



STUDENT INDUCTION HANDBOOK

Revision 3.2

Contact Us

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Welcome to Australian Academy of Trades

Thank you for choosing Australian Academy of Trades as your training provider, and allowing us to play a role in your learning journey.

We pride ourselves on professional, flexible learning and providing you with the best experience possible to attain your learning goals.

We hope you are looking forward to your learning and making a lot of new friends along the way. We are here to help you make the most of your learning. Good luck.

I look forward to hearing of your achievements and providing support where I can. I trust you will enjoy your time with us and wish you every success in your learning.

Director
Oyekunle Oyelodi

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SECTION 1 INTRODUCTION

The purpose of this handbook is to provide you with a quick reference about training programs, policies and processes, roles and responsibilities guiding you through your learning experience with

Australian Academy of Trades

Australian Academy of Trades

Thank you for considering training with Australian Academy of Trades

Australian Academy of Trades is registered training organisation (RTO) registered with the Vet Regulator.

Australian Academy of Trades aims to deliver high quality, innovative and engaging training that is relevant to clients, employers and industry. Our commitment to continuous improvement means we are constantly developing and improving new resources, processes and facilitation methods to remain ahead in technology and industry standards.

Australian Academy of Trades has training locations in:

- 478 Logan Rd, Stones Corner, QLD 4120

Australian Academy of Trades offers a range of training products and services which includes the following:

- | | | |
|--|-------------------|-------|
| • BSB42015 Certificate IV in Leadership and Management | CRICOS
091324D | Code: |
| • BSB51915 Diploma of Leadership and Management | CRICOS
091325C | Code: |
| • BSB51415 Diploma of Project Management | CRICOS
091327A | Code: |
| • CHC50113 Diploma of Early Childhood Education and Care | CRICOS
091326B | Code: |
- **BSB41415 CERT IV in Work Health and Safety (domestic only)**
 - **ICT50115 Diploma of Information Technology (domestic)**
 - **SIT50416 Diploma of Hospitality Management (domestic)**

As an RTO, Australian Academy of Trades is bound to comply with the Standards for Registered Training Organisations (SRTOs) 2015. Training Services provided to clients follow policies and processes developed to meet the VET Quality Framework and SRTOs 2015.

Service Commitment

Australian Academy of Trades is committed to providing quality training and assessment services to its learners.

We aim to:

- Provide training and assessment services that meet industry needs and trends;
- Deliver high quality, innovative and engaging training;
- Maintain a person-centred approach;
- Foster relationships with our clients, supporting them through their career;
- Provide flexible learning opportunities;
- Provide a supportive, facilitative and open learning environment;
- Ensure all training is delivered by qualified trainer and assessors with the necessary skills and experience;
- Ensure all training is continually monitored and improved;
- Maintain a healthy and effective learning environment for clients;
- Produce competent and confident workers that benefit the community and industry.

Training Programs

Australian Academy of Trades delivers a range of training programs, both accredited and no accredited, which we conduct as public courses or customised for clients and industry. Our holistic approach ensures clients' needs are met. Accredited programs have been approved by Commonwealth Government through its Agency Australian Skill Quality Authority (ASQA).

Our courses are available through face to face, online learning, distance learning and where required we can deliver on the job training.

The College has developed its own electronic Learning Management System. Student are trained on how to use the system during their orientation and at the commencement of their study in the College. The IT Section is always available for assistance and advice if required.

SECTION 2 CLIENT RIGHTS AND RESPONSIBILITIES

Australian Academy of Trades conducts training courses at various venues to: suit client needs, course type, and learning styles. The following client etiquette guidelines will help foster a healthy learning environment for all clients.

Assessment

All assessments must be submitted by the due date. If you are having difficulty completing an assessment, you should discuss it with your trainer/assessor well in advance of the due date. This way the trainer/assessor may be able to offer support or grant additional time. Please note there may be conditions or penalties to gaining an extension.

Extensions, Late Submission and Penalties

- Applications for an extension must be made in writing to the Course Convenor on or before the assessment due date and must be accompanied by documentation substantiating the case for an extension.
- An extension will only be granted if there are exceptional circumstances beyond a student's control which render the student unable to complete the assessment task by the due date.
- A new due date must not extend beyond 10 days after the date for completion of the assessment item or unit specified in the Course Study Guide
- It is within the power of a course convenor to determine that late submission without an extension will not be allowed for an assessment. Students must check the Course Study Guide carefully to know whether late submission will be allowed for assessment.
- Late submission of assessment tasks without an extension are penalised at a flat rate of AUD\$300 for the entire unit or for a single assessment or task.
- Late submission of assessment tasks is not accepted after the due date has been exceeded by 10 working days, or on or after the date specified in the Course Study Guide for the return of the assessment item (whichever of these two dates is earlier)

Assessment malpractice

Assessment malpractice includes: cheating, collusion and plagiarism.

Australian Academy of Trades regards the integrity of assessment as critical to its professional responsibilities as an RTO and therefore strives to ensure the assessment processes are not compromised. Australian Academy of Trades has policies and procedures in place for dealing with assessment malpractice.

- Cheating -

All assessments must be 100% your own work. Cheating or the use of another person's work and submitting as your own is cheating and will not be tolerated.

- Collusion -

Collusion is the presentation of work, which is the result in whole or in part of unauthorised collaboration with another person or persons. It is your responsibility to ensure that other clients do not have opportunity to copy your work.

- Plagiarism -

Copying from a published work (including the internet), without referencing, will not be tolerated. This includes presentation of work which has been copied in whole or in part from another person's work or from any other source such as the Internet, published books, and periodicals. This includes systematic re-wording or changing key nouns and verbs.

You must follow referencing guidelines if you take another person's idea, and put it into your own words.

Attendance

Attendance in training is recorded each day. These records are required for both learning and health and safety reasons.

Client attendance in class is paramount to successful completion of learning and assessment outcomes. Clients are expected to be in attendance for all training sessions.

It is expected that clients arrive to class on time and remain for the full duration. Should it be necessary for you to leave a class early – you must advise the trainer/assessor before the class commences.

All classroom sessions are designed to provide clients the essential knowledge and skills required for relevant units of competency. It is expected however that clients will undertake additional reading and research.

If you are absent from class, it is your responsibility to catch up on any work missed.

If you are going to be absent from a scheduled class or activity, please advise your trainer/assessor or Australian Academy of Trades administration personnel. Other arrangements can be made, including self-paced learning or alternative training dates.

Punctuality

As a courtesy to other learners and the trainer/assessor, all clients must be punctual throughout the training day, including returning from breaks. Punctuality shows respect and is essential to avoid disruption to other clients and the trainer/assessor.

Behaviour

Clients are expected to behave appropriately in a mature and professional manner at all times. All clients are expected to take responsibility for their own learning and behaviour during training and assessment. Misconduct will not be tolerated.

Misconduct includes -

- Any offensive conduct or unlawful activity (e.g. Theft, fraud, violence, assault);
- Interfering with another person's property;
- Removing, damaging or mistreating Australian Academy of Trades property or equipment;
- Cheating/plagiarism;
- Interfering with another person's ability to learn through disruptions during training;
- Breach of confidentiality;
- Inappropriate language;
- Serious negligence, including WHS non-compliance;
- Discrimination, harassment, intimidation or victimisation;
- Being affected by drugs or alcohol and being unfit to participate in learning activities.

Respect for others

It is expected that the behaviour of all persons in the learning environment ensure a positive learning experience. Respect for other clients and the trainer/assessor is expected.

Australian Academy of Trades retains the right at all times to remove disruptive clients from the training environment.

- You will be expected to treat staff and fellow clients with respect and observe any client etiquette requirements which appear in this handbook or requested during the course by a trainer/assessor.
- Inappropriate language and actions will not be tolerated.
- Harassment, bullying and intimidation of staff or fellow learners will not be tolerated.
- Treat facilities and equipment with due care and respect.
- You are required to respect the rights of others and treat others in a manner which is fair and non-discriminatory.

Breaks

Your trainer will advise of timing for all breaks. Typically, though the following break times have been allocated, however they may vary:

- 15 minutes duration for - Morning and afternoon tea breaks
- 45 minutes duration for - Lunch breaks

Change of personal details

Clients are required to ensure their personal details recorded with Australian Academy of Trades are up-to-date at all times. Should your circumstances or details change please update your record through your client login account.

Disciplinary Processes

Australian Academy of Trades may implement client discipline processes should a client be found to be acting inappropriately, due to misconduct or assessment malpractice.

Any breaches of discipline will result in the person being given a 'verbal warning'.

Further disciplinary processes may include:

- The client being asked to justify why they should continue to participate in the learning group;
- Suspension from the training room;

- Expulsion from the training room; or
- Expulsion from the Training course.

Dress & Hygiene Requirements

Clients are to be well presented and appropriately dressed during all training. Dress requirements include:

- Neat, comfortable clothing in the classroom environment;
- Appropriate work attire, including personal protective clothing (PPE) for training in workplace or simulated environments;
- Appropriate footwear must be worn at all times;
- Since you will be working in close proximity with others, care with your personal hygiene (clothing, hair, deodorant etc.) is requested.

Duty of Care

Under Workplace Health and Safety legislation, students have a duty of care to maintain a safe environment for both themselves and their fellow students.

- Should you be involved in an accident which results in personal injury and/or damage to equipment or facilities, notify your trainer/assessor immediately.
- If you have a personal health condition which may become critical while attending training, please advise us before commencing the course. All information will be treated in strict confidence and is only needed so Australian Academy of Trades can provide support or treatment should an emergency arise.
- Emergency procedures and exit plans must be followed.

You have a duty to:

- Protect your own health and safety and to avoid adversely affecting the health and safety of any other person;
- Not wilfully or recklessly interfere or misuse anything provided by Australian Academy of Trades in the interests of health, safety and welfare;
- Cooperate with health and safety directives given by staff of Australian Academy of Trades
- Ensure that you are not affected by the consumption of drugs or alcohol.

Evaluation and Feedback

Australian Academy of Trades values all feedback from clients as it assists us to continuously improve the products and services we offer. Clients are encouraged to provide us with feedback, both positive and constructive.

Australian Academy of Trades has developed some feedback forms for you to provide feedback.

Thank you in advance for your comments.

Learner Support services

Australian Academy of Trades understands that there may be times when personal issues may affect your ability to undertake your training. Australian Academy of Trades has identified a number of support services for clients who have special needs, or require additional support and assistance to undertake or complete their learning.

Mentoring & Guidance

Australian Academy of Trades can provide students with mentoring, coaching and guidance on course content, as well as effective learning and study techniques. Students are always welcome to discuss any issue of concern with the Marketing staff or the Director

Centrelink

For Domestic Students only

Centrelink may be able to assist you in payment for your training. Payments are in many instances in accordance to asset tests and may also be determined based on the number of hours undertaken. These may include:

- Youth allowance
- Austudy payment
- Newstart allowance
- ABSTUDY
- CentrePay

You should discuss your own personal circumstances and opportunities with your local Centre link office.

Language, Literacy Numeracy

Discuss with us your options for further language literacy and numeracy development if required.

Reading Writing Hotline

<http://www.readingwritinghotline.edu.au/> 1300
655 506

Adult Migrant Education

Public Libraries

Learning Materials

Student will be given access to training and /or assessment materials which is available online at the commencement of their studies in the College. **A material fee of \$500.00 is applicable.** The College

is now pursuing an electronic training and assessment policy to take advantage of the new technology. The College also supply access to Laptops while student are within the College premises.

Making the Most of your Training

It is very important to make the most of your training opportunity. Please note it is your responsibility to do this. To optimize your own learning and successful completion, undertake to do the following:

- Attend all training sessions and complete all required reading and learning activities;
- Prepare well in advance of each training session;
- Be a willing participant;
- Work with fellow learners;
- Respect other people’s opinions;
- Ensure you have a clear understanding of the assessment requirements;
- Take responsibility for the quality of evidence that you submit to the Assessor;
- Keep track of your progress;
- Complete and submit all assessment on time, tasks using clear and concise language;
- Be willing to contact your trainer/assessor if you do not understand the training activity or assessment task.

Mobile Phones


All phones must be turned off during training, as a courtesy to the Trainer/assessor and other clients. In an emergency where you need to be contacted, please advise your trainer/assessor so that arrangements can be made.

Security

Do not leave handbags or other valuables unattended. Although the building may be reasonably secure, you are ultimately responsible for your own belongings. Australian Academy of Trades accepts no responsibility for any belongings which may be stolen or go missing.

SECTION 3 COURSE INFORMATION

LMS Student Quick Guide

<p>How to Log in to ACTC LMS</p>	
<p>1. Log in to ACTC LMS at http://actcedu.com.au/education/ 2. Once logged in to ACTC LMS, simply choose a course to enter</p>	
<p>Accessing ACTC LMS - Course Content, Tools & Activities</p>	
<p>No two courses are the same. Instructors may place syllabi, assignments, activities, and quizzes in p</p>	

different locations within their courses. Read each individual course's instructions, content and activities to understand how to access and complete activities to meet the requirements for a course/instructor. Most course content and activities are in the centre column of the course page. If you are not able to locate information for an activity, contact your instructor. Additional information about accessing course content is on page 2 of this guide.

Submitting an Assignment

ACTC LMS has several different types of assignments, so you may need to attach a document or type or paste text directly into an assignment textbox. Make sure to read your instructors directions carefully.

To submit an assignment:

1. Click the link for the assignment.
2. Read the instructions at the top of the screen. Note the Due Date.
3. Click the **Add Submission** button. If you need to upload a file, you can drag and drop a file into the File Submissions block. If drag and drop is not available, click the **Add** button, and then select



Upload file to browse your computer for the file

If you need to add text, type or paste your text into the textbox. If you are pasting from a Microsoft Word document, use the Paste from Word tool in the textbox's toolbar.

