

STUDENT HANDBOOK

Contact Us
Australian College of Higher Studies
admin@auschs.edu.au or info@auschs.edu.au
or call 1300600888



Client Handbook

Welcome to Australian College of Higher Studies
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Thank you for choosing Maxwells Services Pty Ltd Trading as Australian College of Higher Studies (AUSCHS) RTO – 90924 as your training provider and allowing us to play a role in your learning journey.

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

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

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

Best Regards

Jennifer Hemmings
CEO
Australian College of Higher Studies

Handbook Disclaimer

This Student Handbook 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 handbook 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 Handbook. 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: 1300600888

Email: info@auschs.edu.au

Web: www.auschs.edu.au

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About Us

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, keep minds open and progressing and assisting people build 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 re-focus on a topic or an update.

WE ARE AN INCUBATOR FOR SUCCESSFUL PEOPLE

We are about Succeeding. Those who study with us want to succeed in areas of their life. Successful study results build bridges and pathways to what you want. Our students see success as a reward, our students are Achievers. 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 are about succeeding in 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 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 utilizing 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.

Legislation

As an RTO, Australian College of Higher Studies is required to adhere to legislation designed to uphold the integrity of nationally recognised qualifications. This includes:

- the Standards for Registered Training Organisations (Australian College of Higher Studies (AUSCHS)s) 2015
- National Vocational Education and Training Regulator Act 2011

Additionally, Australian College of Higher Studies abides by a range of other legal requirements at a State and Commonwealth level including, but not limited to:

- Anti-discrimination
- Copyright
- Employment and Workplace Relations
- Equal Opportunity
- Fair Work (including harassment and bullying)
- Privacy and Personal Information Protection
- Student Identifiers
- Workplace Health and Safety

Australian College of Higher Studies (AUSCHS) is dedicated to following the provisions in the VET Quality Framework. More information about these regulations and legal frameworks can be found at:

- www.comlaw.gov.au which is the Australian Government website for Commonwealth Law
- www.asqa.gov.au which is the website for the regulator of Australia's vocational education and training (VET) sector

Service Commitment

Australian College of Higher Studies is committed to providing quality training and assessment services to its learners.

We aim to:

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

Australian College of Higher Studies 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 Australian College of Higher Studies 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 Australian College of Higher Studies' 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.

Training Programs

Australian College of Higher Studies delivers a range of training programs, both accredited and non-accredited, which we conduct as public courses or customized for clients and industry. Our holistic approach ensures clients’ needs are met. Accredited programs have been approved by State and /or Commonwealth Government. To get further information on the course we offer , please visit this link:- <https://training.gov.au/Organisation/Details/90924>

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 1300600888.

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)	Pregnancy Help Line 24-hour counselling and information for Pregnant women and their families 1300 139 313

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- 0488912225 Video Conferencing (make a prior arrangement)- AUSCHS on Google+, Skype
Online	Email us	info@auschs.edu.au jennyh@auschs.edu.au - CEO jasdeep@auschs.edu.au -GM
Phone	Phone us	1300600888 0421661998 0488912225
Career Advice	Make a booking with our Career advice specialist	1300600888
Employment advice	Get contacts from us for different JSA's who we work with	1300600888
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 1300600888 0421661998 0488912225
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

Clients Rights and Responsibilities

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

Clients Duty of Care

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

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

You have a duty to:

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

Making the Most of your Training

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

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

Mobile Phones

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

Enrolment Process and requirements

The enrolment process may vary depending on the type of qualification you intend to study. This copy of our Student Handbook has been supplied for you to read and understand prior to enrolment.

An enrolment form must be completed, together with any required observations and/or self- assessment regarding special circumstances and/or training needs. Information on the fees and charges relating to your proposed course of study will be provided, and payment terms and methods will be agreed upon. The enrolment process also includes the opportunity for you to complete a Language, Literacy and Numeracy (LLN) indicator which will identify any areas in which additional support may be required.

Once all enrolment processes have been completed, you will be enrolled into the qualification. Note that enrolment is not confirmed until fees have been paid as agreed.

Course Qualification or Educational Pre-Requisites

To find more information on the course entry requirements, please contact us by emailing at info@auschs.edu.au or alternatively visit the website www.training.gov.au and enter the course code or name in the search and read through the pre-requisites. Feel free to contact us for further information.

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. The Training and assessment are conducted on the workplace premises. There is a pre- enrolment interview to ascertain the needs of the participant, Language ,Literacy and Numeracy needs, and to provide opportunity to discuss the course requirements, whether the course is relevant to the participant as per the job outcome they seek and finally to work out student support services required during the enrolment process.

Language, Literacy and Numeracy

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

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

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

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

Additional Entry Requirements

Entry requirements may relate to things such as:

Levels of language, literacy and numeracy skills appropriate for successful completion of the coursework and also, for effective performance in the workplace in the specific job-role.

Physical Fitness. Check your course information brochure for the required level of fitness associated with your course. (Remember: Medicals may be required by some facilities before employment)

Required Technology and Learning Resources

It is an expectation that all students have **reliable and ongoing access to a personal computer and internet** or have access to these resources via a public library. It is essential that students can view and edit word documents and have an email address to receive and send communications.

Our learning materials include program workbooks, supplemented with training notes, activities and self-assessment projects and may include academic textbooks. You will receive your learning materials during the program induction and throughout your program, and will be required to bring them to every class

Unique Student Identifier (USI)

A USI is required by all Australians undertaking nationally recognised training. It allows students to link to a secure online record of all qualifications gained regardless of the provider. This system was implemented by the Australian Government in 2015, so it will show student achievements from 1 January 2015 onwards.

As an Australian College of Higher Studies (AUSCHS), Australian College of Higher Studies cannot issue Certificates or Statements of Attainment without a USI. Therefore, it is mandatory that all students supply their USI upon enrolment.

