



2020
Pre-Enrolment Information pack

This information handbook has all the information about the enrolment in the AUSCHS programs. This is also a guide with information on the AUSCHS policies and procedures related to the enrolment of the individual.

For further information, please contact us at info@auschs.edu.au

Thank you for choosing Maxwells Services Pty Ltd Trading as Australian College of Higher Studies (AUSCHS) as your training provider 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.

Best Regards

Jennifer Hemmings
CEO

Australian College of Higher Studies

It is important that all students read the entire contents of this pre-enrolment information pack. It is our official notice of the College's Rules and Regulations as well as legislative requirements which AUSCHS is bound by. Should you have any queries or concerns in regard to any component of this Information Pack, please ensure that you contact the College and/or address these issues prior to your enrolment.

After reading all the information listed in this Information Pack, kindly sign the declaration and email it to us on info@auschs.edu.au

Information Pack Disclaimer

This Student Information Pack contains information that is correct at the time of printing. Changes to legislation and/or AUSCHS policy may impact on the currency of information included. AUSCHS reserves the right to vary and update information without notice. We commit to advising students of any updated information if and when it occurs.

This Information Pack has been prepared as a resource to assist students to understand their obligations and also, those of AUSCHS. Please carefully read through the information contained in this guide. All students need to read, understand, be familiar with, and follow the policies and procedures outlined in this Information Pack. Any queries can be directed to: info@auschs.edu.au

Important Details

Registered Training Organisation (AUSCHS) Details:

Name: Maxwells Services Pty Ltd trading as Australian College of Higher Studies

Provider Code: 90924

Main Office Address: 13 Gibraltar St. Bungendore NSW 2621

Phone: 1300 600 888

Email: info@auschs.edu.au

Web: www.auschs.edu.au

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ABOUT AUSCHS

Maxwell's Services Pty Ltd. Trading as Australian College of Higher Studies (AUSCHS) commenced operations as an RTO in 2003 and is a Registered Training Organisation approved by ASQA (Australian Skills Quality Authority) RTO ID- 90924, delivering nationally recognised qualifications and Professional Development courses across Australia and overseas. Our head office is in Bungendore NSW and we are centrally located to easily reach NSW and by air to all Australian States.

WE ARE A LEARNING COLLEGE.

We are about Learning and Development. Students are studying with us from across Australia to advance their knowledge, skills, meet others in similar situations, and gain opportunities that without their study they don't have. We help our students progress and build their skills and knowledge, get better employment or plan a pathway to University. You could be just starting or be one of our high level employed students who still need a shift in where you are at in your career, or just need a change.

WE ARE AN INCUBATOR FOR SUCCESSFUL PEOPLE

We are about Success. Those who study with us want to succeed in areas of their life. Successful study results in building bridges and pathways closer to what you want. Our students see success as a reward, our students want to shift where they are and achieve what they want in life. Many have won awards and are recognised in their workplaces as High Achievers.

We appreciate the effort our students put into their studies and see them achieve deserved success. We there to assist you in succeeding in your personal, study and business areas.

OUR MISSION:

To be an effective provider of employment focused training in Australia that is respectful and tailored to meet the needs of each individual student.

OUR VISION:

To be the partner of choice for the provision of high quality, client-centred training.

OUR VALUES:

We believe in the individual, equity and maximum opportunity for our students and clients.

AUSCHS VALUES:

OUR VALUES ARE THE 4 CS

Competence: Building better skills for better lives through our team of highly experienced and dedicated trainers

Capability: Creating capable business leaders through focused, flexible programs

Cheerfulness: A positive attitude towards all we connect with while assisting people to discover or hone up on their true potential

Care: Listening, understanding and supporting people in their development journey

AUSCHS also values:

- Acting with integrity in all dealings with staff, students, clients and stakeholders.
- Identifying and effectively utilising individuality and diversity in the overall development of people.
- Operating in an environmentally conscious manner.
- Development and maintenance of respectful relationships with staff, students, employers, trainees, clients and stakeholders.
- Developing and maintaining strategic partnerships with Industry and its representatives.
- Responsiveness to staff, students, clients and stakeholders needs.

PARTICIPANT SUPPORT, WELFARE AND GUIDANCE

We will assist all Participants in their efforts to complete our training programs.

If you are experiencing any difficulties with your studies we would recommend that you see your trainer, or another member of AUSCHS's team or emailing info@auschs.edu.au and calling 1300 600 888.

We will ensure that the full resources of our RTO are made available to ensure that you achieve the required level of competency in all nationally recognized qualifications.

Should you be experiencing any personal difficulties you should make contact directly with the AUSCHS's Student Support Officer who will assist you to the full extent of our capacity.

If your needs exceed AUSCHS's support capacity, we will refer you onto an appropriate external agency. You can seek support immediate by contacting:

Police/Fire/Ambulance Ring 000	Interpreting Services: TIS 13 14 50
Poisons Information Centre 24hr advice on all exposures to poisons, medicines, plants, bites/stings	Alcohol and Drug Information Service (24 hour counselling and information) 1800 177 833
Abortion Grief Counselling 1300 363 550	DV Hotline (Domestic Violence support and referral) 1800 811 811

Family Drug Support Information, help and support for families affected by drugs 1300 368 186	Literacy and Numeracy Support: Victorian Adult Literacy and Numeracy Council Phone 03 9546 6892 Web: www.literacyline.edu.au
Lifeline: 131 114	Men's: Line Australia 1300 789 978 for men with family and relationship concerns
Pregnancy Counselling Australia (Pregnancy termination alternatives and post termination counselling) 1300 737 732	Pregnancy Help Line 24 hour counselling and information for Pregnant women and their families 1300 139 313

REFUNDS

AUSCHS does not collect prepaid fees in advance of more than \$1500 from students at any time for any course service, from time to time however a refund may be required for specific student cases.

Refund Policy information is made available to clients through:

- AUSCHS' relevant handbook (for each stakeholder group)
- AUSCHS website.

Refunds may be issued:

- Based on an arrangement made with clients prior to enrolment
- Automatically or sought and negotiated on an individual basis with AUSCHS on a case by case basis.

Refunds Due to Non-Provision of Services

Course fees are to be refunded in full if AUSCHS is unable to commence the course service as agreed due to a lack of minimum student numbers or unforeseen circumstances.

Where AUSCHS or a third-party representative is unable to complete the course services due to unforeseen circumstances or closure, any course services fees are refunded on a pro-rata basis, with comparison of the course fees paid against the units of competency where services have been delivered.

Where there is an instance of AUSCHS default due to unforeseen circumstances, AUSCHS will endeavour arrange for another course, or part of a course, to be provided to students at no (extra) cost to the student as an alternative to a refund. Where the student agrees to this arrangement, AUSCHS will not refund fees paid.

Refunds Due To Client Request / Hardship Application

Students may have extenuating circumstances that prevent them from attending scheduled course dates that may include but are not limited to illness, family or personal matters, or other reasons that are out of the ordinary. Where evidence can be successfully provided to support the student's circumstances, course service fees may either be transferred to the next available course where applicable, or a refund of unused course fees will be issued.

This decision of assessing the extenuating circumstances rests with the CEO and shall be assessed on a case by case situation.

Where delivery has commenced, course fees have been paid and a client believes a special circumstance refund is warranted, the client may apply for a refund using the Refund Application Form. This form is available from any relevant AUSCHS personnel and is also available within the relevant handbook for each stakeholder group.

Once completed, the Refund Application Form should be submitted to:

CEO

Australian College of Higher Studies 13 Gibraltar Street

Bungendore, NSW 2621

All refund applications are assessed and processed within **fourteen (14)** days of the application being placed. The client will be advised in writing of the outcome of their application, including reasons for refusing a refund in cases where this occurs.

AUSCHS does not typically provide a refund in cases where a student has withdrawn from a qualification but has completed all the requirements for a lower level qualification, which attracted a lower student fee.

All clients have the right to appeal a refund decision made by AUSCHS. Please refer to the Complaints section for further information.

Third Party Refunds

If course services fees have been paid to AUSCHS by a third party, any refunds payable will be remitted to that third party.

Refund Arrangements

AUSCHS' general refund arrangements for all clients and all course services are as follows:

<p><u>Withdrawal without Penalty Cut-off Date</u></p> <ul style="list-style-type: none"> ▪ AUSCHS' withdrawal without penalty date is set at 20% of the duration of the unit and is the last day which students can withdraw from a unit and be eligible for a full refund of their unit fee. ▪ The withdrawal/census date applies to each individual unit of study and not to the course. 	<p>Full refund of course services fees paid.</p>
<p><u>Withdrawal after Penalty Cut-off Date</u></p>	<p>Refund of pro rata course services fees paid, based on the number of units commenced.</p>
<p><u>Non-Provision of Services Prior to Commencement</u></p> <p>AUSCHS is unable to commence the course for which the original enrolment and payment has been made.</p>	<p>Full refund or alternative placement in a course, as per the clients' preference.</p>
<p><u>Non-Provision of Services After Commencement</u></p> <p>AUSCHS is unable to continue to deliver the course as agreed.</p>	
<p><u>Non-Provision of Services due to RPL and/or Credit Transfer</u></p> <ul style="list-style-type: none"> ▪ Recognition of Prior Learning and/or Credit Transfer has been granted. ▪ If a student does not complete a qualification at a certain level but has completed all the requirements of a qualification at a lower level with lower level fees AUSCHS will refund the fees on a pro-rata basis after calculating what has been completed. 	

Language, literacy and numeracy (LLN) requirements

On enrolment students complete an LLN Assessment conducted to assist us in identifying a student's Language, Literacy & Numeracy levels, therefore allowing us to ensure they are enrolled on an appropriate qualification in order to ensure their ability to complete the work required in the enrolled qualification and meet their learning needs.

