the checklist accordingly. The Officer Manager review if the student has identified as having a disability.</p>	Officer Manager or delegate
<p>Undertake an enrolment interview – Long Course Only or Short Course only when disability indicated enrolment application</p> <p>The Officer Manager or delegate is to contact the student to organise and conduct the enrolment interview. This interview may be conducted in person at the office or via Zoom/Teams or by phone. The enrolment interview is to be conducted and recorded using the <i>Student Enrolment Interview Form</i>. The topics to be discussed are outlined in the <i>PP2.2-Enrolment</i>. This includes the student's declared disability. The following should also be considered:</p> <p>whether the disability affects the prospective student's ability to meet the training and assessment requirements and enrol in the training program; and</p> <p>what adjustments can be made to ensure that the prospective student is able to enrol in the training program.</p> <p>The interview will encourage students to talk about what has helped them succeed in previous study or work and will focus on how the student can be supported to successfully achieve their study goals. Remember the disabled student has a right to independence. ACI will respect and support independence and will be guided by the disabled person on what support they require. ACI should not make assumptions about the level of support.</p>	Officer Manager or delegate
<p>Determine and document reasonable adjustments with the student, or where reasonable adjustments are not possible, the reasons why</p>	Student Officer, Support Office

	<p>Reasonable adjustments will be collaboratively identified with the student, appropriate stakeholders (e.g. parents, support persons) and the Student Support Officer or Training Manager. They will consider the individual student's needs and capabilities while maintaining the integrity of the course or unit of competency. (Refer to Section 3.3 Reasonable Adjustments for examples of reasonable adjustments which may be adopted).</p> <p>Reasonable adjustments and supports will be agreed with the student and documented in a <i>Student Support Plan</i>. The Student Support Plan will be communicated to the trainer prior to the student commencing.</p> <p>Where reasonable adjustment is not possible, due to unreasonable cost or where the adjustment could cause harm to the student or others, this will be communicated to the student verbally and in writing along with the reasons for the decision.</p>	Manager
	<p>Develop a Student Support Plan</p> <p>The Student Support Officer is to develop and document a Student Support Plan considering all of the outcomes and considerations from reviewing the student records and meeting with the student to discuss support options. These are to be clearly documented within the form <i>Student Support Plan</i>.</p> <p>This plan is to be presented to the student for confirmation and the student is to be provided a copy. If any adjustment is required at this point, these adjustments are to be made before it is finalised. The finalised Student Support Plan should be saved to the student record within the student management system.</p>	Student Support Officer
	<p>Implement Student Support Plan and reasonable adjustments</p> <p>Once the Student Support Plan is complete, the plan is to be shared with the student and a copy is to be provided to the Training Manager or relevant Trainer. The Trainer is to be briefed on the recommended support strategies so that they well equipped to implement these with the student. The agreed reasonable adjustments are to be implemented.</p>	Student Support Officer Training Manager Trainer
	<p>Monitor and review</p> <p>Regularly monitor the student's progress and adjust the Student Support Plan and reasonable adjustments as needed to ensure that the student is making progress toward their goals. Follow up progress meetings with the student are to be conducted in accordance with the support plan to monitor the student's progress. If the support plan is updated with progress notes, then this should also be uploaded to the student management system. The student management system should also be updated when ongoing support is determined as no longer being required. If monitoring identifies that reasonable adjustments are not effective, then undertaker review of the support plan and reconsider.</p>	Student Support Officer
	Consider any Opportunities for Improvement to this process	Student Support

	Consider the opportunities for improvement that may have emerged during the process and record these within a Continuous Improvement Report for consideration at a future management meeting. Refer to: PP4.7 - Continuous Improvement and PP4.3 - Management Meeting.	Officer Training Manager Trainer
--	--	--

Other documents to consider with this policy

Policies

- PP2.2 – Enrolment
- PP2.4 – Student Support and Wellbeing
- PP2.11-Discrimination and Harassment
- PP4.3 - Management Meeting
- PP4.7 - Continuous Improvement
- PP4.10 - Privacy Protection Policy

Forms

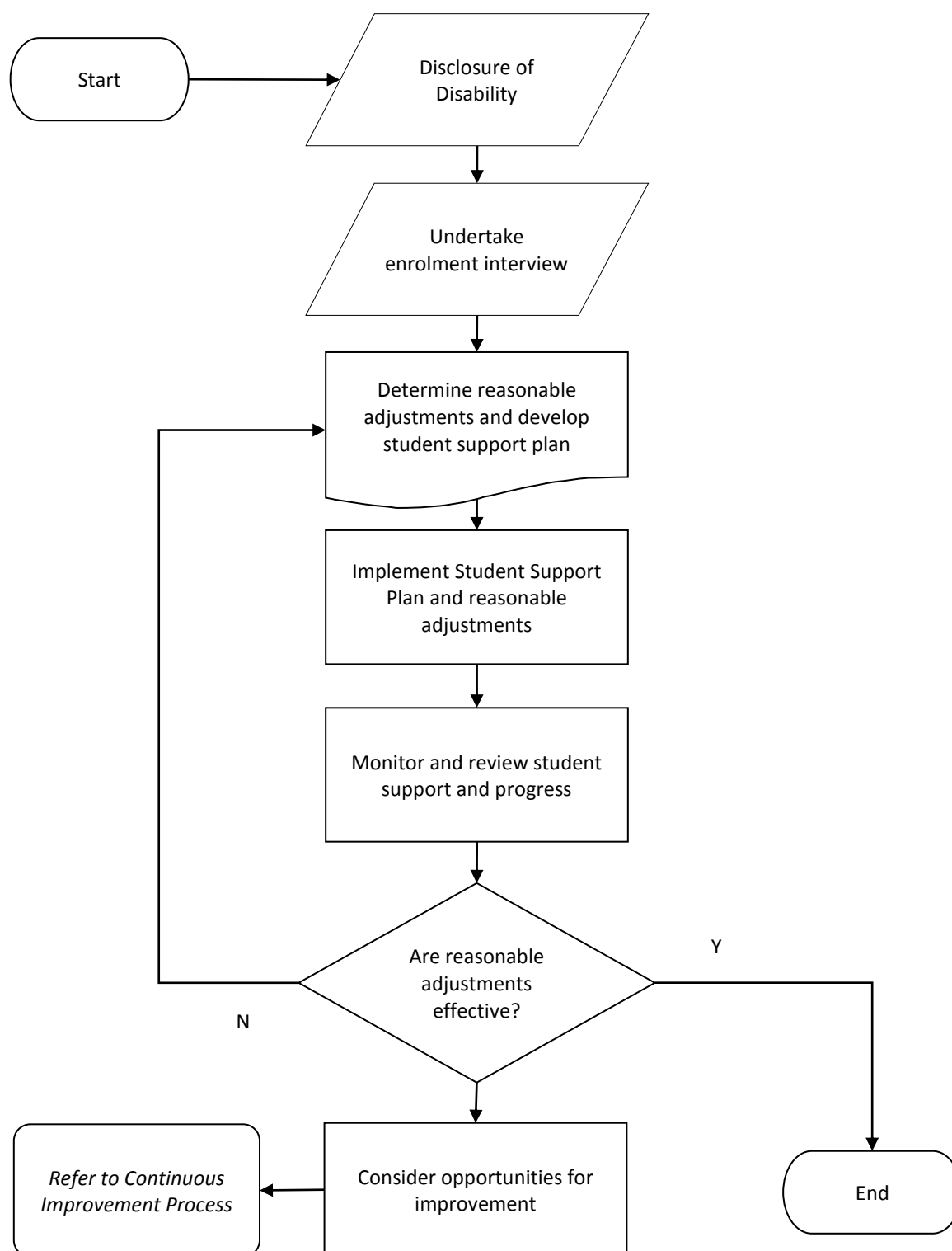
- Student Enrolment Interview Form
- LLND Assessment
- Student Support Plan
- Student Support Meeting Record
- Continuous Improvement Report

Handbooks, manuals or other documents

Student Handbook

Flow chart

Supporting a student with a disability



Reference(s)

Outcome Standards for RTOs, Standard 2.4. Reasonable adjustments are made to support VET students with disability to access and participate in training and assessment on an equal basis. The RTO demonstrates (a) VET students are supported to disclose their disability if they wish, (b) reasonable adjustments are made where appropriate, and (c) where reasonable adjustments are not possible, the reasons why have been communicated to the VET student.

[The Disability Discrimination Act 1992 \(DDA\)](#)

[Disability Standards for Education 2005 legislation](#)

[Introductory Guide – Supporting Students with Disability in VET](#)

[Guidelines for Inclusive Enrolment Practices in Vocational Education and Training – Supporting Students with Disability in VET](#), Australian Disability Clearinghouse on Education and Training, funded by Department of Employment and Workplace Relations

Diversity and Inclusion

Policy area	Student Support
Standards	Outcome Standards for RTOs, Standard 2.5.
Responsibility	CEO, Student Support Officer, Trainers and Assessors
Classification	Internal Only

Purpose

The purpose of this policy and procedure is to provide our staff and students:

- a diverse, safe and inclusive learning environment.
- an environment that respects and values the individuality of each student.
- a culturally safe and supportive learning environment.

a learning environment and workplace where all individuals feel respected, valued, and empowered including:

- young people,
- First Nations people,
- people from culturally and linguistically diverse background,
- people of different genders,
- people from diverse socio-economic backgrounds,
- neurodivergent people, and
- people who may identify as LGBTIQ+.

Definitions

First Nations people - refers to the Aboriginal and Torres Strait Islander peoples who have identified themselves or have been identified by a representative (for example, their parent or guardian), as being of Aboriginal and/or Torres Strait Islander origin. They are not one group but rather comprise hundreds of groups that have their own distinct set of languages, histories and cultural traditions.

Culturally and linguistically diverse (CALD) refers to individuals or communities who come from different cultural backgrounds and speak languages other than English. The term is often used in to describe people who have migrant, refugee, or First Nations backgrounds. Key Aspects of CALD:

Cultural diversity – Includes people from different ethnicities, traditions, religions, and customs.

Linguistic diversity – Covers those who speak languages other than English at home or as their first language.

Migration and refugee backgrounds – Recognises that people may have immigrated from different countries, bringing diverse experiences and challenges.

First Nations communities – While Aboriginal and Torres Strait Islander peoples have unique identities, they are often included in discussions about cultural diversity.

Neurodivergent refers to individuals whose brains function differently from what is considered "typical" (or neurotypical). This term is commonly used to describe people with conditions such as:

- Autism Spectrum Disorder (ASD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Dyslexia (difficulty with reading and language processing)
- Dyspraxia (challenges with coordination and movement)
- Dyscalculia (difficulty with math-related concepts)
- Tourette Syndrome
- Other cognitive or learning differences

The term neurodivergent is part of the neurodiversity movement, which emphasises that differences in thinking, learning, and processing information are natural variations of the human brain, rather than "disorders" that need to be fixed. It promotes inclusivity, acceptance, and the idea that diverse ways of thinking can bring together unique strengths and perspectives.

People who may identify as LGBTIQ+ refers to individuals who might recognise themselves as part of the LGBTIQ+ community. The acronym stands for:

L – Lesbian

G – Gay

B – Bisexual

T – Transgender

I – Intersex

Q – Queer or Questioning

+ – Other diverse gender identities, sexual orientations, and variations in sex characteristics that are not explicitly included in the acronym (such as non-binary, asexual, pansexual, etc.)

The phrase "may identify as" acknowledges that identity is personal, fluid, and self-defined. It respects that individuals might be exploring or affirming their identity at different stages of their lives and that not everyone uses the same labels. It also avoids assuming how someone identifies, reinforcing inclusivity.

Policy statement

Commitment to diversity and inclusion

ACI recognises that diversity and inclusion bring a broad range of perspectives, enriching the learning experience. We are committed to:

Promoting and supporting diversity in all its forms, including but not limited to race, ethnicity, gender, disability, age, sexual orientation, socioeconomic status, religious beliefs, people from culturally and linguistically diverse background, neurodivergent people, and people who may identify as LGBTIQ+.

Encouraging an inclusive environment where everyone is treated equitably and has the opportunity to contribute to training and assessment.

Ensuring compliance with Australian legislative requirements, including the *Racial Discrimination Act 1975*, *Sex Discrimination Act 1984*, *Disability Discrimination Act 1992*, *Age Discrimination Act 2004*, and *Fair Work Act 2009*.

Principles

Respect: We promote respect for each individual and acknowledge diverse backgrounds and perspectives.

Equity: We strive to ensure fair treatment, access, and opportunity for all, taking proactive steps to remove barriers to participation.

Cultural Safety: We work to create a culturally safe environment that acknowledges and respects First Nations people and CALD communities cultures and histories.

Recruitment

Our recruitment policies encourage applications from people from diverse backgrounds and ensure selection is based on merit, qualifications, skills and experience and is free from bias or discrimination (Refer to: *PP3.1 – Workforce Planning, Recruitment and Induction*).

Training and Development

All new staff recruited by ACI will be educated on our diversity and inclusion policies and procedures as part of their induction.

All staff will be provided with diversity and inclusion training as part of the ongoing professional development each year. Please refer to the *PP3.3-Professional Development and Trainer Currency*.

A culture of respect and inclusion will be enshrined in all our activities and our communication with students and staff.

Inclusive Learning Environment

We will create a safe and inclusive learning environment by:

- Displaying signs that enforce our values of respect, inclusivity, and empathy;
- Using inclusive and gender-neutral language in our course information, enrolment form and training;
- Communicating our values and zero tolerance to discrimination or harassment verbally on the first day of any training,

- Providing additional support to students who need it (Refer to: *PP2.4 - Student Support and Wellbeing*);
- Showing empathy and understanding to students;
- Promoting equity, respect and inclusion for children and young students;
- Being flexible to different student needs; and
- Addressing any breach of our policy on discrimination and harassment immediately with all those involved (Refer to: *PP2.11 - Discrimination and Harassment*).

Inclusive Learning and Assessment Materials

Course materials, assessments, and resources will be reviewed as part of the pre-assessment validation process to ensure they are accessible and culturally appropriate. This includes:

- ensuring that case studies and role plays reflect a variety of cultural backgrounds, socioeconomic situations, and perspectives;
- avoiding jargon, idioms, or colloquialisms that may not be universally understood or could exclude certain groups;
- ensuring language is gender-inclusive and avoiding stereotypes or assumptions about roles based on cultural background; and
- ensuring images, videos, and graphics are culturally diverse and represent people of different ages, genders, ethnicities, and abilities.
- We will provide reasonable adjustments for students with disabilities or special learning requirements (Refer to: *PP2.5 - Disability* and *PP2.4 - Student Support and Wellbeing*).

Anti-discrimination and anti-harassment

We will enforce a zero-tolerance policy towards any form of racism, discrimination, bullying, or harassment. We have in place clear reporting procedures for instances of discrimination, harassment or exclusion (Refer to: *Student Handbook* and *PP2.9 - Complaint Handling*).

Cultural Safety for First Nations people

The following strategies that ACI will apply to establish and support a culturally safe learning and work environment for First Nations people:

Acknowledgement of Traditional Owners. ACI will include an Acknowledgement of Country on our website and in our classrooms using the below:

ACI acknowledges Traditional Owners of Country throughout Australia and recognises the continuing connection to lands, waters and communities. We pay our respect to Aboriginal and Torres Strait Islander cultures; and to Elders past and present.

Recruitment. First Nations peoples enrich the workplace by adding cultural diversity and fostering a more inclusive environment. Our recruitment policies encourage applications from First Nations people and

people from diverse backgrounds and ensure selection is based on merit, qualifications, skills and experience and is free from bias or discrimination (Ref to *Recruitment and Induction Policy and Procedure*).

Induction Training. Induction training for all new staff includes training on our diversity and inclusion policies and procedures (Refer to: *Recruitment and Induction Policy and Procedure*).

Annual Cultural Awareness Training. Cultural awareness training is a key component of our efforts to build a more inclusive learning environment for First Nations students. All staff will participate in cultural awareness training at least **once per year**. This will include topics such as:

- why cultural awareness is important
- the cultures of First Nations peoples
- stereotypes, biases and cultural misunderstandings that can arise in cross-cultural interactions
- communication styles, nonverbal cues and other cultural differences that can impact learning and relationships
- strategies for promoting cultural awareness and inclusion in the classroom (online and in physical classrooms)
- important dates
- the benefits of inclusion for all students and staff.

Encouraging and supporting First Nations students to enrol. People from under-represented groups (including people with disability and First Nations people) are explicitly encouraged to apply for enrolment on our website and in our Course Brochures (Refer to: *PP2.1 - Advertising and Marketing*).

The Student Support Officer will support the student to complete the enrolment process and identify any special needs and adjustments that can be made to ensure their successful studies as part of the enrolment process (Refer to: *PP2.2 - Enrolment* and *PP2.4 - Student Support and Wellbeing*).

Creating a culturally safe learning environment for First Nations students. We recognise that First Nations peoples do not always have the same level of access to vocational education and training as non-Indigenous Australians, nor the same positive experiences. In light of this, we provide specific supports to First Nations people to assist them to participate in and complete training. Refer to procedure *5.1 Diversity and Inclusion*.

Considerations

None.