If you do not have a USI, please visit <https://www.usi.gov.au/students/create-your-usi> for more information, and instructions on how to apply.

Equal Opportunity

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

Access and Equity Statement

In line with obligations under Commonwealth legislation, Australian College of Higher Studies 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.

Australian College of Higher Studies 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)*.

Australian College of Higher Studies 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 victimization.

Australian College of Higher Studies strives to maximise opportunities for access, participation and outcomes for all students within the vocational education, training and employment system.

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

It is the responsibility of all staff at Australian College of Higher Studies to uphold our commitment to Access and Equity principles. If you have questions or concerns, please email us at admin@auschs.edu.au.

Student Rights and Australian College of Higher Studies Responsibilities

Students' Rights	Australian College of Higher Studies (AUSCHS) Responsibilities
Enrolment	
Right to seek admission and enrol on the same basis as prospective students without disability including the right to reasonable adjustments.	<p>Take reasonable steps to ensure that the enrolment process is accessible.</p> <p>Consider students with disability in the same way as students without disability when deciding to offer a place.</p> <p>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.</p>
Participation	
Right to access courses and programs; use services and facilities; and have reasonable adjustments, to ensure	Take reasonable steps to ensure participation.

students with disability are able to participate in education and training on the same basis as students without disability.	<p>Consult with the student or their associate about the effect of the disability on their ability to participate.</p> <p>Make a reasonable adjustment if necessary.</p> <p>Repeating this process over time as necessary.</p>
Curriculum Development, Accreditation and Delivery	
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>Enable students with disability to participate in learning experiences (including assessment and certification).</p> <p>Consult with the student or their associate.</p> <p>Take into consideration whether the disability affects the student's ability to participate in the learning experiences.</p>
Student Support Services	
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>Ensure that students with disability are able to use general support services.</p> <p>Ensure that students have access to specialised support services.</p> <p>Facilitate the provision of specialised support services.</p>
Harassment & Victimisation	
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>Implement strategies to prevent harassment or victimisation.</p> <p>Take reasonable steps to ensure that personnel and students are informed about their obligation not to harass or victimise students with disability.</p> <p>Take appropriate action if harassment or victimisation occurs.</p> <p>Ensure complaint mechanisms are available to students.</p>

Student Conduct

Just as Australian College of Higher Studies has a responsibility to meet expectations of students, legislation, and regulations, so too, do students have obligations they are expected to meet. It is expected that students will participate with commitment in their studies, regularly submit assessment items, and behave in a manner that does not contravene workplace health and safety or the principle of respect for others.

Australian College of Higher Studies views student misconduct seriously. We expect that our students will behave in an honest, respectful manner appropriate for a learning environment, and in a way that will uphold the integrity of

the Australian College of Higher Studies (AUSCHS). Consequences of student misconduct vary up to and including expulsion from the course. Examples of student misconduct include, but are not limited to:

- Harassment, bullying and/or discrimination
- Falsifying information
- Any behavior or act that is against the law
- Any behavior that endangers the health, safety and wellbeing of others
- Intentionally damaging equipment and/or materials belonging to Australian College of Higher Studies and/or a partner organisation such as a school or workplace
- Any behaviour that is against the policies of the Australian College of Higher Studies (AUSCHS)

Consequences for misconduct will depend on the severity and frequency of the breach and include, but are not limited to:

- ✓ Verbal reprimand (warning)
- ✓ Formal written warning
- ✓ Suspension from the course
- ✓ Student to reimburse the costs incurred by any damage caused
- ✓ Cancellation of the course without refund and/or credit
- ✓ Matter referred to the police

Students found guilty of misconduct have a right to lodge an appeal by following our 'Complaints or Appeals' process. You can request a copy of these policies and relating process forms from our administration manager.

General Course Information

Course Duration

How long your course will take depends on a number of factors. Included are your own efforts and commitment to submitting assessments regularly and on time, your study load (i.e. full- or part-time) and how many units (if any) are eligible for credit transfer and/or recognition of previous experience and qualifications. Further, the level of the qualification being undertaken will impact on course duration. The Australian Qualifications Framework (AQF) summarises the criteria of different qualification levels and gives an indication of the complexity, depth of achievement, knowledge, skills and levels of autonomy required to achieve a qualification at that level.

The AQF expresses the time expected to gain a qualification as an equivalent to full-time years. This is known as the 'Volume of Learning'.

Volume of Learning

Volume of Learning statements provide an indication of the amount of time it is expected that a student would need as a full-time student to achieve the qualification.

The listed time frames account for all activities a student would undertake, including supervised training activities, classroom sessions, online modules and workplace learning, as well as individual study, practice and learning.

The Volume of Learning for Certificate III qualifications in the VET sector is 1200 – 2400 hours

(Taken from: <http://www.aqf.edu.au/aqf/in-detail/aqf-qualifications/>)

Competency Based Training

Competency Based Training (CBT) is an approach to teaching that focuses on allowing a student to demonstrate their ability to do something. CBT is used to develop concrete skills and is typically based on a standard of performance expected in the workplace and industry.

CBT programs deliver qualifications that are made up of Units of Competency. Each unit defines the skills and knowledge required to effectively perform in the workplace. Assessment is based upon the learning outcomes expected from each Unit of Competency.

Competency

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

Each Unit of Competency is made up of the following:

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

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

Evidence

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

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

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

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

- Question responses
- Tests

Your evidence must also demonstrate the following:

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

Assessment

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

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

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

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

Certification will only be given to clients who successfully complete all assessment requirements for a course. In case of completion of only some units out of the course requirements, a statement of attainment will be issued.

Australian College of Higher Studies is required to meet stringent quality requirements in the conduct of all assessments.