Those who do not have the required LLN Language skills will be assisted where practical however, if their LLN skills are not sufficient to complete the course, they will be referred to a specialist in developing their LLN skills, potentially the TAFE closest to their home or workplace.

Industry Consultation

We receive regular feedback from multiple employers regarding the types of technical and employability skills employers are seeking. We have used this feedback to formulate a training program that meets the needs as described to us by employers.

The training programs will be reviewed and modified on an ongoing basis in response to this feedback. These discussions have enabled us to research the needs of employers with respect to the management needs of their staff.

Feedback from job network personnel has resulted in the formation of the units to be offered to specific long-term job seekers who have nil previous work experience with computers or administration to provide skill sets which enhance their employability in administration roles to new employers.

Delivery Schedule

Regular Training and Assessment contact will be maintained by Australian College of Higher Studies in conjunction with the participant and their employer, as per the Delivery Schedule outlined above. Australian College of Higher Studies Trainers/Assessors are required to attend the participant's worksite as indicated in the schedule to conduct Training and Assessment activities.

Traineeships

This qualification is delivered in the student's workplace for the required period of the traineeship or a default timeframe of 24 months; check the student's individual training plan for any specific requirements.

Traineeships require that we complete a minimum of four (4) monitoring and four (4) assessment visits with each participant in this program for a 12-month programme and 6 of each visit for a 24-month program. We are in excess of this requirement, and continue to demonstrate that we are a best practice provider.

The hours identified are scheduled hours. All learners will learn at a different pace and some may complete early. Processes are in place for students who also require a longer period to complete than that scheduled.

There are factors which may reduce or increase the training duration depending on, but not limited to, the following situations/circumstances:-

The existing skills, knowledge and the experience of the learner.

Target learners that are an existing worker or perhaps have completed a lower related qualification that had shared knowledge and skills with the qualification being developed. This means that it is likely these cohorts of learners have some existing skills and knowledge which should reduce the amount of learning required. This should reduce the expected volume of learning.

The mode of delivery.

This refers to the mode or combination of modes used to deliver the intended training. It can also refer to the design structure of the course such as unit-by-unit, unit clustering or holistic delivery. When we deliver a course using multi modes such as part-time classroom combined with online learning and work placement as an example, this delivery model is highly efficient. The learner has greater access to learning

where they benefit from both trainer facilitation and their own directed and self-directed study. It is reasonable to claim a reduced course duration based on this rationale. Equally, if we are using unit clustering in our course design (the grouping together of units for learning and assessment), this avoids the overlap of having to teach and assess the same thing on multiple occasions. This is highly efficient and should lead to significant reductions in the training duration.

Entry requirements for the courses

We specialize in workplace training and it's a requirement for the participant to be employed at a workplace as the training will be conducted on the workplace premises. This is an entry requirement for our courses.

Workplace Arrangements, delivery and agreement

A workplace consultation agreement is completed with the employer in the formulation of the training plan specifically customised for their business. Incorporating the needs of the employer & the students, whilst also ensuring we meet the requirements of the training packages requirements. Please complete the following form with the assistance of your AUSCHS Representative. This information includes the employer details, the venue address, minutes of consultation, contextualised areas such as training resources, LLN needs, agreed terms of training. Special needs are also addressed in this consultation. A resource checklist is used to verify the availability of the resources. This information is also available upon request from our head office by contacting us by email on info@auschs.edu.au or calling 1300600888.

The reduction in the number of units required to be delivered.

Processing credit transfer or recognition of prior learning before the "training" commences reduces the number of units needing to be delivered. As was explained earlier, the lower number of units, the lesser the expected volume of learning.

Previous skills and knowledge/ needs of learners and/or a specific learner cohort.

This factor also can increase or reduce the training duration. And the scheduled hours. There are learners who learn at a faster pace than others and there are many unskilled job seekers who take longer duration than expected and are given extension (subjective to their progress and/ or circumstances).

Adjustments to delivery schedule based on Student needs:

The training programs are conducted in a flexible schedule over the period, appropriate to the operations of the participant's workplace. Clauses 1.1-1.4 of the Standards for Registered Training Organisations (RTOs) 2015 allow for this adjustment to the amount of training provided to a student based on their existing skill and knowledge. Some students, for example those who are existing workers, will not require the same amount of training as a 'new' worker because they work and they already possess advanced skills

and knowledge in some of the softer skills areas such as teamwork, communication and organising their work for example, by working in their job roles over time.

Adjustments to delivery schedule based on Credit Transfer:

Where a student has already attained previous recognised credit, the qualification course duration may be shortened. The details of this alternative timetable will be included and detailed in the individual's training plan where required.

Adjustments to delivery schedule based on Student needs:

The training program is conducted in a flexible schedule over the period, appropriate to the operations of the participant's workplace. Clauses 1.1-1.4 of the Standards for Registered Training Organisations (RTOs) 2015 allow for this adjustment to the amount of training provided to a student based on their existing skill and knowledge. Some students, for example those who hold existing skills and knowledge, will not require the same amount of training as a student new to the industry because they work and already possess advanced skills and knowledge, for example teamwork, communication and organising their work for example, by working in their job roles over time.

The student may be placed on the learning program based on factors such as:

- Delivery is carried out in the workplace
- Student has significant experience over 3 year, experience or competencies in the industry
- Training streams are clustered to allow for similar or complimentary content to be delivered at the same time
- Students have access to practically apply their knowledge & skills
- Gap training is available and utilised for those students who already retain previous skills and experience, without formal recognition or documentation.

Adjustments to delivery schedule based on RPL:

RPL will be offered through an assessment only pathway subjective to the vocational experience currency of the participant.

ASSESSMENT CRITERIA

All our assessments will provide for participants to be informed of the context and purpose of the assessment and the assessment process.

This will include information regarding assessment methods, alternative assessment methods if required to accommodate special needs or circumstances, information will also be included at the start of each unit or course as to the assessment process, number of assessments, and types of assessment for each assessment.

Assessment methods

The following process describes AUSCHS's process for conducting assessments for this program which were determined as a result of our customisation procedure.

Assessment tools

The assessment tools are:

- Assessment activities in the workbook
- Knowledge test : written/ oral questions
- Project(s)
- Reflection Journal
- Supervisor/ third party or assessor demonstration report

Assessment activities

Assessment activities are designed to enable assessment against the performance criteria or a group of performance criteria within each element of a unit.

In general, the assessment activities might consist of:

- Questions assessing knowledge
- Demonstration of skills
- Case studies
- Practical activities - role plays
- Work book activities

Responses to the assessment activities might be drawn from:

- The theory/ information contained in this resource
- Additional reading and research
- Supplementary materials provided by the trainer/ assessor
- Practical experience

The Participant should complete the assessment activities as directed by the assessor. This may involve recording responses in the workbook or providing responses in a different format, e.g. in a word processed document.

Evidence of competence gathered

Evidence is proof provided by you that you can meet the requirements of the performance criteria to the level stipulated by the competency standard. Based on the proof you have provided, which matches the standard, the assessor is able to infer competence.

The evidence you provide to the assessor must cover the broad range of skills and knowledge required to address the unit of competency. If you are a participant, your employer/supervisor may assist you in gathering evidence of your performance to present to the assessor.

Providing evidence is not simply a matter of gathering as much evidence as possible and leaving it to the assessor to sort out. You must provide annotations to demonstrate how the evidence is relevant to the competency and why the specific examples have been included.

Assessment Arrangements and methods

Assessment tools for qualifications have been designed and customised for a workplace environment and are designed based on specific job roles and outcomes relevant to the industry, based on various consultation with our stakeholders. These will be shown as various 'stream codes' in our delivery schedule above.

Our assessment tools (phases) consist of clustered units in order streamline delivery, to minimise the need for reassessment on topics that are covered in other similar units of competency.

A variety of assessment methods are available and can be used to assess a unit of competency in our assessment tools, these could include:

- Questioning Checklist- Theory/questioning assessments are delivered in the classroom environment during the assessment Visit, in the form of short questions and answers and/or Multiple choice, these are to be completed by the by the Student
- Projects- these are issued to the student on completion of the training session. The Student may be asked to gather a Portfolio of documents or evidence from the workplace; or, research a topic or area of study prior to the Assessment visit. If the task asked the student to demonstrate to the Assessor a topic or area of study, this will be conducted during the assessment session.
- Practical Demonstrations- these are to be conducted by the Trainer/Assessor through observing the student completes the required tasks consistently and continuously in various workplace relevant situations
- Workplace Supervisor Report- this report is to be completed by the workplace supervisor, its purpose is to verify that the Student can demonstrate a particular skill or applies relevant knowledge consistently and continuously in various situations. This is used as supplementary evidence.

The format for delivery of the assessment

At the Assessment session, the Assessor will:

- Meet with the student and review, discuss and mark the completed Projects. Any areas that were not satisfactorily completed will be reviewed, and the student will be asked to repeat that section until it is satisfactorily completed. The Trainer/assessor is to record these details on the Assessment Summary sheet.
- Have the Student complete the Questioning Checklist
- Have the Student complete the Practical Demonstrations in the presence of the Assessor.
- Complete and confirm the Workplace Supervisor Report with Supervisor

- Confirm details of next training session including time, date and attendees
- Completion of the Assessment requires the Trainer/Assessor to:
 - o Ensure the Assessment Kit has been marked
 - o Complete the Assessment Summary
 - o Ensure the Assessment decision and all feedback has been reviewed with the Student and the Workplace Supervisor
 - o Obtain signatures of all parties
 - o Update the training plan with supervisors and introduce the new Unit(s) of the next session
 - o Ensure all paperwork is completed for return to Australian College of Higher Studies administration office.