Procedure

Steps		Person/s responsible
5.1 Diversity and Inclusion		
	Recruit staff from diverse backgrounds	CEO
	Advertisements encourage applications from people from diverse	

	<p>backgrounds and from First Nations people.</p> <p>Selection is based on merit, qualifications and skills and is free from discrimination or bias. Refer to: <i>PP3.1 – Workforce Planning, Recruitment and Induction.</i></p>	
	<p>Train staff in diversity and inclusion</p> <p>Induction training includes training on our diversity and inclusion policies and procedures and our organisation culture which respects and values people from diverse backgrounds. Refer to: <i>PP3.1 – Workforce Planning, Recruitment and Induction.</i></p> <p>Annual training session for all staff on diversity, inclusion, cultural sensitivity and student wellbeing. Refer to: <i>PP3.3 - Professional Development and Trainer Currency.</i></p>	CEO
	<p>Encourage enrolments from First Nations people and people with disability</p> <p>Website and course brochures include information encouraging First Nations people and people with disability to apply for enrolment. Refer to: <i>PP2.1 - Advertising and Marketing.</i></p> <p>Student Support Officer provides support to students with understanding the enrolment process.</p>	CEO
	<p>Identify additional learning supports</p> <p>Student Support Officer assists students to identify any additional learning supports they may need, and that ACI can provide. Refer to: <i>PP2.4 - Student Support and Wellbeing.</i></p>	CEO, Student Support Officer, Trainers and Assessors
	<p>Review training and assessment materials to ensure they are inclusive and reflective of diversity</p> <p>Pre-validation of learning and assessment materials. Refer to: <i>PP1.5 - Pre-assessment Validation Policy and Procedure.</i></p> <p>Students and trainers are encouraged at any time to make suggestions for improvement. Refer to: <i>PP4.7 - Continuous Improvement.</i></p>	CEO, Training Manager, Trainers and Assessors
	<p>Creating a culturally safe learning environment for First Nations students.</p> <p>Taking the time to build rapport and trust with First Nations students.</p> <p>Respecting the identity and experience of First Nations students.</p> <p>Engaging in active listening, showing genuine interest in the students' backgrounds, and creating an environment where students feel comfortable sharing aspects of their culture and experiences.</p> <p>Creating a positive setting where people are respected and feel comfortable</p>	CEO, Training Manager, Trainers and Assessors

	<p>being themselves.</p> <p>Establishing classroom norms that prioritise respect, inclusivity, and empathy, ensuring all students feel valued.</p> <p>Being mindful of body language, tone, and the use of eye contact, which may have different cultural implications for First Nations students.</p> <p>Addressing any instances of racial prejudice or cultural insensitivity promptly and effectively.</p> <p>Providing tailored and one-on-one support to First Nations students.</p> <p>Addressing unconscious bias in assessment by ensuring there are consistent marking standards.</p> <p>Providing additional support to address barriers to completion of training (Refer to: <i>PP2.4 - Student Support and Wellbeing</i>).</p> <p>Recognising and celebrating important dates and events, such as NAIDOC Week and National Sorry Day.</p> <p>Informing First Nations people where information (including learning and assessment material, advertising) may contain images, voices and names of deceased persons.</p> <p>Linking First Nations students with mentorship programs with Indigenous role models and peer support groups (e.g. Indigenous Mentoring Programs - Study Work Grow, SYC First Nations apprentices)</p>	
	<p>Consider any Opportunities for Improvement to this process</p> <p>Consider the opportunities for improvement that may have emerged during the process and record these within a Continuous Improvement Report for consideration at a future management meeting. Refer to: PP4.7 - Continuous Improvement and PP4.3 - Management Meeting.</p>	<p>CEO, Student Support Officer, Training Manager, Trainer</p>

Other documents to consider with this policy

Policies

- PP1.5 - Pre-assessment Validation
- PP2.1 Advertising and Marketing
- PP2.2 Enrolment
- PP2.4 Student Support and Wellbeing
- PP2.11-Discrimination and Harassment
- PP3.1 Workforce Planning, Recruitment and Induction
- PP4.3 - Management Meeting
- PP4.7 - Continuous Improvement

Forms

- Pre-Assessment Validation Checklist
- Student Enrolment Interview Form
- Continuous Improvement Report

Handbooks, manuals or other documents

- Student Handbook

Flow chart

- None.

Reference(s)

Outcome Standards for RTOs, Standard 2.5. The learning environment promotes and supports the diversity of VET students. The RTO demonstrates: (a) it fosters a safe and inclusive learning environment for VET students, and (b) it fosters a culturally safe learning environment for First Nations people.

Student Record Retention and Management

Policy area	Training and Assessment
Standards	Compliance Standards for RTOs for RTOs, Standard 10 National Vocational Education and Training Regulator (Data Provision Requirements) Instrument 2020, Part 2 Data Provision Requirements, 7 Requirements in relation to AVETMISS
Responsibility	CEO, Administrative staff, Trainers and Assessors
Classification	Internal Only

Purpose

The purpose of this policy and procedure is to:

- To securely archive and manage student records to ensure compliance with regulatory requirements, safeguard confidentiality, and maintain record accuracy for future reference.
- To maintain a well-structured records retention system.
- To ensure we meet our legal and quality assurance requirements.
- To ensure the accuracy and integrity of records retained.

Definitions

AVETMISS Data. AVETMISS stands for the Australian Vocational Education and Training Management Information Statistical Standard. It is a national data standard which ensures the consistency and accuracy of vocational education and training (VET) information and provides the data to meet the Total VET Activity data collections specified in the mandatory reporting policy. AVETMISS data includes all the data collected during the enrolment process and the details of the training products in which the student is enrolled and completes and details of training delivery locations and about ACI. This data is entered into our student management system and will capture outcomes such as if the student withdrew, was assessed as competent or not-yet-competent, was recognised as competent through an RPL process or was issued credit transfer for current competency held. For the purposes of the requirement to retain records of AQF certification documentation issued for a period of 30 years specified within Schedule 5, Paragraph 4c of the Standards for Registered Training Organisations, the retention of the AVETMISS data is sufficient to meet this requirement.

Completed student assessment items are the completed student assessment records include documents or other media where assessments evidence has been recorded by students and assessment decisions are recorded by assessors. It may be a combination of completed assessment tools, templates, questionnaires, checklists, summary sheets, RPL tools, or records of assessment and feedback from assessors to students. Assessment resources include all those items which substantiate the assessment decision made by an assessor. ASQA refer to these records as *“Completed student assessment items”*².

² ASQA General direction: Retention requirements for completed student assessment items, 22 June 2012

Assessment tools are the media (electronic or hard copy) used to gather evidence about a student's competence. The following are examples of assessment forms and documents which may be incorporated into an assessment tool in support of each unit of competency:

- assessment instruction for the assessor and the student
- assessment recording tools
- assessment outcome reports
- assessor marking guide
- assessment mapping
- third party reports or work placement records

RTO management records are those files which assist management and staff to coordinate RTO services. These may include policies and procedures, data registers, enrolment registers, attendance records, financial records and records of complaints and appeals. Some of these records will be stored within the student management system.

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

Archiving. The process of transferring student records that are no longer active but must be retained for future reference to safe storage from where they can be accessed.

Student Records: Includes all documents and data related to a student's training and assessment, enrolment, attendance, assessment outcomes, and personal information. These records will be stored within the student management system.

Retention Period: The required time for which student records must be maintained before they can be securely destroyed.

Policy statement

Storage of records

To ensure records are maintained in a safe and suitable condition, the following is to apply:

- Records must be kept securely to prevent them being accessed by any non-authorised personnel.
- Records must be kept confidential to safeguard information and to protect the privacy of students and ACI staff.
- Records must be kept in a manner to avoid damage by fire, flood, termites or any other pests.
- Student results and Qualification / Statements of Attainment must be entered into and stored within the student management system and must be available to be retrieved at any time.
- Electronic data storage must be safe from destruction by fire or flood and should take account of the risk of component failure of a single storage device. Electronic data is also to be backed up off site. Cloud based storage service providers are to have verified backup and recovery arrangements in place.

Period of retention

ACI must comply with a range of record retention requirements including:

- State or Commonwealth funding agency requirements relating to training and assessment records (if applicable),
- Compliance Standards for RTOs for RTOs, Standard 1, 2, 6, and 10, and
- National Vocational Education and Training Regulator (Data Provision Requirements) Instrument 2020, Part 2 Data Provision Requirements, 7 Requirements in relation to AVETMISS.

In determining our period of retention, ACI has selected retention periods beyond some requirements to simplify our approach and to ensure compliance with all requirements under the one approach. The following time periods are to apply to the retention of student electronic records at ACI:

AVETMISS Data. AVETMISS Data is to be retained for a minimum of thirty (30) years.

Completed student assessment items. Completed student assessment items (100%) are to be retained for a minimum of **two (2) years** from the date of the student's completion of the training product.

Completed student assessment items. – That relate to High Risk Work Outcomes. Completed assessment resources (100%) are to be retained for a minimum of seven (7) years.

Assessment tools. Assessment tools (100%) are to be retained for a minimum of five (5) years.

RTO management records. RTO management records are to be retained for a minimum of five (5) years. This requirement relates to the versions of these records.

Administrative records. Administrative records are to be retained for a minimum of five (5) years. This requirement relates to the versions of these records and completed records.

Note. Records may be retained in hard copy or electronically.

Destruction of Records

ACI CEO is the only person who can authorise (in writing) the destruction of records. Records are only to be authorised for destruction after the retention period has lapsed.

Documents identified for destruction are to be shredded before being recycled. The archive register must be updated in the notes section to identify that a particular record has been destroyed.

Digital records authorised for deletion are to be permanently deleted.

Student Records Integrity

During the handling of records relating to a student's enrolment and training and assessment outcomes, there is potential within a busy office that records may be misplaced, not entered correctly or mishandled. To minimise the potential for inaccurate record keeping, this policy includes specific guidelines for both administrative and training staff on the handling of records during the critical end stages of training. These include procedures and processed guidelines on the validation and entering of student results into the ACI student management system. These procedures must be strictly applied by all staff handling student records.

Combined with this, ACI will also undertake periodic integrity audits of student records to ensure the information entered the student management system is accurate. To achieve this, the Office Manager will undertake periodic desk audits of student records. The Office Manager will aim to undertake a desk audit of at least 10% of student records each quarter. Refer to procedure 5.2 Integrity Audits of Student Records below.

Unique student identifier

The *Student Identifiers Act 2014* came into effect from the 1st January 2015. Any USI provided to ACI by a student must be **verified** with the USI Registrar. This may be achieved by inserting the USI into the Student details within the student management system and changing the USI status to "Verify". The student management system will verify any records with the USI Registrar with this status every 30 seconds. Once verified the status will have changed to "Valid". If the status does not change to valid then one of the following student details is incorrect:

- First name
- Last name
- Date of Birth
- The Unique student identifier

These are the only data elements used to verify a USI so if it does not verify then one of these elements is incorrect. A common error is the abbreviation of the student's name. The student may have registered their USI with the first name of "Benjamin" but has completed the enrolment application form with the first name of "Ben". The first name provided by the student must align with the name they provided when they registered their USI.

Student Identifier details and all related documentation under the control of ACI **must be kept secure**. This includes the information stored within the student management system. User profiles and password protections to the student management system are to be used to prevent any unauthorised access to USI

information. Where ACI assisted the student to create their USI, additional details such as the student's Driver's Licence information will have been collected and stored within the student management system - Document Verification System (DVS). Once the student's USI has been successfully created, these details within the DVS are automatically removed (deleted) from the database. This is a requirement of the USI legislation and is aimed at protecting the student's privacy.

Further information on the Unique student identifier can be accessed via the following website:

<https://www.usi.gov.au/providers>

Student Access to Records

Students who require access to their records are required to complete a Records Request Form. This form can be obtained from any ACI staff member. It is the responsibility of all staff to respond positively to these requests and assist the student to complete the request form and facilitate access.

It should be noted that access will only be provided to the student in person and only after identification has been confirmed. Photo ID is required. ACI also requires the payment of an administrative fee of \$50.00 if the student requires a copy of their records. This is a one-off admin fee that is only payable where copies are requested to take away by the student. If the student is simply requesting access to view records, then this incurs no cost. The student does however need to complete the Records Request Form on all occasions where access is requested. The completed Records Request Form can be submitted to any staff member who will pass the request to the Office Manager. The Office Manager will respond to the request within two business days.

What records can be accessed?

The Records Request Form seeks to identify what specific records are requested to access. These may include:

- hard copy records from your student file which will include enrolment administrative records and assessment evidence, and
- activity data which is contained within the ACI student management system including your electronic training plan and details of awarded units of competency.

Student requesting correction of personal information

Students may request a correction to personal information held by ACI. This may be a correction of personal information which may include an individual's name, signature, address, phone number, date of birth, employee record information, photographs, internet protocol (IP) addresses, biometric data like voice prints and facial recognition, and location data from mobile devices. It is important to note that personal information may also include sensitive information, credit information and high risk personal information such as drivers licence or passport details. Please refer to *PP4.10 – Privacy Protection* for a detailed description of personal information and our obligations under the Privacy Act 1988.

Treatment of records on ceasing operation

ACI acknowledges that it has a responsibility to retain accurate copies of records to enable these to be transferred to ASQA should ACI ceased to operate. It is a requirement that RTOs who ceased to operate³

³ This includes voluntarily withdraws its registration, whose registration either lapses or is not renewed, or is cancelled by ASQA.

must within 30 days of registration ending, forward to ASQA an electronic copy of the records for each student who were enrolled in a course during the period of registration.

This requirement does not include hard copy student files and relates specifically to electronic data providing evidence of training activity which includes records on the outcomes achieved by students. This will include records of qualifications and units of competency which have been issued by ACI during the entirety of its registration period. ACI will retain these records electronically within the student management system and will provide this information electronically in Microsoft Excel format to ASQA on request. The following information must be included:

- Students full name
- Residential post code
- Date of birth
- Student ID number (if issued)
- Enrolment/commencement date(s)
- Code and title of qualifications
- Codes and title of units of competencies
- Results for each unit of competencies
- Date the certificate or statements of attainment were issued
- Unique student identifier (2015 onwards students only)

These reports are to be generated by year and supplied to ASQA in a suitable file structure and format to enable it to be navigated and used. The spreadsheet file is supplied by ASQA and will be populated by ACI by exporting the data from the student management system.

Considerations

Record Handling Responsibilities

To ensure records are maintained in a safe and suitable condition, the following responsibilities apply:

The **Chief Executive Officer** is to ensure that ACI implements suitable arrangements to comply with the requirements of this policy and the requirements of the Standards for Registered Training Organisations. This is to include the acquisition and installation of records and data storage facilities, the application of records retention procedures and staff training / supervision.

Administrative support staff are to ensure that procedures for the achieving and storage of records are applied including the backing up of electronic data. Administrative support staff are to monitor the sufficiency of records storage and handling procedures and propose opportunities for improvement in accordance with the continuous improvement policy as required. Administrative support staff are also to liaise with Trainers and Assessors to ensure that approaches to records handling are consistent throughout ACI operation and identify and report opportunities for improvement.

Trainers / Assessors are to ensure that student records are appropriately gathered during and at the completion of a training program and are suitably bundled and packaged in accordance with records archiving procedures, including:

- Liaising with administrative support staff to ensure that their practices are aiding the efficient retention of student records.
- Ensure student records are fully completed with sufficient information recorded by Assessors to allow an independent review of the assessment decision by a third party.
- Record, in detail, the interpretation of assessment evidence with suitably detailed comments to support their assessment decision.
- Monitor the sufficiency of records storage and handling procedures and propose opportunities for improvement in accordance with the continuous improvement policy and identify and report opportunities for improvement.
- Use authorised ACI records only to record student progress and the outcomes of assessment activities

Procedure

Steps	Person/s responsible
Assessment Records – Completion and Archiving	
<p>Retain evidence. Retain all evidence collected during assessment. Work submitted outside the SMS must also be retained and is to be gathered on a suitable electronic storage media such as a hard drive, or flash-drive for archiving.</p> <p>Note: Trainers are to ensure that their observations and comments recorded onto completed assessment resources are detailed and complete. It is an ASQA requirement that retained evidence of assessment must have enough detail to demonstrate the assessor's judgement of the student's performance against the standard required.</p> <p>Students may retain a copy of any work they have produced and submitted as evidence toward the assessment.</p> <p>Refer to policy Section 3.2 above for periods of retention.</p>	Trainers and Assessors
<p>Electronic Assessment Records</p> <p>At the completion of each training product, the assessor is to;</p> <p>upload any work submitted outside the SMS into the SMS</p> <p>clearly record the assessment result in the SMS for each assessment activity and the overall decision of competency for the unit of competency</p> <p>notify the Office Manager that a student has completed all requirements of a training product.</p> <p>Hard Copy Assessment Records</p> <p>At the completion of each training product, all student records are to be sorted and returned to ACI.</p> <p>Records may be scanned using a document scanner or phone app (e.g. Scanner Pro) and emailed to the administration team or uploaded to a secure location shared with the administration team.</p> <p>Alternatively hard copy records may placed into an archiving envelope with the ACI Student Archive Record printed on the front. The Trainer / Assessor is to complete this form with as much detail as possible.</p> <p>The archiving envelop is not to be sealed and should either be handed personally to ACI administrative support staff. If being mailed via registered post, send the unsealed archiving envelop together with all records back to ACI, Office Manager.</p>	Trainers and Assessors Office Manager

Steps	Person/s responsible
<p>Check records. On notification that a student has completed all Units of Competency, (or on receipt of an archiving envelope), the administrative staff are to:</p> <p>Undertake assessment quality control on any newly received completed student assessment records (ref to <i>PP1.8-Assessment Quality Control</i>) and enter the outcome into the student management system.</p> <p>Check on the student management system to ensure that all of the competencies have been completed and the evidence and assessment records correspond with the units of competency being issued to the student.</p> <p>Scan and append any hard copy records received to the relevant electronic file. This includes any hard copy student work and evidence of assessment.</p>	Office Manager
<p>Update Training Plan. Enter assessment outcomes into the student's training plan within the student management system ensuring that the correct Outcome Identifier - National is selected and the date assessed corresponds with the date the student was assessed by the assessor.</p> <p>Note. The date field linked with the Outcome Identifier - National within the student training plan (within the student management system) will automatically default to the date the outcome identifier is selected. This means that administrative staff must ensure they select the correct date before exiting the student's training plan. It is an important requirement to ensure that the date entered into the student management system and the date the outcome was achieved corresponds with the date recorded by the assessor that the assessment decision was made.</p>	Office Manager
<p>Update student management system. When the student has completed all required units of competency, administrative staff will update the student's enrolment record within the student management system to record;</p> <p>the completion of the student's training and enrolment, and</p> <p>all evidence and assessment records that correspond with the units of competency being issued to the student. (For hard copy records this may require inserting a hyperlink to scanned documents in the student's electronic file).</p> <p>This then presents the opportunity to create the appropriate Qualification or Statement of Attainment. Refer to: <i>PP1.13 - Student Completion and Issuing Certificates</i>.</p>	Office Manager
<p>Archive records. Once a student's record becomes inactive (e.g., upon completion or withdrawal), the data must be transferred to a secure archiving system.</p>	