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

Assessment criteria and methods

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.

Vocational (work) Placements

Many courses delivered by AUSCHS have mandatory work placement requirements and the Enrolment representative of AUSCHS and/or Trainer will advise you of these requirements. Please understand, the courses which have these requirements can only be completed successfully after you have completed the required vocational placements hours.

Full Attendance at Vocational Placement (Work placement) is equally mandatory. Depending on the course you are studying, you may need to complete a Vocational Placement. As a guide, students completing the Certificate III in Individual Support, to be assessed as competent in this qualification, students are required to undertake a minimum of 120 hours supervised work placement. Similarly, the students completing a Diploma of Community Services, the candidate must have completed at least 100 hours of work as detailed in the Assessment Requirements of units of competency. Please check with your Trainer, about your course specific work place requirements.

Dress Code

As mature students it is your responsibility to attend class in the appropriate uniform, as required for the subject being studied, ie. Practical classes require full practical uniform

Assessments

The student resource packages contain the assessments for all units. The written questions, scenarios, role plays, homework and research and practicals all make up the assessment component of the course.

The industry glossary which will be worked on throughout the course will also be required to be handed in as part of your assessments

A delay in handing in your assessments by the specified dates will put you behind in work readiness and can affect the timing of work placement.

MAKE UP Practicals may only happen if a practical room can be re booked, and if the Trainer/Assessor is available
 . To be able to re sit a practical you must have a valid reason. i.e. medical certificate.

Homework

You will be issued with homework or research assessments tasks each week where you will need to spend a large amount of time reading over your issued resources or exploring new information

Assessment Procedures

Trainers will advise students when each written assessment section is due with a minimum of two weeks notice.

Trainers will advise when each practical will take place with a minimum of two weeks notice. The practical assessment task sheets will be provided to the students two weeks prior to the practical.

Principles of Assessment

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

Valid	Any assessment decision of the Australian College of Higher Studies is justified, based on the evidence of the performance of the individual learner. Assessment against the unit/s of competency and the associated assessment requirement covers the broad range of skills and knowledge that are essential to competent performance; Assessment of knowledge and skills is integrated with their practical application; Assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and Judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.
Reliable	Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.
Flexible	Assessment flexible to the individual learner by: Reflecting the learner's needs; Assessing competencies held by the learner no matter how or where they have been acquired; and Drawing from the range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.
Fair	The individual learner's needs are considered in the assessment process. Where appropriate reasonable adjustments are applied by the Australian College of Higher Studies to take into account the individual learner's needs.

	Australian College of Higher Studies informs the learner about the assessment process and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.
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Rules of Evidence and Assessment

Australian College of Higher Studies is required to ensure that all evidence provided by clients, as proof of their competency, meets the following “rules of evidence”

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

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"> ▪ <i>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.</i> ▪ <i>The withdrawal/census date applies to each individual unit of study and not to the course.</i> 	<p>Full refund of course services fees paid.</p>

<u>Withdrawal after Penalty Cut-off Date</u>	Refund of pro rata course services fees paid, based on the number of units commenced.
<u>Non-Provision of Services Prior to Commencement</u> AUSCHS is unable to commence the course for which the original enrolment and payment has been made.	Full refund or alternative placement in a course, as per the clients' preference.
<u>Non-Provision of Services After Commencement</u> AUSCHS is unable to continue to deliver the course as agreed.	
<u>Non-Provision of Services due to RPL and/or Credit Transfer</u> <ul style="list-style-type: none"> ▪ <i>Recognition of Prior Learning and/or Credit Transfer has been granted.</i> ▪ <i>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.</i> 	

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.

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. The mode of delivery for our courses is work based with support provided by our entire team during the duration of the course enrolment. RPL

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.

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 skilled workers with significant years of experience which may reduce the duration.

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.

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 individuals 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 accelerated learning program (as outlined in the table(s) below), based on:

- Delivery is carried out in the workplace
- Student has previous skills, 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.

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.

Training and Assessment Strategies

Australian College of Higher Studies has a Training and Assessment Strategy for each of the qualifications we deliver and we outline our approaches for conducting assessment in those strategies. The training and assessment strategies are living documents and are regularly revised.

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

Have the necessary training and assessment competencies as determined by the National Skills Council or its successors, and

Have the relevant vocational competencies at least to the level being delivered or assessed, and

Can demonstrate current industry skills directly relevant to the training/assessment being undertaken and

Continue to develop their VET knowledge and skills as well as their industry currency and trainer/assessor competence

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 Australian College of Higher Studies (AUSCHS) 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:
 - a) careful design of the assessments
 - b) validation and moderation of the assessment materials conducted in our annual review,
 - c) An understanding of the definition and practical application of the above definitions.
 - d) Assessments for qualifications are competency based, meaning you are assessed against the unit of competency & requirements.

Course Assessment

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

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

Presentation of Assessments/ Assignments

- All assessments should be typed.
- Handwritten assessments are accepted; however, handwriting must be clear and easy to read.
- If you are mailing an assignment, it must be received by the due date. Australian College of Higher Studies does not accept responsibility for any lost assignments.

Please ensure you keep a copy of your assignment prior to submission.

- All assignments are registered as they are received.
- We Endeavour to assess all assessments within 10 working days of receipt.
- Clients are entitled to one resubmit assessments. If the re-submissions are still deemed NYC, clients may be offered the opportunity to re-submit at a fee. No further re-submits are allowed. Clients must re-enroll in the course again, paying the full course fee of the day.

Student Attendance and Course Progress Policy

Policy Statement

AUSCHS systematically monitor student's compliance with relation to attendance and satisfactory course progress. AUSCHS is proactive in notifying and counselling students who are at risk of failing to meet attendance requirements and the course progress.