At the end of the theory/training session:

- The assessment kit is issued to the student:
- The Student may be asked by the Trainer or Assessor to complete certain Projects in the time interval between the issuance and the next scheduled contact.
- Issue the Workplace Supervisor Report to the workplace supervisor, asking them to complete the document before the next scheduled visit

Suggested protocol for Assessments

Protocol for the Questioning Checklist should be:

- Conducted simultaneously for all students in the one site to prevent assessment questions being inappropriately communicated to others
- Questioning should be conducted in exam conditions, i.e. all in the one room, sitting at table and chairs, completing the assessment simultaneously
- Conducting tasks as a group or on an individual basis. These Tasks may also be allocated to complete autonomously and self-paced in between the Training and Assessment Sessions.
- Assessing responses should protect the privacy of all parties, the assessments should be marked without our other students becoming aware of the content of other parties' responses.
- Resolving incorrect or incomplete answers on a one on one basis e.g. through verbally challenging answers and recording additional information obtained.

Protocol for the Projects should be:

The Project(s) should be completed in a manner that is non-intimidating and non-threatening. The projects may be allocated to the student after the completion of the previous assessment, as some projects may

require collection of evidence and or evidence collected over time. The student may use the time between sessions with their assessor to collect this evidence and start completing the projects. During this time, the student has access to the assessor through phone and email for assistance on these projects.

The Assessor checklist list the benchmarks of the assessment. The Assessor is to verify they evidence shown in the projects meets these items.

Protocol for the Practical Demonstrations should be:

The Practical Demonstration(s) should be completed in a manner that is non-intimidating and non-threatening. Practical Demonstration(s) are to be shown in the workplace or as a workplace simulated task. The Assessor checklist list the benchmarks of the assessment. The Assessor is to verify they have observed each of these during the demonstration.

As the assessor has less access to the student than the Workplace Supervisor, the Trainer/Assessor should make efforts when scheduling assessments to ensure that the student can demonstrate the required skills at the time of assessment. The Trainer/Assessor should have the following characteristics:

- Be a subject matter expert in the content of the unit of competency
- Be familiar with the company policies and procedures relating to the tasks
- Be objective and non-judgemental when conducting assessments
- Have the available time allocated by Management to conduct the assessment properly.

Protocol for the Workplace Supervisor Report should be:

The Workplace Supervisor Report should be conducted by the person identified at the commencement of the Training Agreement. This person should have been briefed and inducted into the process as outlined in the Consultation Agreement. If circumstances dictate that the identified person has changed, then the new Workplace Supervisor should have the following characteristics:

- Be a subject matter expert in the content of the unit of competency
- Be familiar with the company policies and procedures relating to the tasks
- Be a mentor and supporter of the student
- Be prepared to coach and instruct the student in any new areas of learning
- Be objective and non-judgemental when gathering evidence for assessment
- Have the available time allocated by Senior Management to conduct the assessment properly

The Workplace Supervisor Report can be done in a single session or in a number of sessions, the aim is to capture the students completing the required tasks satisfactorily, and thus this may require a number of sessions to not only allow for all skills to be demonstrated, but to also capture the skills being demonstrated in a range of circumstances and performed consistently.

The Workplace Supervisor Report should be completed in a manner that is non-intimidating and non-threatening.

Reasonable Adjustment should be catered for without compromising assessment conditions. For example, the Trainer/Assessor should withdraw from assessment to protect privacy, confidentiality and potentially company security concerns. In this instance, Reasonable Adjustment needs to be applied i.e. using a different form of Assessment or a simulated environment.

Reasonable Adjustment

Reasonable adjustment is the process of adjusting our intended methods of learning and assessment to accommodate the unique requirements of our clients, yet remaining within the constraints of the training package whilst still applying the principles of assessment.

Reasonable Adjustment should be catered for without compromising assessment conditions. For example, the Trainer/Assessor should withdraw from assessment to protect privacy, confidentiality and potentially company security concerns. In this instance, Reasonable Adjustment needs to be applied i.e. using a different form of Assessment or a simulated environment.

We are committed to assisting all of our clients where within our capacity to complete the course. To ensure we understand where we can assist we ask our students to self-identify any areas that we can assist them in. Our options and approach to English language literacy have been raised earlier.

Obviously, the trainer/assessor can make their own observations as to how they can modify our assessment process to meet the needs of our students. In the case of this course, possible areas of Reasonable Adjustment include: Shorter more frequent sessions for people with attention issues, the use of colour paper or tinted transparencies to assist those with dyslexia. In general, the student will know what form of reasonable adjustment suits their needs address these options with the student but ensure the needs of the Training Package are met, any requests for Reasonable Adjustment that cannot immediately be accommodated should be discussed with the CEO, and where we cannot accommodate the request, we will refer the Student onto a suitable organisation.

Australian College of Higher Studies has incorporated a separate comment section for Reasonable Adjustments into each form of Assessment and in all of its assessment tools, or reasonable adjustments can be made as notes in the general comment sections.

ASSESSMENT GUIDELINES

Introduction

These Assessment Guidelines provide the endorsed framework for assessment of the units of competency for programs delivered pursuant to a Training Package. The Guidelines are designed to ensure that assessment activities are consistent with the Australian Quality Framework Standards for Registered Training Organisations and that the assessment processes and outcomes are valid, reliable, flexible, and fair. Assessments against the competency standards in this Training Package must be carried out in accordance with these endorsed guidelines.

Feedback

The assessment activities become part of a formative assessment. AUSCHS and its trainers/ assessors have processes in place to provide feedback and reinforcement to participants as they progress through the activities and assessment processes.

RECOGNITION PROCESS – FORMS OF CREDIT

MUTUAL RECOGNITION

AUSCHS's National Recognition Policy states that an RTO will recognise a Student's Australian Qualification Framework (AQF) Qualifications and/or Statements of Attainment issued by any other Registered Training Organisations (RTO's) in Australia.

Students must provide copies of their certificates, i.e. Qualification/s and/or Statement/s of Attainment, for AUSCHS to commence with verification procedures.

RECOGNITION OF PRIOR LEARNING

Recognition Policy

1. Purpose

The Australian College of Higher Studies (AUSCHS) is committed to providing quality training and assessment in accordance with the Standards for Registered Training Organisations (RTOs) 2015. As such, we are required to offer Recognition of Prior learning (RPL) services to all students, and to implement an assessment system that ensures that assessment (including recognition of prior learning) complies with assessment requirements of Training Packages and VET Accredited course, the Principles of Assessment (POA) and Rules of Evidence (ROE).

2. Policy Statement

AUSCHS is committed to providing effective processes for Recognition options to all current and prospective students.

AUSCHS will ensure that:

- It implements an assessment system that ensures RPL assessments comply with assessment requirements of relevant Training Packages, VET Accredited Courses;
- RPL assessment is conducted in accordance with the Principles of Assessment (POA);
- RPL assessment is conducted in accordance with the Rules of Evidence (ROE);
- Recognition is offered to all students prior to enrolment;

- Adequate information and support are provided to students in understanding the process and gathering reliable evidence to support their recognition claim;
- all Recognition applications are processed in accordance with the AUSCHS Assessment Policy; and
- Appropriate recognition will be given to AQF Certification documentation issued by other RTOs.

3. Definitions

3.1 The following words and expressions have the following specific meaning, as in the Standards for Registered Training Organisations (RTOs) 2015.

AQF certification documentation is the set of official documents that confirms that an AQF qualification or statement of attainment has been issued to an individual.

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

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

Assessment system is a coordinated set of documented policies and procedures (including assessment materials and tools) that ensure assessments are consistent and are based on the Principles of Assessment contained in Table 1.8-1 and the Rules of Evidence contained in Table 1.8-2.

Authenticated VET transcript has the meaning given in the Student Identifiers Act 2014.

Competency means the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.

Module means a group of learning outcomes in a VET accredited course where it can be established that it is not possible to develop an appropriate unit of competency.

Recognition of Prior Learning (RPL) means an assessment process that assesses the competency/s of an individual that may have been acquired through formal, non-formal and informal learning to determine the extent to which that individual meets the requirements specified in the training package or VET accredited courses.

- a) formal learning refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (for example, a certificate, diploma or university degree);
- b) non-formal learning refers to learning that takes place through a structured program of instruction, but does not lead to the attainment of an AQF qualification or statement of attainment (for example, in-house professional development programs conducted by a business); and
- c) informal learning refers to learning that results through experience of work-related, social, family, hobby or leisure activities (for example the acquisition of interpersonal skills developed through several years as a sales representative).

Registrar has the meaning given in the Student Identifiers Act 2014.

Statement of attainment means a statement issued to a person confirming that the person has satisfied the requirements of the unit/s of competency or accredited short course specified in the statement.

Unit of competency means the specification of the standards of performance required in the workplace as defined in a training package.