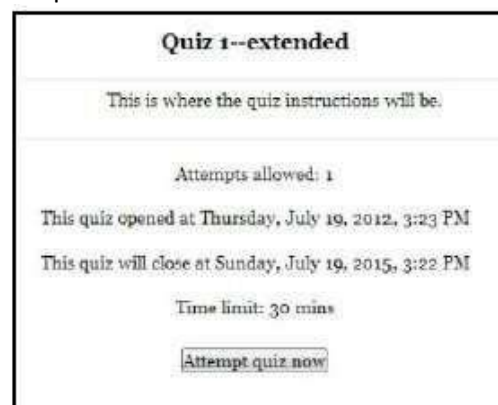
4. Click Save Changes. On some assignments, you may also need to click a Submit button to complete the process

Taking a Quiz or Test

ACTC LMS quizzes are usually set to be available for a period. It is best to take the quiz early rather than waiting until the last minute to avoid technology issues. Read all instructions for the quiz.

To take a quiz or test:

1. Click the link for the quiz. Note any instructions about availability and number of attempts.



2. Click Attempt quiz now.
3. Answer the questions presented on the screen.
4. Click the Next button at the bottom of the screen to move to the next page of the test (Some tests will have only one page of questions.)
5. On the Summary of attempt page, click the Submit all and finish button to submit the test.

	<p>6. Click Submit all and finish in the pop-up confirmation window. (Depending on your instructor’s settings, you may be taken to a review screen where you can see the test, answers, and your score.</p>
<p>Accessing Course Resources and Documents</p>	
<p>Depending on which Internet browser you are using, when you click on a document link in ACTC LMS, the file may automatically download to your computer, or the document may open in another tab or the browser may ask you if you want to open or save the file. To prepare for these options:</p> <ul style="list-style-type: none"> 🔗 Use the correct software to open the files. For example, if your instructor posts files in PDF format, you will need to have Adobe Reader installed to read PDF files (https://get.adobe.com/reader) 	
<ul style="list-style-type: none"> 🔗 Set your browser’s pop-up blocker to allow pop-ups from your ACTC LMS account. Search your browser’s Help for instructions for pop-up settings. 🔗 Locate your browser’s automatic download location. This is where files are stored when they are downloaded. Some browsers will download files to the Downloads or the My Documents folder on your computer. 🔗 Download a second internet browser on your computer. Internet browsers or system updates can sometimes prevent you from accessing course documents temporarily. Having a second browser as an option is a great idea. Mozilla Firefox and Google Chrome work well with ACTC LMS. 	
<p>FAQs</p>	
<p>What browser should I use when accessing ACTC LMS?</p> <p>Google Chrome and Mozilla Firefox work best with ACTC LMS. Safari works well on a Mac. It is a good idea to have two different browsers available on your device. If something in ACTC LMS is not displaying or functioning correctly on one browser, try another browser</p>	
<p>Why can’t I log in?</p> <p>Usually, login issues are related to an incorrect username and password. If you change your password, keep in mind that a password change for ACTC LMS will also apply to all the LMS related tools.</p> <ul style="list-style-type: none"> 🔗 To check or change your password, click the Forgotten your username or password link below the ACTC LMS login button. 🔗 Type your username and password exactly using correct uppercase and lowercase letters. 🔗 Also, remember to enable cookies in your browser. If you are still unable to login, Check with Administration office or write and email to Student Help via lms@actcedu.com.au 	
<p>Why is my class or unit missing from ACTC LMS?</p> <ul style="list-style-type: none"> 🔗 Classes may not appear in your ACTC LMS course list until the date in which the class is scheduled to begin. 🔗 If you are officially registered for the course (it is listed in your schedule), contact the Trainer/ Admin to make sure they have made the course “available” in the system. If you are still unable to see a course, write and email to Student Help via lms@actcedu.com.au 	

I cannot submit my assignment in my ACTC LMS

class. What is wrong? Some potential causes could be:

1) The assignment deadline may have expired and you would need to contact the Trainer for assistance in submitting the assignment past the deadline, if applicable. Or,


2) the file is too large for submission; you may need to reduce the size of your document or contact lms@actcedu.com.au for assistance in determining if your file's size can be reduced.


Where can I find my grades in ACTC LMS?

You can find your grade by clicking on the “**Grades**” link in the “**Administration**” block. If the “Grades” link is not visible, your Trainer has not marked the assessment or chose to hide it from students’ view. Trainers can show or hide this link at any point during the semester.

Why am I getting so many emails from my ACTC LMS class?

If you are receiving an overwhelming number of emails from your ACTC LMS courses, you may need to change the email settings in your profile.

 Under your name on your ACTC LMS home page, choose the drop-down arrow to access and click on Preferences. Then, choose Forum preferences. Choose the appropriate preferences to meet your needs.

 Instructors may set some forum preferences so that you will automatically receive emails regardless of profile settings.

Why am I not receiving emails from my ACTC LMS class?

If you are not receiving emails from your ACTC LMS class, check to see if the emails are in your email’s Junk or Spam folders. If you still cannot locate the emails, write and email to Student Help via lms@actcedu.com.au.

Need further Assistance?

If you have specific questions about your course or requirements, such as due dates for assignments or instructions, review your course material in ACTC LMS and talk directly with your trainer.

Need assistance learning how to use ACTC LMS tools and resources? speak with Student Support or Administrative Department or write lms@actcedu.com.au

If you are experiencing technical difficulty, your class is missing, or errors within the ACTC LMS, browser issues please write lms@actcedu.com.au

Accredited Training Programs

Accredited programs are competency based which means that training and assessment focus on the development and recognition of a person’s ability to apply relevant knowledge and skills to perform workplace tasks to a specified standard.

The specific skills and knowledge required for a particular workplace activities are set out in Units of Competency which can be grouped together to formulate the completion of a nationally recognised

qualification. Nationally recognised qualifications are outlined in Training Packages. These can be viewed at www.training.gov.au.

Each qualification has a list of employability skills which describe the non-technical skills and competencies that are important for effective and successful participation in the workforce. For each qualification there are specific employability skills listed under the following headings:

- Communication
- Teamwork
- Problem solving
- Initiative and enterprise
- Planning and organizing
- Self-management
- Learning
- Technology.

These employability skills will be part of the assessment requirements of a nationally accredited course.

Competency

It is important to note that the rules and requirements of a Unit of Competency and a qualification are applied to all clients regardless of where they are, or the mode of training delivery provided. You could be a full time client in a classroom or the workplace, or you could be applying for recognition of the skills and knowledge currently held.

Each Unit of Competency is made up of the following:

- Elements;
- Performance criteria;
- Required knowledge and skills;
- A range of variables;
- Critical aspects of evidence;
- Any pre or co requisites (if applicable).

To be deemed Competent in any Unit of Competency you must be able to provide evidence of the required skills and knowledge to complete work tasks to the standard that is required in the workplace. Skills need to be demonstrated in a range of situations and environments (which could include simulated applications in a learning environment) over a period of time.

Evidence

Evidence is the material proof that you have performed the specified competency or task to the required standard. Your evidence requirements will be determined by the Unit of Competency, employability skill requirements, industry expectations, Government regulations, and your qualifications and current experience. Evidence can take many forms and you will be required to present more than just one piece of evidence.

Assessment tools that we will provide to you set out the exact requirements for evidence for each unit/module.

Examples of evidence could include one or more of the following:

- Specific assessments tasks set by your Assessor
- Observation reports
- Certificates and awards
- Examples of work completed or special projects
- Current licenses
- Position descriptions and performance reviews
- Third party reports
- Question responses
- Tests

Your evidence must also demonstrate the following:

- That you can do the job or task to the required standard
- Understand why the job should be done in a particular way
- Handle unexpected issues or problems
- Work with others 'in a team'
- Do more than one thing at a time, e.g. perform the task and be aware of the occupational health and safety requirements
- Know the workplace rules and procedures

Assessment

Assessment is an integral part of your learning if you wish to complete successfully and gain certification.

The assessment process will be explained at orientation and throughout your program. Assessors will also be available to you if you have any questions.

Assessment is the process of collecting evidence and making judgement on whether competency has been achieved to confirm that an individual can perform to the standards expected in the workplace and as expressed in relevant competency standards.

Throughout the training program you will be assessed to see if you have gained the necessary skills and knowledge to achieve the qualification. Your trainer/assessor is required to ensure that the assessment tasks you undertake meet the national principles of assessment and rules of evidence (see below for more information).

Various assessments tasks /activities may be involved including, but not limited to:

- Observation of performance;

- Assignments;
- Written activities;
- Written/oral questioning;
- Oral presentations;
- Workplace performance
- Projects
- Case studies;
- Role plays/ simulations;
- Demonstration of skills;
- Online assessments;
- Portfolio of evidence.

Certification will only be given to clients who successfully complete all assessment requirements for a course.

Australian Academy of Trades is required to meet stringent quality requirements in the conduct of all assessments.

The Australian Academy of Trades has carefully constructed and developed assessment resources to meet these quality requirements, as well as be user friendly to clients.

Principles of Assessment

Assessments will be conducted in accordance with the following principles of assessment.

Valid	<p>Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner.</p> <p>Validity requires:</p> <ul style="list-style-type: none"> • Assessment against the unit/s of competency and the associated assessment requirement covers the broad range of skills and knowledge that are essential to competent performance; • Assessment of knowledge and skills is integrated with their practical application; • Assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and • Judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessments requirements.
Reliable	Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

Flexible	Assessment is flexible to the individual learner by: <ul style="list-style-type: none"> • Reflecting the learner’s needs; • Assessing competencies held by the Learner no matter how or where they have been acquired; and • Drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.
Fair	The individual learner’[s needs are considered in the assessment process. Where appropriate reasonable adjustments are applied by the RTO to take into account the individual learner’s needs.
	The RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary

Rules of Evidence and Assessment

Australian Academy of Trades is required to ensure that all evidence provided by clients, as proof of their competency, meets the following “rules of evidence”.

Valid	The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.
Sufficient	The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner’s competency.
Authentic	The assessor is assured that the evidence presented for assessment is the learner’s own work.
Current	The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

Course Assessment

There will be assessment tasks set for each course regardless of the learning mode. Assessment activities and expectations will be explained to clients, and are outlined within learner / assessment resources.

Many courses require assessment to be completed after the course, as workplace performance is essential in competency based learning.

Presentation of Assessments/ Assignments

- All assessments should be typed. And submitted through the LMS
- Handwritten assessments are accepted; however handwriting must be clear and easy to read.
- If you are mailing an assignment, it must be received by the due date. Australian Academy of Trades does not accept responsibility for any lost assignments. Please ensure you keep a copy of your assignment prior to submission.
- All assignments are registered as they are received.
- We endeavour to assess all assessments within 10 working days of receipt.
- Clients are entitled to one resubmit assessments. If the re-submissions are still deemed NYC, clients may be offered the opportunity to re-submit at a fee. No further re-submits are allowed. Clients must re-enrol in the course again, paying the full course fee of the day.

Assessment results

Clients have access to their own learning account which will indicate assessments undertaken and the units of competency that the individual has attained.

Results of assessment are provided to clients as soon as is practical. These results are available through your client login account. Assessment results are confidential at all times and will not be given to any other party unless a written request signed by the client is received in advance.

Reasonable adjustments

Clients with disabilities are encouraged to discuss with Australian Academy of Trades any 'reasonable adjustments' to learning and assessment processes which they consider would be necessary or assist them in the performance of their studies.

Careful consideration will be given to any requests for reasonable adjustment of this nature, and, where reasonably practicable, such adjustments will be made. There may however be circumstances where it will not be reasonable or reasonably practicable for the Australian Academy of Trades to accommodate or where other adjustment may be more appropriate. Reasonable adjustments cannot compromise the integrity of competency based training and assessment.

Extensions for Assessment

It is expected that all assessment tasks are handed in on the due date. Should you require additional time to complete an assessment you must communicate with your assessor and apply for an extension.

Certificates

Types of Certification

In general, four types of certificates are issued by <NOVACORE>. Certificates can only be awarded by Australian Academy of Trade in accordance with our approved qualification scope.

- **Qualification** – issued under the Australian Qualification Framework (AQF) for nationally recognised training. Full qualifications can only be issued once the client has been deemed competent across all the relevant units of competency making up the qualification.
- **Record of Results** – accompanies a qualification issued under the Australian Qualification Framework (AQF) for nationally recognised training. This document supplements the qualification listing all units of competency achieved for the qualification.
- **Statement of Attainment (SOA)** – issued under the Australian Qualification Framework (AQF) for nationally recognised training. Issued when a client is deemed competent in a unit or a cluster of units of competency. Minimum achievement for a SOA is one unit of competency. You can request a SOA at any time during your training.
- **Certificate of Attendance** – for non-nationally recognised training. Issued when a client attends a short course which is not within the Australian qualifications framework (AQF). To receive a Certificate of Attendance, the client must have a satisfactory attendance rate.

Certificates will only be posted to clients at their nominated postal address as shown in their client login account. The onus is on the client to ensure their address details are correct.

Certificates will not be sent to other parties, without the expressed prior written permission from the client. Duplicate or replacement copies of certificates incur a fee.

Course Delivery

Australian Academy of Trades ensures the following resources are in place:

- Trainer/assessors and Assessors with appropriate qualifications, and experience;
- Course materials appropriate to the methods of delivery and assessment requirements; •
All necessary copyright authorisations;
- Appropriate equipment and facilities.