AUSCHS course progress policy requires students to satisfactorily complete at least 50% of assessment tasks over the course of their enrolment start dates and end dates. For example, if you started your course on the 01/01/2018 and the course end dates is 01/01/2019, you should have completed 50% of your assessment work by 31/07/2018 satisfactorily.

Full Attendance at Vocational Placement (Work placement) is equally mandatory. Depending on the course you are studying, you may need to complete a Vocational Placement. As a guide, students completing the Certificate III in Individual Support, to be assessed as competent in this qualification, students are required to undertake a minimum of 120 hours supervised work placement. Similarly, the students completing a Diploma of Community Services, the candidate must have completed at least 100 hours of work as detailed in the Assessment Requirements of units of competency. Please check with your Trainer, about your course specific work place requirements.

Students' progress is monitored and reviewed regularly by the Trainer and the Regional Training Manager and where they find such instances, they advise the Head Office to issue warning letters- Intent to cancel enrolment due to non-attendance or non-progress in studies and finally the student's enrolment is cancelled and reported to all concerned parties.

Course Progress Policy

Students submit all assessment tasks on time as per their Training Plan. Should this not occur their trainer will document a late submission, meet with the student to discuss why the assessment was late. Documentation of this conversation will be entered and then placed in their student file. Responsibility for this process lies with the trainer.

Trainers assess each student assessment which identifies an assessment outcome – either satisfactorily completed-Competent or un-satisfactory (Not Yet Competent) completed. The assessment outcome is entered onto the student's Training Plan and then provided to the administrator who enters the information onto Job Ready including any re-assessment due dates and then places the hard copy assessment and coversheet into the student file.

The administrator prints a weekly course progress report for all current intakes and provides to the Regional Training Manager to review the students at risk. Student course progress is a standing item agenda on the Management meeting minutes.

Students who are starting to show a pattern of unsatisfactory course progress will be discussed and an early intervention strategy will be implemented by the relevant trainer. Notes will be made by the trainer, provided to the administrator to be filed in Student File.

If an Intervention is agreed on mutually between the Trainer and the student, this will be filed in student File and will be followed up by the Trainer to ensure the student is committed. Failure to comply with the agreement will result in immediate cancellation of the agreement and the student enrolment will be cancelled.

Intervention Strategies

Intervention strategies include:

- attending class or individual tutorials
- attending extra classes

- mentoring by trainer
- extension of Course under compassionate grounds (only approved by the CEO)

Medical Certificate

Presentation of a medical certificate will not automatically result in student's attendance not being monitored for the period covered by the medical certificate. Only in compelling or compassionate circumstances, a medical certificate will be taken into consideration on a case by case basis.

Back-dates medical certificates are not accepted. Only medical certificates issued within seven (7) days from the date of the first absence will be accepted.

Assessment submissions

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

Please note:-Assessment submissions may require a student to submit audio/video evidence of the assessment and/or activity completed as per the requirements of the units of competency

Assessment malpractice

Assessment malpractice includes: cheating, collusion and plagiarism.

Australian College of Higher Studies regards the integrity of assessment as critical to its professional responsibilities as an Australian College of Higher Studies (AUSCHS) and therefore strives to ensure the assessment processes are not compromised. Australian College of Higher Studies has policies and procedures in place for dealing with assessment malpractice.

- Cheating - All assessments must be 100% your own work. Cheating or the use of another person's work and submitting as your own is cheating and will not be tolerated.
- Collusion - Collusion is the presentation of work, which is the result in whole or in part of unauthorized collaboration with another person or persons. It is your responsibility to ensure that other clients do not have opportunity to copy your work.
- Plagiarism - Copying from a published work (including the internet), without referencing, will not be tolerated. This includes presentation of work which has been copied in whole or in part from another person's work or from any other source such as the Internet, published books, and periodicals. This includes systematic re-wording or changing key nouns and verbs.

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

Assessment results

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

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

Reasonable adjustments to learning and assessment processes

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

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

Process for Considering Adjustments

Australian College of Higher Studies 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, Australian College of Higher Studies provides clear advice in pre-enrolment information so all clients can make an informed choice about which Australian College of Higher Studies (AUSCHS) and course of study best meets their needs.

Australian College of Higher Studies 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 Australian College of Higher Studies 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 Australian College of Higher Studies, and in structured professional development on a regular basis (at least annually) in access and equity issues and resources.

Australian College of Higher Studies 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, Australian College of Higher Studies 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 Australian College of Higher Studies 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, Australian College of Higher Studies:

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, Australian College of Higher Studies (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 Australian College of Higher Studies operations, personnel and other students; and

The costs and benefits of making the adjustment.

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

Australian College of Higher Studies 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, Australian College of Higher Studies 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, Australian College of Higher Studies 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, Australian College of Higher Studies:

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, Australian College of Higher Studies 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.

Australian College of Higher Studies 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 Australian College of Higher Studies 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

Australian College of Higher Studies 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.

Late Submission of Assessment

In cases where assessments have not been submitted within the agreed training plan timeframes, a fee will apply for late submissions to be assessed. Similarly, if you re-submit an assessment

previously marked 'Not Yet Competent' (NYC) outside of the agreed training contract time, a fee to mark these assessments will also apply.

Extension Application

An application in writing for extension can be submitted to our administration manager for consideration. This is limited to one extension for the course and will not incur a fee.

Certificates

Types of Certification

In general, four types of certificates are issued by Australian College of Higher Studies. Certificates can only be awarded by Australian College of Higher Studies in accordance with our approved qualification scope.

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

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

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

Issuing Certificates

Upon successful completion of your coursework and provided all fees are paid, a Certificate or Statement of Attainment will be issued to you within 30 calendar days of you being assessed as meeting all requirements for the course. This meets the compliance requirements as set us and other Australian College of Higher Studies (AUSCHS) in the Standards for Australian College of Higher Studies (AUSCHS)s 2015.