4. Policy Principles

4.1 Underpinning Principles

- a) Recognition is made available to any person commencing a course with AUSCHS
- b) Recognition of Prior Learning (RPL) is the determination, on an individual basis, of the skills and knowledge currently held by the learner acquired through formal, non-formal and informal learning.
- c) Recognition is used to determine the advanced standing or 'credit', for a training program, that the learner may be awarded as a result of their prior knowledge, skills and experience.
- d) Recognition is an Assessment process, and as such is subject to all provisions of the AUSCHS "Assessment Policy".
- e) Recognition assessment decisions must comply with Principles of Assessment and Rules of Evidence as outlined in the Standards for RTOs and in AUSCHS Assessment Policy. (See Assessment Policy)
- f) All students may apply for formal recognition of existing competencies against an AQF qualification / unit of competency that AUSCHS is registered to deliver.
- g) The onus is upon the candidate to demonstrate competence to the satisfaction of the assessors, including the provision of certification documentation.
- h) Competency may be derived from many sources:
 - i. Work experiences

- ii. Work product/s
- iii. Life experience
- iv. Training programs offered by industry, private or community based providers which may or may not have been formally recognised
- v. Training programs undertaken overseas (which may or may not be accredited in that country)
- vi. Informal learning programs
- vii. Certification from another RTO
- i) Only accredited and approved assessors will conduct Recognition assessments on behalf of AUSCHS. (See Assessment Policy)
- j) Recognition assessments must comply with the assessment requirements detailed in the relevant Training Package and VET Accredited course.
- k) Recognition application and assessments are subject to fees as outlined in the enrolment form section 'Training Fees'.
- l) The minimum acceptable claim for Recognition is a Unit of competency/module.
- m) Certification documentation will not be issued until all relevant fees are paid in full. (See Certification Policy)
- n) Information of Recognition processes and arrangements are provided to all students and prospective students.
- o) An applicant, who has undertaken a course that is not competency based, can gain credit transfer into a competency-based course if the mapping of competency can be justified.

4.2 Credit Transfer

- a) AUSCHS will accept and mutually recognise the decisions and outcomes of any RTO thereby ensuring mutual acceptance throughout Australia of the qualifications and Statements of Attainment awarded by other RTO's or AQF authorised issuing organisations.
- b) AUSCHS recognises AQF certification documentation from other RTOs, and authenticated VET transcripts issued by the Registrar and after review and verification of validity will apply a credit to all relevant units of competency.
- c) Credit Transfer applies when the certification documentation provided by the student contains the same national competency code as those that form part of the training and assessment program offered by AUSCHS.

- d) To receive credit transfer of held units of competency must be the current code, or an equivalent code. AUSCHS must be able to verify the mapping on www.training.gov.au.
- e) Certification documentation must be presented as a certified copy of an original. Certified copies must be signed by an authorised authority e.g. JP.
- f) AUSCHS are not obliged to issue an AQF qualification or Statement of Attainment that is achieved wholly through recognition of units and /or modules completed at another RTO or RTOs. (i.e. student cannot complete all of their learning and assessment with another RTO and request AUSCHS to issue the qualification under Recognition)
- g) The amount of recognition contributing to the issuance of certification documentation from AUSCHS (i.e. using units/modules completed at other RTOs) is at the discretion of the CEO.
- h) In the event a student wishes to undertake refresher training in a unit/module for which they have been previously awarded recognition, then student will be advised that the completion of the assessment is not necessary, however, may be offered as an option.
- i) Where the recognised AQF qualification and attributed units/modules forms part of another AQF qualification, the student will only be enrolled in the additional units required to complete the new qualification.
- i. Fees will reflect reduced learning and assessment load.

5. The Process

Applicants may apply and submit all supporting documents supporting their claim for recognition of prior learning. If after examining the submitted evidence the assessor believes the applicant has sufficient evidence that they have acquired the knowledge and skills through any form of previous study, work or life experience, the student will be required to undertake a challenge test. This process will ensure that applicant's knowledge and skills are current. The challenge test requires the student to undertake the knowledge and practical assessments that all other student undertake. This process ensures fairness and equity to all students and does not lead to a situation where RPL 'tools' have to be developed to suit every applicant. In this context, an RPL process simply means the student does not have to attend classes and does not have to undertake the amount of reading or other learning, a mainstream student may do. The assessment process is however, identical.

6. Appeals

Students have the right to appeal a Recognition Assessment decision. (See Appeals Policy)

7. Access and Equity

Students have fair and equal rights to assessment, including recognition. (See Access and Equity Policy)

8. Records Management

All documentation from Recognition processes are maintained in accordance with Records Management Policy. (See Records Management Policy)

9. Monitoring and Improvement

All Recognition practices are monitored by the CEO and areas for improvement identified and acted upon. (See Continuous Improvement Policy)

CREDIT TRANSFER

Credit transfer is defined in the AQF as follows:

Credit transfer is a process that provides students with agreed and consistent credit outcomes for components of a qualification based on identified equivalence in content and learning outcomes between matched qualifications.

This is underpinned by the AQF definition of credit as follows:

Credit is the value assigned for the recognition of equivalence in content and learning outcomes between different types of learning and/or qualifications. Credit reduces the amount of learning required to achieve a qualification and may be through credit transfer, articulation, recognition of prior learning or advanced standing.

The AQF facilitates the progression of students through qualifications by giving credit for learning outcomes they already have achieved. Credit outcomes may allow for entry into a qualification and/or provide credit towards the qualification.

Credit given may reduce the time required for a student to achieve the qualification.

Credit transfer is one of a number of processes for establishing credit. It provides a means for students to gain credit in an AQF qualification on the basis of completed components of another AQF qualification or other formal learning.

The credit transfer process involves:

- Mapping, comparing and evaluating the extent to which the learning outcome, discipline content and assessment requirements of the individual components of one qualification are equivalent to the

learning outcomes, discipline content and assessment requirements of the individual components of another qualification, and

- Making a judgment about the credit to be assigned between the matched components of the two qualifications.

The agreed credit outcomes may include any form of credit: block, specified or unspecified credit.

A SIMPLE Flowchart explaining the RPL process is listed towards the end of the Information Pack

AUSCHS CODE OF PRACTICE

At Australian College of Higher Studies, we will:

- Conduct all business dealings with clients in an ethical manner.
- Provide all that we commit to provide and more.
- Induct and employ highly experienced staff and contractors with the qualifications, competencies and industrial experience to meet our clients and government requirements.
- Deliver nationally accredited training within our scope of registration.
- Maintain accident, fire, safety and evacuation information for any AUSCHS venue.
- Operate under all the relevant Commonwealth and State legislation and regulations.
- Provide an encouraging learning and development environment for students.
- Work in an environment of continuous evaluation and improvement.
- Maintain appropriate and current insurance coverage.
- Maintain complete and accurate records of all activities in line with the requirements of State and Commonwealth legislation.
- Maintain the requirements of “Information Privacy Principles (clause 14 of the Privacy Act 1988 – Commonwealth) privacy and confidentiality requirements.
- Keep accurate and complete financial records.
- Ensure that staff and clients have the latest version of relevant procedure documents.
- Conduct all marketing and advertising in an ethical manner. The College will comply with the National operational protocol for the marketing of recognized training.
- Ensure the quality of training and assessment of any partner organization.
- Conduct all student recruitment activities with regard to equity principles to ensure that no groups including groups with lower participation rates in training are not disadvantaged.
- Strive to integrate the needs of people with disabilities within the capacity of the business to meet those needs.
- Advertise all fees and charges and ensure that these are fully understood before accepting any payment.
- Refund all fees and payments made if a course is cancelled or the student withdraws from the course before the application closing date.
- Ensure the health and safety of students at AUSCHS’s venues
- Recognize an individual’s prior learning, irrespective of how or where the learning has taken place.
- Issue qualifications and statements of attainment in accordance with the specific requirements of individual training packages and accredited courses within our scope of registration.
- Obtain and use feedback on all aspects of its organization, including its staff, training and assessment, business processes and services.

- Promote pathways for further education, training and employment for its students.
- Not tolerate discrimination
- Provide equal access and equity for our applicants and students.

PRIVACY AND CONFIDENTIALITY

AUSCHS takes its obligations under the Privacy Act (1998 C'wlth) very seriously and will take all steps necessary to comply with the Act and protect the privacy of the personal information in our possession. Confidentiality of client records is important to the operations of AUSCHS.

AUSCHS collects uses and discloses personal information under the following guidelines:

- i) Information collected is only used for the services we provide including for audit purposes by Quality Branch
- ii) No staff or Student information is shared with a third party or other Organisation without Students' permission, except by law and as per the requirements under the standards for Registered Training Organisations (RTOs).
- iii) If Student information is required by any other third party, we will obtain written consent from the Student prior to release of any information
- iv) Students' assessment results are collected and recorded on the Client Qualifications Register (CQR)
- v) When accessing personal information, the Student must first provide proof of identity, such as, name, address, date of birth and a driver's license or other form of photographic proof of identity. Inspection of Student files held by us may be arranged by appointment
- vi) All reasonable steps are taken to protect the security of personal information, including taking appropriate measures to protect both electronic and hard copy information
- vii) No personal information is contracted out under any circumstances
- viii) AUSCHS must collect personal information, in order to comply with our legal obligations (see items i, ii & iv)

ACCESS AND EQUITY STATEMENT

In line with obligations under Commonwealth legislation, AUSCHS is committed to promoting a fair and equitable environment for personnel and clients that is free from discrimination, harassment and vilification.

Access and equity means policies and approaches aimed at ensuring that VET is responsive to the individual needs of clients whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes.

Access and Equity principles include:

- Equity for all people through the fair and appropriate allocation of resources;
- Equality of opportunity for all people without discrimination;

- Access for all people to appropriate quality training and assessment services; and
- Increased opportunity for people to participate in training.

Disadvantaged groups include the following groups who traditionally have been under-represented in Vocational Education and Training:

- People with a disability;
- Aboriginals and Torres Strait Islanders;
- Women;
- People from non-English speaking backgrounds;
- People in rural and remote areas; and
- Long term unemployed.

AUSCHS is committed to complying with Commonwealth and State legislation and policies regarding access, equity and cultural diversity. This legislation includes the *Disability Discrimination Act 1992 (Cth)*, the *Anti-discrimination Act 1998 (Cth)* and the *Anti-Discrimination Act 1977 (NSW)*.

AUSCHS also maintains compliance with the *Disability Standards for Education 2005 (Cth)* including processes relating to:

- Enrolment;
- Participation;
- Curriculum development, accreditation and delivery;
- Student support services; and
- Elimination of harassment and victimisation.