Steps	Person/s responsible
<p>Electronic records must be stored in a secure, and backed-up system to prevent unauthorized access, data loss, or corruption.</p> <p>Hard copy records should be stored in locked, secure, and fireproof filing system or off-site storage facility, with access restricted to authorised personnel.</p>	
Undertake periodic integrity audits	
<p>Plan integrity audits of student records</p> <p>Plan the periodic integrity audits of student records to ensure the information entered the student management system is accurate. To achieve this, the Office Manager is to determine the number of student enrolment and completions in the last quarter (across all courses) and calculate 10%. This number of student record should then be accessed from archive and should be based on the last students to complete their respective course.</p> <p>The Office Manager is to brief those assisting in what to check for in each record and in the use of the Student Records Integrity Checklist and how findings are to be reported. Remember that the focus is on ensuring that the information contained within the student management system is consistent with records retained in archive.</p>	Office Manager
<p>Complete integrity audits of student records</p> <p>This will be done by making a direct comparison with the student's record (enrolment record and assessment result) with the data entered into the student's enrolment profile within the student management system. Specifically, the checking process will seek to identify inaccuracies in student's enrolment information and the details relating to the achievement of units of competency.</p> <p>The items to be checked on every sampled record include:</p> <p>Student details correct</p> <p>Course details correct</p> <p>AVETMISS fields complete</p> <p>Retained student record available</p> <p>Units of competency entered correctly</p> <p>Reported outcomes align with retained record date and decision</p> <p>Certificate entered and issued</p>	Office Manager and supporting staff

Steps		Person/s responsible
	<p>Tuition Fees reconciled</p> <p>USI verified</p> <p>Credit transfer evidence retained</p> <p>The Student Records Integrity Checklist is to be fully completed for each record and retained on the sampled student file.</p>	
	<p>Review results of audit and identify opportunities for improvement</p> <p>Review the findings of the student record integrity audit and identify any trends to discrepancies. Consider the relevant administrative processes involved in the handling of records including:</p> <p>PP1.13 Student Completion and Issuing Certificates</p> <p>PP1.8 Assessment Quality Control</p> <p>PP2.2 Enrolment</p> <p>PP4.10 Privacy Protection</p> <p>Determine if the discrepancies identified are a breakdown on these procedures and if there are opportunities for improvement.</p>	Office Manager
	<p>Report opportunities for improvement</p> <p>Recommendations for improvement to student record retention and management practices are to be recorded into the <i>Continuous Improvement Report</i> and submitted to the regular Management Meeting for review via the continuous improvement process.</p>	Office Manager
Providing students access to records		
	<p>Student requested access to records</p> <p>Student is to complete the Student Records Request Form and submit this to any staff member.</p> <p>Student Records Request Form that are received from a student are to be passed to the Office Manager.</p> <p>The Office Manager is authorised to approve and act up on these requests.</p>	<p>Student</p> <p>Any staff member</p>
	<p>Process a payment for student access to records if required</p> <p>where a student is requesting printed copies of records, ACI requires the payment of an administrative fee of \$10.00 if the student requires a copy of</p>	Office Manager and supporting staff

Steps	Person/s responsible
<p>their records. This is a one-off admin fee that is only payable where copies are requested to take away by the student. If the student is simply requesting access to view records, then this incurs no cost.</p>	
<p>Providing student access to records</p> <p>Once a student has requested access to records, the Office Manager will organise for the student to attend the ACI office where controlled access will be provided. Controlled access means, hardcopy records may be viewed by the student in the presence of an ACI staff member.</p> <p>Students who request activity data from the ACI student management system can be provided this in a printed report format which details all activity recorded within the student's training plan for any specific enrolment which includes achievement of units of competency.</p> <p>Students who request to access their records are to be provided with this access at the earliest opportunity. ACI is committed to maintaining a transparent and equitable training environment.</p>	<p>Office Manager and supporting staff</p>

Other documents to consider with this policy

Policies

- PP1.13 Student Completion and Issuing Certificates
- PP1.8 Assessment Quality Control
- PP2.2 Enrolment
- PP4.10 Privacy Protection

Forms

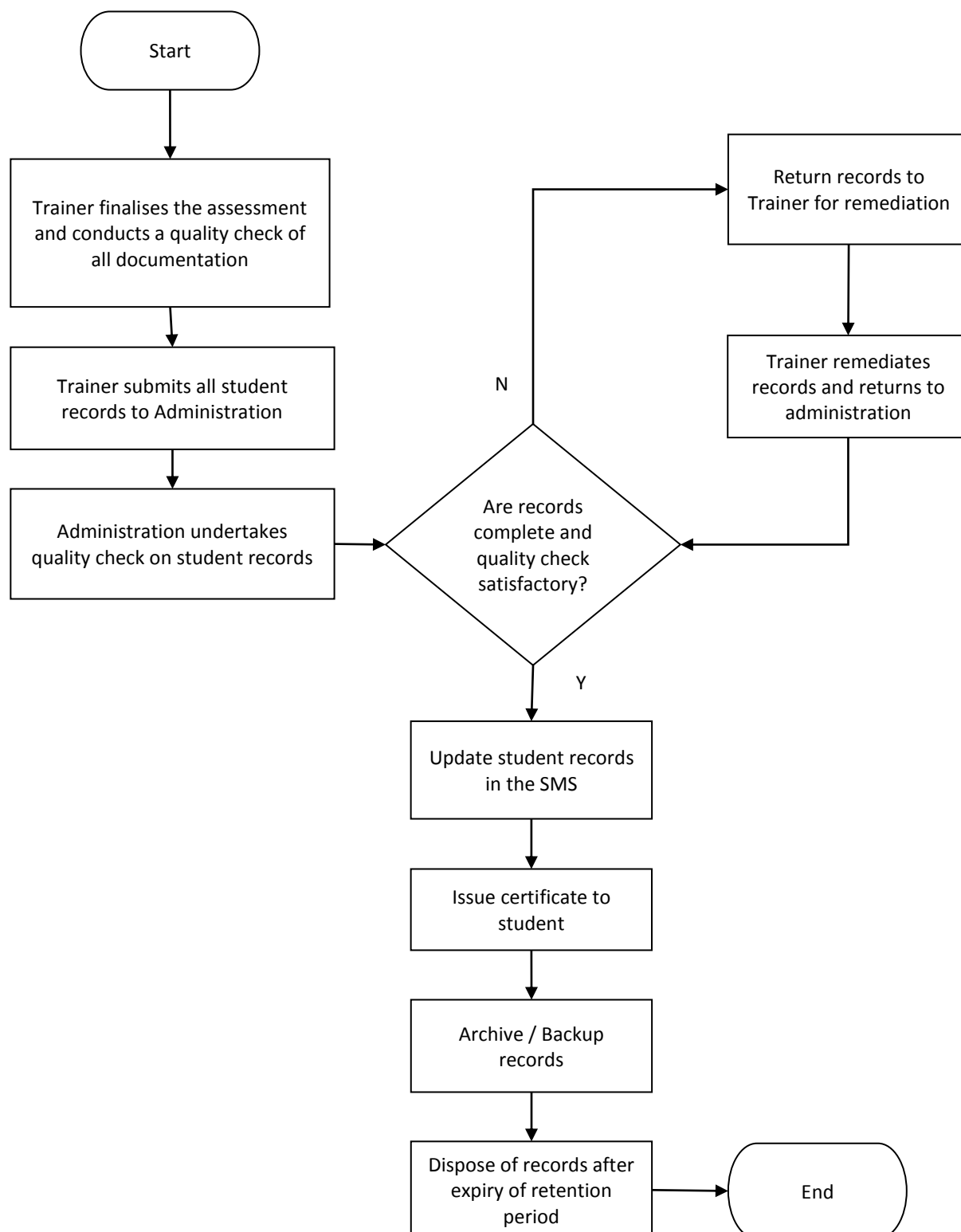
- Student Records Integrity Checklist
- Student Archive Report Form
- Student Record Archiving Register
- Student Records Request Form
- Enrolment Procedure Checklist
- Certificate Issuance Checklist
- Continuous Improvement Report

Handbooks, manuals or other documents

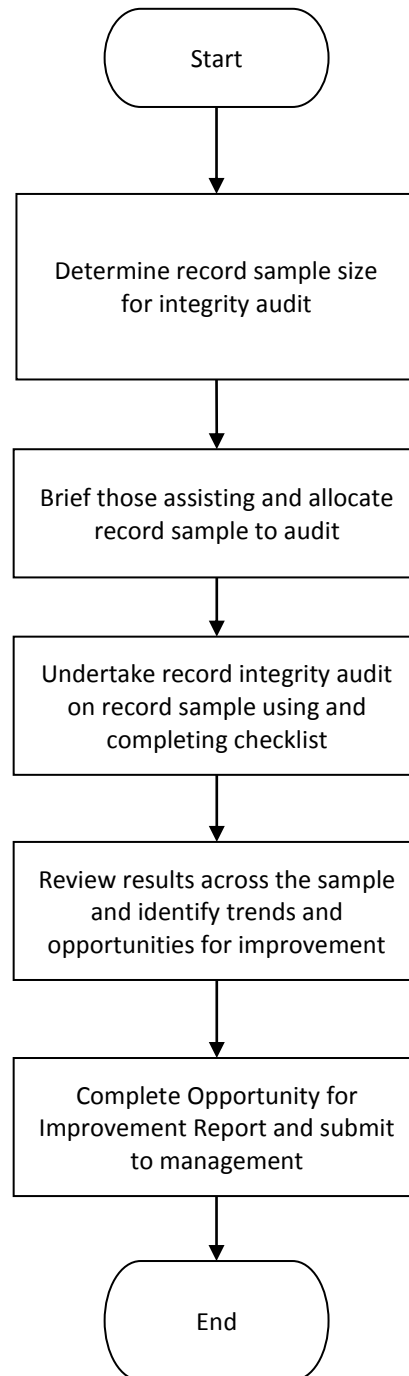
- None.

Flow chart

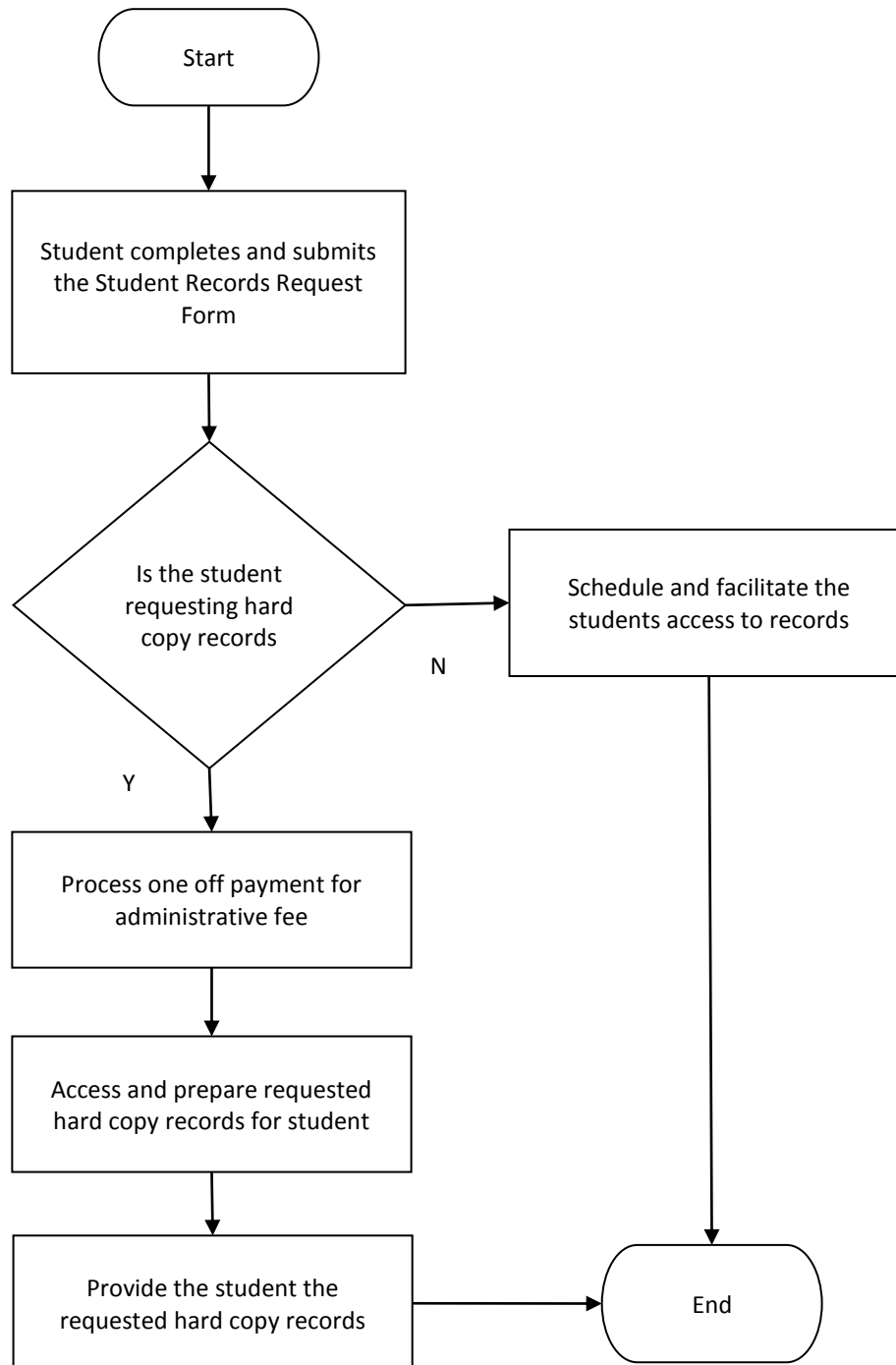
Archiving and Completion Process



Undertake periodic integrity audits



Provide students access to records



Reference(s)

Compliance Standards for RTOs for RTOs, 10 Records of AQF certification documentation and assessments

An NVR registered training organisation must maintain a register in accordance with the AQF Qualifications Register Policy of all:

- AQF qualifications it is authorised to issue; and
- AQF qualifications and VET statements of attainment the organisation has issued to VET students;
- retain records, in accordance with the AQF Qualifications Register Policy, of all AQF certification documentation issued to VET students for a period of thirty years;
- retain records of all assessments submitted by a VET student to the organisation or a third party for a period of 2 years after the student has completed the training product;
- ensure VET students – including those previously enrolled with the organisation – are able to access copies of their AQF certification documentation retained under paragraph (b); and
- upon request from the National VET Regulator, provide a report of all AQF qualifications and VET statements of attainment the organisation has issued during the period specified in the Regulator's request.

National Vocational Education and Training Regulator (Data Provision Requirements) Instrument 2020, Part 2
Data Provision Requirements, 7 Requirements in relation to AVETMISS

Privacy Protection

Policy area	Governance
Standards	Compliance Standards for RTOs, Standard 20
Responsibility	CEO, Office Manager
Classification	Internal Only

Purpose

The purpose of this policy is to:

- provide ACI with a policy framework that enables our compliance with the Privacy Act 1988 (Privacy Act) Australian Privacy Principles (APPs).
- define the approach and circumstances for the collection, use and disclosure of personal information.
- provide strategies to be applied to keep information secure including hard copy and digital information.
- provide a system to classify information that enables the access to, distribution and handling of this information to be controlled.

Definitions

Personal information means information or opinions that can identify or reasonably identify an individual. This includes an individual's name, signature, address, phone number, date of birth, employee record information, photographs, internet protocol (IP) addresses, biometric data like voice prints and facial recognition (as they capture unique characteristics of a person), and location data from mobile devices, which can disclose patterns or habits of user activity. It is important to note that personal information also includes sensitive information and credit information (see below).

Although not specifically defined within the Privacy Act personal information should also be taken to include information that is used to verify the identity of a person when collected to establish their eligibility for a training subsidy or to assist them to create a unique student identifier. This can include what is often referred to as “high risk personal information” which includes information such as drivers licence details, passport details, birth certificate, rates notice, Medicare Card details, Visa details, etc. When combined with other personal information which may be publicly available on social media or through the internet, access to high risk personal information carries heightened risks including the risk of identity theft.

Sensitive information means personal information or opinions concerning an individual's racial or ethnic origin, political opinions, political association memberships, religious beliefs or affiliations, philosophical beliefs, memberships of professional or trade associations, trade union memberships, sexual preferences or practices, criminal records, health information, genetic information that does not constitute health information, biometric information intended for automated biometric verification or identification, and biometric templates.

Credit information means specific details collected and used to evaluate an individual's creditworthiness. This includes the full name, date of birth, sex, current or last known address, previous two addresses, current or last known employer's name, driver's licence number, and information about credit providers that have extended consumer credit to a person, including whether they're licensed by ASIC. It also includes details about the type and terms of consumer credit provided, dates of credit availability and termination, credit limits, repayment obligations, repayment history (including timely or missed payments and financial hardship records), and information regarding credit enquiries made by providers in response to a person's credit applications. Credit information further encompasses records of defaults on payments of \$150 or more, statements acknowledging payments previously in default, variations or new credit arrangements resulting from defaults, court judgments related to a person's credit, information recorded on the National Personal Insolvency Index (including bankruptcy and debt agreements), publicly available details regarding a person's creditworthiness, and opinions by credit providers about serious credit infringements a person may have committed.

Policy statement

ACI collects and stores personal and sensitive information on our students and industry clients. In doing this, ACI has introduced this policy to comply with our obligations under the Privacy Act. Protecting personal and sensitive information is essential not only to comply with the Privacy Act but also to safeguard ACI staff and students from potential financial or reputational harm. Mishandling personal and sensitive data can lead to breaches of trust, significant reputational damage, and potential loss of enrolments, business partners, and revenue. Additionally, losing or compromising personal and sensitive information that is crucial to our operations can severely impact our ability to deliver services effectively.

Implementing robust personal and sensitive information security practices offers tangible benefits, including streamlined and efficient processes within the ACI operation. It substantially reduces the risk of privacy breaches and minimises the resources required to manage and resolve any incidents that may occur. Many of the strategies outlined in this policy will also enhance our ability to handle other sensitive information, such as confidential information, effectively and responsibly.

Authority to collect and store information

ACI is an approved Registered Training Organisation by the National VET Regulator. This registration is issued under the authority of the National Vocational Education and Training Regulator Act 2011. This legislation requires ACI to collect personal and sensitive information from our students. This requirement is specified in the *Data Provision Requirements 2020* which is one of the legislative instruments that ACI must comply with as a condition of its registration.

The *Data Provision Requirements 2020* require ACI to collect data from students in accordance with the Australian Vocational Education Training Information Statistical Standard (AVETMISS). This is a complex information standard that defines information about who the student is, where the training is delivered and what they are studying. The Compliance Standards for RTOs require ACI to retain and store this information for **up to 30 years** and to report training activity to government agencies in accordance with mandatory reporting requirements.

In addition to the *Data Provision Requirements 2020*, the *Student Identifiers Act 2014* also requires ACI to collect high risk personal information for the purpose of creating or verifying a student's Unique Student Identifier. Together, these requirements form a statutory obligation to collect, store and report information of any student participating in nationally recognised training with ACI.