If for some reason Australian College of Higher Studies ceases to operate whilst you are still enrolled, a Statement of Attainment will be issued to you for the units within the qualification for which you have successfully met requirements. (See also, the section 'Cancellation of Course by Australian College of Higher Studies')

Course Delivery

Australian College of Higher Studies ensures the following resources are in place:

- Trainer/assessors and Assessors with appropriate qualifications, and experience;
- Course materials appropriate to the methods of delivery and assessment requirements;

- All necessary copyright authorizations;
- Appropriate equipment and facilities.

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

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

Delivery methods may include, but are not limited to:

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

Flexible Delivery

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

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

Attendance

Attendance in training is recorded each day. These records are required for both learning and health and safety reasons. Client attendance in class is paramount to successful completion of learning and assessment outcomes. Clients are expected to be in attendance for all training sessions.

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

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

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

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

Punctuality

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

Behavior

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

Misconduct includes -

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

Respect for others

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

Australian College of Higher Studies retains the right at all times to remove disruptive clients from the training environment.

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

Disciplinary Processes

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

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

Further disciplinary processes may include:

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

Dress & Hygiene Requirements

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

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

Learner Support services

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

Mentoring & Guidance

Australian College of Higher Studies can provide clients with mentoring, coaching and guidance on course content, as well as effective learning and study techniques.

Learning Materials

Clients receive a copy of training and /or assessment materials as part of the course fee. Should you lose or misplace the materials you are provided, additional fees for replacement of materials will be incurred.

The following support services are available and accessible for all students studying with Australian College of Higher Studies. Australian College of Higher Studies 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
Online	Email us	admin@auschs.edu.au
Phone	Phone us	1300600888

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

Both direct and indirect discrimination are against the law:

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

Harassment, Vilification and Bullying

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

It is against the law for employees, contractors and clients to be harassed during the course of their work or study because of their sex, pregnancy, race (including colour, nationality, descent, ethnic or religious background), marital status, disability, sexuality, HIV/AIDS status or transgender. Federal anti-discrimination legislation applies to staff, contractors and clients.

Harassment

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

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

- Sexuality (male or female; actual or presumed).
- Transgender.
- Age.

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

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

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

Examples of harassment include:

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

Vilification

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

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

Bullying

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

Sexual harassment

Australian College of Higher Studies will not tolerate sexual harassment in the learning or work environment.

The Australian College of Higher Studies deplores all form of sexual harassment and seeks to ensure that the work and study environment is free from such harassment. Implementation of this policy is the responsibility of all persons.

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

Forms of sexual harassment

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

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

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:

Australian College of Higher Studies relevant manager having a conversation with the alleged bully about the behaviour complained of; and

Australian College of Higher Studies relevant manager having a meeting with the individuals concerned in an attempt to reach a resolution.

Formal Complaint Procedure

Where an individual wish 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 Australian College of Higher Studies e.g. an independent mediator.

Regardless of whether the investigation is carried out by an Australian College of Higher Studies 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 Australian College of Higher Studies 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 Australian College of Higher Studies' *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, Australian College of Higher Studies 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 Australian College of Higher Studies 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 apologize 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.

Refund Policy

Payments of all refunds, to clients who are entitled to a refund, are in accordance with the following refund policy.

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

- a) Payment of all refunds is made within 10 Days of application for refund.
- b) With regard to all withdrawals, Australian College of Higher Studies will firstly encourage a client to enroll on another course date, prior to processing refund applications.
- c) Written notification of withdrawal from a training program must be provided by a client to apply for a refund for a course. This may be via letter, email or the completion of the refund form.
- d) There is no refund applicable where a client has commenced their course/unit.
- e) There is no refund to participants who do not obtain their qualification after assessment.
- f) There is no refund for recognition of prior learning assessments after enrolment, where Recognition resources and services have been supplied to the client.
- g) Australian College of Higher Studies does not accept liability for loss or damage suffered in the event of withdrawal from a course by a client.
- h) Australian College of Higher Studies provides a full refund to all clients, should there be a need for Australian College of Higher Studies to cancel a course. In the first instance Australian College of Higher Studies will (where possible) provide an opportunity for the client to attend another scheduled course.
- i) If Australian College of Higher Studies cancels a course, clients do not have to apply for a refund; Australian College of Higher Studies will process the refunds automatically.
- j) Refunds for cancellation of enrolments in individual courses are granted on a sliding scale:.

Reason for Refund	Notification requirements	Refund
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Client withdraws	In writing, eight (8) calendar days or more prior to the course commencement	100% of the course fee (paid by the client)
Client withdraws	In writing, within seven (7) calendar days prior to the course commencement.	75% of the full course fee (regardless of how much the Client has already paid)
Client withdraws	In writing, less than 24 hours prior to course commencement.	Nil Refund
Client withdrawn from the course by Australian College of Higher Studies	After course commencement, due to inappropriate behaviour	Nil Refund
Course cancelled by Australian College of Higher Studies		100% of the course fee (paid by the client)
A fee equal to 25% of the full fee is charged where cancellations occur within seven (7) days before commencement of an enrolled course of assessment.		
Fees are refunded in full where the client submits in writing reason for withdrawal, eight (8) days pr more prior to commencement of an enrolled course or assessment.		

k) Refunds for cancellation of enrolments in full qualifications are subject to the following refund formula.

Fee Type	Description	Fee \$\$
Enrollment Cancellation fee	RTO administrative processes for processing of enrolment, reporting and other administrative actions related to cancellation	\$ 150.00 per qualification
Unit Fee-Commenced	For all individual units commenced/attended/completed from within the qualification/Accredited course.	Full Unit Fee payable by the client Nil Refund
Unit Fee-Not Commenced	For all individual units NOT commenced/attended/completed from within the qualification/accredited course.	Full Unit Fee payable by the client is Refunded

Commencement dates

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

- Commencement date for a classroom-based learning mode is the first day of the course.