AUSCHS strives to maximise opportunities for access, participation and outcomes for all students within the vocational education, training and employment system.

AUSCHS undertakes to identify and, where possible, remove barriers that prevent individuals from accessing and participating in our services. AUSCHS is committed to treating all prospective and actual students *on the same basis*.

On the same basis

A person with a disability is able to seek admission to, or apply for enrolment in, an institution on the same basis as a prospective student without a disability if the person has opportunities and choices in admission or enrolment that are comparable with those offered to other prospective student without disabilities.

AUSCHS ensures it treats prospective students with a disability on the same basis as prospective students without a disability as it makes any decisions about admission or enrolment on the basis that *reasonable adjustments* will be provided.

An *adjustment* is a measure or action (or a group of measures or actions) taken by AUSCHS that has the effect of assisting a student with a disability:

- In relation to an admission or enrolment — to apply for the admission or enrolment;
- In relation to a course or program — to participate in the course or program; and
- In relation to facilities or services — to use the facilities or services;

On the same basis as a student without a disability, and includes an aid, a facility, or a service that the student requires because of his or her disability.

Reasonable adjustments

An adjustment is reasonable in relation to a student with a disability if it balances the interests of all parties affected. In assessing whether a particular adjustment for a student is *reasonable*, AUSCHS has regard to all the relevant circumstances and interests, including the following:

- The student’s disability;
- The views of the student or the student’s associate;
- The effect of the adjustment on the student, including the effect on the student’s:
 - Ability to achieve learning outcomes; and
 - Ability to participate in courses or programs; and
 - Independence;
- The effect of the proposed adjustment on anyone else affected, including AUSCHS, personnel and other students; and
- The costs and benefits of making the adjustment.

Student Rights and AUSCHS Responsibilities

Students’ Rights	AUSCHS Responsibilities
Enrolment	
Right to seek admission and enrol on the same basis as prospective students without disability including the right to reasonable adjustments.	<ul style="list-style-type: none"> • Take reasonable steps to ensure that the enrolment process is accessible. • Consider students with disability in the same way as students without disability when deciding to offer a place. • Consult with the prospective students or their associates about the effect of the disability on their ability to seek enrolment; and any reasonable adjustments necessary.
Participation	
Right to access courses and programs; use services and facilities; and have reasonable adjustments, to ensure students with disability are able to participate in education and training on the same basis as students without disability.	<ul style="list-style-type: none"> • Take reasonable steps to ensure participation. • Consult with the student or their associate about the effect of the disability on their ability to participate. • Make a reasonable adjustment if necessary.

	<ul style="list-style-type: none"> Repeating this process over time as necessary.
Curriculum Development, Accreditation and Delivery	
<p>Right to participate in courses and relevant supplementary programs that are designed to develop their skills, knowledge and understanding, on the same basis as students without disability and to have reasonable adjustments to ensure they are able to participate in education and training.</p>	<ul style="list-style-type: none"> Enable students with disability to participate in learning experiences (including assessment and certification). Consult with the student or their associate. Take into consideration whether the disability affects the student's ability to participate in the learning experiences.
Student Support Services	
<p>Right to access student support services provided by education institutions, on the same basis as students without disability. Students with disability have the right to specialised services needed to participate in the educational activities they are enrolled in.</p>	<ul style="list-style-type: none"> Ensure that students with disability are able to use general support services. Ensure that students have access to specialised support services. Facilitate the provision of specialised support services.
Harassment & Victimization	
<p>Right to education and training in an environment that is free from discrimination caused by harassment and victimisation on the basis of their disability.</p>	<ul style="list-style-type: none"> Implement strategies to prevent harassment or victimisation. Take reasonable steps to ensure that personnel and students are informed about their obligation not to harass or victimise students with disability. Take appropriate action if harassment or victimisation occurs. Ensure complaint mechanisms are available to students.

Process for Considering Adjustments

AUSCHS provides equitable access to all required educational and support services, so that no student is disadvantaged regardless of their mode of study or location. Where there may be limitations regarding access to these resources, AUSCHS provides clear advice in pre-enrolment information so all clients can make an informed choice about which RTO and course of study best meets their needs.

AUSCHS embraces the responsibility of ensuring that all personnel acquire the knowledge and skills to relate to students without direct or indirect discrimination. All personnel are aware of and know how to use available AUSCHS or external resources or be able to confidently refer students to appropriate tutoring and community support services.

All personnel continue to expand their knowledge or access and equity issues through induction processes when joining AUSCHS, and in structured professional development on a regular basis (at least annually) in access and equity issues and resources.

AUSCHS personnel have access to a range of access and equity materials designed to assist students in undertaking and completing courses and qualifications.

In assessing whether an adjustment to the course of the course or program in which the student is enrolled, or proposes to be enrolled, is reasonable, AUSCHS is entitled to maintain the academic requirements of the course or program, and other requirements or components that are inherent in or essential to its nature.

Consulting the student

Before AUSCHS makes an adjustment for the student, the student or their associate is consulted about:

- Whether the adjustment is reasonable;
- The extent to which the adjustment would achieve the aims in relation to the student; and
- Whether there is any other reasonable adjustment that would be less disruptive and intrusive and no less beneficial for the student.

Deciding on an adjustment to be made

In deciding whether to make a particular reasonable adjustment for a student, AUSCHS:

- Assesses whether there is any other reasonable adjustment that would be less disruptive and intrusive and no less beneficial for the student; and
- Assesses whether the adjustment may need to be changed over the period of a student's education or training.

A detailed assessment, which might include an independent expert assessment, may be required in order to determine what adjustments are necessary for a student. The type and extent of the adjustments may vary depending on the individual requirements of the student and other relevant circumstances. Multiple adjustments may be required and may include multiple activities.

Assessing reasonable adjustments

In assessing whether a particular adjustment is reasonable for the student with a disability, AUSCHS takes into account:

- The nature of the student's disability;
- The information provided by, or on behalf of, the student about how the disability affects the student's ability to participate;

- Views of the student, or an associate of the student, about whether a proposed adjustment is reasonable and will enable the student with a disability to access and participate in education and training opportunities on the same basis as students without disabilities;
- Information provided by, or on behalf of, the student about his or her preferred adjustments;
- The effect of the proposed adjustment on the student, including the student's ability to participate in courses or programmes and achieve learning outcomes;
- The effect of the proposed adjustment on anyone else affected, including AUSCHS operations, personnel and other students; and
- The costs and benefits of making the adjustment.

In making a reasonable adjustment, AUSCHS ensures that the integrity of the course or program and assessment requirements and processes are maintained.

AUSCHS acts upon information about an adjustment in a timely way that optimises the student's participation in education or training.

In meeting its obligations to provide reasonable adjustments, AUSCHS may provide an alternative adjustment to the student's preferred form of adjustment, if the alternative is effective in achieving the desired purpose.

Unjustifiable Hardship

Once a reasonable adjustment has been determined, AUSCHS adjustment may consider if the adjustment would impose unjustifiable hardship on its operations.

In determining what constitutes unjustifiable hardship, all relevant circumstances *of the particular case* are taken into account including:

- The nature of the benefit or detriment likely to accrue or be suffered by any persons concerned; and
- The effect of the disability of a person concerned; and
- The financial circumstances and the estimated amount of expenditure required to be made by the person claiming unjustifiable hardship.

In determining whether unjustifiable hardship applies, AUSCHS:

- Takes into account information about the nature of the student's disability, his or her preferred adjustment, any adjustments that have been provided previously and any recommended or alternative adjustments. This information may be provided by the student, an associate of the student or independent experts (or a combination of those persons);
- Ensures that timely information is available to the student, or an associate of the student about the processes for determining whether the proposed adjustment would cause unjustifiable hardship; and
- Ensures that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

Where a claim of unjustifiable hardship is made, AUSCHS has taken into account all the financial and other resources that are reasonably available for the purpose of making any necessary adjustments for the student, and the impact of those adjustments on its capacity to provide education of high quality to all students while remaining financially viable.

AUSCHS considers all costs and benefits both direct and indirect that are likely to result, the student and any associates of the student, and any other persons in the learning or wider community, including:

- Costs associated with additional personnel, the provision of special resources or modification of the curriculum;
- Costs resulting from the student’s participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and teachers; and
- Benefits deriving from the student’s participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers, and any financial incentives, such as subsidies or grants, available to the provider as a result of the student’s participation.

Where AUSCHS decides to rely on unjustifiable hardship, it ensures that a notice stating the decision and the reasons for the decision is given to the student, or an associate of the student, as soon as practicable after the decision is made.

Implementing Reasonable Adjustments

AUSCHS takes reasonable steps to ensure that any adjustment required to be made is made within a reasonable time. Whether the time is reasonable depends, in particular, on whether and when the student, or his or her associate, has provided:

- In a timely way, any relevant information in the possession of the student or associate about how the disability affects the student in relation to education or training; and
- The student’s or the associate’s opinion about the matters.

Where reasonable adjustments are implemented, a detailed training and assessment plan including timetables, notes regarding the required adjustments, and any related communications regarding the adjustments is maintained in the student’s file.

Reasonable Adjustments	
Type of disability	Example reasonable adjustments
Mobility impairment	Provision of wheelchair accessibility, access to aids such as for holding documents, adjustable tables, note taking support, oral rather than written presentations or exams, use of a personal computer, lifting limits.
Vision impairment	Use of audio recordings, enlarged text and images, enlarged computer screen images, use of voice synthesizers on computers, good lighting or reading lamps, Braille translations, provision for guide dogs, avoid moving furniture without informing the person, provision of additional writing time for assignments/tests.
Hearing impairment	Use of teletext, audio loops for people using hearing aids, use of Plain English documents.
Intellectual disability	Practical learning sessions, repetition of learning exercises, use of Plain English, use of mentors, assessment that is appropriate to the skill, i.e. avoiding written test for practical tasks, provision of additional time.