Training and assessment methods used by Australian Academy of Trades meet specific quality requirements and are chosen to best suit the unit of competency, while giving consideration to the learning style of the client. The provision of training often includes a blended approach with a combination of on and off-the-job methods.

A number of delivery methods will be used throughout the training to help you achieve the necessary skills. Learning is a partnership that involves participation from all involved.

Delivery methods may include, but are not limited to:

- Practical demonstrations

- Audio/visual presentations
- Group participation/ discussions
- Trainer/facilitator instruction
- Practical activities
- Self-paced activities
- Individual projects
- Workplace based training
- Case studies

Flexible Delivery

Flexible delivery focuses on learning rather than teaching and to provide the best possible learning experience for the client. This means that the client has greater control over what, when and how they learn.

Australian Academy of Trades offers various forms of delivery to accommodate the varying needs of clients. Modes of delivery available for most courses include classroom (face-to-face) environment, workplace –based, correspondence, on-line, Recognition of Prior Learning (RPL) or a combination of these.

Language, Literacy and Numeracy

Each Training Package sets a minimum requirement in language, literacy and numeracy skills of participants, with which the Australian Academy of Trades must abide.

Australian Academy of Trades makes appropriate concessions for language, literacy and numeracy issues of clients where these concessions do not compromise the requirements of the relevant Training Package and the integrity, equity and fairness of assessment.

Where there are entry requirements for courses e.g. literacy in English and numeracy, these are clearly stated in pre-enrolment and enrolment information.

Advice is given to all clients on appropriate actions if there is a need to update literacy and numeracy skills. Australian Academy of Trades can assist in providing this additional development prior to completing your enrolment into vocational skills.

Recognition

Recognition is the collective term and includes:

- Recognition of prior learning (RPL);
- Recognition of current competency (RCC);
- Credit transfer (CT); and
- Mutual Recognition (MR).

All clients have the opportunity to apply for recognition. This means that you can submit evidence for a Unit(s) of Competency and have it assessed by a qualified Assessor without completing the training.

Australian Academy of Trades believes that no learner should be required to undertake a unit of competency for which they are already able to demonstrate satisfactory achievement of the performance outcomes, as stated in the endorsed training package or nationally recognised course.

Australian Academy of Trades aims to maximise the recognition of a learner's prior skills and knowledge whilst at all times maintaining the integrity and standards of the defined learning outcomes of the specific qualification or course of study. Clients who consider they already possess the competencies identified in all or part of any course/qualification offered by Australian Academy of Trades may seek recognition.

If you think you have the necessary knowledge and skills to match a Unit(s) of Competency or a qualification at the required standard you need to contact our admin staffs who will provide the information you need to complete an application.

Recognition Process

Recognition is a method of assessing if you have evidence of competency for a particular unit of competency that you are enrolled in. It is important to remember that Recognition is an assessment process not an assumption of competence.

Recognition is the determination, on an individual basis, of the competencies obtained by a client through:

- Previous formal training
- Work experience, and/or
- Life experience.

Recognition therefore determines the subsequent advanced standing to which the client is entitled in relation to a course/qualification. The main focus of Recognition is what has been learned rather than how, where or when it was learned. Recognition focuses on both the demonstration of competence and the currency of that competence to industry standards.

It is important to note, the onus is on the client to document and present evidence to justify a claim for recognition and present their case to the satisfaction of the Assessor.

Any documents that you provide to support your claim of competency must be the originals rather than copies. Your original documents will be photocopied and handed back to you. It is also expected that any evidence submitted is your own and if any part of the work is the work of others, that this is formally acknowledged and advised.

Recognition Decision

Regardless of the type of evidence that you submit, Assessors must be confident that the evidence meets the following criteria:

- Full requirements of the Unit of Competency(s);
- Any Regulatory requirements;
- Authenticity - That it is your own evidence and can be authenticated;
- That you can perform the competency consistently and reliably;

- Is at the standard expected in industry and set out in the Australian Qualification Framework (AQF);
- Sufficiency - There is sufficient evidence to make a judgment.

Australian Academy of Trades is committed to ensuring that all judgments made by Assessors against the same competency standards are consistent. Your Assessor will examine the evidence that you present and then make a judgment on that evidence which will be either:

- Competent (C) - you have been deemed competent against all the requirements of the Unit/s of Competency
- Not Yet Competent (NYC) - you have not yet demonstrated competency to all requirements.

Your assessor will advise you what you can do if you receive a NYC for your assessment task. If you are deemed NYC in your initial assessment, you are allowed a second attempt. However, if you are deemed NYC in the second attempt, you will be required to re-enrol. Please talk to your assessor if you have any concerns.

For further information on Recognition, please see Australian Academy of Trades Recognition policy.

Mutual Recognition

Australian Academy of Trades recognises the AQF qualifications and Statements of Attainment issued by other Registered Training Organisations (RTOs). This is commonly referred to as Mutual Recognition or Credit Transfer. Mutual recognition is applicable when a Statement of Attainment or qualification provided by a client has the same national competency codes as those that form part of the training and assessment program within which the client is enrolled or is intending to enrol. Clients are required to formally apply for Mutual Recognition. With Mutual Recognition clients are not required to undertake learning in the unit/s again, the client is exempt.

Special Needs

Clients intending to enrol for training with the Australian Academy of Trades are requested to advise us if they have any physical or other impairment (e.g. English language, literacy or numeracy difficulties, dyslexia, etc.) which may adversely affect their ability to successfully undertake training and assessment, prior to enrolment.

Clients with disabilities or impairments are encouraged to discuss with the Director any 'special needs' and/or 'reasonable adjustments' to the study environment which they consider are necessary or would assist them in the performance of their studies.

The Director, in collaboration with the client, will assess the potential for the client to successfully complete the training which may include flexible delivery options to optimise the ease and benefit of the client's learning.

Trainer and Assessors

All Trainers and Assessors are qualified in training and assessment and the vocational area which they are delivering. They have practical experience and maintain their currency in their respective industry.

Vocational Placement Information Sheet

What is Vocational Placement?

Vocational Placement is the term used to describe any type of placement or experience in the workplace that formally contributes to the assessment process. This includes the need to collect and use information from the work placement as part of the student's overall assessment. Students are required to complete learner activities and assessment tasks using a host employer.

Vocational placement provides students the opportunity to undertake practical training and gain experience that they would otherwise not have sufficient access to. This may include facilities, equipment and range of work necessary to develop and consolidate their skill to level required by the course/qualification. It is a student's responsibility to research and gain a host to complete these activities.

Vocational Placement Requirements

National Training Packages specify the hours of work required to complete the qualification. A student cannot receive a full qualification until vocational placement is completed.

Unless a student is currently working or volunteering in a community service organisation, it is anticipated that students will not begin a vocational placement until after the first unit of studies have been completed. This allows opportunity for Working with Children Blue Cards to arrive and for students to gain an understanding of workplace legislative requirements e.g. duty of care, access and equity, privacy etc.

Who Finds Vocational Work placement?

Since the Vocational Work place is a requirement of some of the qualifications, the College will provide assistance for student placement with the appropriate organisation. The College also encourage individual student's efforts in securing vocational placement through self help.

Roles and Responsibilities

Who	Responsibility
Student	<ul style="list-style-type: none"> • Find a host employer willing and able to provide information provided below (Host Employer requirements) • Ensure Vocational placement is voluntary • Do not hinder or disrupt the operations of the host employer during visit/s • Understand and observe the hosts privacy and be respectful of their operations and regulations • Obey and uphold the College rules, regulations and ethics <input type="checkbox"/> Complete activities in a timely manner • Book and report all visits and activities to the 'supervisor' at the host location • Ensuring the trainer is also informed of all visits and activities • Provide summary of changes, recommendations, findings to host employer for their use (this is an activity, hosts do not need to implement any changes or recommendations you may have suggested) • Book and report all visits and activities to the 'supervisor' at the host location. • Ensuring the trainer is also informed of all visits and activities. • Represent the College in an ethical manner.
Host Employer	<ul style="list-style-type: none"> • Provide a safe environment for students to complete activities • Provide an onsite mentor/supervisor • Provide information and assistance to the student to complete activities
Trainer	<ul style="list-style-type: none"> • Ensure students have gained a vocational placement for the required Units of Competency • Provide support to the host employer and student as required <input type="checkbox"/> Where practical, visit the student in the workplace. • Be in regular contact with the host employer for the duration of the placement.

Completing Vocational Placement

Step	Requirements
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<p>Step 1</p>	<ul style="list-style-type: none"> Request / download the volunteer Working with Children Blue Card application (QLD) or its equivalent in your State (This is a legal requirement and students cannot begin vocational placement unless they are in possession of a current Blue Card). Start looking for a vocational placement early. You will be competing for placement with students from other colleges and many organisations are booked many months in advance. Ask your family, partner and/or friends who work within the community sector if their workplace takes students for vocational placement.
<p>Step 2</p>	<ul style="list-style-type: none"> Request the Vocational Placement Agreement Form, Letter of Introduction and Student Vocational Placement Booklet so you have all the information you need to begin making contact. Approach local service organisations in a service area that is of interest to you, outlining the following: <ul style="list-style-type: none"> You are a fulltime student and require a vocational placement to complete your studies. You are a volunteer, so no wages or employment contracts or the like are required. The College provides all insurance. The host will be required to complete a 3rd party supervisor report at the end of the placement period. (If they would like to see this, it is at the back of the Vocational Placement Record Booklet).
<p>Step 3</p>	<ul style="list-style-type: none"> Once you have been successful in finding a host organisation, negotiate the days and times you will attend vocational placement [it is often easier for the organisation if a student does 2-3 days/ week rather than a block – however, be accommodating to their needs]. Student and host employer complete the vocational placement agreement. Student returns signed copy to their trainer – please note that the student is not covered for insurance purposes until this has been returned. Once your vocational placement agreement has been returned, you are ready to commence your work placement.
<p>Step 4</p>	<ul style="list-style-type: none"> While completing vocational placement, complete the student Vocational Placement Booklet including: <ul style="list-style-type: none"> Timesheet Student diary Have the workplace mentor or supervisor sign Part C of the Vocational Placement Booklet.
<p>Step 5</p>	<ul style="list-style-type: none"> After you have completed the required number of vocational placement hours, return completed booklet to your AAT PTY LTD trainer/assessor [do not return until the workplace mentor /supervisor has signed Part C]. Remember, vocational placement forms part of your overall assessment.

Tips to find a placement: (applicable where student choose to self-help)

- + If appropriate, first ask any family, partner and friends if their workplaces could accommodate you
- + Approach local businesses close to your home
- + Outline that:
 - You are a fulltime student and require a vocational placement to complete your studies o You are a volunteer, no wages or employment contracts or the like are required
 - The activities you complete will be reported back to the host employer, they *may* find value in the results and *may* be able to implement the improvements and findings to better their business (VALUE – FREE – INDEPENDENT)
 - Minimal time will be required to complete each activity (maximum would be 2 hours for a visit).
 - Information collected or collated is confidential and will not be used inappropriately or released to unauthorised parties

Vocational Placement – Student Obligations

As a student with AAT PTY LTD and participating in vocational placements, we expect that you understand the following obligations for training and work experience.

- Vocational placement is unpaid work experience with an organisation/service relevant to the course you are undertaking.
- You are expected to attend vocational placement during the dates scheduled for this course.
- A Vocational Placement Agreement must be completed and returned to AAT PTY LTD before a student commences vocational placement.
- If a student fails to return the Vocational Placement Agreement prior to commencement of vocational placement, the student will have no insurance cover in the event of a workplace accident
- It is the responsibility of the student to apply for a national police check and have it completed a minimum of one week before vocational placement is due to commence, if applicable.
- Students must hold a current Working with Children blue card before commencing vocational placement when working in an environment that services young people under the age of 18.

As a student participating in vocational placements we expect that you:

Arrive on time

Show enthusiasm

Use initiative

Accept and complete duties

Review your training and Vocational Placement Record Book to progress and capture details of your duties in placement

Follow directions, policies and procedures

Act professionally

Avoid distractions

Dress appropriately

Communicate with the nominated AAT PTY LTD staff member

- If a student cannot attend vocational placement during the dates scheduled, it is the responsibility of the student to find their own placement.
- If, for any reason a student cannot finish their vocational placement, it is the responsibility of the student to find their own placement.
- Vocational placement is a compulsory part of the course. Students cannot receive qualifications until this has been satisfactory completed.
- Vocational placement must be completed within 3 months of the last class date or the student may be withdrawn from the class.
- The placement of students in vocational placement is at the trainer's discretion. The trainer may postpone student's vocational placement if they feel the student does not have the necessary foundational knowledge and skills to complete this successfully.
- Aged Care/ Disability and HACC students - a compulsory requirement of vocational placement is having completed instruction in manual handling. This is covered in the WHS unit and on the practical day. Failure to attend both of these days may mean a student cannot attend vocational placement on the scheduled date.

SECTION 4 POLICIES

Access and Equity

Australian Academy of Trades is committed to promoting, encouraging and valuing equity and diversity with respect to its clients and to providing them with a positive learning environment to achieve success. Australian Academy of Trades will ensure services offered are provided in a fair and equitable manner to all clients, free from bias.

Australian Academy of Trades abides by equal opportunity principles, providing access to the benefits of training and assessment to all clients regardless of gender, sex, pregnancy, race, marital status, sexuality, age, family/carer responsibilities, culture, linguistic background, disability, transgender, political conviction or religious belief.

All clients have equitable access to training resources and facilities, support services and information, trainer and assessors, learning and assessment materials and opportunities.

For further information, see Australian Academy of Trades Access & Equity Policy.

Appeals

Australian Academy of Trades ensures that clients have access to a fair and equitable process for appeals against assessment decisions. An appeals and reassessment process is an integral part of all training and assessment pathways leading to a nationally recognised qualification or Statement of Attainment under the Australian Qualifications Framework (AQF).