Appeals Procedure

If any parties involved are unhappy with the outcome, or the way the complaint handling procedure was managed by Australian College of Higher Studies please contact the Australian College of Higher Studies General Manager 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
National	Australian Human Rights Commission 1800 620 241 https://www.humanrights.gov.au
National <i>Australian College of Higher Studies Employees</i>	Fair Work Ombudsman 13 13 94 http://www.fairwork.gov.au

Privacy

Australian College of Higher Studies strongly supports the privacy and confidentiality of its students. Information is collected and stored in accordance with the *Privacy Act 1988*. Certain general, non-specific information such as location, sex, age and results may be passed on to agencies to inform future funding arrangements and/or statistical data gathering requirements.

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

Access to Your Records

If you wish to access your student information file, please direct your enquiry to info@auschs.edu.au or admin@auschs.edu.au

Other Policies and Procedures

The following Policies and Procedures underpin Australian College of Higher Studies' operations. Please contact our administration department for more information:

- ✓ Access and Equity Policy
- ✓ Appeals Policy
- ✓ Assessments Policy and Procedure
- ✓ Grievance Policy and Procedure
- ✓ Disciplinary Action Policy
- ✓ Policy for Student Conduct
- ✓ Refund Policy and Procedure

- ✓ Privacy Policy
- ✓ Workplace Health and Safety Policy

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.

Workplace Health and Safety (WHS)

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

Australian College of Higher Studies encourages all persons to regard accident prevention and safety as a collective and individual responsibility.

Australian College of Higher Studies recognizes its responsibility under the Workplace Health and Safety and related regulations. The CEO has responsibility for ensuring the health and safety of staff, clients, contractors and visitors. This includes:

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

Smoking, Drugs and Alcohol

Australian College of Higher Studies is a smoke-free workplace. Smoking is prohibited in all buildings and only permissible at designated locations away from building entrances; there is to be no smoking within four metres of a building entrance.

Any student under the influence of drugs and/or alcohol is not permitted on Australian College of Higher Studies premises, to use our facilities or equipment, or to engage in any Australian College of Higher Studies activity.

People taking prescription medication have a duty to ensure their own safety, and that of others, is not affected.

Australian College of Higher Studies Management responsibilities of WHS:

- Are responsible for the effective implementation and regular review of this WHS policy.
- Must observe, implement and fulfill responsibilities under legislation that applies to WHS and endeavor to comply with relevant standards and codes of practice.
- Must ensure that the agreed procedures for regular consultation between management and staff are followed.
- Monitors the WHS management policies and procedures. Outcomes of WHS monitoring are used to help maintain appropriate risk controls. The effectiveness of these risk controls and this monitoring and review process is linked to Australian College of Higher Studies Continuous Improvement processes
 - Are responsible for ensuring that a WHS management system is implemented.

Staff, contractors, clients and visitors' responsibilities:

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

Accidents, Injuries and Near Misses

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

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

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

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

Investigating incidents and accidents

The CEO is responsible for investigating incidents and accidents.

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

The process for investigations may include.

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

Evaluation and Feedback

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

Australian College of Higher Studies has developed some feedback forms for you to provide feedback.

Thank you in advance for your comments.

Fee for Service Training

Australian College of Higher Studies delivers its training programs on a Fee for Service basis. If you would like further information on the cost of the courses, Please feel free to contact us to verify information you need to check your eligibility by emailing at:- admin@auschs.edu.au or acgcollge@outlook.com

Course Fees

Information about fees and charges can be obtained by contacting us at admin@auschs.edu.au or info@auschs.edu.au . A number of factors will determine how much your course will cost. This includes things like:

- Which course you will study
- Course duration
- Study load and mode (full time, part time, face-to-face, online etc.)
- Any credits that may be applied through direct credit transfer, recognition of prior learning and/or recognition of current competency
- Your eligibility for subsidies or concessions
- Costs will be discussed prior to enrolment with you and/or the third party (such as employer, school etc.) who will be paying the tuition fees. All fees are indicated on our website.

Please contact us if you have any questions related to course fees.

Other Fees – Incidentals

Re-issue of Transcripts

An administration fee of \$30 applies for Australian College of Higher Studies to re-issue a copy of your Certificate or Statement of Attainment.

Payment Options

Payment of course fees can be made via:

- Credit card
- Debit card
- Electronic funds transfer
- Cash

Fees must be paid by the due date agreed in your individual training contract. This will be clearly stated prior to your enrolment.

Please note that outstanding fees may result in cancellation of your enrolment and/or the withholding of qualification until all fees are paid. If you have trouble paying your fees, please contact us to discuss options.

Flexible payment options

Australian College of Higher Studies accepts various methods of payment for course fees. Payment for courses can be made in the form of cash, Visa card, MasterCard, Direct Deposit or PayPal.

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

Cancellation & Transfers

Enrolment cancellation / withdrawal / deferral / amendment

Clients who wish to withdraw/cancel/defer/amend their course are required to complete a Course Withdrawal Amend form.

Client Transfers

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

The transfer is subject to course availability.

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

The transfer is subject to course availability.

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

The transfer is subject to course availability.

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

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

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)

Recognition of Current Competencies

Recognition of Current Competencies is a recognition process similar to RPL. It applies if a student has “...previously successfully completed the requirements for a unit of competency...and is now required to be reassessed to ensure the competence is being maintained”.

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.