Speech impairment	Provision of time and patience, paraphrasing, getting individuals to put things in writing, minimizing stress.
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Support Services

The following support services are available and accessible for all students studying with AUSCHS. AUSCHS will provide students with contact details to refer any matters that require further follow up with relevant professionals.

Support Service	How to access	Contact details
Face to Face	Contact us in person by visiting us or having a face time chat or video conferencing	<ol style="list-style-type: none"> 13 Gibraltar Street, Bungendore, NSW 2621 Face Time Call- 0488 912 225 Video Conferencing (make a prior arrangement)- AUSCHS on Google+, Skype
Online	Email us	info@auschs.edu.au jennyh@auschs.edu.au jasdeep@auschs.edu.au
Phone	Phone us	1300 600 888 0421 661 998 0488 912 225
Career Advice	Make a booking with our Career advice specialist	1300 600 888
Employment advice	Get contacts from us for different JSA's who we work with	1300 600 888
Further Study options	Email us or contact us by phone or come and see us in person	<ol style="list-style-type: none"> 13 Gibraltar Street, Bungendore, NSW 2621 1300 600 888 0421 661 998 0488 912 225
Lifeline	Lifeline provides all Australians experiencing a personal crisis with access to online, phone and face-to-face crisis support and suicide prevention services. Find out how these services can help you, a friend or loved one.	Phone: 13 11 14 www.lifeline.org.au
Reading and Writing Hotline	For the price of a local call anywhere in Australia, the Hotline can provide you with advice and a referral to one of 1200 providers of courses in adult literacy and numeracy.	Phone: 1300 655 506 www.readingwritinghotline.edu.au

Discrimination

Discrimination can be direct, indirect or systemic.

Direct discrimination is any action which specifically excludes a person or group of people from a benefit or opportunity, or significantly reduces their chances of obtaining it, because their status or personal characteristics, irrelevant to the situation (e.g., sex, ethnic origin) are applied as a barrier. Direct discrimination has as a focus assumed differences between people.

Indirect discrimination is the outcome of rules, practices and decisions which treat people equally and therefore appear to be neutral; but which, in fact, perpetuate an initially unequal situation and therefore significantly reduce a person's chances of obtaining or retaining a benefit or opportunity. Rules, practices and decisions are applied to all groups alike but it is the very assumption of a likeness that constitutes the discrimination.

Systemic discrimination is system of discrimination perpetuated by rules, practices and decisions which are realised in actions that are discriminatory and disadvantage a group of people because of their status or characteristics and serve to advantage others of different status or characteristics. Direct and indirect discrimination contribute to systemic discrimination.

Bullying & Harassment

Bullying is repeated, unreasonable behaviour directed towards an individual or a group of individuals that creates a risk to health and safety and is unlawful. Repeated behaviour refers to the persistent nature of the behaviour and can involve a range of behaviours over time.

Unreasonable behaviour means behaviour that a reasonable person, having regard for the circumstances, would see as unreasonable, including behaviour that is victimising, humiliating intimidating or threatening. Examples of bullying may include (but are not limited to):

- A manager or supervisor using a management style that is harsh, involves shouting, constant criticism or humiliation of an individual or group of individuals in private or in front of their peers;
- An individual being treated less favourably by another individual or group of individual, including, but not limited to, bullying or intimidation; forcing an individual to participate in an “initiation” process; the playing of practical jokes or forcing an individual to undertake demeaning tasks;
- Sniggering or gossiping behind someone’s back;
- Laughing at someone which is intended to make them feel uncomfortable or distressed;
- A manager setting unreasonable timelines or constantly changing deadlines for an individual to meet, or setting tasks that are unreasonably below or beyond a person’s skill level; and/or
- Continuously and deliberately excluding someone from workplace activities including ignoring or keeping individuals isolated from relevant communications about work issues.

AUSCHS is committed to providing a workplace and client services which are free from bullying, harassment and unlawful discrimination. AUSCHS aims to ensure all those participating in the workplace and services are treated with respect, dignity and fairness with an aim of creating an environment which promotes positive working relationships.

AUSCHS ensures that all stakeholders understand what will be regarded as bullying, how complaints of bullying can be made and how claims will be treated. This applies to all personnel, agents and clients engaging in AUSCHS RTO's services.

AUSCHS expectations are not limited to the workplace or working hours, and will include all work-related events which includes, but is not limited to; lunches, client functions, meetings and conferences as well as social events.

AUSCHS expectations relate to, but are not limited by the following types of communication:

- Verbal communication either over the telephone or in person in the workplace, and outside of it;
- Written communication including; letters, notes, minutes of meetings etc.;
- Internal and external electronic communication including:
 - Email;
 - Instant messaging services;
 - Internal intranet;
 - Faxes;
 - Social media and networking forums including; Facebook, LinkedIn, Twitter and other forms of social media; and
 - Communications via text message.

In line with AUSCHS's commitment to creating a workplace which is free from workplace health and safety risks and one which strives to create positive working relationships, all individuals are expected to observe the following minimum standards of behaviour, including:

- Being polite and courteous to others;
- Being respectful of the differences between people and their circumstances;
- Ensuring they do not engage in any bullying behaviour(s) towards others in, or connected with the workplace which includes all individuals;
- Ensuring they do not assist, or encourage others in the workplace, or in connection with the workplace to engage in bullying behaviour(s) of any type;
- Adhering to the complaint procedure if they experience any bullying behaviour(s) personally;
- Reporting any bullying behaviour(s) they see happening to others in the workplace, or connected with the workplace in line with the complaint procedure; and
- Keeping information confidential if involved in any investigation of bullying.

Fair and reasonable management action taken in order to counsel an individual for instances of underperformance, investigating complaints made against personnel, discipline for misconduct and other work directions in line with business needs does not amount to bullying.

All individuals are expected to adhere to the standards of behaviour contained herein at all times. Any individual who is found to have breached these expectations will be disciplined accordingly, which may lead up to, and include termination of employment. If a contractor of AUSCHS is found to have breached these expectations, their contract stands to be terminated, or may not be renewed in the future.

Equity & Bullying Complaints

Any individual who believes that they have been subject to actions or words that may constitute discrimination or bullying should act upon such bullying as soon as possible by following the procedure set

out below. Individuals who believe they have witnessed discriminatory or bullying behaviour by another individual in the workplace are also able to make complaints.

In the first instance, the aggrieved individual should, wherever practicable and if they feel comfortable doing so, attempt to amicably resolve the matter with the individual(s) who are alleged to have engaged in bullying. When confronting the issue, the individual should clearly state the offensive behaviour experienced, explain that the behaviour is unwelcome and offensive and ask that the behaviour does not continue. The person may not be aware that their behaviour or conduct was causing offense or was unwelcome.

This is not a compulsory part of the complaint procedure, and if an individual does not wish to confront the person directly, then this is not encouraged.

Where the alleged bullying involves the individual's direct manager and it is not practical for them to directly resolve the matter, they shall immediately notify the Chief Executive Officer who, with the individual's approval will endeavour to investigate and resolve the matter on an informal basis in accordance with the procedure set out below.

Informal Complaint Procedure

An informal complaint procedure includes a range of alternatives which can be applied in a flexible manner in order to address different complaints in consideration of the relevant circumstances. The informal complaint procedure is intended to be used for less serious allegations of bullying and instances which generally do not warrant disciplinary action being taken. An individual who is unsure of whether or not to make a formal or informal complaint may make an informal complaint first and decide if they want to escalate the complaint to a formal complaint.

Different options for handling informal complaints may include, but are not limited to:

- AUSCHS relevant manager having a conversation with the alleged bully about the behaviour complained of; and
- AUSCHS relevant manager having a meeting with the individuals concerned in an attempt to reach a resolution.

Formal Complaint Procedure

Where an individual wishes to lodge a formal complaint, they will be required to do so by communicating this in writing to the Chief Executive Officer.

A written complaint shall include the names of individuals concerned, details of the incident(s) and the names of any witnesses present.

Where a written complaint has been lodged, a formal investigation procedure will commence immediately. Formal investigations may be conducted by the Chief Executive Officer or an external person who is appointed by AUSCHS e.g. an independent mediator.

Regardless of whether the investigation is carried out by an AUSCHS personnel member, or by an independent body/person, the investigator will aim to follow the procedure set out below:

- Clarify details of what took place and ensure that all necessary information is obtained;
- Identify the outcome the complainant is seeking;
- Discuss with the complainant their legal rights, including lodging a formal complaint with the relevant state or federal tribunal;
- Discuss the complaint made with the person/s accused of bullying; and
- Making a determination as to whether the alleged behaviour occurred and if it constituted bullying.

If AUSCHS feels it is appropriate in the interests of health and safety of individuals concerned, and / or the efficiency of the investigation process, individuals may be requested to refrain from attending work / course services for a period of time whilst the investigation is underway. Alternatively, individuals may be given different duties or work to perform while the investigation is being conducted. Employees who are requested to do either of these will be paid at their normal rate of pay during this period.

Where it becomes apparent that the complaint made relates to conduct which constitutes misconduct or otherwise warrants disciplinary action, the investigator is to refer to AUSCHS's *Disciplinary Procedures* for further action and resolution.

Whilst the investigator will endeavour to preserve the confidentiality of the complainant and the person complained of, it may be necessary to speak with other workers or people involved to determine what happened and to maintain the integrity of the investigation process.

Where potentially unlawful conduct has occurred, AUSCHS will alert the appropriate authorities. Those people who are involved in the complaint (including the complainant, witnesses etc.) are also under a duty to maintain confidentiality and display a commitment to uphold the integrity of the investigation process. If the complainant chooses to bring a support person with them to any meetings, they too are bound by confidentiality.