Use of personal information

To comply with its obligations under the *Data Provision Requirements 2020*, the *Student Identifiers Act 2014*, or contractual obligations or to facilitate an outcome of a service offered to students, ACI will use personal information to comply with reporting obligations to Government agencies at the Commonwealth level and if accessing Government subsidised training also with a relevant State or Territory Government agency. Under some circumstances such as to facilitate an outcome of a service (such as licencing), ACI may also need to report personal information to other relevant Government or responsible agencies. Students enrolling into a course with ACI are advised of our collection and use of personal information with the *Student Handbook* sections related to “*Your Privacy*” and “*National VET Data Policy*”.

Solicited information

Contact information such as name, organisation, position, address, telephone, and email are collected for marketing, support services, mandatory reporting and for communicating with stakeholders as part of our day-to-day operation.

In addition to the collection of training activity information, ACI will also collect, store and report information relating to satisfaction surveys, complaint handling and on our client employers.

Names, addresses, phone numbers, emergency contact details, bank account details and other employment related information is collected from employees for the purpose of managing human resources. The management of staff personal information complies with this policy.

Sensitive information

Personal information collected by ACI that may be regarded as ‘sensitive’ under the Privacy Act includes:

- ‘Disability’ and ‘long-term impairment status’ (health); and ‘indigenous status’, ‘language spoken at home’, ‘proficiency in spoken English’, ‘country of birth’ (implies ethnic/racial origin). This information is specified in the AVETMISS data elements and is collected for the national VET data collections, national VET surveys, and may be collected for VET-related research.
- ‘Dietary requirements’ (health-related) are collected for event catering purposes only.
- Biographical information, which may contain information on ‘affiliations’ and ‘membership of a professional or trade association’ are obtained from keynote speakers for event marketing purposes.
- ‘Memberships of professional associations’ and ‘health and work injury information’ is collected from ACI employees for HR management purposes.

Direct marketing

ACI respects an individual’s right not to receive marketing material and provides an option within communications and on its website for individuals to unsubscribe from receiving marketing material. ACI conducts its marketing communications and dissemination of service information in accordance with Australian Privacy Principle 7 (Direct marketing), the Spam Act 2003 (in respect of electronic communications), and the Do Not Call Register Act 2006. It is not ACI practice to ‘cold call’ for the purpose of marketing its products and services. ACI is not to undertake in unsolicited marketing practices, ever.

Unsolicited personal information

Unsolicited personal information is information ACI may receive without actively asking for it. If ACI should receive unsolicited personal information, it will be treated and managed according to the APPs. This means ACI will need to assess the information to determine if holding the information is lawful. This includes

assessing if the information could have been collected if actively sought by ACI in the first place in accordance with Australian Privacy Principle 3 (Collection of Solicited Personal Information) and, is it necessary for ACI to hold the information to perform its function and service to students? If the answer to either of these questions is no, ACI is to destroy or de-identify the information as soon as practicable and inform the owner of the information of the actions.

The following is a practical example of protecting unsolicited personal information: A parent of a student sends an email to ACI with records of their young adult son's medical history and condition. ACI did not request this information and does not require it for any reasonable purpose in providing services to the student. In this scenario, the Office Manager with the CEO should promptly evaluate the information. This evaluation would determine that ACI could not have lawfully collected private medical information, it must securely destroy or de-identify the information as soon as possible and advise the parent and student of this action.

Notification of collection

ACI aims to notify individuals of the collection of their personal information before, or at the time of collection, or as quickly as possible thereafter. Notifications are usually in writing but may be verbal by phone. Examples of notification include:

Marketing – notification is provided on our website course application page. Individuals are also notified at the time of collecting personal information for events. A privacy notice is provided in all ACI marketing communications.

Pre-enrolment information supplied to the prospective student prior to their enrolment or commencement includes the Student Handbook. Students enrolling into a course with ACI are advised of our collection and use of personal information with the *Student Handbook* sections related to “Your Privacy” and “National VET Data Policy”.

Quality Indicator surveys – notification is provided in the email of invitation to participate in the surveys and also at the time of collecting the information.

ACI staff – Notification is provided on employment commencement.

Disclosure of personal information

ACI is not to disclose personal information other than for the purpose for which it was collected, or an individual has consented to a secondary purpose, or an individual would reasonably expect this (such as receiving communications about upcoming events), or if required by law.

ACI may share personal information with the Commonwealth government in accordance with Commonwealth contractual or regulatory obligations. In these circumstances, ACI will take reasonable steps to inform and seek consent from the individuals concerned and take all reasonable steps to ensure that the recipient handles the personal information according to the APPs.

ACI is not to sell or distribute mailing lists or student contact information to third parties under any circumstance. ACI does not disclose personal information to overseas recipients. While people around the world can access material published on our website, no publications on our website are to contain identifiable personal information.

Management of personal information

ACI will ensure the personal information it collects and uses or discloses is accurate, up to date, complete and relevant. ACI routinely updates the information held in its student management system. This includes confirming with students who are returning for a new enrolment if their personal contact details have changed.

Access to and correction of personal information

Individuals may, subject to the exceptions prescribed by the APPs, request access to and correction of their personal information where this is collected directly from individuals by ACI.

ACI does not charge for giving access to or for correcting personal information unless the student is requesting copies to be made of information which may incur an administrative fee (Refer to *PP1.14 – Student Record Retention and Management*). Requests for access to or correction of personal information should be made in accordance with the access to records arrangements outlined in the *student Handbook* and *PP1.14 - Student Record Retention and Management*.

Retention and recording of high risk personal information

In accordance with the *APPs principles 11.2* and *Student Identifiers Act 2014*, section 11, ACI is not to continue to hold information where it has no further purpose for this information. An example of this may include high risk personal information (refer to definitions) which may include a copy of a student passport, drivers' licence or Medicare Card. Once the student's identification or eligibility has been verified (the purpose), ACI is to destroy through shredding or permanently deleting these records so that these records are no longer being stored by ACI. ACI's information security risk is significantly reduced if these records are destroyed as soon as possible after the purpose for collecting this information has been satisfied.

Where possible, staff should seek to confirm verification using high risk personal information directly with the student either in person or over video conference and avoid the need to collect and store these records altogether.

ACI is to retain the details of high risk personal information that is used for the purpose of verification by recording the type of information that was viewed, the date it was viewed and by who. This is an acceptable record for the purpose of meeting our compliance obligations and is an effective risk avoidance strategy that is to be applied. As an example, instead of collecting and storing the actual record the following is acceptable:

Student Bloggs, SA Drivers Licence, verified 23 Sep 2025 by Staff Member Bloggs.

Information security

ACI is to apply strict security controls over information that it has collected and stores. This includes hard copy and digital records. The following guidelines are provided for the handling and storage of both hard copy and digital records:

Hard copy information security. All ACI hard copy information are to be stored to prevent access to unauthorised access. This includes unauthorised access by staff members who have no purpose to access the information to perform their duties. Where possible, the storage of hard copy information is to be minimised with a preference to digitise records that need to be retained. The following strategies are to be applied to the storage and handling of hard copy information:

Secure storage. Sensitive information must always be stored securely in locked cabinets or rooms accessible only to authorised personnel.

Controlled access. Distribution of keys or access codes for locked areas must be limited exclusively to authorised staff, with clear records maintained of all keyholders.

File organisation and labelling. All information and files are to be clearly labelled and organised consistently to facilitate effective storage and retrieval, while ensuring security and confidentiality. Please refer to information classification guidelines at section 3.13.

Secure disposal. Outdated or unnecessary sensitive information must be disposed of securely, utilising methods such as shredding to prevent unauthorised access.

Staff training. New and existing staff are to be trained on proper handling, storage, labelling and confidentiality procedures related to hard copy information.

Office security measures. Office doors, particularly those leading to areas housing sensitive information, must remain locked whenever unattended or outside of working hours.

Visitor management. Visitors must be escorted at all times when accessing areas where sensitive records are stored, ensuring continuous monitoring of sensitive document access.

Regular access audits. Monthly audits are to be conducted to verify and update authorisation records for keys and access codes, ensuring access remains restricted and up-to-date.

Digitisation and backup. Important or critical information should be digitised as appropriate, with electronic copies securely stored and backed up regularly to provide additional protection against loss or damage.

Clean desk policy. Staff must adhere to a clean desk policy, ensuring all sensitive files and information are secured appropriately at the end of each working day.

Digital information security. The following strategies are to be applied to the storage and handling of digital information:

Cybersecurity responsibilities. The CEO with the support of the Office Manager is responsible to oversee information security awareness and compliance.

User access management. User access to systems and cloud services must be strictly controlled. All users are required to use unique credentials, maintain strong passwords, update these regularly, and enable multi-factor authentication (MFA) wherever it is available.

Cloud service security. ACI authorises the use of trusted cloud-based providers, such as Microsoft 365, Dropbox, Google Drive, or similar services. Permissions for accessing stored data are to be set according to roles and regularly reviewed to ensure appropriate data access.

Device security. All devices such as computers, printers, routers, etc must have automatic device driver and security updates enabled and regularly maintained. Reliable antivirus software (such as Norton's) must be installed, configured for daily scanning, and kept current, along with active firewall settings to prevent unauthorised network access.

Data encryption and backup. Sensitive information stored or transmitted by ACI must be encrypted to ensure privacy and confidentiality. This includes data stored within student management systems. ACI must verify with third party suppliers of student and learning management systems that the ACI data stored in these systems is protected by encryption both while in transit and when static. Data backups must be performed regularly and securely stored in cloud services or off-site locations. ACI must verify the ability of

third party suppliers of student and learning management systems to recover and restore services to a restore point that must not exceed 24 hours.

Remote work security. Personnel must follow clearly defined guidelines for securely working remotely. This includes secure use of collaboration and communication platforms such as Teams or Zoom and avoiding public Wi-Fi networks unless securely connected via VPN.

Staff cybersecurity training. All staff are to undertake annual privacy and information security training to maintain their understanding of cybersecurity threats and best practices, including recognising phishing attempts, safe password management, and appropriate handling of sensitive information.

Email security. ACI email systems is to include active spam filtering, phishing protection, and multi-factor authentication. Staff must use official organisational email accounts for all work communications, and exercise caution with email attachments and links. All email correspondence sent or received using official organisational email accounts remains the property of ACI.

Website security. ACI's website will maintain secure hosting with active SSL certification. The website and all plugins, themes, and extensions must be updated regularly. Security plugins or firewall tools (such as Wordfence) must be implemented to detect, prevent, and alert administrators to potential threats and block unwanted traffic.

Website access controls. Website administrative access for ACI must be limited strictly to authorised personnel, who must use secure passwords and MFA. Regular website backups must be securely maintained, and unnecessary files or outdated user accounts routinely removed to mitigate risks.

Information classification labels

ACI is to use information classification labels to clearly identifying the sensitivity and importance of information being handled by staff, students and partners. Information classification labels guide staff on how to appropriately handle, store, and share information, thereby reducing risks associated with unauthorised disclosure, misuse, or loss of information. Labels support compliance with legal and regulatory obligations, helping ACI avoid potential penalties and safeguard our reputation. Additionally, clear labelling of information promotes consistent information security practices across our operation, reinforcing staff accountability and awareness.

The table below explains the eight information classification labels to be used at ACI. These labels are not listed in any hierarchy or sequence of importance. Each label is fit for purpose for its intended description. The CEO with the support of the Office Manager will allocate information classification labels where these are not already identified below as examples. The colour shown in the table below must be used to highlight the classification with the Internal classification being displayed as Blue and others including Confidential, Restricted, Private and Critical displayed in Red. Some information classifications do not require display.

Information classification labels must be prominently displayed on each item of information where it is practical to do so and the need to display the classification is specified in the Information classification label rules outlined in the table below.

Label	Description	Examples	Rules
Public	Information intended for public access, openly available internally and	Marketing brochures Website content	No special security measures required.

Label	Description	Examples	Rules
	externally without restrictions.	Student Handbook	May be shared externally without approval.
Internal Only	Information available only to ACI employees or approved partners and not intended for public dissemination.	Policies and procedures Meeting minutes Internal correspondence Continuous improvement records	Distribute internally or to authorised partners only. Not for public disclosure without approval. Must be displayed on the information.
Academic	Information created specifically for training, learning, or assessment purposes within or associated with ACI.	Training manuals Course handbooks Assessment guidelines and resources Student workbooks and learning activities Training and assessment strategies	Distribute to students and trainers. May be shared externally with authorisation. Not intended for unrestricted public dissemination unless explicitly approved.
Confidential	Information that, if disclosed externally, could negatively impact business operations, reputation, or competitive advantage.	Business plan Financial performance information Contractual agreements	Limit access to need-to-know basis. Secure storage and handling required. External sharing needs explicit authorisation. Must be displayed on the information.
Restricted	Highly sensitive business information that could lead to serious financial, legal, or reputational damage if improperly disclosed.	Legal advice or litigation information Critical intellectual property Business sale information	Access restricted to explicitly approved personnel. Secure encryption required using BitLocker No external sharing without CEO authorisation. Must be displayed on the information.

Label	Description	Examples	Rules
Private	Personal or sensitive staff or student information protected by privacy laws and internal policies.	<p>Student personal information</p> <p>Staff personal information</p> <p>Payroll information</p> <p>Student or employer payment details</p>	<p>Compliance with privacy laws.</p> <p>Restricted access only to those who need to access to perform their duties.</p> <p>Secure storage, transmission, and disposal required.</p> <p>Must be displayed on the information.</p>
Critical	Information vital for the ongoing operations, continuity, and stability of the business. Its loss or compromise could severely impact operations.	<p>Business continuity plans</p> <p>Critical infrastructure documentation</p> <p>Insurance records</p> <p>Administrator security credentials</p>	<p>Secure storage with regular backups.</p> <p>Limited access to authorised personnel.</p> <p>Regular integrity checks/audits.</p> <p>Must be displayed on the information.</p>
Regulatory	Information required by law, regulations, industry standards, or compliance frameworks. Disclosure, handling, or storage governed externally.	<p>Records that show compliance with standards</p> <p>Financial viability information</p> <p>Work health and safety records</p>	<p>Comply fully with relevant regulations.</p> <p>Regular audits and monitoring.</p> <p>Clear recordkeeping and accountability required.</p>

Considerations

None.

Procedure

This policy is supported by procedures located within other policies:

- For procedures relating to the handling of student information on the completion of their enrolment, refer to *PP1.13 - Student Completion and Issuing Certificates*.
- For procedures relating to the handling and retention of student records, refer to *PP1.14 - Student Record Retention and Management*.
- For procedures relating to the handling of student information at the point of enrolment, refer to *PP2.2-Enrolment*.

- For procedures relating to the handling of student information in supporting the student's wellbeing, refer to *PP2.4-student Support and Wellbeing*.
- For procedures relating to student behaviour misconduct management, refer to *PP2.7-Behaviour Misconduct*.
- For procedures relating to complaint handling, refer to *PP2.9-Complaints Handling*.
- For procedures relating to appeals handling, refer to *PP2.10-Appeals Handling*.
- For procedures relating to the collection, use and disclosure of personal information during workforce recruitment, refer to *PP3.1- Workforce Planning, Recruitment and Induction*.
- For procedures relating to the management of information of trainer credentials, refer to *PP3.2-Trainer Credential Requirements*.
- For procedures relating to Information handling during staff performance management, refer to *PP3.5-Performance Management*.
- For procedures relating to mandatory information disclosure, refer to *PP4.9-Reporting Obligations*.
- Other information to consider with this policy

Policies

- PP1.13 - Student Completion and Issuing Certificates.
- PP1.14 - Student Record Retention and Management.
- PP2.2 - Enrolment.
- PP2.4-student Support and Wellbeing.
- PP2.7-Behaviour Misconduct.
- PP2.9-Complaints Handling.
- PP2.10-Appeals Handling.
- PP3.1- Workforce Planning, Recruitment and Induction.
- PP3.2-Trainer Credential Requirements.
- PP3.5-Performance Management.
- PP4.9-Reporting Obligations.

Forms

- None.

Handbooks, manuals or other information

- None.

Reference(s)

Compliance Standards for RTOs, Standard 20

An NVR registered training organisation must comply with all applicable Commonwealth, State and Territory laws, including, for example, by ensuring:

personal information is collected, used and disclosed by the organisation in accordance with all applicable privacy laws; and

the organisation complies with all applicable requirements under the *Student Identifiers Act 2014*.

Note: There are a range of laws that may be applicable under this section. The examples provided in paragraphs (a) and (b) are for illustrative purposes.

Privacy Act 1988 (Commonwealth)

Australian Privacy Principles outlined in Schedule 1 of the Privacy Amendment (Enhancing Privacy Protection) Act 2012

Student Identifiers Act 2014

Recognition of Prior Learning

Policy area	Training and Assessment
Standards	Outcome Standards for RTOs, Standard 1.4 and 1.6
Responsibility	Trainers and Assessors, Office Manager
Classification	Internal Only

Purpose

The purpose of this policy and procedure is to provide students with the opportunity to apply to have prior learning recognised toward a qualification or units of competency for which they are enrolled.

Definitions

Assessment means the process of gathering evidence and making judgements on whether competency has been achieved to confirm that an individual can perform to the standard expected in the workplace, as specified in a training package or a vocational education and training accredited course.

Assessment only pathway means a student will be assessed using the normal assessment methods usually involving a form of knowledge assessment and observation assessment of the student performing the tasks required by the unit of competency. Assessment only pathway implies that the student demonstrated their

prior competency as part of the enrolment process and therefore was approved not to participate in training but to move directly to undertaking the assessment.

Training package means the nationally endorsed document that records the competencies required by different occupations and industries and describe how these competencies may be packaged into nationally recognised and portable qualifications that comply with the Australian Qualifications Framework.

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

Recognition of Prior Learning (RPL) means the assessment of previously unrecognised skills and knowledge an individual has achieved outside the formal education and training system. RPL assesses this unrecognised learning against the requirements of a unit of competency, in respect of both entry requirements and outcomes to be achieved. By removing the need for duplication of learning, RPL encourages an individual to continue upgrading their skills and knowledge through structured education and training towards formal qualifications and improved employment outcomes. This has benefits for the individual and industry. Most importantly, it should be noted that RPL is just another form of assessment and requires the same application of policy and procedures outlined in the Assessment Policy and Procedure.

Policy statement

RPL guidelines

The following guidelines are to be followed when an application for RPL is received:

- Any student is entitled to apply for RPL in a course or qualification in which they are currently enrolled.
- students may not apply for RPL for units of competency or qualification which are not included in ACI's scope of registration.
- Whilst students may apply for RPL at any time, they are encouraged to apply before commencing a training program. This will reduce unnecessary training and guide the student down a more efficient path to competence.
- students who are currently enrolled in a training program are eligible to apply for RPL in that program at no additional charge.
- Assessment via RPL is to apply the principles of assessment and the rules of evidence.
- RPL may only be awarded for whole units of competency.