For full details on the requirements for credit transfer applications, please contact us on info@auschs.edu.au

Where to Get Help

Always contact your trainer and/or assessor for help in understanding how to complete your assessments. They are happy to support you and can be contacted through our office on admin@auschs.edu.au or info@auschs.edu.au

Course Withdrawal

If you wish to withdraw from a course, you must advise Australian College of Higher Studies in writing of your decision within 14 days. Send your notification to request any refund that might apply to admin@auschs.edu.au or info@auschs.edu.au and include the following information:

- Your name
- Contact details (address, phone, email etc.)
- USI
- Effective date of the cancellation
- Reason for refund request
- Your application will be reviewed, and you will be advised of the outcome within [7 working days].

Withdrawal Prior to Commencement of Course

If you withdraw from a course prior to commencing any learning and/or assessment tasks associated with the course, a refund of the full course fees will be made less the administration fee. This is because we will have already expended resources associated with setting up student records and providing materials.

Cancellation of Course by Australian College of Higher Studies

In the event that a course is cancelled by Australian College of Higher Studies for any reason, students enrolled at the time of the cancellation announcement will have their fees fully refunded. Students who may have already been assessed as competent for some units in the course will be issued a Statement of Attainment for these units and the cost of issuing the statement(s) will be deducted from the refund total.

Consumer Protection

Students participating in a training program have the right to expect that the training they receive is of a high standard. All training must meet the standards of the Australia Skills Quality Authority (ASQA).

Students also have the right to expect:

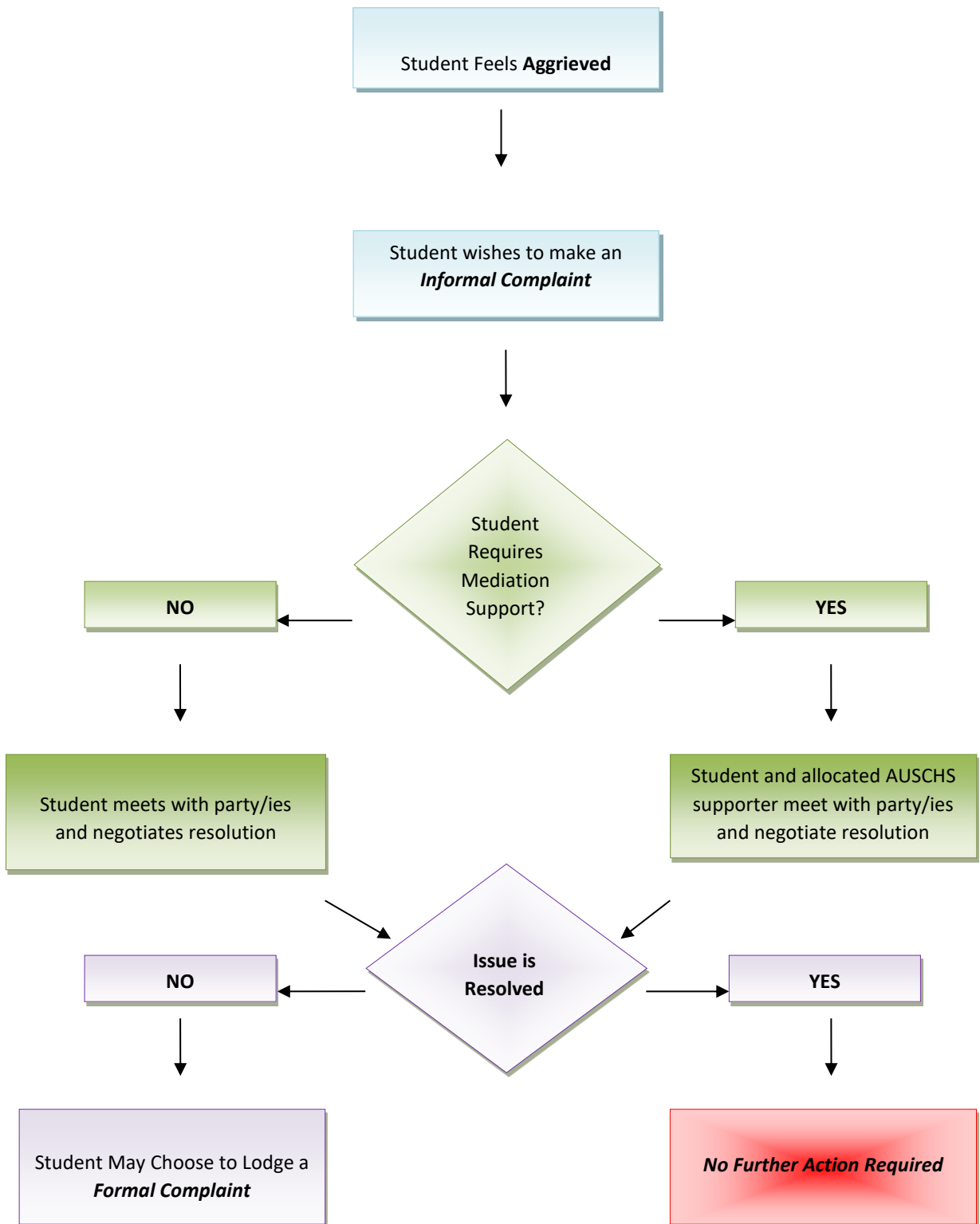
- Access to the consumer protection and complaints process
- To be informed about their personal information and how it is to be used or disclosed
- Student Handbook Verification
- Please make sure you read and understand all parts of this Student Handbook. If there is any aspect with which you are unsure, please contact our administration manager for clarification.
- At enrolment you will be asked to sign a declaration confirming you have read and understood all parts of this handbook.

Appendices

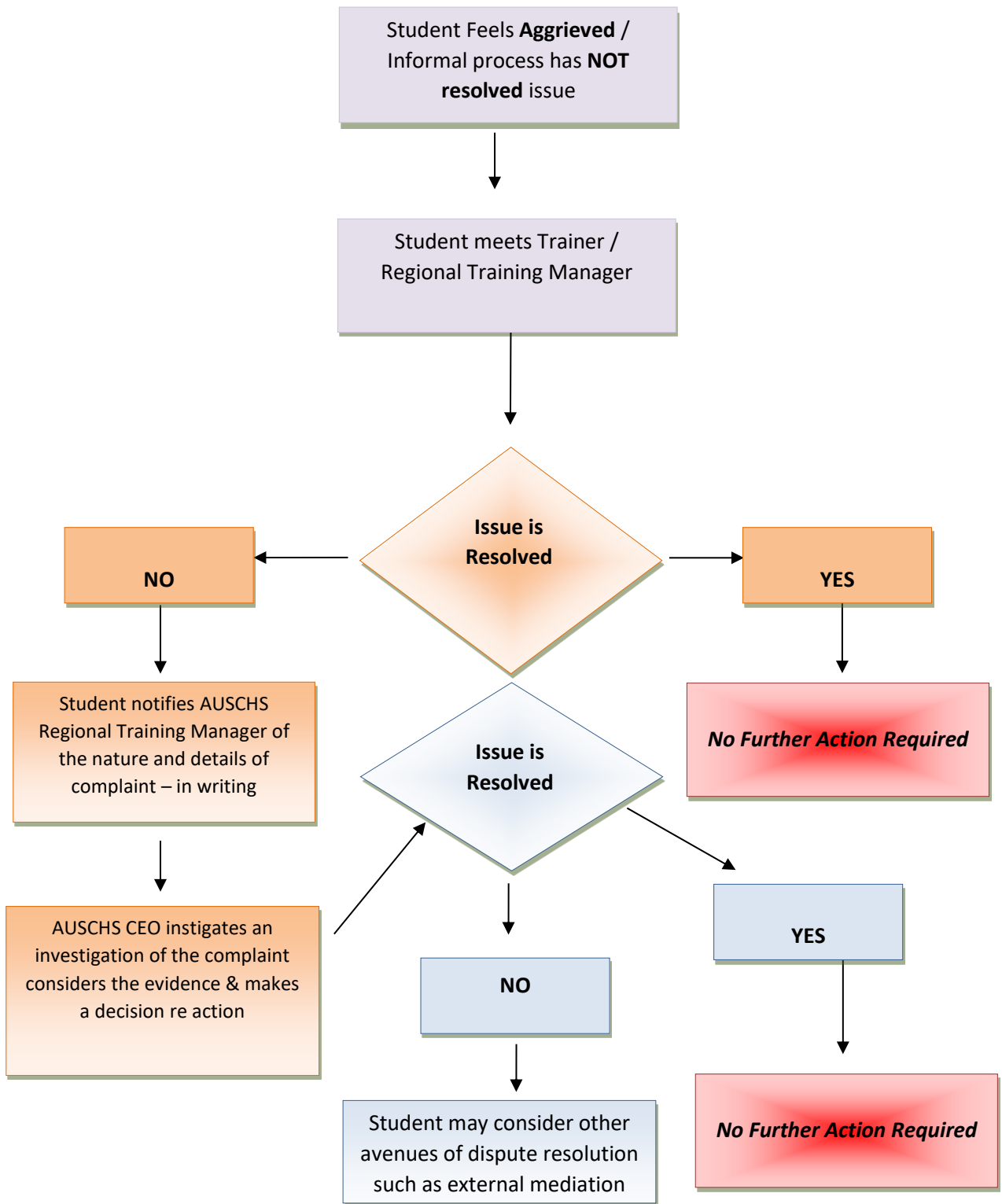
Appendix 1- RPL Application Form

(Australian College of Higher Studies) 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 ?	

Appendix 2- STUDENT INFORMAL COMPLAINT PROCEDURE FLOWCHART



Appendix 3- STUDENT FORMAL COMPLAINT PROCEDURE FLOWCHART



Appendix 4- RPL Process – Refer to the [Recognition Policy](#)

**Appendix 5- Grievance Report and Request for Action form
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:

Appendix 6- Notification of Change of Address/contact details

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 _____

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

Contact Us:



Phone: 1300 600 888

Fax: 02 6238 1961

**Address: Bungendore Business and Professional Centre
13 Gibraltar Street Bungendore NSW 2621**

Email: info@auschs.edu.au

Web Site: www.auschs.edu.au

Appendix 7- Assessment Appeal Form

APPLICATION FOR ASSESSMENT APPEAL

ASSESSMENT APPEAL

I am appealing for a review of assessment in the units listed on the following page/s:

Printed Full name and signature of Applicant:

The completed Assessment Appeal form should be sent with the Grievance Form in a sealed envelope to:

The CEO OR The CEO
Australian College of Higher Studies
Bungendore Business and Professional Centre
13 Gibraltar St, Bungendore NSW 2621
Phone: 1300 600 888

Units Code	Unit Name
Reason for Appeal	

IF AN ASSESSMENT APPEAL, PLEASE ATTACH YOUR COMPLETED ASSESSMENT APPEAL FORMS.

Signature:

Date:.....

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

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

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 Australian College of Higher Studies 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)

Document and Version Control (Office Use Only)		
Document Title	Student Handbook	
Author:	Australian College of Higher Studies	
Prepared by:	Australian College of Higher Studies	Approved by: GM
Improvements made	<ol style="list-style-type: none"> 1. Changed the RPL Policy and Procedure 2. Referenced to the RPL Process 	
File name & Path:	https://auschs.sharepoint.com/2020CurrentManagement/CI_2020/2020_Student_Handbook.docx	
Version No.	5 th Edition	FEB 2020
Reviewed	10th Feb 2020	

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