Gossiping and/or the spreading of rumours as a result of, or in connection with, a process followed under this policy will not be tolerated under any circumstances and may lead to further disciplinary action for those concerned.

Outcomes

The outcomes of a formal or informal complaint procedure will depend on the nature of the complaint, its severity and what is deemed appropriate in the relevant circumstances.

Where the results of an investigation procedure suggest that an individual is guilty of bullying, appropriate disciplinary procedures will be followed in line with the *Disciplinary Procedures*. The disciplinary action will depend on the nature and severity of the behaviour and may include termination of employment, which may be instant dismissal where serious misconduct is deemed to have occurred.

Where the complaint involves a contractor or agent of AUSCHS and an investigation process reveals that a person has engaged in unlawful conduct or other behaviour which is prohibited by this policy, those concerned may face termination of their contracts immediately, or will not be renewed in the future.

In addition to the remedies provided above, other action may be deemed necessary to resolve or remedy the behaviour complained of, including but not limited to:

- Providing training to employees concerned regarding bullying;
- Requiring employees who have breached this policy to apologise to appropriate person(s);
- Adjusting working arrangements where appropriate;
- Providing counselling to employees (complainant and the person complained of);
- Placing employees on performance improvement plans to ensure improved behaviour; and/or
- Providing coaching and mentoring.

Appeals Procedure

If any parties involved are unhappy with the outcome, or the way the complaint handling procedure was managed by AUSCHS please contact the AUSCHS Chief Executive Officer to discuss your concerns.

Once notified the Chief Executive Officer will conduct a review of the procedure followed, and the outcome issued, and make a final determination on the issue. Once this determination is made, the person who has made the appeal will be notified of the outcome and this determination will be final.

The following external bodies can also provide further information:

Jurisdiction	Contact Details
New South Wales	Anti-Discrimination Board of NSW 02 9268 5544 http://www.antidiscrimination.lawlink.nsw.gov.au
National	Australian Human Rights Commission 1800 620 241 https://www.humanrights.gov.au
National <i>AUSCHS Employees</i>	Fair Work Ombudsman 13 13 94 http://www.fairwork.gov.au

OCCUPATIONAL HEALTH AND SAFETY (OH&S)

This College has adopted policies that are designed to protect you from physical injury while on our premises. We need your assistance to make sure that these policies work. If you have any questions or concerns about your safety, please discuss them with your instructor or training consultant.

Occupational Health and Safety legislation states that where we provide a training facility we must provide

a physical environment in which risk is minimised. We are constantly monitoring our owned/hired facilities to keep up with requirements. If you see something that could be a hazard to you or others, please report it to your instructor or training consultant, or fill in a Reporting Form available from your trainer/assessor and hand it back for action.

Certificate level students training on the job should report OH&S hazards to their employer or training consultant

Smart and Skills Consumer Protection Policy – refer to the Smart and Skilled Handbook.

Smart and Skilled Code of Practice – refer to the Smart and Skilled Handbook.

STUDENT FEEDBACK

We appreciate feedback on our services. We provide evaluation sheets in courses and appreciate your comments on the services provided and how they can be improved.

RESOURCES

We offer extra assistance for students having any difficulties with courses. Feel free to contact your trainer when you need assistance or when you don't know how to progress further with your training. We provide students with library resources to assist you with specific courses – please talk with your instructor for a list of these.

GUIDANCE SERVICES

If you need more assistance than is offered in the course, or you're having difficulty undertaking or maintaining training, we can help you find appropriate support. If you find you are unable to continue, please talk to your instructor or training consultant. We may be able to assist you.

TRAINING AND ASSESSMENT STANDARDS

All training and assessments conducted by us will be by trainers and assessors who:

- (a) Have the necessary training and assessment competencies as determined by the National Skills Council or its successors, and
- (b) Have the relevant vocational competencies at least to the level being delivered or assessed, and
- (c) Can demonstrate current industry skills directly relevant to the training/assessment being undertaken and
- (d) Continue to develop their VET knowledge and skills as well as their industry currency and trainer/assessor competence
- (e) Assessment will meet all of the National Assessment Principles (including Recognition for Prior Learning and Credit Transfer). Adequate facilities, equipment and training materials will be utilized to ensure the training environment is conducive to the success of participants.

All of our assessments within our RTO will lead to the issuing of a Statement of Attainment or to the issuing of a qualification under the AQF where a person is assessed as competent against the National Endorsed units of competency in the applicable training package. All of our Assessments will be:

- Valid - Assessment methods will be valid, that is, they will assess what they claim to assess,
- Reliable - Assessment procedures must be reliable, that is, they must result in consistent interpretation of evidence from the participant and from context to context,
- Fair - Assessment procedures will be fair, so as not disadvantage any Participants.
- Assessment procedures will:
 - be equitable, culturally and linguistically appropriate,
 - involve procedures in which criteria for judging performance are made clear to all participants,
 - employ a participatory approach,
 - Provide for participants to undertake assessments at appropriate times and where required in appropriate locations.
- Flexible - Assessment procedures will be flexible, that is, they should involve a variety of methods that depend on the circumstances surrounding the assessment, We will achieve this through:
 - careful design of the assessments
 - validation and moderation of the assessment materials conducted in our annual review,
 - An understanding of the definition and practical application of the above definitions.

Assessments for qualifications are competency based, meaning you are assessed against the unit of competency & requirements.

LEARNING STRATEGIES

AUSCHS is committed to providing flexible job-related opportunities for training and assessment. Our staff will provide you with a training plan that will overlap your work tasks. Wherever possible we will engage in a partnership arrangement with work staff to enable competencies to be achieved through work projects. Where this is not possible, we will consult with you to achieve a realistic plan of training.

YOUR ROLE

While AUSCHS staff will strive to make your skills development a rewarding experience we need your cooperation to do this. Your role will be to:

- Keep in a state of good health and well-being so as to approach your development with a good attitude.
- Attend any scheduled meeting with your trainer and assessor.
- Make every effort to undertake project commitments.
- Work safely and wear protective equipment while you work on your projects if the job requires it.
- Keep your record book up to date by signing off where you believe you are competent and having your supervisor do likewise. If in doubt about your training arrangements, contact your AUSCHS

representative

Qualification/Statement of Attainment Records

AUSCHS will keep a copy of your assessments for two years and a copy of your Certificate or Statement of Attainment for 30 years. Should you lose your copy of your certificate you may contact AUSCHS for a copy of your original certificate. Please note – there may be a small fee for this.

LEGISLATION GOVERNING AUSCHS

The VET Quality Framework (VQF) is aimed at achieving greater national consistency in the way providers are registered and monitored and in how standards in the vocational education and training (VET) sector are enforced. An essential mechanism for the regulation of VET is the national standards against which applicants/RTOs are assessed. Any business or association with an interest in training can apply to become registered.

An RTO is an organisation, registered in accordance with the VQF Standards for RTOs, to provide specific vocational education and training and/or assessment services. RTOs may include TAFE institutes, private providers, community providers, schools, higher education institutions, industry organisations and enterprises.

All RTOs are generally required to:

- help employers choose the correct nationally recognised qualification
- help employers choose how the training will be delivered
- customise the training to the requirements of the business
- conduct a skills assessment of each trainee/apprentice to identify competencies already held and those yet to be attained
- develop a training plan that accurately reflects the planned training delivery
- deliver, or arrange delivery of, the structured training, that may occur at the RTO's premises, the workplace, or a combination of both
- provide workplace support to the employer and apprentice/trainee, including assisting with scheduling structured training and planning the assessment process
- negotiate assessment arrangements with the employer and apprentice/trainee and validate final assessment
- issue the Certificate or Statement of Attainment that complies with the Australian Qualifications Framework guidelines

VET Legislation

Vocational education and training (VET) legislation

Vocational education and training (VET), in Australia is regulated by a variety of Australian, state and territory laws. Employment, workplace and equity issues and safety issues are also covered by a range of Australian, state and territory legislation. *Note: Where the state or territory and the Australian laws deal with the same situation differently, the Australian law has jurisdiction.*

Fundamental to the VET system are Australian laws including:

1. **National Vocational Education and Training Regulator Act 2011** is the Act that established the National Vocational Education and Training Regulator, called the Australian Skills Quality Authority
2. **The Standards for NVR Registered Training Organisations 2011** were made under subsection 185(1) of the National Vocational Education and Training Regulator Act 2011 on 26 June for commencement from 1 July 2011.
3. **Skills Australia Act 2008** that established **Skills Australia**, an independent statutory body, providing advice to the Minister for Tertiary Education, Skills, Jobs and Workplace Relations on Australia's current, emerging and future workforce skills needs and workforce development needs.
4. **Skilling Australia's Workforce Act 2005 (amended 11/3/2010)** which links funding for the States and Territories to a range of conditions and targets for training outcomes.
5. **The Skilling Australia's Workforce (Repeal and Transitional Provisions) Act 2005** repealed the Australian National Training Authority Act 1992 and the Vocational Education and Training Funding Act 1992. This Act also provided for the transitional arrangements for the transfer of functions and responsibilities from ANTA to the Department of Education, Science and Training, now the **Department of Education, Employment and Workplace Relations**.