- Clients have the right to lodge an appeal against an assessment decision if they feel they were unfairly treated during an assessment, and/or where they feel the assessment decision is incorrect and they have grounds for an appeal.
- The principles of natural justice and procedural fairness are adopted at every stage of the appeal process.
- The appeals policy is publicly available, via Australian Academy of Trades website.
- The appellant can provide detail of their appeal either verbally and/or in writing.
- All appeals must be lodged within 7 calendar days of the date of the assessment result notification to the client.
- If the appeals process fails to resolve the appeal or the appellant is not satisfied with the outcome of the appeal, the matter will be referred to an independent third party for review, at the request of the appellant. All costs incurred for the third party review will be advised to the appellant.
- Every appeal is heard by a suitably qualified independent assessor or panel, who will be asked to make an independent assessment of the application.
- All appeals are acknowledged in writing and finalised as soon as practicable.

- Australian Academy of Trades may charge a fee for the appeals process where an external assessor is engaged. Should this be the case, all costs incurred will be advised to the appellant.
- If the appeal will take in excess of 60 calendar days to finalise Australian Academy of Trades will inform the appellant in writing providing the reasons why more than 60 calendar days are required. The appellant will also be provided with regular updates on the progress of the appeal.
- Australian Academy of Trades strives to deal with appeal issues as soon as they emerge, in order to avoid further disruption or the need for a formal complaint process.
- All appeals will be handled 'In-Confidence' and will not affect or bias the progress of the participant in any current or future training.

Grounds of appeal

Valid grounds for an appeal against an assessment decision (where the trainee feels the assessment decision is incorrect) could include the following:

- The judgement as to whether competency has been achieved and demonstrated was made incorrectly,
- The judgement was not made in accordance with the Assessment Plan.
- Alleged bias of the assessor;
- Alleged lack of competence of the assessor;
- Alleged wrong information from the assessor regarding the assessment process;
- Alleged inappropriate assessment process for the particular competency;
- Faulty or inappropriate equipment; and/or
- Inappropriate conditions.

Appeal Outcomes

Appeal outcomes may include:

- a) Appeal is upheld; in this event the following options will be available:

- i. The original assessment will be re-assessed, potentially by another assessor.
 - ii. Appropriate recognition will be granted. iii. A new assessment shall be conducted/arranged.
- b)** Appeal is rejected/ not upheld; in accordance with Australian Academy of Trades assessment policy the client will be required to:
- i. Undertake further training or experience prior to further assessment; or
 - ii. Re-submit further evidence; or
 - iii. submit/undertake a new assessment

For further information, see Australian Academy of Trades Appeals Policy.

Student Enrolment

To enrol in a training program simply do so via our website or contact the Administration Office on < +6133974186 > and we will send out an enrolment form and the information flyer about the course. Simply complete an Enrolment form and send to us, either by email or post.

Enrolments must be received no later than 24 hours prior to the course commencement. Enrolment forms should be returned with payment. Enrolments will be considered tentative until payment has been received.

Once we receive your enrolment an interview will be scheduled. At this interview you will do the following:

- Discuss the course in detail
- Discuss undertaking a training program
- Establish whether you are eligible for government funding (if available)
- Confirm the fees you will have to pay
- Complete a language literacy numeracy test to determine your learning needs
- Be informed about the requirements of a police/working with children check or other licences
- Confirm the date of the mandatory orientation session

Tentative Enrolments

Should enrolment numbers reach maximum, and another person wishes to enrol on a course where there is a tentative enrolment, Australian Academy of Trades will contact the tentative booking for payment confirmation or forfeiture of the tentative booking.

Enrolment Confirmation

All students receive a letter/email to confirm their enrolment. Written confirmation will outline relevant details, such as venue, date, and course duration. Student Agreement with conditions are sent to successful applicants prior to enrolment.

Student Induction

Induction for all new students includes the provision of this manual. All students must attend and complete the process and return the Induction Checklist, which can be found in Appendix 1 of this document.

Student Selection

Australian Academy of Trades conducts recruitment of clients at all times in an ethical, fair and responsible manner using various methods.

Australian Academy of Trades is committed to ensuring that all client selection processes are fair, equitable and consistent with workplace performance, competency level and the Training Package requirements. Therefore selection into a training program is based upon the applicant:

- Satisfying appropriate funding body entry criteria,
- Meeting any pre-requisite qualifications or work experience, and
- Meeting any age requirements that may be in place for a particular course

Client enrolments are subject to availability of places on the training program. This is based on the maximum number of participants who can be accommodated, given room capacity, type of course, learning structures, client needs etc.

If a training program is fully booked at the time the client enquires about enrolment into that particular training program they will either be placed on a “reserve” list or offered a place on a date where there are vacancies. Clients on a “reserve” list are given priority should a place become available. Enrolments are strictly on a first-in, first-served basis. Clients must have the appropriate level of language, numeracy and literacy.

Australian Academy of Trades shall ensure that any applicants who do not meet entry requirements are advised of any appropriate pre entry training they may take to meet eligibility criteria.

Student Records

Australian Academy of Trades maintains an individual client file for every client who undertakes any form of training and assessment with us. This file contains records regarding your personal details provided to us, any training and assessment undertaken and completed. This file is available to you.

In accordance with Privacy laws and confidentiality requirements, your file is kept in a locked cupboard. Only those Australian Academy of Trades personnel who need to have access to your file for training and assessment purposes can access it.

No other person/client can and will have access to your personal client file without your prior written permission.

If you would like access to your personal records simply contact DIRECTOR.

Complaints

Australian Academy of Trades has a fair and equitable process for dealing with client complaints.

All clients have the right to express a concern or problem they may be experiencing when undergoing training. The following is an outline of the Complaints Policy.

Principles

- Complaints are treated seriously and dealt with promptly, impartially, sensitively and confidentially.
- Complaints will be resolved on an individual case basis, as they arise.
- All clients have the right to express a concern or problem and/or lodge a complaint if they are dissatisfied with the training and assessment services that they have been provided (including through a third party) or the behavioural conduct of another learner.
- All complaints are acknowledged in writing and finalised as soon as practicable.
- The complaint resolution procedure is based on the understanding that no action will be taken without consulting the complainant and respondent, using a process of discussion, cooperation and conciliation.
- The rights of the complainant and respondent will be acknowledged and protected throughout the complaint resolution process, including the conduct of separate interviews initially.
- In the interest of confidentiality, the number of people involved in the resolution process will be kept to a minimum.
- Final decisions will be made by the Director Australian Academy of Trades or an independent party to the complaint.
- The complaint resolution procedure emphasises mediation and education while acknowledging that in some instances formal procedures and disciplinary action may be required.
- If the complaints process fails to resolve the complaint or the complainant is not satisfied with the outcome of the complaint the matter will be referred to an independent third party for review, at the request of the complainant. All costs incurred for the third party review will be advised to the complainant.
- If the complaint will take in excess of 60 calendar days to finalise Australian Academy of Trades will inform the complainant in writing providing the reasons why more than 60

calendar days are required. The complainant will also be provided with regular updates on the progress of the complaint.

- Victimisation of complainants, respondents or anyone one else involved in the complaint resolution process will not be tolerated.
- All complaints will be handled as Staff-In-Confidence and will not affect or bias the progress of the client in any current or future training. The rights of the complainant and respondent will be acknowledged and protected throughout the complaint resolution process.

Lodging a Complaint

Should you wish to lodge a complaint, a formal or informal approach should be made by the client to the trainer /assessor/DIRECTOR.

The client completes a Complaints Form to commence the process.

For further information, see Australian Academy of Trades Complaints Policy.

Course Fees

Australian Academy of Trades has developed a fair and equitable process for determining course fees, refunds and payment options.

Flexible payment options

Australian Academy of Trades accepts various methods of payment for course fees. Payment for courses can be made in the form of cash, Visa card, MasterCard, Direct Deposit or PayPal please note bank charges may apply.

Course fees are payable in advance and enrolments are considered tentative until payment is received.

Information on Flexible payment is available on Pre – Enrolment Information Booklet .

Tuition Fees may be paid via a payment arrangement plan in advance of commencement. A setup fees of \$AUD100.00 is applicable. The College policy on fees is : Deposit for the first course is 25% and second course is 10%.

Cancellation & Transfers

Enrolment cancellation / withdrawal / deferral / amendment

Student who wish to withdraw/cancel/defer/amend their course are required to complete a Course Withdrawal/ Amend/ Refund form (**available through the reception**).

Student Transfers

- a) Transfer to another “Course date” – Clients are able to transfer to another course date, providing they make a request in writing a minimum of one week in advance.

The transfer is subject to course availability.

- b) Transfer to another “Course” – Should a client wish to transfer to another course, they need to make the request in writing a minimum of one week in advance.

The transfer is subject to course availability.

- c) Transfer to another “Delivery mode” – Should a client, enrolled in a course, wish to transfer to another “delivery mode” for the same course they are able to do so providing they make a request in writing a minimum of one week in advance. An administration fee is applicable for all transfers to another course delivery mode.

The transfer is subject to course availability.

Should a student wish to transfer to another delivery mode and does not provide written notice at least one week in advance, the student forfeits the full course fee.

- d) Transfer to another “Client” – Prior arrangement no later than one week prior to the course. An administration fee is applicable for all transfers to another client.

RTO Cancellation of courses

Australian Academy of Trades reserves the right to cancel a course if insufficient enrolments are received prior to course commencement. Clients already booked in these courses will be notified. If a course is cancelled, a full refund of all monies paid by a client for the course will be made within seven (7) days. Australian Academy of Trades has financial safeguards in place to ensure that all prepaid fees are available for refund in the case of cancellation by the College.

Equal Opportunity

Australian Academy of Trades is committed to equal opportunity policies and principles, as they affect clients and employees to ensure the elimination of discrimination and harassment.

Rights and Responsibilities

Australian Academy of Trades has a legal and moral obligation to provide equal opportunity in employment and a learning environment free from harassment for employees, contractors and clients.

Australian Academy of Trades is committed to providing an environment which recognises and respects the diversity of employees, contractors and clients. Australian Academy of Trades is committed to providing a work and study environment free from harassment, vilification and bullying and supports the rights of all employees, contractors and clients to work and study in a safe and healthy environment free from such behaviour.

Australian Academy of Trades will:

- Ensure that employees, contractors and clients understand that these types of actions and behaviour will not be tolerated in the work/study environment.

- Request that any behaviour which could be considered harassment, vilification or bullying cease immediately.

All employees, contractors and clients have a role to play in eliminating harassment, vilification and bullying by not encouraging or showing support for harassment, vilification or bullying aimed at work or study colleagues. This can be achieved by:

- Refusing to join in with these types of actions and behaviours.
- Supporting the person in saying no to these behaviours.
- Acting as a witness if the person being harassed decides to lodge a complaint.

If an employee, contractor or client feels harassed, vilified or bullied, the employee, contractor or client is encouraged to inform the person where the behaviour is unwanted, unacceptable and/or offensive. If the employee, contractor or client feels unable to approach the person, or if the behaviour continues following their request that the behaviour cease, the DIRECTOR should be contacted.

As a client of Australian Academy of Trades you have the responsibility to:

- Act to prevent harassment, discrimination and victimization against others;
- Respect differences among other staff, clients and contractors, such as cultural and social diversity;
- Treat people fairly, without discrimination, harassment or victimization;
- Refuse to join in with these behaviours;
- Supporting the person in saying no to these behaviours;
- Acting as a witness if the person being harassed decides to lodge a complaint.

Discrimination

Discrimination is treating someone unfairly or harassing them because they belong to a particular group. It is against the law to discriminate against a person because of their age, sex, pregnancy, disability (includes, past, present or possible future disability), race, colour, ethnic or ethno-religious background, descent or nationality, marital status, sexuality or gender identification.

Both direct and indirect discrimination are against the law:

- Direct discrimination – means treatment that is obviously unfair or unequal.
- Indirect discrimination – means having a requirement that is the same for everyone but has an effect or result that is unfair to particular groups

Harassment, Vilification and Bullying

All employees, contractors and clients have an equal opportunity to work and study. Australian Academy of Trades will not tolerate behaviour which is of a harassing, vilifying or bullying nature.

It is against the law for employees, contractors and clients to be harassed during the course of their work or study because of their sex, pregnancy, race (including colour, nationality, descent, ethnic or

religious background), marital status, disability, sexuality, HIV/AIDS status or transgender. Federal anti-discrimination legislation applies to staff, contractors and clients.

Harassment

In general, harassment is behaviour which is unwanted and that humiliates, offends or intimidates a person, and occurs because of a person's:

- Race, colour, ethnic or ethno-religious background, descent or national identity.
- Sex.
- Pregnancy.
- Marital status.
- Disability (including physical, intellectual and/or behavioural/psychiatric disability; past, current or future disability; actual or presumed disability).
- Sexuality (male or female; actual or presumed).
- Transgender.
- Age.

It is unlawful for a person to be harassed due to a relationship to or association with a person of a particular race, sex, marital status, disability, homosexuality, transgender or age.

Harassment in the work and study environment can be overt or subtle, direct or indirect. It can be verbal, non-verbal or physical. Harassment can occur when power is used incorrectly.

Harassment is not always intended. Actions and behaviour which one person finds amusing or unimportant may offend or hurt another person.

- Examples of harassment include:
- Intrusive or inappropriate questions or comments about a person's private life.
- Unwanted written, telephone or electronic messages.
- Promises or threats to a person.
- Physical violence or the threat of physical violence or coercion.

Vilification

Vilification is the public act of a person which incites hatred towards, serious contempt for, or severe ridicule of, a person or group of persons on the grounds of race, sexuality, transgender or HIV/AIDS status.