Forms of evidence

RPL acknowledges that workplace skills and knowledge may be gained through a variety of ways including both formal and informal learning or through work-based or life experience.

In evaluating assessment evidence, we apply the following rules of evidence:

- Sufficient,
- Valid,
- Authentic, and
- Current.

Like assessment, RPL is a process whereby evidence is collected, and a judgement is made by an assessor or assessment team. The judgement is made on evidence provided by students of the skills and knowledge that they have previously learnt through work, study, life and other experiences, and that they are currently using. It also includes evidence to confirm a student's ability to adapt prior learning or current competence to the context of the intended workplace or industry.

Forms of evidence toward RPL may include:

- Work records;
- Records of workplace training;
- Assessments of current skills;
- Assessments of current knowledge;

- Third party reports from current and previous supervisors or managers;
- Evidence of relevant unpaid or volunteer experience;
- Examples of work products;
- Observation by an assessor in the workplace;
- Performance appraisal; or
- Duty statements.

Many of these forms of evidence would not be sufficient evidence on their own. When combined together with a number of evidence items, the student will start to provide a strong case for competence. We reserve the right to require students to undertake practical assessment activities of skills and knowledge to satisfy ourselves of a student's current competence.

Short Courses

For particularly short, low-cost courses, the process of conducting recognition of prior learning process will generally require the student to undertake more time and effort to prepare the recognition of prior learning evidence rather than simply attend a face to face assessment which only may require attendance for a few hours. For these short, low-cost courses, ACI will offer an assessment only pathway for those students who can demonstrate significant prior on the job experience or previous competency during the enrolment process. Students will be invited to attend assessment only activities usually at the same time as a group course is being delivered and the student will simply join in with the group and undertake assessment with the group.

This opportunity will be communicated to students in pre-enrolment information.

Considerations

None.

Procedure

Steps	Person/s responsible
RPL process	
<p>Inform students of RPL process. Provide sufficient information to prospective students to inform them of opportunities for alternative pathways via RPL and the RPL process.</p> <p>Information on RPL is provided to the student in the student Handbook and in the Enrolment Interview. Refer to: <i>PP2.2 - Enrolment</i>.</p>	Student Support Officer
<p>Student completes self-assessment. The student should be provided an electronic version of the RPL application documents specific to the qualification or unit of competency they are enrolling in (Refer to the appropriate RPL Kit for that qualification or unit of competency).</p> <p>students who request RPL of their current competence are to be invited to carry out a self-assessment prior to enrolment (using the RPL Self-Assessment Guide included in the appropriate RPL Kit). The self-assessment will help to determine their suitability for a RPL application. This step is not compulsory but is strongly suggested.</p>	Student Trainer/Assessor
<p>RPL Interview. Undertake a RPL assessment planning interview between the assessor and the candidate (using the RPL Assessment Plan included in the RPL Kit). This RPL planning interview should be used to assist the candidate to make informed decisions about the valid opportunity for RPL or to consider alternative pathways. It should also assist the student to identify appropriate forms of evidence on units of competency which are considered suitable for recognition of prior learning. This is to include where possible:</p> <p>Helping the candidate to identify valid units of competency which are suitable for recognition of prior learning;</p> <p>identifying alternative options where RPL is not a suitable option. Alternative options may include:</p> <p>recommending a learning and assessment pathway, or</p> <p>recommending an assessment only pathway.</p> <p>Helping the candidate to identify appropriate forms of evidence;</p> <p>Guiding the candidate on the use of RPL tools; and</p> <p>Informing the candidate about the assessment process Including their rights and obligations.</p>	Trainer/Assessor
<p>Students compile evidence and complete RPL submission. students are to compile their RPL submission (using a RPL Evidence Report from the RPL Kit). This form allows students to record their documentary evidence against</p>	Students

	each unit of competency and to attach this evidence as required.	
	<p>Review RPL evidence and determine assessment outcome. The Assessor is then to review the assessment evidence and decide on the need for additional evidence on perceived gaps. The Assessor may invite the student to undertake a RPL interview to answer verbal questions or a practical assessment.</p> <p>The Assessor is to record student responses, and their review and consideration of evidence against each unit of competency requirement in the appropriate RPL Kit. Evidence should be recorded in such detail to demonstrate the judgement of the assessor about the candidate's performance. Documentation must support fair, consistent and transparent RPL assessment.</p>	Trainer/Assessor
	<p>Notify student of assessment outcome. At the end of the evidence gathering process the Assessor is to provide the student with written feedback regarding the assessment outcomes, including the procedure for the student to appeal the assessment outcome.</p>	Trainer/Assessor
	<p>Appeal. If the student is not satisfied with the outcomes of a RPL application, they may appeal the outcome like any other assessment decision. Refer the student to the appeals process which can be found in the student Handbook. Refer to: <i>PP2.10 - Appeals Policy</i>.</p>	Student
	<p>Record outcome and issue certificate. When all assessment and appeal processes have concluded, the assessment outcome is to be recorded in the student management system. This may include issuing statements of attainment or qualifications awarded through RPL in accordance with the <i>PP1.13 - student Completion and Issuing Certificates</i>.</p>	Trainer/Assessor
	<p>Review RPL process. On completion of the assessment process, the assessor must:</p> <p>Review the assessment process;</p> <p>Report on the positive and negative features of the RPL assessment to those responsible for the assessment procedures; and</p> <p>If necessary, suggest methods of improving the RPL assessment procedures through raising a <i>Continuous Improvement Report</i>.</p>	Student Support Officer

Other documents to consider with this policy

Policies

- PP1.13 - student Completion and Issuing Certificates
- PP2.10 - Appeals Handling
- PP4.7 - Continuous Improvement

Forms

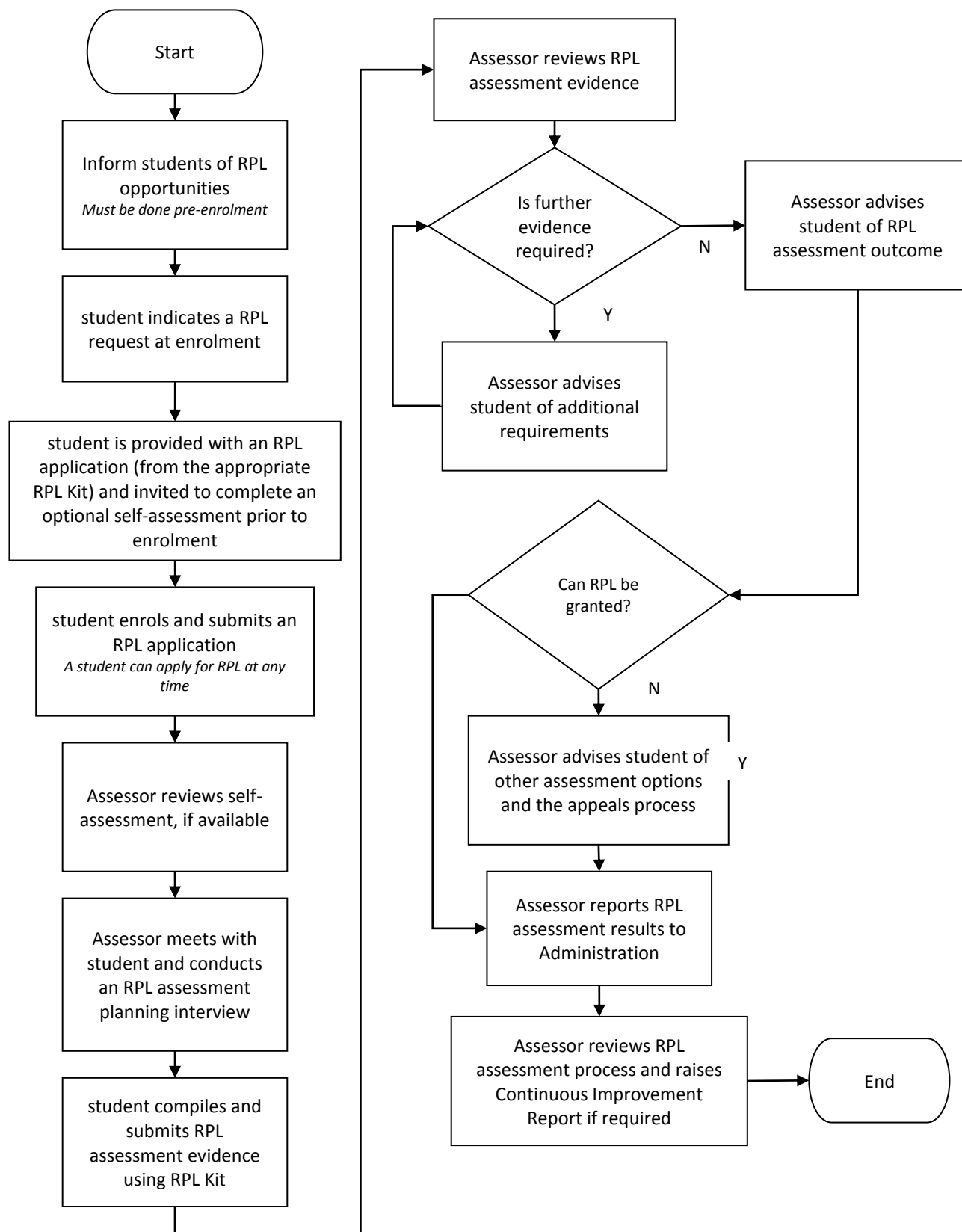
- Recognition of Prior Learning Package
- Continuous Improvement Report
- Request for an Appeal of a Decision Form
- Complaints and Appeals Register
- Appeals Response Letter

Handbooks, manuals or other documents

- student Handbook

Flow chart

Recognition of Prior Learning Process



Reference(s)

Outcome Standards for RTOs, Quality Area 1 – Training and Assessment, Standard 1.4: The assessment system ensures assessment is conducted in a fair and appropriate way and enables accurate judgements of VET student competency.

Outcome Standards for RTOs, Quality Area 1 – Training and Assessment, Standard 1.6: VET students with prior skills, knowledge and competencies are supported to seek recognition of prior learning to progress through the training product.

Credit Transfer

Policy area	Training and Assessment
Standards	Outcome Standards for RTOs, Standard 1.7
Responsibility	CEO, Office Manager, Training Manager
Classification	Internal Only

Purpose

The purpose of this policy and procedure is to recognise equivalent training products previously completed by students. This includes units of competency awarded and accurately identified in statements of attainment and qualifications.

Definitions

Credit transfer - Credit transfer is the recognition of prior completion of an equivalent training product demonstrated by AQF certification documentation or an authenticated VET transcript. Credit transfer allows the unit of competency previously achieved by a student to be recognised when they are enrolling in a related course where those units can assist them in meeting the requirements for a qualification. It is important to note that **credit transfer is not recognition of prior learning (RPL)**. RPL is assessment and is addressed within *PP1.11 - Recognition of Prior Learning*.

Equivalent Unit of Competency means a current or superseded unit of competency that is nominated on the national training register <https://training.gov.au/> as being equivalent to the unit it replaced when the training package was updated.

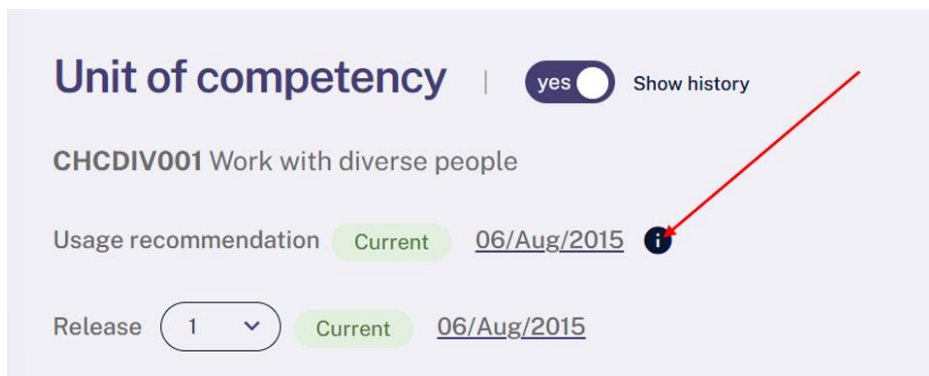
Policy statement

When unit codes and titles are different

If credit transfer is being sought for a unit of competency which has a different title or code, then it is necessary to establish the equivalence status between the unit held and the unit being sought. In many cases this information can be found in the mapping guide published on the National Training Register www.training.gov.au.

Note: Mapping notes within the National Training Register are sometimes very clear and in general will use language such as “not equivalent” or “Is superseded by and is equivalent to,”. In some cases, there will appear to be no direction, and this may be because the unit is new and has no previous version of the unit. In some cases, it will say words to the effect: “Is superseded by:” without any clarification about the equivalence status. In these cases, the new unit should be considered as not equivalent.

To identify the equivalent status using the national training register, navigate to the unit of competency and select the information icon adjacent to the “Usage recommendation” section as show below:



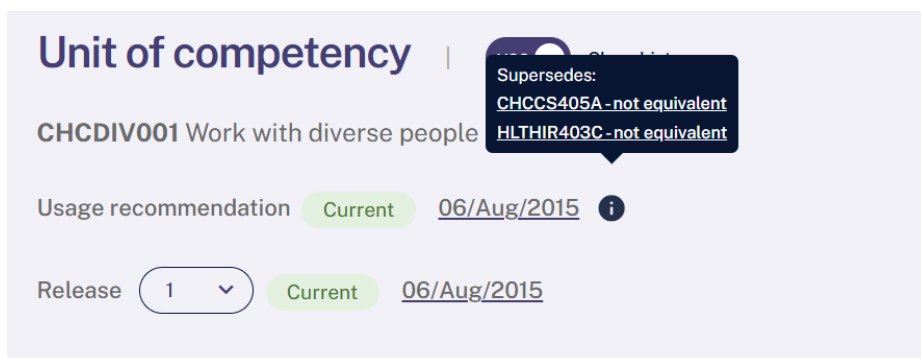
Unit of competency | ☒ yes ☐ no Show history

CHCDIV001 Work with diverse people

Usage recommendation Current 06/Aug/2015 **i**

Release 1 Current 06/Aug/2015

The above image shows the information icon that should be selected to identify the equivalent status of the unit of competency to units which have been superseded.



Unit of competency | ☒ yes ☐ no Show history

CHCDIV001 Work with diverse people

Usage recommendation Current 06/Aug/2015 **i**

Release 1 Current 06/Aug/2015

Supersedes:
CHCCS405A - not equivalent
HLTHIR403C - not equivalent

The above image shows the displayed information of the equivalent status of the unit of competency to units which have been superseded.

If there is no mapping available, the unit is deemed not equivalent, and we are not to recognise the unit through credit transfer. In these circumstances, the applicant should be referred for RPL (Refer to: *PP1.11 - Recognition of Prior Learning*). Under no circumstances is a comparison between units to be used as the basis for issuing credit transfer.

Evidence requirements

Electronic evidence. An applicant will be required to provide the RTO with access to their USI to access the students USI VET transcript, to identify any units of competency which are eligible for credit transfer. This only applies to units of competency that were awarded from 1st January 2015.

For units of competency that were awarded prior to 1st January 2015, please refer below.

Hard copy evidence. Where a unit of competency has not yet been added to a student's USI, or is from a qualification pre-dating the USI registry, an applicant will be required to present his or her statement of attainment or qualification record of results to ACI. These documents will provide the detail of what units of competency the applicant has been previously issued. Applicants must provide satisfactory evidence that the statement of attainment or qualification record of results is authentic. Statements of attainment or qualification record of results should be in the correct format as outlined in the Compliance Standards for RTOs for RTOs, Standard 7 and 8. The applicant is required to submit copies which are certified as a true copy of the original by a Justice of the Peace (or equivalent). Alternatively, the student may bring in the original document and a copy may be obtained.

Verifying the Authenticity of Credit Transfer Evidence. ACI needs to exercise caution and attention to detail when verifying the evidence an applicant submits regarding credit transfer applications. This is a common area of fraud where a person will attempt to gain the issuance of a training product using fraudulent documents. The first and preferred strategy that should be used to authenticate competency that has been issued is to access the student's USI VET transcript.

If this option is not available, a member of the administration team is to complete the following steps:

Look up the training organisation on the national training register <https://training.gov.au/> and verify that the training organisation is valid and the scope of registration at the time of the training product was issued is also valid. Note the contact details of the training organisation under the "Contacts" section and "Public enquiries".

Contact the issuing RTO directly either by phone or email and request to authenticate a certificate they have issued. The majority of training organisations are very used to this type of request and will have a process to respond.

If evidence is received via email that authenticates the certificate, this email should be printed and a copy retained with the credit transfer application and initialled and dated by the person who facilitated the evidence. If the evidence is via phone call, the administration team member should record on the copy of the certificates the time and date and the details of the person that was contacted and the status as verified. It should be very clear to anyone looking at the record about the process that was undertaken to authenticate the evidence.

This evidence together with the certificates and the credit transfer application should be retained securely on the student's record.

If the training organisation does not cooperate and it is not possible to authenticate the certificate presented as evidence, then the certificate cannot be accepted, and the student is to be advised to contact the RTO directly and request their cooperation. The student should be provided a period of seven days to seek further information. If this information is not received then the application will be closed.

If it is identified that the training organisation is no longer registered and is not contactable, the administrative team member may utilise the service provided by the national regulator where it can authenticate the training products issued by training organisations which have now closed. This service can be accessed at the following link. The student should be advised that confirmation via this service could take three to four weeks. <https://www.asqa.gov.au/students/student-record>

Credit transfer guidelines

The following guidelines are to be followed when an application for credit transfer is received:

Any student is entitled to apply for credit transfer in a course or qualification in which they are currently enrolled.

Students may not apply for credit transfer for units of competency or qualification which are not included in our scope of registration, or those which are prevented by licensing or regulatory requirements or the training product.

Whilst students may apply for credit transfer at any time, they are requested in pre-enrolment information to apply before commencing a course. This will reduce unnecessary training and guide the student down a more efficient path to competence.

Applications for credit transfer submitted after the student has commenced the course will not be accepted. This is because, administering a credit transfer application after the course has commenced causes quite significant disruption to the planned training programme and also in relation to the payment of fees.

The student does not incur any fees for credit transfer, and we do not receive any funding when credit transfer is granted.