**To access current information on the relevant legislation please visit their website as the legislation are subjective to be changed and amended continuously*

GRIEVANCE REPORT AND REQUEST FOR ACTION

If for some reason you believe you have not received an appropriate response from your AUSCHS representative and wish to have AUSCHS follow up on the matter please complete the details below and mail to either the General Manager, or to the CEO, AUSCHS, Bungendore Business and Professional Centre, 13 Gibraltar Street Bungendore NSW 2621. See 'Grievance Procedures' in your Pre-Enrolment Pack

Your Full Name:

Your Address:

Your Phone Number:

The Service or Product we have provided you:

Your AUSCHS Training/Assessment Representative:

Your Concerns:

Please describe what you have done already to try and resolve your concerns:

NOTIFICATION OF CHANGE OF ADDRESS/CONTACT

Please notify AUSCHS if your contact details change:

Current contact details:

Full Name _____

Address _____

Phone _____ **Mobile** _____

Email _____ **Fax** _____

Updated changes:

Full Name _____

Address _____

Phone _____ **Mobile** _____

Email _____ **Fax** _____

Date _____ **Signed** _____

APPLICATION FOR ASSESSMENT APPEAL

UNIT CODE	UNIT NAME
Reason for appeal:	
UNIT CODE	UNIT NAME
Reason for appeal	

Full Name of Applicant: _____ Signature of Applicant: _____	Date: _____
<i>I have reviewed the assessment and have granted competency for units.</i> Name of the Assessor _____ Signature of Assessor _____ Units granted	Date: _____

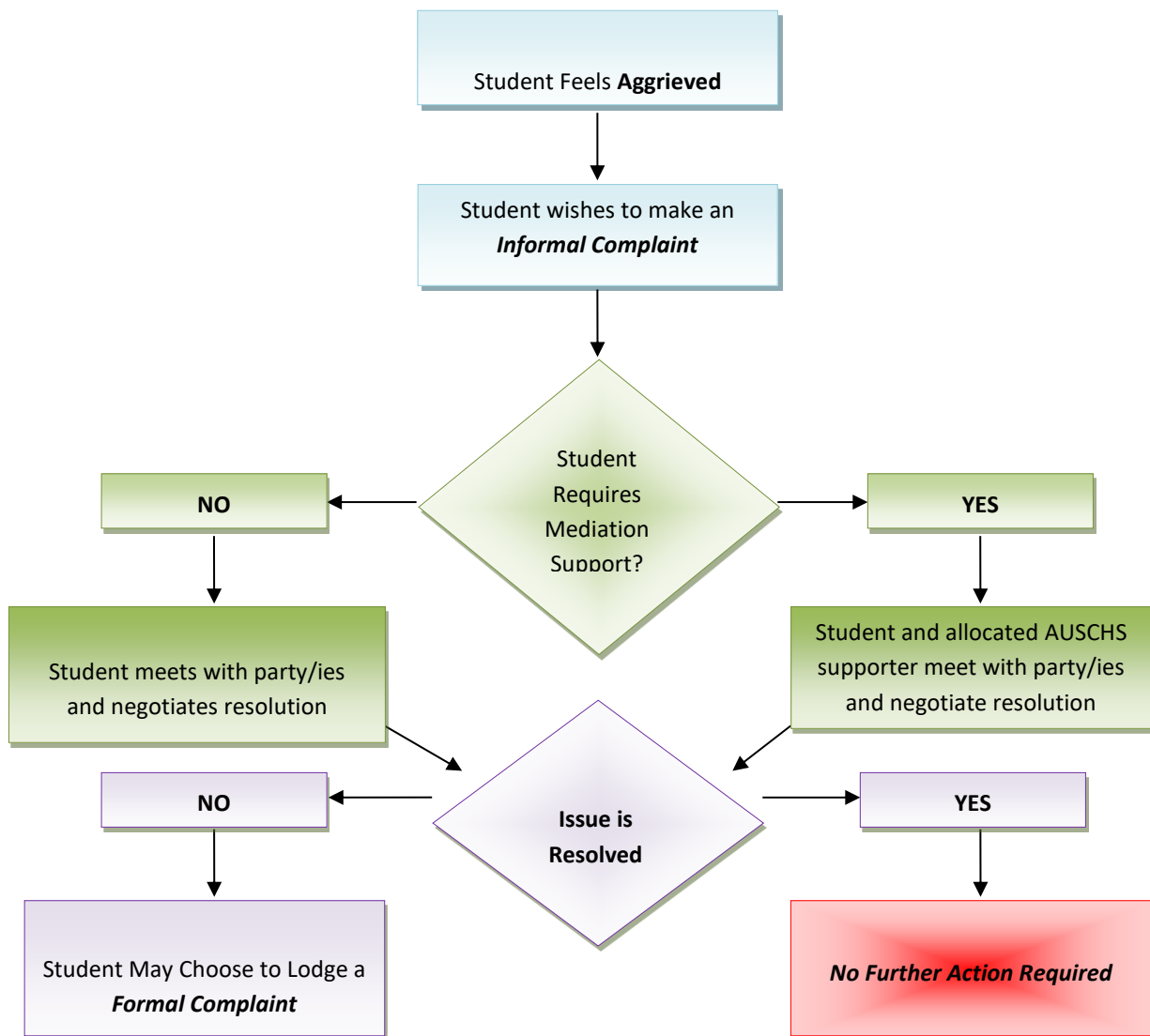
Please hand to our service consultant or mail to the address below.

Contact Us:
Phone: 1300 600 888
Address: Bungendore Business and Professional Centre
 13 Gibraltar Street Bungendore NSW 2621
Email: info@auschs.edu.au
Web Site: www.auschs.edu.au

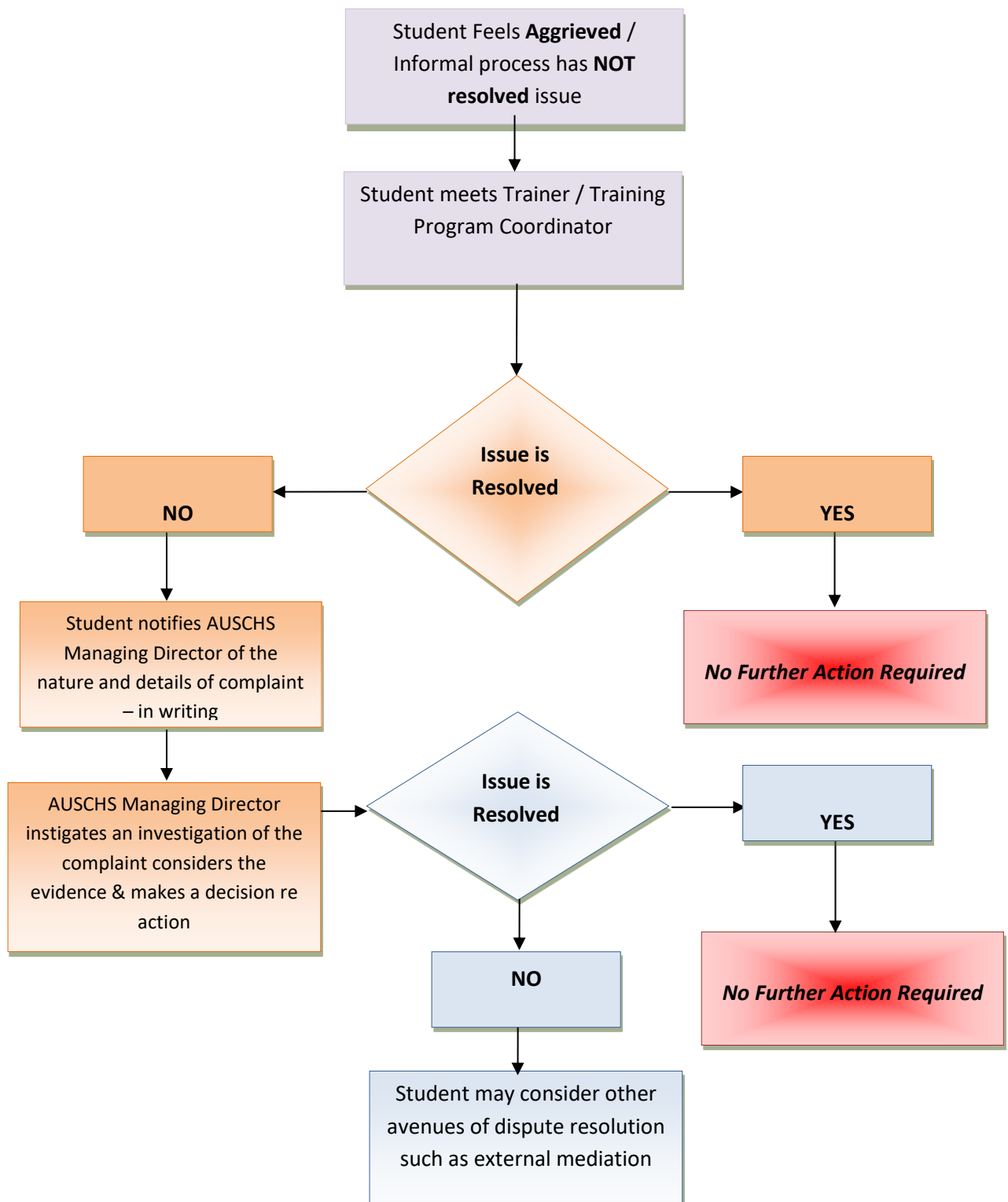
RPL Process- refer to the [Recognition policy](#)

Australian College of Higher Studies (AUSCHS) RPL Application Form	
Date	
Name	
Address	
Phone No	
List units applied for	
Qualification applied for	
Types of evidence supplied (List)	
Payment included	
Office Use Only	
Invoice / Receipt Sent	
Date	

STUDENT INFORMAL COMPLAINT PROCEDURE FLOWCHART



STUDENT FORMAL COMPLAINT PROCEDURE FLOWCHART



Participant Declaration

I (Print Full Name) _____

Hereby declare that I have read and understood the Pre- Enrolment information provided to me. I am aware of my role and AUSCHS role and responsibilities.

Signed: _____

Dated: _____

(Please hand this last page to your respective Trainer after you have thoroughly read and understood the Pre- Enrolment information given to you)

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