Examples of circumstances and behaviour that may constitute vilification on the basis of a person's race, sexuality, on transgender grounds, or disability (HIV/AIDS) etc. are graffiti, speeches or statements made in public, abuse that happens in public, statements or remarks in a newspaper, journal or other publication, on radio, television or other widely accessed electronic media such as internet, email etc. People wearing symbols, such as badges or clothing with slogans, in public, gestures made in public, posters or stickers in public space.

Bullying

Bullying behaviour can refer to the actions or behaviours of a person to another that intimidates, degrades or humiliates the person. It may include verbal abuse, behaviour intended to punish such as isolation, exclusion from workplace activities and “ganging up”. Repeated “put-downs”, aggression, threats and poorly managed conflicts of opinion may be part of bullying behaviour. It can occur between people such as managers and employees or contractors, co-workers and clients.

Sexual harassment

Australian Academy of Trades will not tolerate sexual harassment in the learning or work environment.

The Australian Academy of Trades deplors all form of sexual harassment and seeks to ensure that the work and study environment is free from such harassment. Implementation of this policy is the responsibility of all persons.

Sexual harassment is unlawful. The harasser may be held liable for unlawful actions and be required to pay damages. All employees, contractors and clients have the right to work and study in an environment free from sexual harassment.

Forms of sexual harassment

Sexual harassment may take many forms. Often people do not realise that their behaviour constitutes sexual harassment, but they must be aware that behaviour that is acceptable to one person may not necessarily be acceptable to another. Sexual harassment is any unwanted behaviour of a sexual nature by one person to another at work or in a work-related setting. Examples of sexual harassment include, but are not limited to:

- Insensitive jokes and pranks.
- Lewd comments about appearance.
- Unnecessary body contact.
- Displays of sexually offensive materials, for example, calendars or posters.
- Requests for sexual favours.
- Speculation about a person’s private life and sexual activities.
- Threatened or actual sexual violence.
- Threat of dismissal, loss of opportunity and so on, for refusal of sexual favours.

Complaints

All complaints regarding equal opportunity matters are treated seriously and investigated promptly, confidentially and impartially.

Complaints and Appeal Forms are available through the Office.

Privacy

Australian Academy of Trades abides by the Privacy Act and respects clients, staff and trainer/assessors' right to privacy.

As a RTO, Australian Academy of Trade sis obliged to maintain effective administrative and records management systems. This involves the collection and retention of personal information from clients in secure client records. All staff must be scrupulous in using client information only for the purposes for which it was gathered. All clients have access to their own records at all times.

Australian Academy of Trades collects information from clients upon initial enquiry in order to send course information, and is collected at enrolment and during the provision of the training and assessment services. The Australian Academy of Trades may use personal information to advise clients of upcoming events and training course, for marketing and research purposes. In addition feedback on services provided through surveys is collected. This feedback assists us improve the quality of the services and training and is treated confidentially.

Australian Academy of Trades will only disclose information to other parties, as required by law, or as otherwise allowed under the Privacy Act 1988.

For further information, see Australian Academy of Trades Privacy Policy.

Refund Policy (after student has commenced)

Payment of all refunds, to clients who are entitled to a refund, are in accordance with the **National Code of Conduct 2018** and the following refund policy.

Australian Academy of Trades will strive to maintain its highly competitive fee structure, as well as its fair and equitable refund policy.

- a) Payment of all refunds is made within one week (seven days) of application for refund.
- b) With regard to all withdrawals, Australian Academy of Trades will firstly encourage a client to enrol on another course date, prior to processing refund applications.
- c) Written notification of withdrawal from a training program must be provided by a client to apply for a refund for a course. This may be via letter, email or the completion of the refund form.
- d) There is no refund applicable where a client has commenced their course/unit.
- e) There is no refund to participants who do not obtain their qualification after assessment.
- f) There is no refund for recognition of prior learning assessments after enrolment, where Recognition resources and services have been supplied to the client.

- g) Australian Academy of Trades does not accept liability for loss or damage suffered in the event of withdrawal from a course by a client.
- h) Australian Academy of Trades provides a full refund to all clients, should there be a need for Australian Academy of Trades to cancel a course. In the first instance Australian Academy of Trades will (where possible) provide an opportunity for the client to attend another scheduled course.
- i) If Australian Academy of Trades cancels a course, clients do not have to apply for a refund, Australian Academy of Trades will process the refunds automatically.
- j) Refunds for cancellation of enrolments in individual courses are granted on a sliding scale:.

Reason for Refund	Notification requirements	Refund
Client withdraws	In writing, eight (8) calendar days or more prior to the course commencement	100% of the course fee deposited (paid by the client) less 5% or \$500.00 whichever is lesser
Client withdraws	In writing, within seven (7) calendar days prior to the course commencement.	75% of the course fee deposited less 5% of the course fees or \$500.00 whichever is lesser.
Client withdraws	In writing, less than 24 hours prior to course commencement.	Nil Refund
Client withdrawn from the course by	After course commencement, due to inappropriate behaviour	Nil Refund
Course cancelled by Australian Academy of Trades		100% of the course fee (paid by the client)
A fee equal to 25 % of the full fee is charged where cancellations occur within seven (7) days before commencement of an enrolled course or assessment		
Fees are refunded in full where the client submits in writing reason for withdrawal, eight (8) days or more prior to commencement of an enrolled course or assessment. Reason/s must be substantiated with relevant documents.		

Commencement dates

- ** Please note commencement for correspondence courses is the date that the training materials were posted to the client.
- Commencement for online clients is the date that online access is provided to an individual client for a particular course.
- Commencement date for a classroom based learning mode is the first day of the course.

National Code Standard 3 REFUNDS

STANDARD 3

REFUND POLICY

1 SCOPE

This policy covers the refunds process for all fees payable for training services provided within Australian Academy of Trades PTY. LTD.'s scope of registration, in accordance with ESOS Act and the National Code 2018.

1 PURPOSE

To provide for appropriate handling of student's payments and to facilitate refunds in the case of cancellation by either party. The refunds process will allow students the option to disengage from training in a manner in which a negative impact may be negated or reduced, depending upon notification time frame.

Unless otherwise stated, all refunds of fees will only be granted in accordance with this policy. The terms and conditions of this policy apply to all students, whether they are waiting to commence or are continuing studies.

Details concerning the scope of Australian Academy of Trades PTY. LTD. Refund Policy are to be clearly disseminated to prospective students prior to contractual arrangements being made, this dissemination is in the form of the Student Handbook, Application for Enrolment and Letter of Offer.

This agreement, and the availability of complaints and appeals processes, does not remove the right of the student to take action under Australia's consumer protection laws.

2 POLICY STATEMENT

Details concerning the scope of Australian Academy of Trades PTY. LTD. Refund Policy are to be clearly disseminated to prospective students prior to contractual arrangements being made, this dissemination is in the form of the Student Handbook, Application for Enrolment and Letter of Offer.



This agreement, and the availability of complaints and appeals processes, does not remove the right of the student to take action under Australia's consumer protection laws.

3 GENERAL RULES

THE REFUND PROCESS REFLECTS THE COMMITMENT BY AUSTRALIAN ACADEMY OF TRADES PTY. LTD. TO HOLD PLACES AS BOOKED BY STUDENTS AND THE AMOUNT OF ADMINISTRATIVE RESOURCES CONSUMED AT THE VARIOUS STAGES.

THE DATE THE WRITTEN NOTICE IS RECEIVED BY AUSTRALIAN ACADEMY OF TRADES PTY. LTD. IS THE DEFAULT DATE, AND IS THE DATE USED FOR THE CALCULATION OF ANY REFUND AND/OR CANCELLATION.

REFUNDS MUST BE REQUESTED IN WRITING TO THE ADMINISTRATION MANAGER OF AUSTRALIAN ACADEMY OF TRADES PTY. LTD.. VERBAL NOTIFICATION TO AUSTRALIAN ACADEMY OF TRADES PTY. LTD. STAFF OR AGENTS ARE NOT VALID.

REFUND APPLICATION WILL NOT BE PROCESSED WHERE THE SIGNATURE ON THE REFUND APPLICATION FORM DOES NOT MATCH THE STUDENT'S SIGNATURE AS SHOWN ON OTHER DOCUMENTS PROVIDED BY THE STUDENT FOR ADMISSION TO AUSTRALIAN ACADEMY OF TRADES PTY. LTD..

THE ADMINISTRATION MANAGER OF AUSTRALIAN ACADEMY OF TRADES PTY. LTD. WILL PROCESS REFUND REQUESTS AND IF APPROVED, ARRANGE PAYMENT WITHIN 28 DAYS.

REFUNDS WILL BE PAID IN AUSTRALIAN DOLLARS INTO THE NOMINATED BANK ACCOUNT.

TO ALLOW PROMPT SETTLEMENT OF REFUND REQUESTS, ALL ADVANCED PAYMENTS WILL BE HELD IN A NOMINATED BANK ACCOUNT BY AUSTRALIAN ACADEMY OF TRADES PTY. LTD. UNTIL THE COURSE START DATE.

ALL REQUESTS FOR REFUND WILL BE PROCESSED ON AN INDIVIDUAL BASIS, TAKING INTO ACCOUNT IMPACT ON FOLLOW ON UNITS /MODULES IF APPLICABLE.

THE TERM "COMMENCEMENT" IN THIS POLICY REFERS TO THE FIRST DAY OF THE FIRST PROGRAM ATTENDED BY THE STUDENT.

ISSUES WITH REGARD TO PAYMENT ARE TO BE HANDLED AT THE FIRST AVAILABLE OPPORTUNITY AND DIRECTED TO THE COMPLIANCE MANAGER OF AUSTRALIAN ACADEMY OF TRADES PTY. LTD.. ALL REFUND REQUESTS AND ISSUED REFUNDS ARE TO BE LOGGED IN THE REFUND LOG.

IN THE EVENT OF VISA REFUSAL, THE APPLICATION/ENROLMENT FEE IS NOT REFUNDABLE. REFUND ON VISA REJECTION WILL REQUIRE A COPY OF NOTIFICATION FROM THE AUSTRALIAN HIGH COMMISSION. AIRPORT PICK UP FEE IS REFUNDABLE IF A VISA IS REFUSED.

TUITION FEES AND OVERSEAS STUDENT HEALTH COVER (OSHC) ARE REFUNDABLE IN FULL WHERE STUDENT HAS PROVIDED EVIDENCE OF MEDICAL OR COMPASSIONATE REASONS DUE TO WHICH THE STUDENT CANNOT COMMENCE THE COURSE, AUSTRALIAN ACADEMY OF TRADES PTY. LTD. IF ADVISED OF THE CANCELLATION 28 DAYS OR MORE BEFORE COURSE STARTS AND PRIOR TO ENTERING INTO AUSTRALIA.

STUDENT ENROLLED IN PACKAGED COURSES DO NOT QUALIFY FOR A REFUND ONCE THEY COMMENCE THEIR STUDIES IN AUSTRALIA.

IF THE STUDENT HAVE GIVEN MISLEADING INFORMATION TO AN AUSTRALIAN ACADEMY OF TRADES PTY. LTD. APPROVED AGENT, AUSTRALIAN ACADEMY OF TRADES PTY. LTD. AND/OR ANY COMMONWEALTH AGENCIES OF AUSTRALIA, NO REFUND WILL BE GIVEN.

ALL REFUNDS WILL BE PAYABLE IN THE SAME CURRENCY IN WHICH FEES WERE PAID. AUSTRALIAN ACADEMY OF TRADES PTY. LTD. WILL FORWARD THE REFUND TO THE APPLICANT IN THEIR COUNTRY OF ORIGIN UNLESS OTHERWISE AUTHORISED IN WRITING.

NO REFUNDS WILL BE PAID TO A THIRD PARTY (PERSON OTHER THAN THE STUDENT), UNLESS DIRECTED BY THE STUDENT ON THE REFUND APPLICATION FORM.

AUSTRALIAN ACADEMY OF TRADES PTY. LTD. CALCULATES REFUNDS BASED ON A COURSE FEES .

AUSTRALIAN ACADEMY OF TRADES PTY. LTD. WILL GIVE THE STUDENT A REFUND STATEMENT THAT EXPLAINS HOW THE AMOUNT HAS BEEN WORKED OUT.

IN CASE OF A CANCELLATION BY THE STUDENT , ANY OUTSTANDING FEES TO AUSTRALIAN ACADEMY OF TRADES PTY. LTD. BECOME DUE WITH 7 (SEVEN) DAYS.

ANY COSTS INCURRED BY AUSTRALIAN ACADEMY OF TRADES PTY. LTD. TO RECUPERATE OUTSTANDING FEES WILL BE CHARGED TO THE STUDENT.

UNPAID FEES WILL BE RECORDED AS A DEBT AND RECOVERED BY ACTION IN A COURT OF COMPETENT JURISDICTION.

AUSTRALIAN ACADEMY OF TRADES PTY. LTD. WILL NOT RELEASE ANY TESTAMURS/AWARDS TO STUDENTS UNTIL OUTSTANDING COURSE FEES HAVE BEEN PAID IN FULL.

PROVIDE THE STUDENT IN WRITING THE RESULTING DECISION OF AUSTRALIAN ACADEMY OF TRADES PTY. LTD.'S MANAGEMENT.

ADVISE THE STUDENT OF THEIR RIGHT TO APPEAL THE DECISION OF AUSTRALIAN ACADEMY OF TRADES PTY. LTD. MANAGEMENT.