Credit transfer may only be awarded for whole units of competency. Where a mapping guide identifies a partial credit, this will not be considered for credit transfer and the applicant will be advised to seek recognition of prior learning.

Credit transfer will only be issued when the student's enrolment includes at least one other unit of competency for which the student is participating in training or is seeking recognition. Student may not enrol only for credit transfer.

The recognition of a unit of competency under a credit transfer arrangement is not contingent on the applicant demonstrating their currency. If the unit has been previously awarded and equivalence can be demonstrated, then the unit can be issued as a credit transfer. The currency of the applicant is not a factor to be considered.

Considerations

None.

Procedure

Steps	Person/s responsible
Credit Transfer	
<p>Provide information to students on credit transfer. We will provide sufficient information to students to inform them of opportunities for alternative pathways via credit transfer and the credit transfer policy. This information will be provided to students in the Student Handbook and the enrolment interview prior to enrolment.</p>	Student Support Officer
<p>Student applies for credit transfer. To apply for credit transfer, the applicant must:</p> <p>Complete and submit a <i>Credit Transfer Application Form</i>;</p> <p>Provide evidence of their AQF certification documentation or an authenticated VET transcript (this may be done by providing access to their USI or a certified copy of the qualification record of results or statement of attainment); and</p> <p>Submit an <i>Enrolment Application</i> for the training program applicable to the units of competency for which credit transfer is requested.</p>	Student
<p>Determine whether the RTO can grant credit transfer. On receipt of the application, we will check the USI registry, qualification or statement of attainment for units that are deemed equivalent on the National Training Register (training.gov.au) and grant credit transfer for equivalent units of competency that have been completed at any other Registered Training Organisation.</p> <p>Hard copy certificates provided as evidence must be checked for authenticity prior to granting credit transfer. The following methods may be used for authentication:</p> <p>First option. Obtaining a USI transcript from the applicant and comparing the outcomes identified in this transcript with the documents to be verified,</p> <p>Second option. Directly contacting the issuing authority by either phone or email and confirming the document validity by cross matching the document number and the details of the recipient,</p> <p>Final option. If it is identified that the training organisation is no longer registered and is not contactable, contact the national regulator where it can authenticate the training products issued by training organisations which have now closed. https://www.asqa.gov.au/students/student-record</p> <p>If during the second option the training organisation does not cooperate and it is not possible to authenticate the certificate presented as evidence, then the certificate cannot be accepted, and the student is to be advised to contact the RTO directly and request their cooperation. The student should</p>	Student Support Officer

	be provided a period of seven days to seek further information. If this information is not received, then the application will be closed.	
	Save credit transfer evidence. Copies of the USI record and/or verified copies of qualifications and statements of attainment used as the basis for granting credit transfer must be kept on the student file.	Student Support Officer
	Sign and save Credit Transfer Application Form. The completed credit transfer application form must be signed by the student and ACI Chief Executive Officer (or delegate) and retained on the student's file at ACI.	Student, CEO, Student Support Officer
	Notify student of outcome. Students will be notified in writing of the outcome of their application. This may include issuing statements of attainment or qualifications awarded through credit transfer in accordance with <i>PP1.13 - Student Completion and Issuing Certificates</i> .	Student Support Officer

Other documents to consider with this policy

Policies

- PP1.13 Student Completion and Issuing Certificates
- PP2.2-Enrolment

Forms

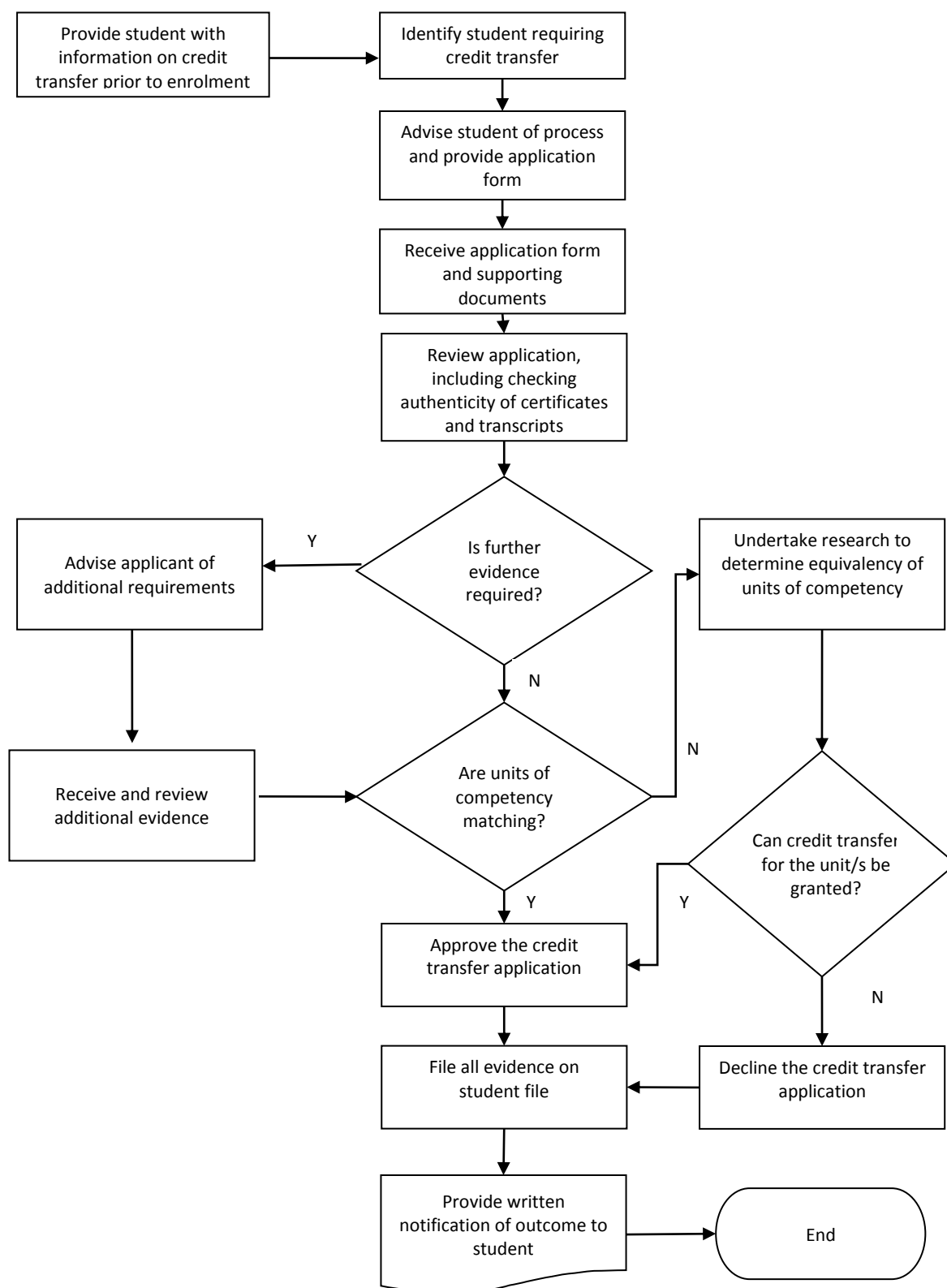
- Credit Transfer Application Form
- Enrolment Application

Handbooks, manuals or other documents

- None.

Flow chart

Credit Transfer Process



Reference(s)

Outcome Standards for Registered Training Organisations, Quality Area 1 – Training and Assessment, Standard 1.7: VET students who have previously completed an equivalent training product are supported to have their training recognised.

Code of Conduct for Students

Purpose

ACI (ACI) has a duty of care to staff and students and is responsible for providing a safe teaching and learning environment for the college. One of the ways ACI does this is by making policies and procedures that regulate behavior.

By accepting terms and conditions of letter of offer for enrolment, students enter into an agreement with ACI to behave responsibly and follow ACI code of conduct.

This Code:

Summarises the existing obligations and responsibilities of students under ACI's policies and procedures

Outlines the consequences of inappropriate behaviour and refers students and staff to the relevant ACI policies and procedures to address situations described in the Code

Assists students to understand ACI of which they have chosen to be a student.

Aims to facilitate a cooperative and productive relationship between staff and students, as well as among students. It explains the obligation to observe standards of equity and respect in dealing with all stakeholders of ACI.

Scope

This Code applies to the behaviour of all students, whilst enrolled, irrespective of their location or the mode of delivery of the program in which they are enrolled.

This includes:

- any activity related to, or undertaken through the use of, ACI owned, or privately owned, facilities that affect or could affect another person's ability to pursue studies, or activities in relation to ACI;
- activity on-campus or off-campus, including online activity; and
- any conduct, whether related or unrelated to ACI activity, that has or is likely to have an effect on ACI or on any students and staff of the ACI.

Principles

The three principles that underpin student behavior at ACI are:

- acknowledgement that everyone at ACI have *rights*
- *respect* for the rights of others
- recognition that rights come with *responsibilities*

These principles are explored further in the appendix. The appendix also outlines examples of inappropriate behaviour and its consequences.

Inappropriate behaviour and its consequences

Students who do not comply with ACI's behavioural expectations may infringe on others' rights to participate in learning journey.

ACI has a duty of care to ensure a safe learning environment for all students and staff and is obliged to take immediate action where a behaviour is inappropriate or interferes with the freedom of another students and staff in pursuing their studies, academic or professional duties, or learning journey.

RTO Manager can arrange for the immediate removal of students causing disturbances that hinder or interfere with any lawful activities conducted on ACI grounds, or which disrupt any teaching activity or official meeting of ACI.

Where a breach of ACI's policies and procedures also breaches the law, ACI will report the criminal activity to the police.

ACI reserves the right to administer the relevant policy or procedure and proceed with the investigation/inquiry even if the student withdraws from ACI, is no longer enrolled, or subsequently fails to meet the definition of a student while a disciplinary matter is pending.

Refer below principles of student behaviors at ACI

Principles of student behaviour at ACI

Principle	Rights	Responsibilities	Consequences
1. Respect between staff and students, and among students	<p>All students have the right to:</p> <ul style="list-style-type: none"> An equal opportunity to learn Privacy and confidentiality Appropriate complaints procedures that are clearly defined and easily accessible Timely and fair resolution of issues 	<p>All students have a responsibility to:</p> <ul style="list-style-type: none"> Treat every person with courtesy, and respect regardless of gender, age, ethnicity, social background, disability, sexual preference, or religious beliefs and customs <p>This also applies to off-campus activities such as workplace or Work placements, fieldwork or other practicum, and the online environment</p> <ul style="list-style-type: none"> Behave appropriately in the learning environment (including online), use respectful dialogue and debate; consider others by not disrupting the classroom/learning; cooperation and courteous interactions at a level expected of beginning professionals Attempt to resolve issues through informal discussion 	<ul style="list-style-type: none"> Behavior that interferes with class delivery or other students' learning experiences will not be tolerated Students who are disruptive will be asked to leave the classroom, will be removed from the learning environment, Students may also lose privileges such as email or access to <i>eLearning portal</i> Students who display disrespectful conduct towards others may be liable to complaint investigation by ACI authorised officer <p>Penalties range from a caution for minor offences</p>

		before taking formal action <ul style="list-style-type: none"> Familiarise themselves with the college's procedures for complaints and appeal and use these procedures appropriately 	to suspension or cancellation of enrolment from ACI for serious offences and the possibility of legal action
--	--	---	--

Principle	Rights	Responsibilities	Consequences
<p>2. Respect for ACI's physical environment.</p> <p>ACI takes all reasonable steps to provide a safe and secure physical environment that is appropriate for staff, students and the general public</p>	<p>All students have the right to:</p> <p>A safe and secure physical environment</p>	<p>All students have a responsibility to:</p> <ul style="list-style-type: none"> ▪ Behave responsibly and respectfully while on ACI grounds ▪ Follow safety guidelines in using ACI facilities and equipment ▪ Observe ACI's policies and procedures, which have been established to ensure the safety of the ACI community and its property ▪ Conform to sound occupational health, safety and welfare principles, including: <ul style="list-style-type: none"> ▪ avoiding risk of injury to self and others ▪ reporting hazards to the relevant staff students and staff ▪ reporting every incident and injury, irrespective of its seriousness, to the relevant staff students and staff 	<ul style="list-style-type: none"> ▪ A student in breach of ACI's policies: <ul style="list-style-type: none"> ○ may be required to pay compensation for damages in accordance with ACI reasonable directions. ○ may be prevented from entering on or remaining on the ACI campus

Principle	Rights	Responsibilities	Consequences
<p>3. Respect for individuality and freedom from bullying.</p> <p>ACI seeks to ensure that the learning environment is free from any form of bullying. Bullying may take many forms including:</p> <ul style="list-style-type: none"> • <i>racial harassment</i>—unfairly disadvantages people based on negative attitudes about cultural backgrounds and physical characteristics • <i>sexual harassment</i>—verbal or physical acts which refer to a person’s sexuality or gender in an offensive or degrading manner • <i>verbal harassment</i>—can overlap with any of the other forms of harassment, but also includes disrespectful attitude, raising voice on someone, intimidating arguments, offensive language, slander, offensive notes or graffiti • <i>cyber-bullying</i>—use of e-technology (including e-mail, WhatsApp chat rooms, discussion groups, instant messaging, webpages, text messaging, and social networking sites) with the intention of harming a students and staff of the ACI community <p>Cyber-bullying can take place at any time.</p>	<p>All students have the right to:</p> <ul style="list-style-type: none"> ▪ a safe environment free of bullying and harassment 	<p>All students have a responsibility to:</p> <ul style="list-style-type: none"> ▪ Refrain from behavior that threatens the wellbeing of another students and staff of the ACI community ▪ Respectfully treat ACI staff 	<ul style="list-style-type: none"> ▪ Bullying and harassment of any sort are not tolerated at ACI. ▪ ACI will act on all instances of bullying ▪ Where a student is found to have behaved in a manner that threatens the wellbeing of another students and staff of the ACI community, ACI can cancel enrolment, suspend or expel the student from ACI, even if the behaviour occurred off-campus or out of class hours ▪ ACI will alert on-line social networking sites of any incidents involving a students and staff of ACI to investigate whether there has been any contravention of the site’s code of practice ▪ ACI will report any incident suspected to be an e-crime to the Police and provide the investigating officer with all available evidence

<p>Examples of cyber-bullying which might constitute a crime are:</p> <ul style="list-style-type: none"> ○ taking an indecent photo of oneself or someone and texting it around ○ sending abusive e-mails from someone else's e-mail account ○ threatening a person via email, phone or on a public forum ○ Repetitive emails, text messages, chat requests. ○ creating a website, blog incorrect online review etc about another person and posting information that vilifies them ○ threatening, menacing, harassing or offending someone using the internet or mobile phone ○ any behavior that denigrates, excludes, isolates or humiliates another person 			
---	--	--	--

Principle	Rights	Responsibilities	Consequences
<p>4. Respect for the views of others.</p> <p>ACI's community is diverse in terms of age, gender, language, religious, and cultural backgrounds. This can enrich everyone's experience.</p> <p>Vocational education and training is about robust and constructive debate and people should be able to express and defend their views and beliefs.</p>	<p>All students have the right to:</p> <ul style="list-style-type: none"> ▪ Feel safe to communicate various perspectives and views in an environment where freedom of expression is respected 	<p>All students have a responsibility to:</p> <ul style="list-style-type: none"> ▪ Respect the rights of others to hold and express a range of viewpoints ▪ Express views with consideration for the feelings of others, and an understanding of ethical and cultural implications 	<ul style="list-style-type: none"> ▪ Risk that failure to respect the views of others may result into bullying, the consequences of which are described in Principle 3 above ▪ Behaviour towards another person that disrupts the classroom/learning space may result in the consequences described in Principle 1 above

Principle	Rights	Responsibilities	Consequences
<p>5. Respect for the rights of others to access ACI resources.</p> <p>ACI's resources (including the Information Technology facilities and Library resources) are provided for the benefit of staff and students to support ACI's teaching and learning, research, administrative and business activities.</p>	<p>All students have the right to:</p> <ul style="list-style-type: none"> Reasonable access to appropriate facilities such as class rooms, study facilities, IT and library facilities Resources that are maintained and are in good working order 	<p>All students have a responsibility to:</p> <ul style="list-style-type: none"> Use ACI resources in a lawful and appropriate manner, with consideration for the fair access of others 	<ul style="list-style-type: none"> ACI may suspend user access with or without prior notice in response to suspected misuse of ACI IT resources. In addition, criminal or other penalties imposed by State or Commonwealth legislation may apply. Student disciplinary procedures will address student misconduct Penalties may include: <ul style="list-style-type: none"> payment of damages or ACI action under the disciplinary procedures for students. Penalties range from a caution for minor offences to suspension or cancellation of enrolment from ACI for serious offences and the possibility of legal action

Principle	Rights	Responsibilities	Consequences
<p>6. Respect for the academic requirements of programs.</p> <p>ACI delivers academic programs whose objectives and requirements are clearly stated and communicated to help students achieve their academic goals.</p>	<p>All students have the right to:</p> <ul style="list-style-type: none"> ▪ Accurate and up-to-date information on assessment and other aspects of courses or programs ▪ Assessment that provides an opportunity to demonstrate their learning outcomes associated with their programs ▪ Fair, constructive and impartial feedback on assessment within a reasonable timeframe ▪ Communicate freely and provide legitimate comment and feedback about course content, teaching staff or their student experiences without fear of reprisal. Feedback may be provided through students and staff of ACI committees, individual school or division forums and student surveys 	<p>All students have a responsibility to:</p> <ul style="list-style-type: none"> ▪ Become familiar with information provided about courses, programs and assessment ▪ Attend information sessions, class lectures, workshops and practical sessions as required, and access all relevant electronic information ▪ Prepare for classes by completing required readings and preparatory tasks ▪ Attend 20 hours face to face study as listed in timetable ▪ Submit assessment tasks within required timeframes ▪ Regularly use the ACI student app portal and personal email account (students should check their email at least weekly) ▪ Constructively use feedback that is provided ▪ Raise issues through a course trainer or RTO Manager ▪ Provide respectful and constructive feedback about teaching and the quality of courses and programs 	<ul style="list-style-type: none"> ▪ Where a student does not take responsibility for ensuring they are aware of and understand the assessment requirements for the course(s) in which they are enrolled, they risk failing that course/program ▪ Critical commentary is part of the life of any effective organisation. However, feedback from students that is abusive, derogatory or that denigrates or discriminates against ACI students and staff is inappropriate and could result in a intervention meeting by authorised officer to caution and warning for student. ▪ Disciplinary action against students can be undertaken in accordance with ACI Penalties range from a caution to suspension or Cancellation from ACI courses and the possibility of further legal action

		<p>through ACI's evaluation processes</p> <ul style="list-style-type: none"> ▪ Familiarise themselves with the college's procedures for complaints and appeal and use these procedures appropriately ▪ Express respectful and constructive informal opinions about courses and staff 	
--	--	--	--

Principle	Rights	Responsibilities	Consequences
7. Respect for the roles and responsibilities of academic staff. Trainers and assessors have multiple roles, including teaching, research, Course development and administration	All students have the right to: <ul style="list-style-type: none"> Reasonable access to staff for individual consultation outside of class times (either in person, via phone or email) Information about when staff will be available for individual consultation outside of class times. 	All students have a responsibility to: <ul style="list-style-type: none"> Respect the rights of academic staff to manage their time, and balance competing responsibilities Observe reasonable norms of behavior for contacting academic or administration staff out of class Request and Book a time in business hours (Mon- Fri 9:00AM- 5:00PM) with the staff member by sending an email to info@culinaryadelaide.sa.edu.au or in person at reception by completing a student request form at least 24 hours in advance with outside classroom hours. 	<p>⚠ Excessive contact by a student with staff may result in a letter from the administration advising the student that their behavior is inappropriate.</p> <p>⚠ Excessive contact may be viewed as harassment and may be dealt with Intervention meeting with authorised officer.</p>

Principle	Rights	Responsibilities	Consequences
<p>8. Respect for students with individual needs.</p> <p>ACI recognises its social and legal obligations to provide an accessible and inclusive environment for all students, including students with individual needs, whether they arise from cultural differences, religious beliefs, disability, personal circumstances or otherwise</p>	<p>All students have the right to:</p> <ul style="list-style-type: none"> ▪ A learning environment in which they are equally valued and treated fairly ▪ Equitable access to courses, programs, services, activities and facilities through ACI ▪ Reasonable and appropriate adjustments and/or additional services ▪ Confidentiality of information pertaining to a disability ▪ Accessible information ▪ Be treated with dignity and respect. 	<p>All students have a responsibility to:</p> <ul style="list-style-type: none"> ▪ Familiarise themselves with services that are available ▪ Communicate with the Student support officer/or academic staff, in a timely manner, about any special circumstances that may affect academic performance, including disability and English language needs ▪ Understand that it will be reasonable to accommodate requests for differential treatment based on individual needs ▪ Some services will need to be referred to a third party and may incur a cost, this cost is paid by the student. 	<ul style="list-style-type: none"> ▪ If a student feels they have been discriminated against on the basis of their disability they should make contact with a student support officer or the Student Ombud ▪ If a student feels they have been discriminated against on the basis of specific individual needs they should make contact with the RTO Manager.

Principle	Rights	Responsibilities	Consequences
<p>9. Respect for intellectual property and academic integrity.</p> <p>ACI values honesty, trust, fairness, respect and responsibility in relation to academic work and expects this from staff and students</p>	<p>All students have the right to:</p> <ul style="list-style-type: none"> Information about principles of academic integrity and the consequences of non-compliance Information about the moral and proprietary rights in the works they create Have intellectual property rights recognised and respected 	<p>All students have a responsibility to:</p> <ul style="list-style-type: none"> Conduct their work without cheating, plagiarism and fabrication or falsification of data Appropriately acknowledge the contribution of others in all academic work Comply with the course progress policy and procedures Ensure the proper use of copyright material 	<ul style="list-style-type: none"> Breaches of academic integrity will be dealt with Intervention meeting with authorised officer. Unauthorised reproduction or communication of copyright content is dealt with under the <i>Copyright Act</i> which contains a number of civil and criminal offence provisions. Penalties can be high The owner of the copyright may obtain an injunction to restrain an infringement of copyright occurring or continuing and is entitled to damages as compensation for infringement Disputes resulting from intellectual property issues can have severe penalties.

Deferral, transfer Cancellation and Withdrawal policy (DTCW)

PURPOSE

To provide a documented process for assessing, approving and recording a deferment of the commencement of study or the suspension of study for an overseas student, including keeping documentary evidence on the student's file of the assessment of the application.

SCOPE

This policy applies to Adelaide Culinary Institute and all overseas students and enrolling overseas students.

Adelaide Culinary Institute may only enable students to defer or temporarily suspend their studies, including granting a leave of absence during the course, through formal agreement in certain limited circumstances, as defined below.

DEFINITIONS

Deferral: means to delay the commencement of a course.

Suspension: means to temporarily delay the enrolment once the course has commenced.

Cancellation: means the cessation of an enrolment on a course.

Withdrawal: Means a student that wishes to withdraw from a commenced course

Compassionate or Compelling circumstances: is defined as circumstances beyond the control of the student and which have an impact upon the student's course progress or wellbeing. These could include, but are not limited to:

- Serious illness or injury, where a medical certificate states that the student was unable to attend classes,
- Bereavement of close family members such as parents or grandparents (Where possible a death certificate should be provided),
- Major political upheaval or natural disaster in the home country requiring emergency travel and this has impacted on the student's studies,
- A traumatic experience which could include:
- Involvement in, or witnessing of a serious accident; or
- Witnessing or being the victim of a serious crime, and these experiences have impacted on the student (cases should be supported by police or psychologist's reports)
- Inability to begin studying on the course commencement date due to delay in receiving a Student VISA

Student Misconduct: also, misbehaviour, is defined as students who display unacceptable behaviour in accordance with the Student Handbook and Code of Conduct.

To ensure all students receive equal opportunity to gain the maximum benefit from their training, any person(s) displaying the following dysfunctional or disruptive behaviour may be asked to leave the session and/or the course. Examples of unacceptable behaviour include but are not limited to the following:

- Continuous interruptions of the trainer.
- Smoking in non-smoking areas.
- Being disrespectful to other participants.

- Harassment by using offensive language.
- Sexual harassment.
- Acting in an unsafe manner that places themselves and others at risk.
- Refusing to participate when required, in group activities.
- Continued absence or late arrival at required times.

Acceptable reasons for suspension or cancellation

In accordance with the National Code 2018, Adelaide Culinary Institute can defer or temporarily suspend a student's enrolment on the grounds of compassionate or compelling circumstances

In addition, Adelaide Culinary Institute can suspend or cancel a student's enrolment including, but not limited to, the following factors:

- Student misconduct
- Failure to comply with the Offer of Terms as outlined in the Letter of Offer and Acceptance (Written Agreement) for Course Progress or attendance, and any formal warning issued by Adelaide Culinary Institute against these processes, which are in accordance with Standard 8 (Overseas student visa requirements)
- The non-payment of fees in accordance with the Offer of Terms as outlined in the Letter of Offer and Acceptance (Written Agreement) and Payment Schedule
- The suspension or cancellation of the overseas student's enrolment for these reasons may not take effect until the internal appeals process is completed, unless the health or wellbeing of the overseas student or the wellbeing of others, is likely to be at risk.

DEFERRAL

Applications for deferral of the commencement of the course must be made by completing a Deferment Suspension Cancellation Withdrawal Form (DSCW) with any additional evidence and submitting it to Adelaide Culinary Institute Admissions Staff prior to the course commencing.

The Deferral, transfer or withdrawal (DTCW) Form can be submitted via Email, Mail or in Person.

Email address: admissions@culinaryadelaide.sa.edu.au

- Once Adelaide Culinary Institute has processed the deferral request, the student will receive written correspondence of the outcome.
- An updated Confirmation of Enrolment letter and Enrolment Agreement will be provided to reflect the new training plan.
- Adelaide Culinary Institute will inform the Secretary of the Department of Education via PRISMS as required under the ESOS Act.

SUSPENSION

- Applications for Suspension of enrolment must be made by completing a DTCW Form with any additional evidence and submitting it to Adelaide Culinary Institute Student Support Officer.
- Applications must be received at least 10 working days prior to the requested Suspension date.
- Applications received less than 10 working days prior to the requested Suspension date will not be processed.
- In the event of an emergency situation requiring Suspension, the submission timeline of 10 working days may be waived by the Adelaide Culinary Institute.
- Once Adelaide Culinary Institute has processed the Suspension request, the student will receive written correspondence of the outcome.

- Adelaide Culinary Institute will inform the Secretary of the Department of Education via PRISMS as required under the ESOS Act.

CANCELLATION

- Applications for cancellation of enrolment must be made by completing a DTCW Form with any additional evidence and submitting it to Adelaide Culinary Institute Student Support Officer.
- The DTCW Form can be submitted via Email, Mail or in Person
- The Student Support Officer will then check all information is attached and send the cancellation request to the Compliance Manager for review against Policy & Procedures.
- The Compliance Manager will then pass the cancellation request to Admissions Manager for processing.
- Once Adelaide Culinary Institute has processed the Cancellation request, the student will receive written correspondence of the outcome from Admissions Manager.
- If the request is granted, the student will receive a Letter of Release. Once the Cancellation has been processed, Adelaide Culinary Institute will inform the Secretary of the Department of Education via PRISMS as required under the ESOS Act.
- If the request is denied, then the student may appeal the outcome in accordance with the Complaints and Appeals Policy.

WITHDRAWAL

- Applications for Withdrawal from a course must be made by completing a DTCW Form with any additional evidence and submitting it to Adelaide Culinary Institute Student Support Officer.
- Any withdrawal must be done formally with evidence of why the student is withdrawing
- Adelaide Culinary Institute has the right to refuse a withdrawal where a student has not completed six (6) months of their primary course
- Adelaide Culinary Institute has the right to refuse a withdrawal on the grounds that the student has outstanding fees or if the student is in the debt recovery process as 'unresolved'
- Any refund application will be processed in accordance with the refund policy
- Certification of any description will only be processed after all outstanding fees are paid
- Certification will be issued within 30 calendar days of these conditions being met
- All documentation will be recorded in the student file
- In this instance the reasons must be documented and recorded to justify this decision
- Should the student wish to withdraw and return to their home country, the student must advise the Department of Home Affairs to cancel their student visa.

PRIOR TO SUSPENSION OR CANCELLATION

In any given situation that leads to a deferment, suspension or cancellation of studies, instigated by Adelaide Culinary Institute, prior to imposing a suspension/cancellation:

- Formal written notification will be provided to the student of the intent and reasons for suspension/cancellation
- Inform the parent(s)/legal custodian(s) of the student if the student is younger than 18 years of age
- The student will be informed of their right to appeal this decision, as well as the timeframe and process for doing so
- The student shall have 20 calendar days to access Adelaide Culinary Institute's Internal Complaints and Appeals process.

COMPLAINTS AND APPEALS PROCESS

The deferment, temporary suspension or cancellation of studies cannot take effect until the Internal Complaints and Appeals process has been completed, unless extenuating circumstances relating to the welfare of the student apply.

In the case of students under the age of 18, a copy of the formal notification will be forwarded to the Parent or Legal Guardian and a resolution formulated.

At the completion of the complaints and appeals process, should the deferment, temporary suspension or cancellation of studies be upheld by the complaints and appeals hearing, Adelaide Culinary Institute will inform the Secretary of the Department of Education via PRISMS as required under the ESOS Act.

DEFERRAL, SUSPENSION OR CANCELLATION ADVISING AND REPORTING OBLIGATIONS

In the instance of deferral, suspension or cancellation action going ahead Adelaide Culinary Institute will inform the overseas student regarding the need to immediately contact Immigration for advice on the potential impact to the student's visa.

Adelaide Culinary Institute will report the change to the overseas student's enrolment as per section 19 of the ESOS Act.

GUIDELINES AND IMPLICATIONS OF SUSPENSION OR CANCELLATION

Should a student enrolment be temporarily suspended for a period of 28 days or longer, the student must return home, unless special circumstances exist.

Students are to be made aware that:

- Students can only temporarily suspend enrolment for a maximum period of six months,
- Deferral, Suspension or Cancellation of enrolment may affect the student's VISA,
- If the enrolment is suspended for a period greater than six months, the student's visa may be cancelled by the Department of Home Affairs.

RELATED LEGISLATION AND REGULATIONS

- The National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018, known as 'the National Code 2018'
- Standards for Registered Training Organisations (RTOs) 2025
- Education Services for Overseas Students Regulations 2001
- Education Services for Overseas Students Act 2000
- Australian Qualification Framework (AQF) and its Policies

RELATED POLICIES, PROCEDURES AND DOCUMENTS

- Formalisation of Enrolment Policy and Procedures
- Complaints and Appeals Policy
- Deferral transfer, Cancellation Withdrawal DTCW Form

Training Safety

Policy area	Training and Assessment
Standards	Outcome Standards for RTOs, Standard 1.8 and 4.3
Responsibility	CEO, all staff, students, contractors
Classification	Internal Only

Purpose

The purpose of this policy and procedure is to:

- identify and assess safety risks to training,
- ensure facilities, resources and equipment for training is safe and ready for use,
- provide a safe and healthy training environment for our staff, students, contractors and visitors, and
- promote a positive safety culture.

Please note, this policy is not intended as an organisation wide work, health and safety policy and procedure. This policy focuses on safety arrangements in support of training and assessment. ACI has separate arrangements to manage obligations with work health and safety legislation.

Definitions

Contractor means a person engaged by ACI to perform a service and includes any sub-contractor to a contractor and any individual engaged by a contractor or sub-contractor. A contractor is not an employee.

Hazard means a source of potential harm, or a situation with potential for harm, to health or wellbeing. Hazards can include common workplace hazards including slips trips and falls or Industrial hazards. It also includes psychosocial hazards as defined by the Work Health and Safety (Managing Psychosocial Hazards at Work) Code of Practice 2024.

Incident means any event that negatively affects an individuals' wellbeing or safety. This includes circumstances that lead to injury or illness, equipment malfunction, as well as situations where harm was narrowly avoided (near misses) and could have resulted in injury.

Risk means, in relation to any potential injury or harm, a measure of the likelihood and consequence of injury or harm occurring.

Policy statement

3.1 Commitment safe training

ACI is committed to the proper management of safety in support of our training. We will provide a safe training environment for our staff, students, contractors and visitors by having a planned and systematic approach to the management of training safety. We will provide the necessary resources for the successful implementation of this policy and its supportive procedures. Training safety will be managed through ACI management meeting and in close consultation with staff, students, contractors and visitors. The ACI regular management meeting will also act as a work health and safety consultative committee.

The objectives of this policy are to ensure that:

- Hazards and risks to training safety are systematically identified, assessed and, where they cannot be eliminated, are effectively controlled. This includes identifying and managing risks where training involves work-integrated learning, work placements, or other community-based learning;
- Measures to control hazards and risks to training safety are monitored and evaluated regularly;
- Staff are engaged and sought to contribute to training safety matters affecting their health and safety at work;
- Staff, students, contractors and visitors receive appropriate information, training and supervision to understand and carry out their responsibilities safely.

3.2 Guidelines

The following guidelines are provided as a basis for safe practice in the training and assessment environment. The guidelines are particularly relevant to students, trainers and assessors.

- Know and observe details of emergency response and evacuation plans;
- Do not undertake activities which may cause injury to self or others;
- Be responsible for your own actions;
- Follow equipment operating procedures and trainer instructions for the safe operation of equipment;
- No smoking at the training and assessment facilities or offices;

- Report all potential hazards, accidents and near misses to the RTO staff;
- No consumption of alcohol within training and assessment facilities or during the conduct of training and assessment;
- Keep training and assessment areas neat and tidy at all times;
- Observe hygiene standards particularly in eating and bathroom areas.

Electrical equipment:

- Electrical equipment that is not working should be reported to the Training Manager.
- Ensure electrical equipment is tested and tagged every 12 months by a suitably qualified and competent person.
- Electrical work should only be performed by appropriately licensed Electrician. students, trainers and assessors should not undertake any task related to fixing electrical equipment such as lighting, power outlets or electrical training aids.

Fire safety:

- ACI will undertake to communicate the procedures involved in evacuation and the location of fire equipment to students at each facility for each training and assessment event; and to users of the office at least twice each year.
- All users of a training and assessment facility need to be familiar with the location of all EXITS and fire extinguishers. Users are to consult available maps to determine location.
- It is the user's responsibility to understand fire drill procedures displayed around the premises.
- Users are asked to attend any practice sessions on fire safety evacuation procedures and the use of fire safety devices.

First aid:

- Provision for first aid facilities are available where training is delivered.
- A first aid kit is to be located at reception.
- All accidents must be reported to ACI staff.
- The accident and any first aid administered must be recorded by staff involved.
- Safety incident report are to be completed on any incident requiring first aid or near miss.

Computer facilities:

- Extended periods of work with computers can result in general fatigue and eye strain. Repetitive tasks and incorrect posture will result in consistent aches and pains.
- Current work health and safety guidelines indicate that people working for long periods at computers should organise their work to allow a five-to-ten-minute rest every hour. This rest should include a change of position and stretching exercises as appropriate.
- Posture can be improved by adjusting chair height so that the operator's feet are comfortably placed on the floor (or footrest) and your arms are at an approximately 90-degree angle.
- The screen should be positioned to avoid reflection from lights and windows and at a suitable distance so that it can be easily read.

Lifting:

- students, trainers and assessors are encouraged not to lift anything related to the training and assessment provided by ACI unless directed to do so by the Trainer.
- If you have experienced back problems in the past do not attempt to lift anything at all and advise the Trainer of any limitation.
- Never attempt to lift anything that is beyond your capacity.
- Always bend the knees and keep the back straight when picking up items.
- Never twist your torso while lifting.
- Never lift a heavy item above shoulder level.
- Never carry a load that obstructs your vision.
- Never hold your breath while lifting, moving, and setting the load down.
- Before lifting a load, make sure the load is secure.
- Use a safe lifting speed and avoid using momentum.
- Be aware of your surroundings before and during lifting.
- When in doubt, ask for help.

Work and study areas:

- Always ensure that all work areas are clean and clear to avoid the danger of accident by tripping or falling over.
- Place all rubbish in the bins provided.
- Ensure that kitchen bench spaces are left clean and tidy and that all dishes are washed.
- Do not leave tea towels or any cleaning cloths in a bundle on the bench tops or draped near any bin.
- Do not sit or climb on any desks or tables.
- Do not leave bags or garments on the floor obstructing passageways.

Work integrated training

- All students must complete workplace health and safety induction before any work integrated training commences.
- Students must have access to appropriate clothing and personal protective equipment required by the workplace.
- Appropriate supervision arrangements in the workplace must be established to ensure that the student's safe participation is monitored.
- Hazard risk assessment on planned work integrated training must be completed to identify the likelihood and consequence of injury or harm occurring and appropriate risk reduction measures.
- Students must be briefed and provided contact details to contact ACI representative anytime they feel that the situation in the workplace is not safe.

Training facilities

- Training Manager or delegate to conduct a walk around each morning to confirm the training environment is safe and ready for use.
- A building assessment should be conducted every six months to assess a facility general suitability for safe access.
- Training venue suitability checklist should be completed on any new training venues use on an as required basis.

- Hazard risk assessment must be completed and approved by the Training Manager on any training activity that is conducted outside of a classroom or a controlled environment.

Psychosocial Hazards

- Staff and students should report any concerns about bullying, harassment, or workload pressures to the appropriate supervisor/coordinator immediately.
- Utilise ACI's support services, with students using student support services.
- Take regular breaks, maintain healthy boundaries, and engage in stress-reduction activities during intense work and study periods.
- Maintain clear, respectful communication channels between all parties, with set response timeframes
- Attend relevant professional development (staff) or seek study skills support (students) to build resilience and capability
- Engage in team and peer activities to create supportive connections within the ACI community
- Set clear work and study schedules and maintain healthy work-life or study-life balance
- Keep up-to-date with RTO policies and procedures through appropriate channels (staff) or Student Handbook (students)
- Contribute to improvement through established feedback channels
- Access all support tools provided by ACI, including online resources, peer support programs, and wellness activities

Considerations

Responsibilities:

The **CEO** is responsible for:

- Providing a healthy and safe training environment for staff, students, contractors and visitors, this includes providing and maintaining safe facilities, equipment and resources;
- Working with employers involved in work-integrated learning, work placements, or other community-based learning to assess the risks and to identify how these risks will be managed;

- Ensuring that adequate resources are provided to meet the health and safety objectives and procedures of ACI;
- Ensuring that ACI complies with all relevant safety legislation and standards;
- Providing appropriate health and safety policies and procedures to enable the effective management of health and safety and control of risks to health and safety;
- Providing mechanisms which enable staff to be consulted on work practices, policies or procedures which may affect the work health and safety of staff;
- Provide mechanisms for hazard risk assessment of training activities to identify and control hazards.
- Providing mechanisms to monitor and report regularly on the organisation's health and safety performance;
- Providing mechanisms for students to report safety risks identified in the training room or workplace.
- Overseeing all third party provision of facilities, resources and equipment to ensure the ongoing suitability and safety of facilities, resources and equipment.

The **management committee** is responsible for:

- Assisting in the development, implementation and monitoring of health and safety policies and procedures;
- Considering proposals for, or changes to, the workplace, policies, work practices or procedures which may affect the health and safety of staff;
- Promoting awareness of health and safety across ACI;
- Ensuring that hazards in work or study areas (including work placement sites) are identified, risk assessed and controlled and that these risk control measures are monitored regularly and maintained;
- Ensuring that staff and students under supervision are provided with the required information and training to carry out their work or study safely and effectively;
- Providing leadership and setting a good example for staff and students in work health and safety matters.

Staff and students are responsible for:

- Complying with relevant ACI health and safety policies and procedures;
- Complying with the health and safety policies and procedures of workplaces where they are involved in work-integrated learning, work placements, or other community-based learning;
- Obeying any reasonable instruction aimed at protecting their health and safety in the training room and workplace;
- Using any equipment provided to protect their health and safety in the training room and workplace;
- Assisting in the identification and assessment of hazards and implementation of hazard control measures;
- Reporting any incident or hazard in the training room or workplace to their trainer, and supervisor (if applicable);
- Considering and providing feedback on any matters which may affect their health and safety;
- Not being affected by alcohol or non-prescribed (illicit) drugs whilst at work or study.

Contractors are responsible for:

- Following all ACI policies and procedures;
- Complying with all relevant work health and safety legislation, standards and codes of practice;
- Ensuring that they do not, through their acts or omissions, do anything that could put at risk their own health or safety or that of ACI staff, students, other contractors or visitors.

Third parties (i.e. third-party training providers, work placement hosts, workplaces that facilitate work-integrated learning) are responsible for:

- Providing safe and well-maintained facilities, equipment and resources
- Complying with all relevant work health and safety legislation, standards and codes of practice;
- Cooperating with ACI to identify and assess risks to students
- Managing risks to students and trainers

- Monitoring risks to students and trainers, and reporting risks to ACI

Procedure

Steps	Person/s responsible
5.1 Training Safety	
<p>i. Conducting a hazard risk assessment for a planned activity</p> <p>The following procedure is to be followed for the conduct of a hazard risk assessment which must be conducted on any planned training activity that is conducted outside of a classroom or a controlled environment.</p> <ol style="list-style-type: none"> 1. Identify the Hazard: Undertake an analysis of the planned activity and recognise any potential safety risk in the workplace or training environment. This could be anything from human error or miscalculation, a spill on the floor to malfunctioning equipment. Identified hazards are to be recorded in the Hazard Risk Control Register. 2. Identify Existing Controls: Identify what existing controls are already in place to mitigate the hazard considering how effective these controls are and how well they are established and implemented. 3. Assess the Risk: Evaluate the potential risk associated with the hazard. Consider the likelihood of an accident occurring and the possible severity of its consequences also considering any existing controls. A risk assessment involves looking at what could happen if someone is exposed to a hazard and the likelihood of it happening. The risk is assessed by: <ol style="list-style-type: none"> a. Using the Hazard Likelihood Assessment Tool, consider the likelihood of the hazard eventuating. b. Using the Hazard Consequence Assessment Tool, consider the consequence if the hazard were to eventuate. 	<p>Training Manager CEO</p>

	<ul style="list-style-type: none"> c. Using the Hazard Risk Evaluation Matrix Tool, compare the likelihood rating and the consequence rating and identifying the risk level considering any existing controls. d. Record the identified risk and risk rating in the Hazard Risk Control Register. <p>4. Identify Additional Hazard Controls. Use the Hierarchy of Controls Measures Tool to identify and allocate additional controls to eliminate and/or to reduce exposure to hazards. These controls should seek to enable the activity to proceed with reasonable and practical controls to ensure participant safety. Record the hazard controls in the Hazard Risk Control Register.</p> <p>5. Prepare a Hazard Implementation Plan. Using the Hazard Control Implementation Plan form, Identify the planned activity and allocate a Hazard reference number and activity description. Complete the form by recording the following for each identified hazard:</p> <ul style="list-style-type: none"> a. Hazard Controls b. Actions to be taken c. Resources identified d. Persons responsible e. Timetable for implementation f. Review Date <p>6. Implement the Hazard Implementation Plan. Implement the hazard implementation plan prior to commencing the planned activity. Ensure all participants are briefed on the hazards and the controls. Report back the effectiveness of controls to the management committee.</p>	
ii.	Responding to unplanned risks and hazards	All staff,

	<p>Any students or staff who encounter unplanned safety risk with the facilities, resources and equipment provided by the RTO or third parties, are to respond using the following steps:</p> <ol style="list-style-type: none"> 1. Identify the Hazard: Recognise any potential safety risk in the workplace or training environment. This could be anything from a spill on the floor to malfunctioning equipment. 2. Assess the Risk: Evaluate the potential risk associated with the hazard. Consider the likelihood of an accident occurring and the possible severity of its consequences. 3. Control the Area: If possible, isolate the hazard to prevent further risk. This could involve cordoning off the area, shutting down equipment, or evacuating the area if necessary. 4. Notify the Relevant Personnel: Report the hazard immediately to your trainer who will report the hazard to the Training Manager or Office Manager. Provide them with detailed information about the hazard and its location. 5. Take Immediate Action if Necessary: If the situation requires immediate intervention to prevent harm (like turning off power to prevent electrocution or using a fire extinguisher on a small fire), do so if you are trained and it is safe. 6. Record the Hazard and Risk: The trainer or senior manager, will document the hazard and risk and the actions taken in response using the Forms – <i>Hazard Control Register</i>, and <i>Safety Incident Report</i>. This record can be important for future safety planning and may be required for compliance with workplace safety regulations. 7. Review and Follow Up: After the immediate hazard has been addressed, conduct a review of the incident. This should include an analysis of how the hazard occurred, what was done to respond to it, and what can be done to prevent it in the future. This review should be led by management. 8. Implement Corrective Actions: Based on the review, take steps to prevent the hazard from recurring. This could involve 	<p>students, contractors, Training Manager</p>
--	--	--

	<p>changes to procedures, additional training for staff, students, or modifications to equipment or the environment.</p> <p>9. Monitor the Situation: Keep an eye on the area or situation to ensure that the hazard has been effectively mitigated and that no new risks have emerged.</p> <p>10. Continual Improvement: Use the experience as a learning opportunity for continual improvement in workplace safety practices. Record any identified opportunities for improvement in a <i>Continuous Improvement Report</i> and refer this through to the management meeting.</p> <p>Remember, safety in the workplace and training room is not just a policy or a set of procedures; it's a mindset that belongs to each one of us. When we step into our work or training environment, we become guardians of each other's well-being. Every caution we take, every hazard we report, and every safety guideline we follow is a testament to our commitment to each other's safety and health. It's through our collective vigilance and shared responsibility that we create an environment where everyone can work, grow, and return home safely each day.</p>	
iii.	<p>Responding to an Emergency during Training</p> <ol style="list-style-type: none"> 1. Immediately notify ACI staff who will contact emergency services. 2. At the sound of the fire alarm or upon receiving evacuation instructions, cease all activities and exit the building without delay. 3. Stay calm, listen carefully, and comply with all directions from ACI staff or emergency responders. 4. Use the nearest available exit or your designated evacuation route and gather at the specified Emergency Assembly Point. 5. Exit immediately without taking time to collect personal items or search for others. 6. Keep all fire hydrants and access routes clear for emergency response teams and their equipment. 	<p>All staff, students, contractors, Training Manager</p>

	7. Wait for explicit permission from ACI staff or emergency personnel before returning to the building.	
--	---	--

Other documents to consider with this policy

Policies

- PP4.7 - Continuous Improvement
- PP4.5 - Risk Management Policy

Forms

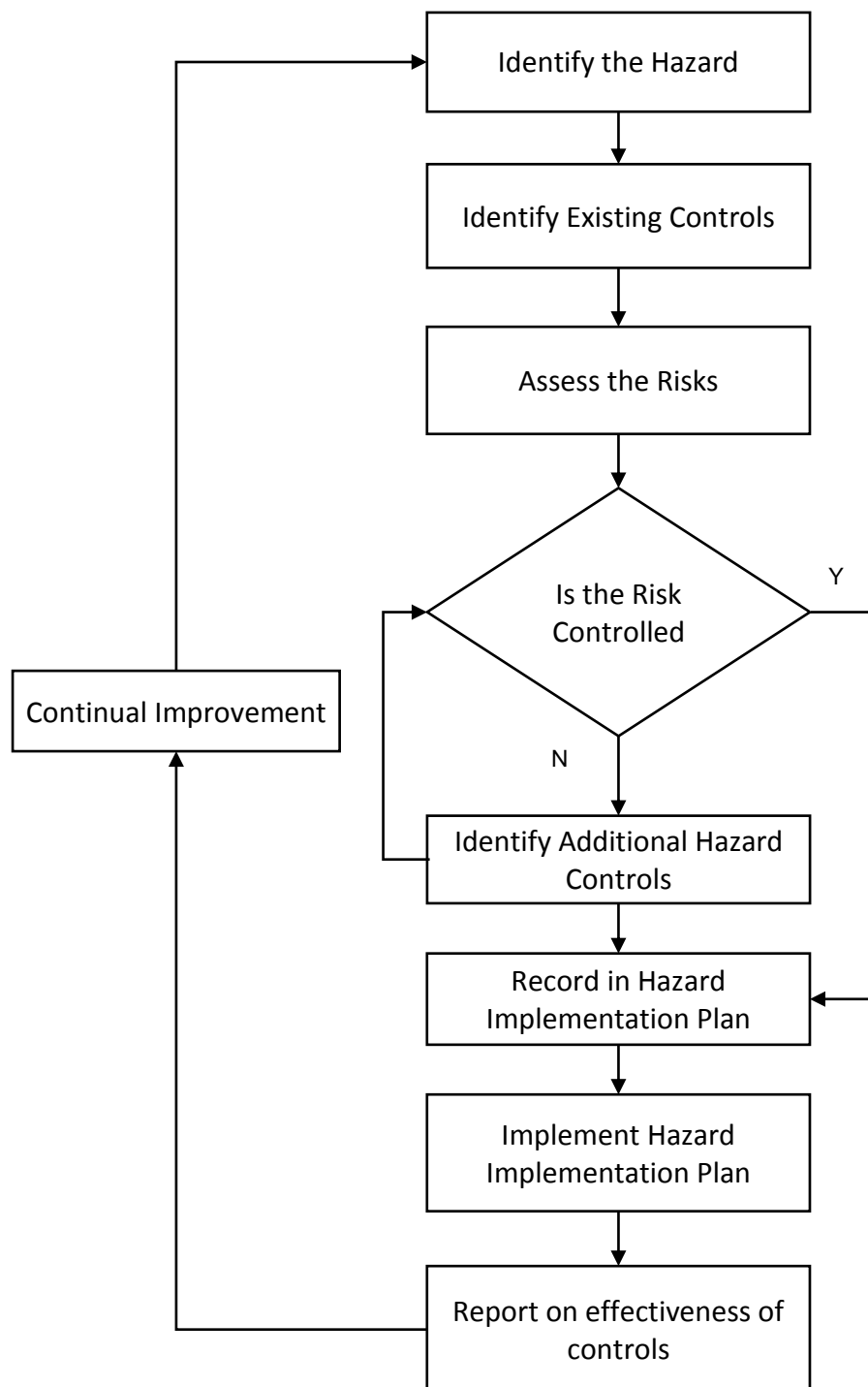
- Continuous Improvement Report
- Hazard Risk Control Register
- Hazard Control Implementation Plan
- Hazard Consequence Assessment Tool
- Hazard Likelihood Assessment Tool
- Hazard Risk Evaluation Matrix
- Hierarchy of Control Measures Tool
- Safety Incident Report
- Building Assessment Form
- Training Venue Suitability Checklist

Handbooks, manuals or other documents

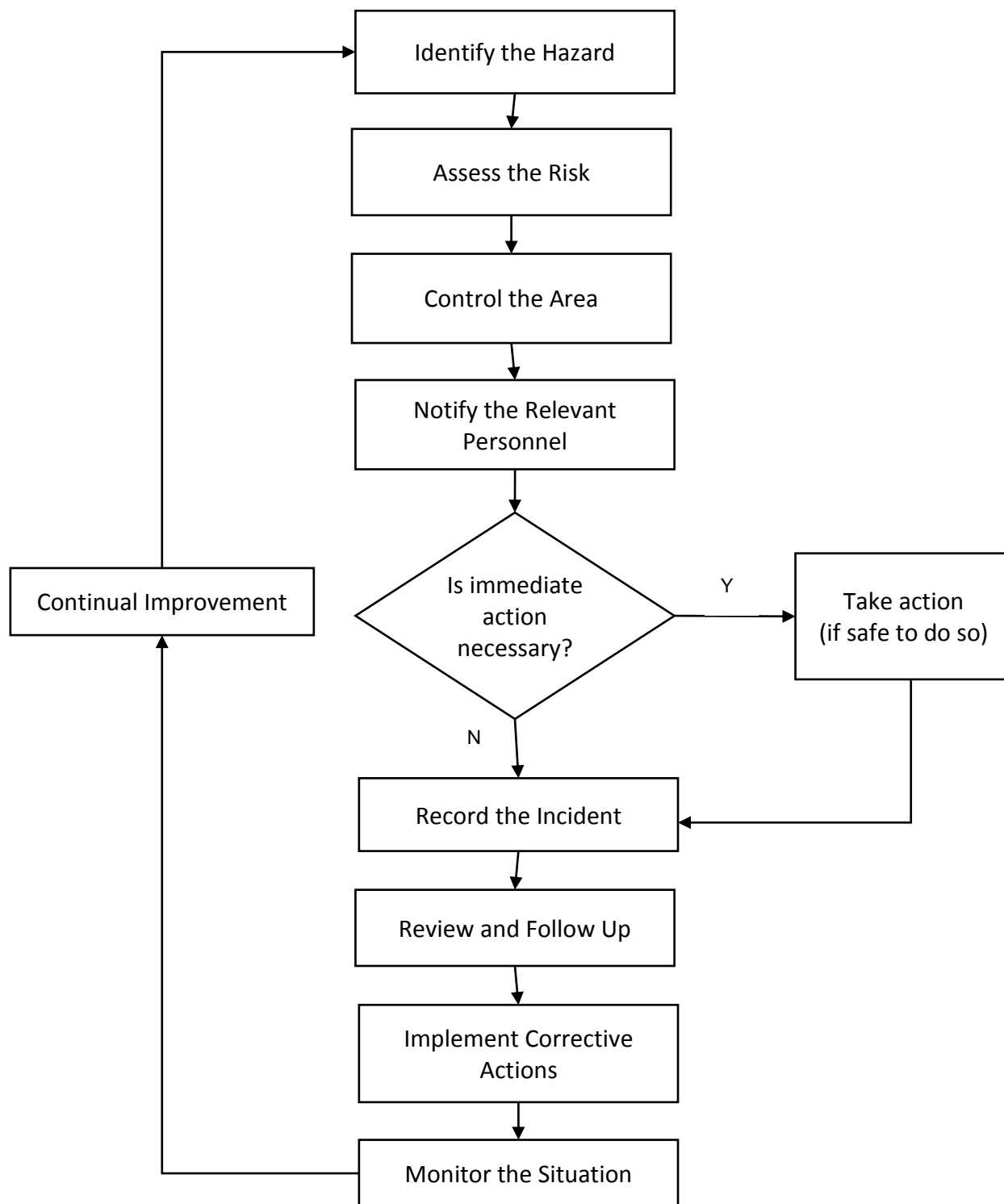
None.

Flow chart

Conducting a hazard risk assessment for a planned activity



Responding to unplanned risks and hazards



Reference(s)

Outcome Standards for Registered Training Organisations, Quality Area 1 – Training and Assessment, Standard 1.8: (b) where facilities, resources and equipment are provided by the RTO or third parties, how it ensures: (i) the ongoing suitability and safety of the facilities, resources and equipment for the VET student cohort.

Outcome Standards for Registered Training Organisations, Quality Area 4 – Governance, Standard 4.3. Risks to VET students, staff and the RTO are identified and managed.

Work Health and Safety (Managing Psychosocial Hazards at Work) Code of Practice 2024 ([link](#))

[Ctr+Click to Return to Contents](#)