THE REFUND POLICY IS SUBJECT TO REVIEW AT LEAST ONCE PER YEAR

REFUNDS WILL ONLY BE PAID TO THE STUDENT OR LEGAL GUARDIAN OF A STUDENT UNDER 18. IF A STUDENT HAS PAID THE FEES TO THEIR AGENT, AUSTRALIAN ACADEMY OF TRADES PTY. LTD. WILL RECOVER THE PAID FEES AND RETURN TO STUDENT.

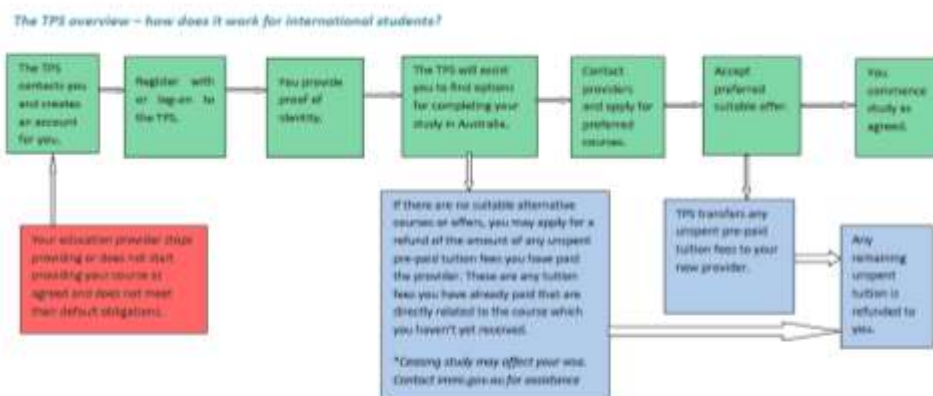
AUSTRALIAN ACADEMY OF TRADES PTY. LTD. ONLY ACCEPTS RESPONSIBILITY FOR FEES AND CHARGES ASSOCIATED WITH THE COST OF ENROLLING IN AND STUDYING WITH THE RTO. NO ACCOUNTABILITY WILL BE TAKEN FOR FEES OR CHARGES ASSOCIATED WITH INTERNATIONAL EDUCATION AGENT OR MIGRATION AGENT FEES OR VISA APPLICATION COSTS.

AAT PTY LTD DEFAULT

Tuition protection service (tps)

In the unlikelihood of the College being unable to pay refund or place students the TPS Manager will provide refunds or organize a replacement college.

- Australia has a well established international education sector with over 1200 education providers delivering a high quality education to international students. For many years now Australia has been a world leader in protecting the tuition fees of international students studying in Australia on a student visa. Recent changes to the Education Services for Overseas Students (ESOS) Act have further strengthened protections for international students through the introduction of the Tuition Protection Service (TPS)
- The Tuition Protection Service (TPS) is an initiative of the Australian Government to assist international students whose education providers are unable to fully deliver their course of study. The TPS ensures that international students are able to either:
 - complete their studies in another course or with another education provider or
 - receive a refund of their unspent tuition fees.
 - In the unlikely event your education provider is unable to deliver a course you have paid for and does not meet their obligations to either offer you an alternative course that you accept or pay you a refund of your unspent prepaid tuition fees (this is called a provider's 'default obligations'), the TPS will assist you in finding an alternative course or to get a refund if a suitable alternative is not found.



Note: The above flow diagram is for guidance purposes only. To the extent that the diagram is inconsistent with the Education Services for Overseas Students Act (the ESOS Act) 2000 the ESOS Act prevails. Providers should not rely on this diagram alone and must read the requirements in the ESOS Act.



For more information please visit <https://tps.gov.au/Information/Students/How/>

Refunds Continued

Refunds resulting from Australian Academy of Trades PTY. LTD. Default

In the unlikely event of Australian Academy of Trades PTY. LTD. default, within 14 days of the default, Australian Academy of Trades PTY. LTD. will:

- Either offer the student an alternative place at Australian Academy of Trades PTY. LTD.'s expense, that is accepted in writing;
OR
- Refund to the student the unused portion of the prepaid fees.

If Australian Academy of Trades PTY. LTD. is unable to provide a refund or place the student in an alternative course, then the student shall be referred to the Tuition Protection Service (TPS: www.tps.gov.au), who will place the student in a suitable alternative course or if a suitable course cannot be found, pay a refund as calculated by the TPS Administrator.

TABLE OF REFUNDS

Type	Timeframe	Amount Refunded	Documents
VISA Refusal	At any time	100% of the Tuition fees deposited minus 5% of the Fees Deposited or \$500.00 (whichever is lower)	Refund Request form and Proof of VISA Refusal
VISA Renewal Refusal	After the course has commenced	Student is required to pay for the UOC/S completed on a pro-rata basis	Refund Request Proof of VISA Refusal
VISA Removal for breach of conditions	At any time	Nil	Refund Request Proof of VISA Refusal
Withdrawal, Transfer or Enrolment Cancellation	Greater than 28 days before commencement of the course	75% of All tuition fees deposited minus 5% of the Fees deposited or \$500.00 (whichever is lower) minus Agent Commissions Paid.	Refund Request Letter of Offer DSC Form
	Less than 28 days before commencement of the course	50% of Tuition deposited minus 5% of the fees deposited or \$500.00 (whichever is lower) minus any Agent Commission Paid	Refund Request Letter of Offer DSC Form

	After the course has commenced	Nil	Nil
Visa Refused or Cancelled due to Fraud or Misleading information	At any time	No Refund	Nil

Workplace Health and Safety (WHS)

Australian Academy of Trades is committed to providing a safe and healthy learning and work environment. The safety of our clients and staff is of primary importance in all activities and operations of our organisation. We are committed to implementing, maintaining and continuously improving work health and safety in all of our facilities and operations.

Australian Academy of Trades encourages all persons to regard accident prevention and safety as a collective and individual responsibility.

Australian Academy of Trades recognises its responsibility under the Workplace Health and Safety and related regulations. The DIRECTOR has responsibility for ensuring the health and safety of staff, clients, contractors and visitors. This includes:

- Provide and maintain safe plant, equipment and systems of work.
- Provide, monitor and maintain systems for safe use, handling, storage and transportation of plant, equipment and substances.
- Maintain the workplace in a safe and healthy condition.
- Provide adequate facilities to protect the welfare of all employees.
- Provide information, training and supervision for all staff and contractors, helping them to integrate WHS into their work areas and roles.
- Provide information, where relevant, to clients, allowing them to learn in a safe manner.
- Check WHS system compliance via ongoing auditing.
- Integrate continuous improvement into WHS performance.

Duty of Care

Australian Academy of Trades is committed to taking practicable steps to provide and maintain a safe and healthy work and learning environment for all staff, clients, and contractors. Specific responsibilities are shown below.

Australian Academy of Trades Management:

- Are responsible for the effective implementation and regular review of this WHS policy.
- Must observe, implement and fulfil responsibilities under legislation that applies to WHS and endeavour to comply with relevant standards and codes of practice.

- Must ensure that the agreed procedures for regular consultation between management and staff are followed.
- Monitors the WHS management policies and procedures. Outcomes of WHS monitoring are used to help maintain appropriate risk controls. The effectiveness of these risk controls and this monitoring and review process is linked to Australian Academy of Trades Continuous Improvement processes
- Are responsible for ensuring that a WHS management system is implemented.

Staff, contractors, clients and visitors:

- Have a duty of themselves and others.
- Have a responsibility to cooperate with all WHS processes.
- Have a responsibility to comply with relevant Australian Academy of Trades WHS management system policies and procedures.
- Must not bypass or misuse systems or equipment provided for WHS purposes.
- Must report any unsafe conditions which come to their attention to the DIRECTOR.

Accidents, Injuries and Near Misses

All incidents and near misses are required to be reported immediately. See your trainer/assessor or administration personnel to report any issues.

Australian Academy of Trades will ensure that the injured person receives appropriate first aid and/or medical treatment as soon as possible and will conduct an investigation to reasonably prevent a recurrence.

Australian Academy of Trades is also committed to ensuring that injury management activities commence as soon as possible after injury and that every effort is made to provide suitable and meaningful duties consistent with the nature of the injury or illness, after seeking appropriate medical judgement.

Clients and employees are expected to take care to prevent work-related injuries to themselves and to others.

Investigating incidents and accidents

The DIRECTOR is responsible for investigating incidents and accidents.

Following the report of an incident (near miss) or accident (and after first aid and other injury management processes have been implemented), the DIRECTOR will immediately undertake an investigation.

The process for investigations may include.

- Interview all people involved in the accident or incident and witnesses.

- Use the risk management approach to help understand the underlying hazards that caused the incident or accident and whether controls failed, were insufficient or were absent.
- Listen to recommendations of people involved in the incident or accident about what is required to prevent such incidents or accidents in the future.
- Analyse results of investigation and document recommended courses of action for evaluation by the DIRECTOR.
- Once action is approved, communicates outcomes and planned actions.

APPENDIX 1

ASSESSMENT POLICIES AND PROCEDURES

SECTION 1 INTRODUCTION

Purpose

This document is designed to provide established policies and procedures to aid all staff of the Australian Academy of Trades assessment process, including validation and moderation, in order to ensure compliance with the *Standards for NVR Registered Training Organisations* (the Standards).

Scope

This Policy and Procedure applies to all students and staff involved directly and indirectly with assessment.

SECTION 2 POLICY

Principles

The Assessment Policy and Procedure is committed to and guided by the principles:

- ✦ procedures for assessment are explicit, sufficient, valid and reliable ✦
assessment tasks reflect the learning outcomes as stated in the unit outline and unit of competency
- ✦ students are made aware of assessment requirements in the first week of delivery
- ✦ internal moderation should occur across qualifications at the level of individual unit assessment tasks
- ✦ Australian Academy of Trades maintains transparent and fair mechanisms for marking and moderating assessments
- ✦ moderation processes are evaluated informally and formally.

Policy

As a Registered Training Organisation Australian Academy of Trades is committed to operating within a competency based training system which encompasses competency based assessment in compliance with the *Standards for NVR Registered Training Organisations* (the Standards).

SECTION 3 PROCEDURE

Instructional Resources

The detail for the delivery and assessment for each unit is provided in the form of a resource kit, known as the 'Trainer / Facilitator Guide'.

Each unit of competency contains:

- the unit title and code

- version control information; training package code; package version; document version ⁷ unit information—as per training package information— including:
 - identification of the qualification level (Unit Codes)
 - unit descriptors, legislative, licensing or regulatory requirements, prerequisites and co-requisites, methods of assessment
 - the range statement
 - employability skills, required skills and knowledge and critical aspects for assessment
- instructions on how the trainer/ facilitator and learner/ participant guides should be used and a checklist for addressing Recognition of Prior Learning (RPL)/Recognition of Current Competencies (RCC)
- instructions for trainers, facilitators, assessors and learners or candidates for assessment, regarding participation in assessments
- information regarding assessment structures and requirements, including:
 - an explanation of competency assessment and access and equity needs

instructions for trainers, facilitators and assessors relating to customisation and contextualisation of learning content and of assessments

- text (learning/ theory content) that addresses each performance criteria and provides underpinning knowledge through a narrative that describes the processes, tasks or procedures that learners must demonstrate to be assessed as competent

- a series of assessment instruments providing for the collection of a range of evidence to support a judgement of competence

ASSESSMENT METHODOLOGY

Assessment is based on a formative and summative assessment model, with holistic assessment being applied where possible.

Formative assessment tasks are included at certain points in the learning sequence in order to assist learners to judge their progress and to seek assistance from the trainer/assessor. Summative assessment tasks occur at the completion of the learning experience, where appropriate. Combined, the formative, summative and holistic assessment tasks provide

the assessor with sufficient evidence to enable an assessment decision to be made in regard to the participant's competency, once authenticated as being the work of that participant.

BENCHMARKS FOR ASSESSMENT

The benchmarks for assessment in industry are the endorsed National Competency Standards, as relevant to each qualification. These standards detail what constitutes vocational competence in a range of occupations at different levels of complexity. They also outline whether the units of competency can be assessed on- or off-the-job. These benchmarks are used by Australian Academy of Trades in conducting the assessment.

ASSESSMENT TOOLS

Australian Academy of Trades assessment tools incorporate both the instruments and the instructions for gathering and interpreting of evidence, and may include:

- specific instructions to candidates—incorporated into the unit and available to each student at the commencement of the unit
- assessment tasks appropriate to each Australian Qualifications Framework (AQF) Level that can take a number of forms including: short tests and quizzes, observation schedules, simulation activities, practical projects, demonstrations, individual/group projects, written/oral tests and/or portfolios, dependent on the AQF Level and the nature of the competency concerned
- examples of acceptable responses—included in the Trainer / Facilitators Guide
- rules of judgements in holistic competency assessment—included in the Trainer / Facilitators Guide, where applicable
- assessment validation maps / competency review tools providing elements and performance criteria.

The specific National Training Package and the competency standards contained therein provide information to guide assessment of each of the units of competency. Using these resources, Australian Academy of Trades has developed, externally or internally, a range of assessment instruments incorporating tasks appropriate to the AQF Level of each qualification. Attention is paid to validity, reliability, fairness, flexibility and generic/employability skills.

ASSESSMENT INSTRUMENTS

Recommended instruments are provided within the instructional resources for each unit. These are developed with internal and external resources and are provided to trainers and assessors via our learning management system (LMS). Marking guides/criteria/observation checklists are also provided.

Staff wishing to develop additional assessment instruments for incorporation within the resources can do so in conjunction with the Head of Learning and Support. Marking guides/model answers must be provided as part of this process and care taken to ensure that each assessment instrument is aligned to the AQF level appropriate to the Unit of Competency concerned.

Assessment instruments are regularly subjected to validation processes to ensure continuing validity, reliability, fairness and flexibility. Information in regard to this process follows within this document.

QUANTUM OF ASSESSMENT

This will be linked to the number of performance criteria and nominal duration of each unit, and will comply with the requirements stated within the relevant National Training Package.

The quantum of assessment related to each unit will be reviewed as part of the validation process to ensure that there is enough evidence being gathered to judge consistency of performance over a period of time, and the ability to transfer skills to new and different situations.

SKILLS RECOGNITION

Learners may seek Skills Recognition, including Recognition of Prior Learning (RPL), for individual Training Package units of competency based on previous completion of structured training programmes, demonstration of competency or previous industry or life experience.

Skills Recognition procedures will be in accordance with the National Standard. Full information is available within Australian Academy of Trades Course Credit (RPL) Policy and Procedure.

REASONABLE ADJUSTMENT TO ASSESSMENT

Reasonable adjustment is a concept and requirement within the *Disabilities Discrimination Act 1992* and is designed to ensure that all people are treated equally in both the delivery and assessment processes. It is expected that a person with a disability or specific medical condition that could negatively impact on the assessment of his/her studies will be able to advise Australian Academy of Trades in regard to what adjustment(s) he/she needs to be able to demonstrate competence. If necessary, Australian Academy of Trades will seek timely advice from government agencies, support organisations or medical authorities to determine what needs to be done to accommodate the needs of the individual, or to verify that the stated condition justifies eligibility for reasonable adjustment.

¹Below are some of the practical things that can be done as part of providing reasonable adjustment to learners with specific support needs to enable them to undertake training

and assessment. Clearly, each case will be different and will need to be discussed with the person and in some cases expert help will be needed, at least in the initial stages.

Type of Disability	Reasonable Adjustment
Acquired brain injury	Memory aids (posters, notes etc.) Reflective listening skills Stress minimisation Time and patience
Hearing impairment	Audio loops for people using hearing aids Plain English documents Fire and alarm systems with flashing lights Sign language interpreters Telephone typewriters
Intellectual disability	Additional time Assessment which is appropriate to the skill (i.e. avoiding written assessment for practical tasks) Mentors Plain English documents Practical learning sessions Repetition of learning exercises
Mobility impairment	Access to aids such as for holding documents Adjustable tables Lifting limits Note taking support Oral rather than written presentations
	Personal computer Wheelchair access
Psychiatric disability	Identification and avoidance of stresses Ongoing rather than formal assessments Reflective listening skills 'Time-out' breaks in assessment

Speech impairment	Information summaries Stress minimisation Time and patience Written rather than verbal opportunities
Vision impairment	Additional writing time for assignments/tests Audio tapes Braille translations Enlarged computer screen images Enlarged text and images Good lighting or reading lamps Guide dog provision Informing the person before moving furniture Voice synthesisers on computers

This means that, wherever possible, ‘reasonable’ adjustments are made to the assessment process to meet the individual needs of candidates. (In certain cases, applicants will be required to provide third-party evidence of the stated condition to be eligible for reasonable adjustment.)

This principle can also be applied to members of other equity groups, at the discretion of the Product and Delivery Manager.

ASSESSMENT VALIDATION

Australian Academy of Trades requires staff/contract assessors directly involved in assessment to validate assessment strategies by reviewing, comparing and evaluating the assessment processes, tools and evidence contributing to judgements made by its range of assessors.

Validation Approaches

Peer review

Assessors are encouraged to discuss the assessment decisions they have made with their peers. A formal environment for this is provided within the assessor meetings, but it is expected it will also occur informally within the daily operations of the business.

Assessor meetings

Meetings can take the form of departmental meetings where assessors from within one faculty meet face to face. This is more likely to apply in larger faculties with more than one active assessor of each unit of competency. In smaller faculties, membership will consist of all assessors so will have a wider focus, rather than just one unit of competency or Australian Academy of Trades unit.

Virtual meetings can occur for inter-faculty networks, where discussions are held either by telephone, Skype or by electronic mail.

Assessment tool bank of resources

A consistent approach has been taken to the development of assessment materials. This includes a Teacher / Facilitator Guide, a Learner Guide (student information handout on assessment requirements and expectations), a range of assessment tools, and a checklist providing elements and performance criteria. Each of these tools is developed externally and validated internally prior to distribution (refer to below section 'Internal assessment validation audits').

The Head of Learning and Support is required to track the use of the assessment instruments from within the bank.

Bank of exemplars and model answers

Considerable attention is paid by Australian Academy of Trades to the development of comprehensive model answers to assessment instruments and detailed observation checklists for practical assessment tasks to minimise the possibility of inconsistency to within acceptable standards. These are reviewed as part of the continuous improvement process, based on feedback provided by Australian Academy of Trades assessors.

Field testing, trialling and piloting

Field testing, trialling and piloting of assessment tools occurs for each Australian Academy of Trades unit. Upon the release of each set of resources, each faculty is required to provide feedback in regard to whether the tools provided are appropriate for the context, will gather quality evidence, and meet the needs of the enterprises/industry and the candidates. This feedback is used to refine and enhance the tools.

Specialist assessors

Australian Academy of Trades uses individuals with high-level skills and relevant experience to act as specialist assessors. All feedback is directed to the Head of Learning and Support and is incorporated into the continuous improvement process.

Information for assessors

The detail for the assessment for each Australian Academy of Trades unit is provided in the relevant Trainer / Facilitator Guide. Assessors also have access to the Learner Guides, which is available to each learner on commencement of the Australian Academy of Trades unit. This document contains the details relating to the assessment requirements applicable to that Australian Academy of Trades unit.

Assessor feedback

Staff members/contract assessors are interviewed by their immediate supervisor at least once every four months to monitor satisfaction with processes and resources. Feedback from these interviews is communicated to the Head of Learning and Support, as applicable.

At least twice annually, the Head of Learning and Support meets with his/her staff/contract assessors to discuss the assessment tools applicable to nominated Australian Academy of Trades units. It is expected that a key outcome from these meetings is the identification of possible improvements to the assessment tools applicable.

Assessor staff members are actively encouraged to provide feedback on and contribute to the assessment materials so that these can be regularly improved and expanded. Records of improvements are maintained within the Continuous Improvement Register.

Client satisfaction surveys

Australian Academy of Trades collects stakeholder feedback through a variety of tools and methodologies. These may include, but are not limited to:

- student surveys;
- student unit evaluation questionnaires;
- student interim interviews;
- grievance and appeals processes;
- course evaluations;
- graduate exit questionnaires

All data collected is documented and analysed by the management team for identification of any continuous improvement opportunities. Any such opportunities and responses are progressively implemented, and are reviewed within the next internal audit process.

Benchmarking

The benchmarks for assessment in industry are the endorsed National Competency Standards. These standards detail what constitutes vocational competence in a range of

occupations at different levels of complexity. They also outline whether the units of competency can be assessed on- or off-the-job. These benchmarks are used by Australian Academy of Trades in the conduct of assessment.

Australian Academy of Trades also benchmarks its assessment processes against the vocational education and training statutory authorities and other external agencies to ensure it maintains currency in regard to pedagogy and sector requirements. Sources of data include the Department of Industry, Innovation, Science, Research and Tertiary Education (DIISRTE); Australian Skills Quality Authority (ASQA); and the National Centre for Vocational Education Research (NCVER).

Assessment validation mapping / Competency review tools

The benchmarks for assessment in industry are the endorsed national units of competency selected from the range within the appropriate component of the Qualifications Guide of the relevant National Training Package. These units of competency detail what constitutes vocational competence in a range of occupations and outline whether each can be assessed on- or off-the-job.

As each Australian Academy of Trades assessment tool is developed externally it is benchmarked against the relevant units of competency and an assessment validation map / competency review tool is created as evidence.

Internal assessment validation audits

Prior to the distribution of assessment tools and resources Australian Academy of Trades validates each by conducting an internal assessment audit using the Assessment Validation Form.

Mentoring

The Head of Training and Support is expected to monitor the completed assessment items from each assessor to ensure appropriate standards are being maintained. Any identified concerns are addressed to the relevant staff member and additional mentoring, coaching and/or supervision implemented as appropriate to the situation.

Inter-staff exchange of completed assessment sampling

Each assessor may be required to submit samples of completed assessment items for peer validation, in accordance to the instructions given by the Head of Training and Support. The sample is to consist of at least three completed assessment items submitted as evidence for one unit from three different students (this may include students that have been assessed as Not Yet Competent). Therefore nine assessment items in total are to be

submitted for moderation. Copies of assessment items are forwarded; the assessor of origin retains the originals.

The assessor receiving the assessment items (reviewing assessor) for moderation must have the appropriate qualifications for that Australian Academy of Trades unit.

The Assessment Moderation Form must be completed by that reviewing assessor, and returned to the Head of Training and Support with the sample of worked assessments. The Head of Training and Support records the outcomes and forwards a copy to the originating assessor.

The Head of Training and Support develops a broad perspective from the responses, and implements any recommendations for improvement.

Internal compliance audit self-assessment

At least once annually, Australian Academy of Trades conducts an internal audit of its operational compliance to the National Standards. This includes a review of the assessment process, a sampling of completed assessments, assessment security, and assessment records management. It also includes a review of the compliance of any partnership arrangements, and of the assessment strategy.

Outcomes from such an audit are documented and reviewed by the CEO and Head of Training and Support. Any identified opportunities for improvement are documented, expeditiously integrated into Australian Academy of Trades operations and reviewed for effectiveness as part of the next internal audit.

VALIDATION OF PARTNERSHIP EFFECTIVENESS

Where training and/or assessment is provided by another organisation on behalf of Australian Academy of Trades, a written agreement specifies how each party to the agreement will discharge its responsibilities. Australian Academy of Trades conducts an onsite audit at least once annually of the compliance to the agreement and to the National Standards. Any identified opportunities for improvement are documented, an implementation plan generated then expeditiously integrated into the partner's operations. Effectiveness of the corrective and/or preventive action is reviewed during the next audit cycle.

TEAM/PANEL ASSESSMENT

For some Australian Academy of Trades units it may be appropriate to use a team or panel assessment. This method would be particularly suited to units of competency where assessor subjectivity is difficult to avoid.

PROFESSIONAL DEVELOPMENT

Considerable attention is paid to professional development of assessors to ensure maintenance of currency within industry, as well as proficiency within competency based assessment.

Trainers or assessors released for industry placement are required to provide feedback to the Product and Delivery Manager in regard to identified areas for improvement.

ACADEMIC MEETINGS

Trainers and assessors for each Australian Academy of Trades course or faculty may participate in an academic meeting or be asked to assume a membership position on the Australian Academy of Trades Curriculum Committee. One purpose of these meetings is the provision of a venue to discuss and reach agreement about assessment processes and outcomes for specific Australian Academy of Trades units that have been nominated in advance to allow participants to gather feedback/information from other trainers and assessors.

This enables trainers and assessors to develop a shared understanding of the requirements of specific Training Packages, including relevant competency standards and assessment guidelines, the nature of evidence, how evidence is collected and the basis on which assessment decisions can be made (From: *Learning and Assessment Strategies*, ANTA 2002).

The trainers and assessors are then required to pass on this information to the Head of Training and Support.

GUIDELINES FOR DESIGNING ASSESSMENT MATERIALS

The specific National Training Package and the competency standards contained therein provide information to guide assessment of each of the units of competency. Using these resources, Australian Academy of Trades develops a range of assessment instruments, using both internal and external resources, incorporating tasks appropriate to the AQF Level of each qualification. Attention is paid to validity, reliability, fairness, flexibility and generic/employability skills.

As each assessment tool is developed it is benchmarked against the relevant units of competency and an Assessment Audit Map is created as evidence.

This process recurs with each improvement to the assessment materials relevant to each Australian Academy of Trades unit.

VERIFICATION OF ASSESSMENT MATERIALS

Assessment conducted by Australian Academy of Trades conforms to the National Standards, to the Assessment

Guidelines within each endorsed National Training Package, and the relevant National Unit of Competency. It focuses on the application of knowledge and skill to the standard of performance required in the workplace (as defined within the Evidence Guide for each Unit of Competency) and strives to cover all aspects of workplace performance.

Pre-assessment Verification

Design compliance is verified through the development of an Assessment Validation Map/Competency Review Tool for each Unit of Competency, prior to its implementation. Each Assessment Validation Map/Competency Review Tool lists all the elements and performance criteria for the Unit(s) of Competency concerned and indicates how the assessment of that component is to be conducted.

It also incorporates a review of the clarity of the assessment task instructions that the level of difficulty of the task is appropriate to the AQF Level of the competency, and that model answers and assessment checklists are provided. Another aspect considered is whether the assessment task is suitable for use in a variety of assessment contexts, such as for standard class groups of differing sizes and learners, or recognition purposes.

This verification process is used to refine and enhance the assessment materials prior to implementation.

Field Testing, Trialling and Piloting

Field testing, trialling and piloting of assessment tools occurs for each Australian Academy of Trades unit. Upon the release of each set of resources, each assessor may be required to provide feedback in regard to whether the tools provided are appropriate for the context, will gather quality evidence, and meet the industry and those of a diverse range of candidates.

This verification process is used to refine and enhance the assessment materials subsequent to implementation.

IMPROVEMENTS TO ASSESSMENT MATERIALS

Feedback received from the verification and validation processes is used by Australian Academy of Trades to generate improved versions of the relevant assessment tool. These are then issued to trainers and assessors for use, with amended version coding to ensure ease of identification of the improved version. An amended version is placed within a secure component of the LMS and the previous version is removed from that site.

GUIDELINES FOR CONDUCTING ASSESSMENT

Under no circumstances should the assessment be conducted in a way that does not require the learner to demonstrate the skills, knowledge and understanding covered by the competencies. The assessor should refer to section 'Reasonable Adjustment to Assessment' if such consideration is applicable.

Procedural detail will be provided in the Facilitator / Trainer Guide for each Australian Academy of Trades unit.

ASSESSOR QUALIFICATIONS

Assessments against competencies in Australian Academy of Trades courses are carried out in accordance with the National Standards and the National Quality Council determination of 18 December 2009 special bulletin.

PROFESSIONAL DEVELOPMENT FOR INSTRUCTIONAL STAFF/ASSESSORS

Assessor training needs to be suitable for employers and employees and must, therefore, provide flexible modes of delivery and at a low cost. Training must be against the assessor competency standards and customised for the various business environments.

ASSESSMENT SYSTEM GUIDELINES

Units of competency (units) may be clustered together for training delivery and assessment purposes.

Units in a cluster will integrate knowledge and skills and mirror real work tasks in a meaningful way. The minimum number of units in a cluster will be one.

Clustering arrangements will take into account the advice on the interrelated assessment of units that is contained in the Evidence Guide of the relevant endorsed Unit(s) of Competency.

These clusters will be referred to as Australian Academy of Trades units and an assessment plan will be developed for each and incorporated into the relevant Facilitator Guide.

USE OF REPORT CODES

Australian Academy of Trades may provide students with a final report, otherwise known as the academic transcript. The following Report Codes apply to Australian Academy of Trades academic transcripts:

NOT YET COMPETENT	NYC
COMPETENCY ACHEIVED	C
CREDIT TRANSFER	CT

RECOGNITION OF CURRENT COMPETENCY

RCC

RECOGNITION OF PRIOR LEARNING

RPL

A student must attempt and submit all pieces of assessment as required within the unit. If he/she does not attain the standard set for competency within every piece of assessment, he/she will be deemed to be 'Not Yet Competent'.

Any student who fails to submit an assessment task within the time-frames provided, and has not made prior arrangements with the trainer, will be deemed 'Not Yet Competent' for that piece of assessment, unless appropriate documentation (such as a medical certificate) is presented.

WORKPLACE ASSESSMENTS

Some units are best assessed in the workplace or in a realistic simulated workplace setting under the normal range of workplace conditions, as prescribed in the relevant National Training Package.

Students currently employed, or undertaking a work placement, may be assessed following observation of their workplace performance by a workplace supervisor/manager. Students must submit a Nominated Workplace Supervisor form in advance to allow Australian Academy of Trades Student Services Manager the opportunity to verify the suitability and qualifications of the nominated supervisor/manager. If approved, both the student and the nominated supervisor/manager will be formally notified by Student Services and provided with the necessary documentation and instructions.

To request a simulated workplace assessment conducted by an Australian Academy of Trades assessor students should complete the Simulated Workplace Assessment Request Form.

ARRIVING LATE / FAILING TO ARRIVE TO SUPERVISED ASSESSMENTS

Students who arrive 15 minutes or more after the agreed commencement time of a supervised assessment task with an Australian Academy of Trades assessor may not be permitted to undertake the assessment at that time. Students should arrive at least 10 minutes before the commencement of an assessment.

Any student who fails to arrive to complete a supervised assessment activity and does not present valid certification (e.g. a medical certificate) to Student Services, must arrange with Student Services to re-attempt that assessment within 10 working days or he/she will be deemed 'Not Yet Competent' within that unit and this result will be recorded in the student's record.

PAID/VOLUNTEER WORK PLACEMENTS

Many Australian Academy of Trades units are best assessed following observation of students' workplace performance. Some Australian Academy of Trades courses include a mandatory work placement component comprised of a minimum number of hours of paid/volunteer work. During a students work placement they will be required to undertake a number of specified workplace tasks under the supervision of an approved workplace supervisor/manager.

Students not currently employed who are undertaking a course with a mandatory work placement component may be required to arrange a suitable work placement of up to 30 days duration to be completed by them prior to their course end date. Australian Academy of Trades may be able to assist students with arranging a suitable work placement but this is not guaranteed.

Where a work placement arrangement is made, either by the student or Australian Academy of Trades, a Work Placement Agreement must be completed and the original returned to Student Services. At the time a Work Placement Agreement is entered into, Student Services will provide students with information on the way assessments are to be conducted and recorded.

During a students work placement they will be required to complete an activity log book that has been specifically prepared to cover practical aspects of their course. Nominated supervisors will observe the student perform workplace tasks, using checklists provided, and sign the student logbook and detail any feedback on how the student performance matches current industry and workplace requirements. Upon completion of the students work placement the logbook must be signed, by both the student and nominated supervisor, and returned to the trainer/assessor.

Australian Academy of Trades trainer / assessor will use the logbook as evidence to inform an assessment of competence for relevant units of competency in the course. The assessor may also contact the nominated supervisor directly to gather further information on a students' performance.

RE-ASSESSMENT

Re-assessment refers to the opportunity provided to candidates for a second assessment attempt after a 'Not Yet Competent' result was received from the first assessment attempt or where the student has failed to submit an assessment task within the specified timeframes.

Students receiving an assessment result of 'Not Yet Competent' will be provided with feedback and additional training then arrangements will be made for re-attempting the

assessment. Such second attempts must be within 10 working days of the release of the original result.

If the same student does not demonstrate the standard set for competency within that supplementary assessment, the student will be scheduled to recommence that unit and additional fees will be applied. The fee charged for supplementary attempts is the prevailing fee for that Unit of Study as set out in the Schedule of Fees available on the College website.

If the student is again deemed 'Not Yet Competent', immediate counselling will occur and assistance will be offered in the form of a course progression plan.

ASSESSMENT APPEALS PROCESS

Sufficient evidence must be maintained to ensure that the assessment outcomes can be appealed. Information of this process is covered within Australian Academy of Trades Assessment Appeals policy and procedure.

CHEATING

Cheating is the taking of any unauthorised material or electronic device into an assessment activity, irrespective of whether or not this is used by the student to assist him/her to complete that assessment.

After investigation, any student found to be cheating will have his/her assessment activity cancelled, and no re-submission of assessment will be accepted. The assessment outcome of 'Not Yet Competent' will be recorded for that unit, and he/she will be placed on probation. He/she will be scheduled to re-commence that full unit, and additional fees will be applied.

Any further incidence of proven cheating or other unacceptable behaviour will result in cancellation of the student's enrolment. In the event that this occurs, no refund of fees will be possible, and Australian Academy of Trades will not assist with work placement.

The written notice of Australian Academy of Trades decision will inform the student that he or she is able to access Australian Academy of Trades Complaints, Grievances and Appeals Process and has 20 working days from the nominated date in which to do so.

PLAGIARISM

Plagiarism occurs when someone presents the thoughts or writings of another person as his/her own. Students are, therefore, required to acknowledge all direct quotations, ideas, paraphrased writings and statistical information.

Plagiarism is a form of cheating, and is one of the most serious offences any writer can make. Any student found to be plagiarising will be regarded as having cheated, and the same conditions will be applied as recorded in the Cheating section above.

SUBMISSION OF ASSESSMENT TASKS

All assessment tasks required for completion of a unit are to be completed and submitted by the scheduled due date and following the instructions contained in the Australian Academy of Trades LMS Student User Manual.

To safeguard against accidental loss of assignments, it is expected that students will keep a copy of each assignment either soft copy (on computer) or a hard copy. Students are reminded to save their work on an ongoing basis when logged in to the LMS. In the event of loss occurring, the student will be required to submit a new copy of the assignment concerned.

SATISFACTORY ACADEMIC PROCESS

Australian Academy of Trades expects each student to progress through his/her course at a rate that will enable the student to complete the course in the nominated duration. Australian Academy of Trades learning management system generates reports of students' academic progress, enabling Student Services to monitor, record and assess every student's progress.

To assist in this process Student Services may generate the following LMS reports:

- Students that have not submitted assessment tasks by their due date
- Students that have not logged in within 72 hours
- Students at risk of falling behind. This is based on the due date set for students undertaking a particular qualification and how many answers they have input, and whether or not they are likely to answer all questions before the due date.
- Students with active enrolments that have never logged in

Where a student is identified to be 'at risk' of not completing their course on time Student Services may intervene and provide counselling, together with a plan for course progression. It is the student's responsibility to follow this plan and complete their studies within the nominated duration.

PARTICIPATION MONITORING AND INTERVENTION

In order to assist with academic progress, the trainers monitor each student's attendance and performance in the units they deliver. If a student appears to be experiencing difficulty within a particular unit, the trainers alert the Student Services Manager.

The student will be notified and asked to make an appointment with the Student Services Manager, who will offer counselling and establish a programme of support for the student. It is the student's responsibility to follow through on that programme, and to maintain contact with the Student Services Manager and/or other staff nominated.

RETENTION OF ASSESSMENT RECORDS

For information in relation to the retention of assessment records, refer to Australian Academy of Trades Records Management policy and procedures.

SECTION 4 DEFINITIONS

ASSESSMENT

Assessment is the process of collecting evidence and making judgements as to whether competency has been achieved and also making judgement as to whether the collected evidence can be authenticated as being the work of the student. This must be conducted in accordance with statutory requirements, such as mandated within the AQTF. Formative Assessment - evaluation occurring during the provision of the training and education service to ascertain areas of learning difficulty as a basis for further instruction. Summative Assessment - used at the end of an Australian Academy of Trades unit to give a final indication of a learner's progress. It is an appraisal of the extent to which the total competency outcomes have been achieved.

Holistic Assessment (also known as Integrated Assessment) – covers the 'whole of job' role or function that draws on a number of units of competency.

ASSESSMENT INSTRUMENT(S)

This consists of the specific questions or activity developed to allow the candidate to clearly demonstrate the attainment of competency. Each assessment instrument must be supported by objective criteria on which the assessor will base the assessment decision, such as model answers, listing the key points.

Assessment instruments may address a cluster of competencies as applicable for holistic assessment.

ASSESSMENT MATERIAL(S)

Assessment materials are any resources that assist in some part of the assessment process. They may include information for the student or assessor, assessment tools or resources for the quality assurance strategies of the assessment system. (Sourced from: ANTA, *AQTF Learning and Assessment Strategies*)

ASSESSMENT PROCESS

The agreed series of steps that is undertaken within the assessment delivery, recording and reporting cycle.

ASSESSMENT TOOL(S)

Australian Academy of Trades assessment tools incorporate both the instruments and the instructions for gathering and interpreting of evidence. Descriptions of typical competent performance are also included.

COMPETENCY

Competency is the ability to perform particular tasks and duties to the standards of performance required in employment. Competency requires the application of specified skills and knowledge relevant to effective participation in an industry, industry sector or enterprise.

COMPETENCY STANDARDS

Competency standards are national standards that define the work skills and underpinning knowledge required for effective performance in the workplace. The standards, otherwise known as *units of competency*, are determined by industry and form a fundamental component of Australian Academy of Trades courses and training products (national units of competency, qualifications or accredited courses).

COMPLETED ASSESSMENT ITEMS

The actual piece(s) of work completed and submitted by the student for the purposes of assessment.

ELEMENTS

An element is the basic component of each unit of competency that describes the tasks that make up the broader function or job described by the unit.

AUSTRALIAN ACADEMY OF TRADES UNITS

Australian Academy of Trades may cluster together complementary endorsed units of competency for the purpose of quality delivery of instruction, and more holistic assessment. The minimum number of units in a cluster is one. These clusters are referred to as Australian Academy of Trades learning units.

PERFORMANCE CRITERIA

These are evaluative statements that specify the components and required level of performance of each element that occurs within each endorsed unit of competency.

MODERATION OF ASSESSMENT

Moderation is the process which involves assessors in discussing and reaching agreement about assessment processes and outcomes in a particular industry or industry sector. This enables assessors to develop a shared understanding of the requirements of specific

Training Packages, including relevant competency standards and assessment guidelines, the nature of evidence, how evidence is collected, and the basis on which assessment decisions are made. (Sourced from: ANTA, *AQTF Learning and Assessment Strategies*.)

VALIDATION






Validation involves reviewing, comparing and evaluating assessment processes, tools and evidence contributing to judgements made by a range of assessors against the same standards and documenting any action taken to improve the quality and consistency of assessment. (Sourced from: ANTA, *AQTF Learning and Assessment Strategies*.)

APPENDIX 2

STUDENT INDUCTION CHECKLIST

The information provided in this session is to ensure that all students understand their rights and responsibilities whilst undertaking studies at Australian Academy of Trades. All students have access to the College's policies and procedures either online through the Wisenet student portal or students can ask to view a copy at reception.

I agree that I have been provided sufficient information on the following topics:

-  The College scope of registration (AQF courses)
-  The College CRICOS registration Policies and Procedures (available on request through the Registrar)
-  Legislation and Educational Framework (Available on request: ask Receptionist)
 - ESOS Act 2000
 - National Code 2018
 - AQF 2011
 - Standards for RTOs 2015
 - Anti-Discrimination Act
 - Occupational Health and Safety Act
-  The College policies and procedures (summary discussed here) (Available on request: ask Receptionist)
 - Student refund policy
 - Attendance requirements and recording
 - Complaints and Appeals
 - Suspension of course
 - Fees and payment details
 - Change of student detail requirement
 - Student disciplinary procedures
 - Academic performance and progression
 - Class participation
-  Wise.net and LMS
 - Accessing the student portal

- Personal details page
- Policies and procedures
- Documents page
- Training history page
- Attendance page
- Timetable page
- Student responsibilities/ accountabilities

I understand my responsibilities as a student of the College and agree to follow the policies and procedures of the College. I understand that it is my responsibility to seek clarification on topics immediately, if they are not clear to me.

Students Name:

AAT number:

Students Signature: