STUDENT HANDBOOK

Registered Training Organisation (RTO) Details:

Head Office:

Core Institute & Training Pty Ltd

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Welshpool WA 6106

Email: info@corewa.org

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About Core International

RESHAT KOCADAGLI

Director

Masters of "Entrepreneurship & Innovation", Swinburne University.

Over two decades experience in the construction industry.

Certified business and life coach.

Reshat Kocadagli is the driving force behind every Core International project. It is his strong ethics, entrepreneurial spirit and fastidious nature that infuse through every aspect of Core International.

Reshat enjoys strong relationships with clients, suppliers, contractors and the community, proudly supporting the Heart Foundation of WA.

JIM DOGRUER

Chief Executive Officer

Jim has been managing some of Australia's top schools in the last decade and has recently finished his employment in Australian Public Sector. He has Masters degrees in Commerce, Management and HR. His specialties include optimising training needs for mid-size to large corporations, government funding, and quality management within education sector.

About Core International

Information available before enrolment

The following information is available to all prospective students prior to enrolment to ensure that the student can make a sound decision based on all the relevant aspects of the training they wish to undertake:

- Information about all fees and charges, assessment and Recognition of Prior Learning (RPL) and Credit transfer(CT)
- the code, title and currency of the AQF qualification, skill set or VET course to which the student is to be enrolled, as published on the National Register
- Outline the duration of training and the assessment requirements;
- Specific modes of delivery and delivery locations;
- Fees and charges and refunds;
- Specify entry requirements into the course;
- Provide information specific to student contributions and responsibilities;
- Student support, facilities and resources
- a record of any recognised prior learning (RPL) for qualifications. RPL involves the assessment of any existing relevant skills and/or qualifications. This crediting process may reduce the length of the course of study.

You will also undertake a Language, literacy and numeracy (LLN) assessment relevant to your course. This is to identify whether you need additional support to successfully complete your course. More details are provider later in this handbook.

CI provides learner-centric training

We offer innovative, responsive and learner-centric training that reflects the learning styles and needs of our learners and industry.

We consult with industry and incorporate feedback into our training and business operations.

We create innovative methods of training delivery and skills development that improve people performance, productivity and employment opportunities and are responsive to the needs of our learners.

CI therefore provides:

- Learning that is professionally and workplace relevant and improves career opportunities
- Flexible training options, recognising the needs of each individual learner

- Training Consultants/Trainers with recent and relevant industry expertise who are required to maintain currency in their industry experience
- Innovative and responsive training delivery
- Expertise to identify and clarify training needs and delivering training that meets those needs
- Learning programs that make sense in the work environment
- Learners with the required skills for the present and future
- Where appropriate, practical, hands-on skills linked to underpinning knowledge
- Learning environments that adapt to change
- Learning that leads to career advancement

Education and Training Delivery by CI

CI incorporates adult learning principles into the training and assessment strategies of all its training programs. CI will, prior to the training program commencement, give participants all relevant information about the program of study, availability of learning resources and appropriate support services.

A pre-training review will also be conducted to identify any specific needs, including skills recognition or Recognition of Prior Learning (RPL) that individuals may have and other aspects of the training.

CI will ensure that training and assessment occurs in accordance with the requirements of the training program and the endorsed Training Package and where appropriate, the Training Package guidelines for customising. CI customises its education and training programs to meet the needs of the individual.

Participants are encouraged to take responsibility for their own learning and to actively participate in the learning and assessment process.

Your Trainers and Assessors

CI will ensure that the responsibility for the management and coordination of training delivery and assessment (including the recognition of prior learning and recognition of current competencies), staff selection and professional development is clearly identified and undertaken by a person or persons with relevant qualifications and experience.

CI will ensure that all Trainers and Assessors have:

- qualifications in training and assessment (currently known as the Certificate IV in Training & Assessment)
- relevant vocational competencies at least to the level being delivered or assessed (this means that your trainers hold the units that they are delivering to you and most of the time higher level units too);
- can demonstrate current industry skills directly relevant to the training program being trained/assessed (this means that our trainers have recent work experience or work closely with industry so that the training you receive is relevant to current industry trends and expectations); and
- current VET knowledge and skills (meaning that they continue to develop their skills and knowledge as a trainer and assessor to provide you with the best service possible).

Pre-Training Review
(applicable to apprentices only)

A pre-training review ensures that the training and assessment strategy is designed to meet your individual needs and your workplace requirements. This information will enable CI to understand your training needs, your current competencies that relate to the course, opportunity for Recognition of Prior Learning (RPL) and to ensure that your Language, Literacy and Numeracy skills suit the training and assessment strategies.

CI will conduct a pre-training review for each individual participant. Pre-Training Review includes a documented review of:

- a copy of the student handbook;
- detailed outline of the training program;
- the sufficiency of information provided to the prospective student to ensure s/he can make an informed decision about future enrolment (prior to enrolment);
- the appropriateness of the course and AQF level for the individual student (prior to enrolment);
- eligibility for apprenticeship
- how training and the apprenticeship with work
- the student's prior learning, skills and experience that may result in Recognition of Prior Learning (RPL) or Credit Transfer (CT) in their chosen course (prior to enrolment);
- a language, literacy and numeracy (LLN) assessment to identify student's language, literacy and numeracy skills for the purpose of determining future support needs (before or after enrolment but before training commencement);
- training plan negotiation to ensure that participants are provided with high quality training that meets their needs.

CI will use this review to provide you with the support you require in areas such as language, literacy and learning and assessment, while ensuring you will get the maximum outcomes and benefits from the course you are enrolling in, according to your learning objectives, career aspirations and skill level.

Pre-training assessment is to ensure CI is compliant with the following requirements:

• Standard 1.7 of the National VET Regulator Standards for Registered Training

Pre-training reviews will also ensure that all participants are enrolled in an appropriate training program and identify any special needs with their individual learning requirements. Participants who do require assistance or support with any special need, including LLN, can speak confidentially with their Trainer and Assessor. CI 's experienced staff can discuss options for participation in training programs to assist participants in achieving competence.

Enrolment for short courses

Short course students will complete an LLN assessment and answer suitability questions through the enrolment process where you will also be given access to the student handbook, then you will be provided with a welcome email with your course details. If you are unsure about your training at any point, you can contact student support at the main office.

Educational Standards

CI strictly follows policies and management practices that maintain high professional standards in the delivery of education and training services and which safeguard the interests and welfare of its learners and, where relevant, their employers.

CI maintains a learning environment that is conducive to the learning and professional development of learners. CI has the capacity to deliver the Education and Training programs on its scope of registration and will ensure that the facilities, methods and materials used in the provision of training will be appropriate to the needs of the learner and outcomes to be achieved.

CI maintains compliant systems for recording and archiving learner enrolments, attendance, completion, assessment outcomes, and recognition of prior learning, complaints, qualifications and statements of attainment issued.

CI will treat all personal records of learners confidentially and complies with the national privacy standards.

General Information – Student Support, Facilities, Resources and Equipment provided to the students

Student Support Services

CI will complies with all laws relevant to the operation of the training premises, including workplace health and safety and fire safety regulations.

CI will determine the support needs of individual students and provides access to the educational and support services necessary for the individual student to meet the requirements of the AQF qualification, skill set or VET course as specified in training packages or VET accredited courses.

CI will ensure that training facilities, equipment and other resource materials are adequate for the Training Programs being delivered and are maintained in good order and repair.

CI has clearly documented procedures for managing and monitoring all Education and Training operations and reviewing learner /employer satisfaction.

How student needs are proactively identified

CI will ensure that student needs are proactively identified, prior to enrolment, via:

- Pre-enrolment test/LLN
- Pre-training review form analysis

How student needs are systematically monitored and responded to

If student needs are identified, CI will create individual learning plan to ensure:

- The learning goals to be achieved
- The contingency plans
- The logistics of the learning relationship, e.g.: duration
- Frequency of meetings and the length of meetings
- Locations of meetings
- The nature of contacts (i.e., what are they for?)
- The structure of the learning relationship, e.g.: the activities that we will do
- How progress will be monitored
- The equipment and/or resources that are needed

- WHS considerations All individual learning plans will be monitored by the Student Support Officer with respective trainers/ assessors and management.

Support for positive learning outcomes

CI provides support to all students to ensure positive learning outcomes:

- Students facing personal difficulties that may affect their learning should approach Training manager or CEO for personal/career advice and counsel.
- Assistance may include a deferment of study, help with a Special Consideration application, or referral to further student support service or external counsellor.
- Students who specifically require assistance with study skills can obtain practical advice on assignment writing; course-specific language and learning skills; and assistance with any language, literacy or numeracy problems.
- Students will be given adequate time to work on assessments and projects.
- All assessments/projects will be assessed at the completion of each unit.
- CI can organise information and assistance regarding any disability related matters as per Commonwealth Disability Discrimination Act 1992.

Staff available to students with learning needs

- CEO

- Training Manager
- Trainers and assessors
- CI administration and management

How assistance is available to students

Assistance is available to all students via numerous modes:

- Telephone CI to speak with their trainer/assessor;
- Discussion with trainer/assessor in class or after the class hours
- Email a specific query to their trainer/assessor or
- Telephone CI helpdesk at 0450 141 340 or email info@corewa.org for all other queries.

Student: Trainer Ratio

Generally you will find most classes have 10-15 students, a maximum of 25 students will be allocated to 1 (one) trainer at any given time.

Students at risk

- CI has intervention strategies, including student support services available to enable students to complete qualifications in expected time frames.
- Students at risk of not completing within this time frame are identified as early as possible.
- Students failing to progress in line with the CI 's course progression policy and procedure and/or any provisions implemented for any unit of competency assessment are automatically regarded as being "students at risk" and supported via an appropriate intervention strategy.

Learner resources, facilities and equipment

- Assessment pack (student)
- Online learner platform with supporting videos and other resources
- Staff available to students to address their learning needs
- All students will be provided with training resources and assessment materials for all units of competency and additional training documents as required.
- Administrative Support Required

External Support Services

For students requiring additional support with their studies, work or life, CI provides the following referrals to community organisations that may be able to assist you. Please note that some of these services may attract a fee which is payable by you.

Reading and Writing Hotline
Telephone: 1300 655 506 Website: http://www.literacyline.edu.au/index.html

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.

Centrelink
Telephone: 131021 Website: www.centrelink.gov.au
If you are completing a full-time course you may be eligible for benefits through Centrelink.
Australian Human Rights Commission
Telephone: (03) 9281 7100 Website: https://www.humanrights.gov.au/

The Commission can resolve individual complaints about discrimination, sexual harassment and racial and religious vilification by offering a conciliation process that is confidential, impartial, free, and simple.

You can also discuss disability rights and direct you to a network of advocates. This support may include making representation on behalf of individuals with a disability, helping individuals to advocate for themselves or helping others to advocate for them.

Lifeline
Telephone: 13 11 14

Anyone can call Lifeline. The 13 11 14 service offers a counselling service that respects everyone's right to be heard, understood and cared for. They also provide information about other support services that are available in communities around Australia. If you feel that you might need telephone counselling, you can call about anything that might be troubling you.

Kids Help Line
Telephone: 1800 55 1800 Website: www.kidshelpline.com.au

If you're under 18 years of age you may consider contacting who provide access to telephone, web and email counselling.

Fair Work Australia
Telephone: 1300 799 675 Website: www.fwa.gov.au/index.cfm

Fair Work Australia is the national workplace relations tribunal. It is an independent body with power to carry out a range of functions relating to minimum wages, employment conditions, termination of employment and other workplace matters.

Reach Out

Website: www.reachout.com.au

Reach Out is a web-based service that inspires young people to help themselves through tough times, and find ways to boost their own mental health and wellbeing. Their aim is to improve young people's mental health and wellbeing by building skills and providing information, support and referrals in ways they know work for young people.

Legal Aid
Victoria https://www.legalaid.vic.gov.au/
NSW http://www.legalaid.nsw.gov.au/get-legal-help/advice Queensland
http://www.legalaid.qld.gov.au/Home
NT http://www.ntlac.nt.gov.au/
WA http://www.legalaid.wa.gov.au/Pages/Default.aspx

General Information – Courses we deliver and essential entry requirements

Courses we deliver

Code	Name	Publisher	Cost (GST included)
RIIWHS204D	Work safely at heights	Edubytes	**$250**
RIIWHS202D	Enter and work in confined spaces	Edubytes	**$250**
CPCCBC4004A	Identify and produce estimated costs for building and construction projects	Edubytes	**$300**
BSBSMB401	Establish legal and risk management requirements of small business	Edubytes	**$300**
CPC30611	Certificate III in Painting and Decorating	Edubytes	**$5300**
CPCCOHS1001A	***White Card*** -Work safely in the construction industry	Edubytes	**$79**

Training Sessions:

- A trainer will be available during this time to deliver the training session.
- Class times may vary but are general 7am-3pm or 8am-4pm, you will be provided with this information on your welcome letter
- Learning support can be accessed Monday to Friday 8am-5pm

- All queries and questions will be answered in guaranteed 24 hours' customer service delivery time.

Training support after training sessions

- A trainer will be available to assist students with training support immediately following the session or students may make individual appointments.
- Training support can also be provided to Individual students via telephone, email and Skype after the training sessions or on request from the students.
- Generic learner support such as study skills, employability skills, etc. will be provided during these one to one support sessions.
- Students will be provided training support after the training sessions for this course or on their request.

Individual learning and reflection

- Learners are required to process what they have learnt during their reading and research, contemplate on their future professional career and apply the learning to their own life and work experience.
- All students will be provided self-study guides and list of recommended books and resources to complete their individual learning and reflection.
- Individual student reflection is designed to fulfil two purposes:
    - Personal growth
    - Personal application

General Information – CI Policies, Procedures, Legislative and Regulatory requirements and obligations

Quality Assurance and Improvement - Education and Training operations

CI will comply with all laws relevant to the operation of the training premises, including workplace health and safety and fire safety regulations and ensure that the training premises are of adequate size and have adequate heating, cooling, lighting and ventilation.

CI will ensure that training facilities, equipment and other resource materials are adequate for the Training Programs being delivered and are maintained in good order and repair.

CI has clearly documented procedures for managing and monitoring all Education and Training operations and reviewing learner /employer satisfaction.

Education and Training Guarantee

CI guarantees that it will deliver education, training and assessment and support services to each enrolled learner in order to complete the course or qualification into which they are enrolled and for which the appropriate fee has been paid. Your trainer and the RTO is responsible for providing training and assessment, you as the learner are responsible for participating in training, your learning and demonstrating evidence of competency.

The RTO cannot guarantee you will pass the course, this is your responsibility as the learner.

In the unlikely event that unforeseen circumstances prevent CI from honouring this commitment, CI will take all necessary steps to ensure that training is completed in accordance with its contractual obligations to the enrolled learner.

Should the RTO cease delivery of any training and assessment, a refund for the unassessed work of the course will be provided to the student or student will be transferred to other training provider.

Ceasing operation

In the event that CI ceases to operate, its records will be transferred to ASQA in the appropriate format and detail as specified by the Department at the time of ceasing RTO operations. All other records including training records, taxation records, business and commercial records will be retained for a period of at least seven (7) years.

If circumstances are such that CI are not able to carry on operations (death, liquidation, bankruptcy), the CEO is to advise ASQA of this decision and provide advice regarding impact on currently enrolled learners. Notifications are to be made within 90 calendar days of the changes occurring. CI has a responsibility to transfer these enrolments to another RTO with least disruption to individual learners. On ceasing operations, CI is to, facilitate currently enrolled learners transfer to another RTO, issue these learners with an appropriate refund for service not provided, and issue learners with Certificates based on completed units of competency.

CI will ensure that any confidential information acquired by the business, individuals, committees or organisations acting on its behalf is securely stored.

Legislative Requirements

CI will comply with all relevant Commonwealth and State legislation and legislative requirements relevant to its operation and its Scope of Registration.

Key legislation with which CI must comply:

- National Vocational Education and Training Regulator Act 2011
- Equal Opportunity Act 1995 and Racial and Religious Tolerance Act 2001
- The Disability Act 2006, Disability Discrimination Act 1992, Racial Discrimination Act 1975

  and the Disability Regulations 2007 (the Act)

- The Working with Children Act 2005 (the Act)
- The Privacy Act 1988 (Cth) and National Privacy Principles
- Workplace Health and Safety Act 2011
- Work, Health and Safety Regulation 2011
- Public Records Act 1973
- Commonwealth Safe Work Australia Act 2008
- Commonwealth Taxation and Superannuation Legislation
- Fairwork Act 2009 and Fairwork Regulations 2009
- Children, Youth and Families Act 2005
- Community Services Act 1970
- Health Records Act 2001
- Commonwealth Anti-Money Laundering and Counter-Terrorism Act 2006 and associatedlegislation
- Commonwealth Corporations Act 2001 and associated legislation
- Commonwealth Competition and Consumer Act 2010
- Fundraising Act 1998
- Health Professions Registration Act 2005
- Health Services Act 1988
- Mental Health Act 1986 and regulations
- Guardianship and Administration Act 1986
- Gambling Regulation Act 2003
- Alcoholics and Drug-dependent Persons Act 1968
- Alcoholics and Drug-Dependent Persons Regulations 2002
- Drugs, Poisons and Controlled Substances Act 1981 and regulations
- Food Act 1984
- Liquor Control Reform Act 1998
- Do Not Call Register Act 2006
- Independent Contractors Act 2006
- The Copyright Act 1968
- Age Discrimination Act 2004
- Anti-discrimination Act 1991
- Human Rights and Equal Opportunity Commission Act 1986
- Disability Discrimination Act 1992

- Racial Discrimination Act 1992
- Racial Discrimination Act 1975
- Freedom of Information Act 1982
- Learner Identifiers Act 2014
- Australian Privacy Principles (APP) – Schedule 1 of the Privacy Amendments (EnhancingPrivacy Protection Act 2012)
- Occupational Safety and Health Act 1984 (WA)
- Occupational Safety and Health Regulations 1996 (WA)
- Competition and Consumer Act 2010 (Cth)

Building Act 2011 (WA)

• Building Services (Registration) Act 2011 (WA)
• Construction Contracts Act 2004 (WA)
• Occupational Safety and Health Act 1984 (WA)

All staff and learners at RTO must also meet the following regulatory requirements:

• ASQA (ASQA)
• VET Quality Framework (VQF)
• The Australian Qualifications Framework (AQF requirements)
• Other applicable legislation and regulation as relevant to the courses being delivered.

In addition, staff and learners at CI must also meet various particular legislative requirements, mentioned in the training packages and legislation register.

Tuition Assurance

CI does not collect an amount exceeding $1,500 in advance fees at any one time.

Principles of Training and Assessment

Training and assessment strategies developed by CI will adhere to the following principles:

- Training and assessment strategies are developed for each qualification / unit of competency that will be delivered and assessed;
- All training programs will require the development of a training and assessment strategy for full and partial completion of a qualification;
- Each training and assessment strategy will be developed in consultation with industry representatives, trainers, assessors and key stakeholders;
- Training and assessment strategies will reflect the requirements of the relevant training package and will identify target groups;

- Training and assessment strategies will be validated annually through the internal review procedures.

Principles of assessment
To ensure quality outcomes, assessment should be:

- Fair
- Flexible
- Valid
- Reliable

Fair

Fairness in assessment requires consideration of the individual learner's needs and characteristics, and any reasonable adjustments that needs to be applied to take account of them. It requires clear communication between the Trainer & Assessor and the learner to ensure that the learner is fully informed, understands and is able to participate in the assessment process, and agrees that the process is appropriate. It also includes an opportunity for the person being assessed to challenge the result of the assessment and to be re-assessed if necessary.

Flexible

To be flexible, assessments should reflect the learner's needs; provide for recognition of competencies no matter how, where or when they have been acquired; draw on a range of methods appropriate to the context, competency and the learner; and support continuous competency development.

Valid

Assessment is valid when the process is sound and assesses what it claims to assess. Validity requires that:

- Assessment against the units of competency must cover the broad range of skills
- Knowledge that is essential to competent performance
- Assessment of knowledge and skills must be integrated with their practical application
- Judgement of competence must be based on sufficient evidence (that is, evidence gathered on a number of occasions and in a range of contexts using different assessment methods). The specific evidence requirements of each unit of competency provide advice on sufficiency

Reliable

Reliability refers to the degree to which evidence presented for assessment is consistently interpreted and results are consistent with assessment outcomes. Reliability requires the assessor to have the essential competencies in assessment and relevant vocational competencies (or to assess in conjunction with someone who has the vocational competencies). It can only be achieved when assessors share a common interpretation of the assessment requirements of the unit(s) being assessed.

Rules of Evidence

These are closely related to the principles of assessment and provide guidance on the collection of evidence to ensure that it is:

- Valid
- Sufficient
- Authentic
- Current

Sufficient

Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency.

Authentic

To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the learner's own work.

Current

In assessment, currency relates to the age of the evidence presented by a learner to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence collected must be from either the present or the very recent past.

Assessment Policy

CI acknowledges the critical role that assessment plays in determining the competency of students. In developing the assessment (including RPL) for each qualification and unit of competence, the CEO will ensure:

- Compliance with the assessment guidelines from the relevant training package, qualification and unit of competence of accredited course
- Assessment leads to a qualification or statement of attainment under the Australian Qualifications Framework (AQF)

- Assessment complies with the principles of competency based assessment and informs the student of the purpose and context of the assessment
- The rules of evidence guide the collection of evidence to support the principles of validity and reliability
- The application of knowledge and skills is relevant to the standard expected in the workplace, including skills for managing work tasks, contingencies and the job environment
- Timely and appropriate feedback is given to students
- Assessment complies with CI's access and equity policy
- All students have access to re-assessment on appeal

CI implements an assessment system that ensures that assessment (including Recognition of Prior Learning) complies with the assessment requirements of the relevant training package or VET accredited course. CI recognises that each unit of competency contains assessment requirements relating to; performance evidence, knowledge evidence and assessment conditions.

If you have any questions about this, please refer to our **Effective Assessment Policy and Procedure.**

Preparation and Submission of Assessment

CI may use the following assessment methods to evaluate the learner competency:

- Written/Oral tests
- Workplace Assessment
- Observations
- Role-plays
- Work books
- Written Tasks

- Demonstration
- Third party reports and observations
- Projects
- Other assessment methodologies which align with the qualification and learner requirements

In keeping with the principles of competency-based assessment, the determination of competence will be based on the evidence gathered on at least three occasions, rather than on isolated assessment activities or events.

Work placement may apply and relate directly to your course and assessment requirements. Check our website and/or course materials for work placement requirements.

Trainers and Assessors will gather evidence of competencies over the duration of the Training Program. Throughout each unit of competency there will be a variety of assessment tasks and you will be consulted during this process to ensure that your individual learning style is taken into consideration.

Don't be hesitant about assessment tasks, as they are designed to find out how you are progressing with your learning and what progress you have made towards achieving the required competence. More formal assessment strategies are used to consolidate the evidence bank that you have been developing.

Allowed attempts to demonstrate competency/ Reassessment

CI allows learners two opportunities to be assessed as competent. Should a learner not achieve competence after two attempts, then it will be recommended that they repeat the unit of study, after they have exhausted three opportunities will be required to pay a fee for additional training and re-assessment. The re-assessment fee is $150.00 per unit.

Evidence of competence

Evidence may include:

- Work station and fact sheet tests
- Written answers
- Trainers & Assessors observation notes
- Project work
- Workplace mentor evaluations
- Checklists
- Demonstration of skills

- In-house tests

Assessment Submission

Your trainer will suggest a suitable timeframe/deadline to submit your assessment unless otherwise not specifically mentioned on your learner assessment tool.

You must always keep a copy of your completed assessments.

Assessment Extensions

It is expected that learners will submit assessments by the due date however we understand that where special circumstances exist, an extension of time may be required. If you do require an extension of time for an assessment, you will need to complete an Application for Assessment Extension Form (available online on our website) and send to info@corewa.org together with appropriate supporting documentation, at least 48 hours before the due date.

The following factors will not be regarded as suitable grounds for granting of an assessment extension:

1. Normal/routine demands of employment and employment-related travel;
2. Scheduled anticipated changes of address, moving house, etc;
3. Demands of sport or extra-curricular activity (other than to represent in state, national or international sporting or cultural events);
4. Recreational travel (domestic or international);
5. Planned events, such as wedding.
6. You need to contact your Trainer/Assessor to discuss any personal/academic issues that maybe impacting on your ability to study effectively.

Course Monitoring

All learners are appointed a Trainer/Assessor, who is responsible for the delivery and monitoring of their nationally recognised qualification.

Learners who feel that they may require additional support in the learning environment as a result of disability, language, culture, gender, age or other perceived barriers should discuss this with their Trainer/Assessor.

Should you experience any difficulty that may be affecting your progress please discuss this with your Trainer/Assessor.

Review and evaluation processes will occur at regular intervals over the duration of your training program. You are encouraged to provide feedback regarding training delivery and assessment strategies to improve the quality of the learning you receive.

Recognition of Prior Learning (RPL) and Credit Transfers (CT)

All learners will be offered the opportunity to apply for Recognition of Prior Learning (RPL) and Credit Transfer. Learners can apply for RPL or Credit Transfer prior to commencement of the course and delivery of the relevant unit(s). RPL and Credit Transfer will be offered and processed according to CI's Assessment policy and procedures.

Recognition of Prior Learning (RPL)

Prospective learners will be made aware of the RPL policy and process prior to enrolment in to the program, via discussions, orientation, Pre- Enrolment and Post Enrolment student information through student handbooks

Learners can demonstrate competency through formal, non-formal and informal learning:

1. 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);
2. 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
3. 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).

Learners are encouraged to apply for RPL prior to or immediately after formal enrolment but prior to the facilitated delivery of units to ensure that they do not miss any learning opportunities offered should they be unsuccessful in the RPL process.

Credit Transfer

CI recognises the AQF Qualifications and Statement of Attainments issued by any other Registered Training Organisation.

The CI RPL (Recognition of Prior Learning) Policy outlines in detail the specific CI process to be followed for granting Recognition of Prior Learning and Credit Transfer., applications and documentation are available for all units of competency.

Transitioning to New Qualifications

Where a qualification or unit of competency has undergone changes, according to the transition arrangements from the industry you may be transferred to the replacement qualification as soon as practicable. The CI will inform you of any potential changes to ensure you are not in any way disadvantaged.

Access and Equity

CI is an equal opportunity employer and is committed to developing policies and practices that eliminate discrimination and harassment in the workplace and also its education and training programs, and in the provision of its services. CI has a legal responsibility to ensure that all reasonable steps have been taken to prevent discrimination and harassment from occurring in the workplace and training environment.

We are committed to providing a fair and equitable learning and working environment for all learners and staff. In offering education program(s) as part of our Registered Training Organisation (RTO) status we aim to provide learning programs and pathways where program design, course content and all aspects of the training and assessment process are available in a way that allows equality of educational opportunity to all learners.

We promote fair and equal access, for all learners and potential learners, regardless of characteristics such as their gender, sexuality, race, nationality, ethnic background, age, marital status, religion, pregnancy, political convictions, physical disability or intellectual impairment.

We seek to create a training and education environment free from all forms of discrimination and harassment, including sexual harassment, and which enables all learners to understand the education program in which they are enrolled/wishing to enrol to their full potential.

Access and equity covers three broad areas: Discrimination, Harassment and Affirmative Action. Each of these areas is supported by legislation at the State or Federal level; this includes but is not limited to the following:

Federal Legislation:

Age Discrimination Act 2004 (Cth);
Australian Human Rights Commission Act 1986) (Cth); Disability Discrimination Act 1992 (Cth);

Racial Discrimination Act 1975 (Cth);

Sex Discrimination Act 1984 (Cth);

Work Place Gender Equality Act 2012 (Cth); and

Fair Work Act 2009 (Cth).

State Legislation:

- Australian Capital Territory Discrimination Act 1991 (ACT);
- New South Wales Anti-Discrimination Act 1977 (NSW);
- Northern Territory Anti-Discrimination Act 1996 (NT);
- Queensland Anti-Discrimination Act 1991 (QLD);

- South Australia Equal Opportunity Act 1984 (SA);
- Tasmania Anti-Discrimination Act 1998 (TAS);
- Victoria Equal Opportunity Act 1995 (VIC); and
- Western Australia Equal Opportunity Act 1984 (WA).

Sexual Harassment

CI is firmly committed to providing equal employment opportunities and educational outcomes for all staff and learners. We recognise that these achievements are dependent on the elimination of sexual harassment from the working and learning environment.

CI recognises that it is the legal responsibility of management to take all reasonable steps to ensure that staff and learners are not subject to sexual harassment.

Racism

CI is firmly committed to providing a working, teaching and learning environment that is free from racism. Racism not only denies a person's fundamental human right to respect, it reduces their opportunity to gain a fair share of society's valued resources, such as education and employment.

CI recognises that the achievement of equal employment opportunities and equal educational outcomes is dependent on the provision of a discrimination and harassment free environment.

CI understands the community's racial and ethnic diversity and acknowledges that people from a non-English speaking background and indigenous people, in particular, have experienced and continue to experience institutional disadvantage, racial prejudice and discrimination.

CI expresses unconditional rejection of racist behaviour and its commitment to eliminate racism in its organisational structure through the provision of training programs that are equitable, accessible and culturally inclusive.

Privacy

CI staff and contractors collect, store, use and disclose personal information in accordance with the thirteen (13) Australian Privacy Principles of the Privacy Act 1988, thereby safeguarding confidential information in accordance with the Standards for Registered Training Organisations (2015).

- Open and Transparent Management of Personal Information
- Anonymity and Pseudonymity
- Collection of Solicited Personal Information
- Dealing with Unsolicited Personal Information
- Notification of the Collection of Personal Information
- Use or Disclosure of Personal Information
- Integrity of Personal Information
- Cross-border Disclosure of Information
- Adoption, use or disclosure of Government related identifiers
- Quality of Personal Information
- Security of Personal Information
- Access to Personal Information
- Correction of Personal Information

For full information refer to our **Privacy Policy.**

Disability

CI Staff and learners should be mindful of the following principles:

- Persons with a disability have the same rights and responsibilities as other members of the community and should be empowered to exercise those rights and responsibilities.
- Persons with a disability have the same right as other members of the community to:

o respect for their human worth and dignity as individuals
o live free from abuse, neglect or exploitation
o realise their individual capacity for physical, social, emotional and intellectual development
o exercise control over their own lives
o participate actively in the decisions that affect their lives and have information and be supported where necessary, to enable this to occur

o accessinformationandcommunicateinamannerappropriatetotheircommunication and cultural needs

o services that support their quality of life

Charter of Human Rights and Responsibilities Act 2006

The following rights need to be protected and can be implied into staff responsibilities:

- Privacy and reputation

  A person has the right:

  - not to have his or her privacy, family, home or correspondence unlawfully or arbitrarily interfered with; and
  - not to have his or her reputation unlawfully attacked.
- Freedom of thought, conscience, religion and belief
  Every person has the right to freedom of thought, conscience, religion and belief, including:
  - the freedom to have or to adopt a religion or belief of his or her choice; and
  - the freedom to demonstrate his or her religion or belief in worship, observance,

    practice and teaching, either individually or as part of a community, in public or in private.

    A person must not be coerced or restrained in a way that limits his or her freedom to have or adopt a religion or belief in worship, observance, practice or teaching.

- Freedom of expression

I. Every person has the right to hold an opinion without interference.

II. Every person has the right to freedom of expression which includes the freedom to seek, receive and impart information and ideas of all kinds, whether within or outside WA and whether:
- orally; or
- in writing; or

Police Check

- by way of art; or
- in another medium chosen by him or her.

III. Special duties and responsibilities are attached to the right of freedom of expression, and the right may be subject to lawful restrictions reasonably necessary:

- to respect the rights and reputation of other persons; or
- for the protection of national security, public order, public health or public morality.
- Peaceful assembly and freedom of association
- Every person has the right of peaceful assembly.

CI policy requires all trainers and other relevant staff members to obtain a current and valid police check and provide the National Police Certificate for employment.

Consumer Rights and Consumer protection

On 1 January 2011, the Australian Consumer Law commenced and the Trade Practices Act 1974 was repealed and replaced by the Competition and Consumer Act 2010. The Australian Consumer Law provides for:

- National consumer protection and fair-trading laws
- Enhanced enforcement powers and redress mechanisms
- A national unfair contract terms law
- A new national product safety regime

Training Evaluation/ Feedback – Quality Indicators

RTO surveys its learners and employers using the Quality Indicators.
Three Quality Indicators have been endorsed by the National Quality Council (NQC):

Learner engagement

The 'Learner Questionnaire' form is completed by all students upon completion of their course of study. The 'Learner Engagement Questionnaire' will be provided to students at the completion of their studies. Student Administration will issue a copy of the survey to each student when issuing a Statement of Attainment or Qualification.

All completed and returned surveys will be reviewed by the Compliance and Quality Assurance Department. The results of these surveys will be collated into reports with a summary of all responses. These reports are to be reviewed during Management Meetings.

At the completion of each calendar year the Compliance and Quality Assurance Department is required to collate all data for the year using the 'ASQAform.

A copy of all completed Learner Engagement surveys will be maintained for a period of 12 months as evidence of the data collection process.

Employer Satisfaction

CI must gain feedback from employers using the 'Employer Questionnaire' available from the Department of Industry (http://industry.gov.au/skills/NationalStandards/Documents/AQTFEmployerQuestionnaire.pdf).

The 'Employer Questionnaire' form is completed by all employers once per year. At a set date each year (currently the 1st September) all employers currently engaged with CI shall be sent the Employer Satisfaction Survey. These surveys will be collected and collated by the Compliance and Quality Assurance Department.

All completed and returned surveys will be reviewed by the management. The results of these surveys will be collated into reports with a summary of all responses. These reports are to be reviewed during Management Meetings.

At the completion of each calendar year the Compliance and Quality Assurance Department is required to collate all data for the year using the 'ASQA form.

A copy of all completed Employer Engagement surveys will be maintained for a period of 12 months as evidence of the data collection process.

Competency Completion

CI is required to provide ASQA details on the competency completion data. This data is to capture the number of enrolments and qualifications completed and units of competency awarded in the previous calendar year. This data from the previous calendar year includes:

- The number of enrolments for each qualification code
- The number of enrolments completed for each qualification code
- The number of enrolments for each unit of competency
- The number of units completed for each unit of competency

The Competency Completion Online System (CCOS) is required to be used to report this data and it is the responsibility of the Compliance and Quality Assurance Department to enter the data as required.

This information will be used by CI to gauge how well learner needs are being met and to identify areas for improvement on training and assessment services. The results will be discussed and reviewed at the first RTO Meeting of each calendar year.

Reporting Quality Indicators Data

All data must be reported to ASQA by the 30th June of the following calendar year and the Compliance and Quality Assurance Department will be responsible for this reporting process.

Data must be submitted using the required forms as listed on the ASQA website – Data Provision The Compliance and Quality Assurance Department must submit their quality indicator data reports

in full by close of business on 30 June.
A copy of all reports and e-mails shall be maintained in the 'Quality Indicators Folder'.

The Learner Student Outcomes Survey (SOS)

If your training is funded by the Higher Education and Skills Group, you will be invited to participate in the National Learners Outcome Survey/ The Learner Student Outcomes Survey (SOS).

The Learner Student Outcomes Survey (SOS) is an annual survey of Learners who successfully completed some vocational training in Australia. The survey has been conducted annually by the NCVER since 1997.

The survey is funded by the Australian Government Department of Education, and Training (DET). NCVER manages the research, analysis and reporting of the survey.

Why is the survey conducted?

The aim of the Learner Student Outcomes Survey is to improve the economic and social outcomes of Learners who undertake vocational education and training (VET). This is achieved by providing the VET sector with information on the:

- Outcomes from training (e.g. employment and further study outcomes)
- Relevance of the training
- Benefits of the training
- Satisfaction with the training
- Reasons for not continuing the training (where applicable)

The information is used by national and state/territory bodies, along with local training providers to ensure vocational training is of high quality and relevant to Australian workplaces. The survey highlights both the positive and negative outcomes from training and monitors the effectiveness of VET system. The information collected assists in administering, planning and evaluating the VET system.

More information about this survey can be found at http://www.ncver.edu.au/sos/faq.html.

Individual Rights to Access Personal Information

Individuals may access their personal information by contacting CI in writing. Access is generally granted within 30 days of receiving the written request.

Storage and Security of Personal Information

CI stores Personal Information in both paper and electronic form.

Hard copy information is kept under locked security. Personal Information stored on computers is, where practical, password protected.

CI's policy is to dispose of personal records that are no longer in use unless they are required to be stored for accountability, liability or other policy reasons. Where this is the case, such records are stored separately from the operational information.

Updating Personal Information

CI monitors the quality and accuracy of personal information that it maintains and where practical, updates that information on a regular basis.

Individuals can update their personal information at any time by contacting CI.

Marketing

CI will market its Vocational Education and Training products with integrity, accuracy and professionalism, avoiding vague and ambiguous statements. In the provision of information, no false or misleading comparisons will be drawn with any other provider or Training Program.

CI will not state or imply that the Training Programs other than those on their scope of registration are recognised by the ASQA

CI has in place policies and procedures to ensure that advertising and marketing meets both the RTO Guidelines, as well as the national guidelines and protocols for Advertising and Marketing, as required by the Australian Quality Training Framework.

This ensures that all advertising and marketing strategies are:

- True and honest
- Accurate
- A part of the approved scope of registration
- Approved by the RTO Training Management Team

Workplace Health and Safety

CI has in place policies and procedures to ensure that staff, visitors and guests are provided with a safe environment in accordance with the Work Health and Safety Act 1984.

Complaints & Appeals

Despite all efforts of CI to provide satisfactory services to its students, complaints may occasionally arise that require formal resolution or students may appeal against a complaint outcome or educational determination (e.g. assessment result).

Staff also have the right to avail themselves of this process.

RTO will approach all complaints and appeals with an open view and attempt to resolve issues through discussion and conciliation. Where a complaint cannot be resolved through discussion and mediation, RTO acknowledges the need for an appropriate external and independent agent to mediate between the parties.

RTO understands individuals' concerns regarding confidentiality and is totally committed to fair treatment respecting and upholding individuals' rights to privacy protection under the Australian Privacy Principles (APPs) contained in The Privacy Act amended 1988 (Cth). RTO respects the privacy rights of all individuals in the workplace. RTO has implemented a program to ensure compliance with the APPs.

RTO understands that despite all its efforts to provide satisfactory services to its students, complaints may occasionally arise that require formal resolution. Students have the opportunity to have any complaint or appeal resolved and resolutions reached that attempt to satisfy all parties. There is no cost to the student unless the referral is made to a third party.

Complaints and appeals may be made in relation to any of the following:

- RTO, its trainers, assessors or other staff;
- Any third party providing services on RTO's behalf, its trainers, assessors or other staff;
- Assessment/RPL outcome;
- Fees and refunds/re-crediting or
- A student of RTO.

Complaints may be made in relation to any of RTO's services and activities such as:

- The application and enrolment process
- Marketing information
- The quality of training and assessment provided
- Training and assessment matters, including student progress, student support and assessment requirements
- The way someone has been treated
- The actions of another student

- Personal safety
- Customer service and administration
- Issue of result, certificate and statement of attainment
- Learning resources
- Fees and changes
- Student amenities and facilities
- Discrimination
- Sexual harassment
- Other issues that may arise

Appeals should be made to request that a decision made by RTO is reviewed. Decisions may have been about:

- Course admissions
- Refund assessments
- Response to a complaint
- Assessment outcomes / results
- Other general decisions made by RTO

RTO is committed to developing a procedurally fair complaints and appeals process that is carried out free from bias, following the principles of natural justice. Through this policy and procedure, RTO ensures that complaints and appeals:

- Are responded to in a consistent and transparent manner.
- Are responded to promptly, objectively, with sensitivity and confidentiality.
- Are able to be made at no cost to the individual.
- Are used as an opportunity to identify potential causes of the complaint or appeal and take actions to prevent the issues from recurring as well as identifying any areas for improvement.
- A culture that views complaints and appeals as an opportunity to improve the organisation and how it works;
- A complaints and appeals system that is client focused and helps RTO to prevent these events from recurring;
- Complaints and appeals are resolved promptly, objectively, with sensitivity and in complete confidentiality
- That the views of each complainant, appellant and respondent are respected and that any party to complaint or appeal is not discriminated against nor victimised;
- That there is a consistent response to complaints and appeals;
- That students are fully informed of their right to lodge a complaint or appeal; and

• Person(s) responsible for investigating the complaint will not be the subject of the complaint or appeal.

The complaints and appeals policy and procedure and form are made available to all students and potential students by directly contacting RTO, through the RTO's website, Pre-enrolment and Student handbooks.

Where possible, all informal attempts shall be made to resolve the issue (Informal Compliant) this may include advice, discussions, meeting with the student, emails and general mediation in relation to the issue and the student's issue. Any staff member can be involved in this informal process to resolve issues, but once a student has placed a formal complaint / appeal, the following procedures must be followed.

If a student is uncomfortable with speaking directly to the person involved or the informal process does not resolve the issue to the student's satisfaction, the formal process should be followed as described below.

Where a student is unhappy with the outcome of an assessment decision, this will be dealt with under assessment appeals.

Formal Complaints

Any student, potential student, employee or third party may submit a formal complaint to RTO with the reasonable expectation that all complaints will be treated with integrity and privacy. There is no cost for the complaints process unless it is referred to a third party. Complainants have the right to access advice and support from independent external agencies/persons at any point of the complaint and appeals process. Use of external services will be at the complainant's costs unless authorised by the CEO.

Any person wishing to submit a formal complaint can do so by completing the Complaints and Appeals Form and state their case, providing as many details as possible. This form can be obtained by contacting Administration staff at RTO, or through the RTO website.

All formally submitted complaints are submitted to the Training manager.

Once a formal complaint is received it will be entered into the Complaints and Appeals Register and written acknowledgment will send to complainant which is monitored by the Training manager regularly. The information to be contained and updated within the register is as follows:

- The name of the complainant
- Date of the complaint
- Type of complaint
- Name of investigating officer/business unit assigned to deal with the complaint
- Response from those involved in the allegations

- Analysis of the matter
- Outcome of complaint

- Action recommended to address systemic issues (if any)
- Time taken to investigate complaint
- Complainant satisfaction with the outcome.

A student may be assisted or accompanied by a support person at any face to face meetings regardless of the nature of the issue or complaint throughout the process at all times.

The Training manager will then refer the matter to the appropriate staff members or CEO to resolve, or make a decision on the complaint within 10 working days and keep the complainant informed of any decisions or outcomes concluded, or processes in place to deal with the complaint.

Where a decision is expected to take longer than 60 days, RTO will advise the student in writing of the delay and including the reasons for the delay. Thereafter the student will be provided with weekly updates in writing of the progress of the complaint or appeal. Weekly updates to both complainant and appellant will be provided by the Administration Manager. If decision is taking more than 60 days' matter can be forwarded to an external complaints resolution organisation as well for resolution.

Once a decision has been reached, the Training manager inform all parties involved in writing. Where the complaint process does not find in favour of the leaner, students will be notified that they have the right of appeal. To appeal a decision, the RTO must receive, in writing, grounds of the appeal within 10 days of the date of the notice of the decision.

The Training manager ensures that RTO will act immediately on any complaint where the complaints process results in a decision that supports the student. RTO will immediately implement any decision and/or corrective and preventative action that are required, and advise the student of the outcome.

Copies of all documentation, outcomes and further action required will be placed on the Complaints and Appeals Register by the Training manager or representative and also in the student's file.

Appealing

All students have the right to appeal decisions made by RTO where reasonable grounds can be established. The areas in which a student may appeal a decision made by RTO may include:

• Any other conclusion/decision that is made after a complaint has been dealt with RTO in the first instance as described in the complaints process above. This is referred to as a general appeals)

• Assessments decisions as set out below (assessment appeals).

To activate the appeals process, the student must complete a Complaints and Appeals Form that is to include a summary of the grounds the appeal is based upon. The reason the student feels the decision is unfair is to be clearly explained and help and support with this process can be gained from RTO staff. With regard to general appeals, The Complaints and Appeals Committee determines the validity of the appeal and organises a meeting with all parties involved in the matter and attempts to seek resolution where appropriate.

The process for all formally lodged appeals will begin within 10 working days of the appeal being lodged.

The Complaints and Appeals Committee ensures RTO acts on any substantiated appeal.

* The Complaints and Appeals Committee is made up of three people; the three people will be selected from this group: the CEO and Training manager.

General Appeals

Where a student has appealed a decision or outcome of a formal complaint, they are required to notify RTO in writing within 20 working days of the grounds of their appeal. Any supporting documentation should also be attached to the appeal

The appeal shall be lodged through the Complaints and Appeals Committee and they shall record the details of the appeal the Complaints and Appeals Register.

The Complaints and Appeals Committee will be notified and will seek details regarding the initial documentation of the complaint and make a decision based on the grounds of the appeal.

The student will be notified in writing of the outcome with reasons for the decisions, and the Complaints and Appeals Register updated. The student will also be provided the option of activating the external appeals process if they are not satisfied with the outcome. The student is required to notify RTO if they wish to proceed with the external appeals process.

Assessment Appeals

Where a student wishes to appeal an assessment, they are required to notify their Trainer in the first instance. Where appropriate their Trainer may decide to re-assess the student to

ensure a fair and equitable decision is gained. The Trainer shall complete a written report regarding the re-assessment outlining the reasons why assessment was - or was not - granted.

If this is still not to the student's satisfaction, the student may formally lodge an appeal. They will lodge this with the Complaints and Appeals Committee and the appeal will be entered in the Complaints and Appeals Register.

The Training manager will be notified and will seek details from the Trainer involved and any other relevant parties. A decision will be made regarding the appeal either indicating the assessment decision stands or details of a possible re-assessment by a third party. The third party will be another Trainer appointed by RTO.

The student will be notified in writing of the outcome with reasons for the decision, and the Complaints and Appeals Register updated. The student will also be provided the option of activating the external appeals process if they are not satisfied with the outcome. The student is required to notify RTO if they wish to proceed with the external appeals process.

External Appeals

If not satisfied with the decision in stage 2, the complainant may request that the matter be further reviewed by an external dispute resolution process, by the body appointed by RTO for that purpose.

The details of these external bodies are as follows:

LEADR Complaints, Appeals and Resolution Department
https://www.leadriama.org/aboutleadr/compliments-suggestions-and-complaints

Or
Legal Aid WA
Perth Office
32 St Georges Terrace
Perth, WA 6000
Telephone: (08) 9261 6222
Facsimile: (08) 9261 6554
PO Box L916, Perth WA 6842

The division of the expenses associated with the mediation e.g. mediator's fee, room hire and possibly travel expenses are to be shared equally between RTO and the complainant.

The RTO will immediately implement recommendations arising from the external review within at least 10 working days of the receipt of the recommendations.

Further information

If a client (student or other client) is still dissatisfied with the decision of RTO, they may wish to seek advice or make a complaint about RTO to ASQA directly. If, after RTO's internal complaints and appeals processes have been completed, you still believe RTO is breaching or has breached its legal requirements, you can submit a complaint to ASQA by completing the "The Complaint about a training organisation operating under ASQA's jurisdiction" form. While ASQA will not be able to act as your advocate the lodgement of your complaint will inform ASQA's risk assessment of RTO and a complaint audit may be conducted.

RTO Staff may also use this complaints and appeals process. RTO will use all complaints as an opportunity for continuous improvement.

This policy and procedure is compliant with VQF and National Code Standards in providing a process for complaints and appeals to be heard and actioned where necessary. **For full information refer the RTOs Complaints and Appeals Policy.**

Continuous Improvement

A summary of all complaints and appeals received in the Complaints and Appeals Register will be presented as a part of the Continuous Improvement policy and procedure at the Management Meeting for review. The purpose of this is to ensure management become aware of:

- repeat issues
- students that may be being vexatious in using the process
- Common threads relating to the general management and or safety of the staff and students and the services being provided.

(when viewed collectively) any general adverse trend that needs correcting

Confidentiality and Privacy Statement

RTO values and is committed to protecting the privacy of its students. We collect and use student's personal information provided on the Complaints Form to address their complaint. Access to the complaint details are restricted to authorised staff that assist in addressing the complaint. The student will receive written notification of the final outcome/resolution of the

complaint. Students may have the right to access the personal information we held on them subject to any exemptions in relevant laws, by contacting us on info@corewa.org

Publication

This policy, once approved, will be available to all students and staff by accessing it from the CI website.

This policy and procedure will form part of the information distributed and communicated during staff orientation.

Fees and Charges Policy

The proposed fees and charges for the delivery of nationally accredited training and assessment services are checked for compliance with the relevant performance agreement.

CI will provide the following fee information, to each learner:

1. The total amount of all fees including course fees, administration fees, materials fees and any other charges;
2. Payment terms, including the timing and amount of fees to be paid and any non-refundable deposit/administration fee;
3. The nature of the guarantee given by CI to complete the training and / or assessment once the learner has commenced study in their chosen qualification or course;
4. The fees and charges for additional services, including such items as issuance of a replacement qualification testamur and the options available to learners who are deemed not yet competent on completion of training and assessment; and
5. The refund policy.

All applicable fees and charges

Note: Where the student is not able to achieve the full qualification through RPL and gap training is required, a training plan and costing structure will be mutually agreed upon. The basis of the cost structure will be pro-rata on a unit by unit basis based on the scheduled course fee.

Financial hardship

If you are experiencing severe financial hardship, contact CI to make an appointment to further discuss your tuition fee options.

Fee for Service

All qualifications and courses offered by CI are available on a Fee for Service (FFS) basis. Details of the cost of each course are available

FFS qualifications must be paid for in accordance with the payment plan arranged, if any, prior to commencement of the qualification. Payment can be made by Cheque, Credit Card or EFT. Enrolments will not be processed without payment of an enrolment fee or notification of an agreed payment plan. Please note that learners are not officially enrolled until they have paid their fees or received written documentation stating they are exempt from payment or a payment plan has been entered into.

Payment by Instalments

Where a Learner enrols for a Fee for Service course or qualification, an initial payment for tuition fees not exceeding $1,500.00 shall be paid on enrolment. RTO will not accept any payment more than $1500 at any time. The balance of the fee will be paid in accordance with a payment plan negotiated and agreed upon between CI and the learner.

The amount and frequency of payments will depend on the amount payable for the course and the length of the course and shall reflect the value of training delivered within a specified period. At no time shall the learner be required to make any payment in excess of statutory guidelines which regulate the amount CI is permitted to require a learner to pay, at any time.

Where a learner faces financial hardship, CI shall make every effort to propose a payment plan, acceptable to the learner that reflects the individual learner's particular circumstances.

As with all relationships between CI and its learners, all discussions and arrangements entered into remain strictly confidential.

Paying by instalments must be arranged with the CI office within two weeks of being notified of acceptance into the qualification.

Re-Issue of Statement of Attainments and or Certificates

If you request that a qualification Testamur or Statement of Attainment be re-issued then the CI may charge a re-issue fee of $50.00. This charge may be waived at the discretion of the CEO. If levied, the fee must be paid prior to the re-issue.

Material Fee

The material fees and charges are subject to change from time to time. For the most recent information, please contact CI's office.

Refunds

Refunds will be paid direct to the learner if the learner has paid. To claim a refund, the learner must complete a refund application form available from RTO administration.

Notes:

1. Refunds identified above are for the Tuition Fees ONLY (Tuition Fees are those identified in the SOF brochure or on the agreement as course fees).
2. Incidental fees are all other fees apart from Tuition Fees and Enrolment Fees E.g. Material Fees. ONLY the "unspent" amount will be returned. If the cost of the service or material has already been incurred this will NOT be refunded.
3. Fee refunds for special circumstances (illness, family circumstances) may be agreed upon, on an individual basis, at the discretion of the accounts department of CI.
4. Where the student has paid for other fees, including material fees, then only the "unspent" portion will be returned.
5. For RPL, the minimum fee is $150.00/unit will cover most situations, however, where extra work is required by CI to validate your prior learning, CI reserves the right to apply additional charges , these will be agreed with the applicant and are non-refundable.
6. All date calculations are based on the date the form is received by CI, not the date the student completed the form (if different).
7. CI does not use unsolicited marketing approaches to sell their RTO services. According to Australian Consumer Law for training providers and marketers and Current Affairs organisation is providing five (5) business days as cooling off period from the date of enrolment for student to withdraw from the course. If a student choose to withdraw from the course, they must return back all RTO materials (learner and assessment) to RTO. Enrolment fees and administrative fees are non-refundable in such cases.
8. An LLN assessment will be conducted prior to the enrolment at no charges to the prospective student.

* The fees and charges are subject to change from time to time. For the most recent information, please visit CI 's website when published or contact CI's office.

Unique Learner 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 RTO, CI 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.

Your USI will help keep your training records and results together in an online account controlled by you. Each time you enrol to study with a new training organisation, your USI will be used to store your training records and results.

By having a USI you will be able to access your training records and results (or transcript) whenever you need them. For example, for a new employer or when you enroll to study at a new training organisation. Your USI can be accessed online from your computer, tablet or smart phone and gives you access to your training records and results at your fingertips. For further information about the USI can be found at:

http://www.usi.gov.au/Pages/default.aspx

Should a USI exemption apply, the student is made aware prior to enrolment or training that their training results will not be accessible through the Commonwealth and will not appear on any authenticated VET transcript prepared by the USI Registrar

USI Exemptions apply according to the following criteria: Exemption categories are:

• International students who complete all requirements for their VET qualification or VET statement of attainment outside Australia.

• An individual who has completed all the requirements for the VET qualification or VET statement of attainment before 1 January 2015.

• Students who demonstrate a genuine personal objection to being assigned a USI. This exemption can only be granted by the Student Identifiers Registrar.

General Information – Learner Rights, Obligations and Responsibilities

CI learners have the following responsibilities:

- To become familiar with relevant Policies and the Learner Handbook and comply with any Learner requirements contained therein including relevant legislated requirements;
- To respect the working environment of others at organisation and to follow related Policies and Procedures;
- To conduct themselves in a responsible, polite and safe manner and refrain from abuse towards CI employees or other Learners;
- To follow all reasonable instructions provided by CI Employees;
- To respect the right of CI to express the opinions of their Trainer/Assessor;
- To conduct themselves in a courteous, polite and ethical manner and in a manner which demonstrates tolerance and respect for others and supports the principles of equal opportunity, anti-discrimination and occupational health safety and environment;
- To undertake their studies to the best of their abilities;
- To meet deadlines for work to be submitted;
- To submit authentic documentation (NOTE: where the authenticity of the evidence submitted is in question CI reserves the right to conduct further investigation by way of interview and other appropriate means as required);
- To submit work without plagiarising or cheating;
- To consult with CI in a timely manner if problems/issues arise;
- To accept joint responsibility for their own learning;
- To provide feedback to CI on its courses and services;
- Undertake all study in the manner and formats required and in the specified course timeframes;
- To adhere to CI 's code of practice;
- To seek approval from authorised CI Employees for the use of CI IT equipment, assets, stationery, et.;
- To encourage equal opportunity;
- To promote an effective learning environment through good personal behaviour;
- To respect the rights of others; and
- To cooperate with CI with requests for further evidence including reasonable adjustments made to assessment process, confirmation of authenticity of documentation submitted for assessment and overall confirmation of competency.

Referencing

Assessments must be your own original work. If you use another person's ideas, writing or work and do not acknowledge the original source, you are committing

plagiarism. Referencing is a way of showing that you are engaging with the literature in your subject area without plagiarising.

Referencing serves several important purposes:

Acknowledges sources of information so you are not accused of plagiarism

Demonstrates the depth and quality of the research you have done

Allows others to locate sources you have used if they wish to know more

A guide to referencing

Books, newspapers, journals, magazines, theses, conference papers, reports, pamphlets (published or online)

Yes

Case law, legislation, parliamentary debates, treaties

Yes

The internet

Yes. It is a common misunderstanding that information on the internet does not need acknowledgement. You should use material found on the internet with caution, as it may be unreliable or out of date.

TV, radio, scripts

Yes. While you are listening, you should note the program name and the date of broadcast. Sometimes it is possible to obtain a transcript to check that you have heard correctly.

Videos, films, DVDs

Yes. There are specific conventions for referencing visual media.

Lectures

It depends. There are three possibilities:

If the lecturer mentions something which is general

knowledge, there is no need for the lecturer, or you, to provide a reference.

If the lecturer presents her/his own idea, you should reference this as the lecturer's idea.

If the lecturer presents another author's idea, you should refer to both sources: the original author, and the lecturer who presents the idea. *However, in most cases, instead of relying upon your lecturer's reference, it would be more valuable for you to read the original author yourself.*

Illustrations, images, artwork, tables, graphs, programming codes

Yes. You need to acknowledge the source of drawings, photographs, graphs, designs, tables, programming codes and all other examples of non-verbal information that you use in your work.

Quotations

Yes. In referencing quotes, be careful to use quotation marks, and be careful not to change any words.

Paraphrases, summaries

Yes. When expressing the information or ideas of someone else in different words or in a briefer form, you must still acknowledge the source of the information or ideas.

Common knowledge

You don't need to provide a reference for common knowledge - that is, information shared by many people. It is sometimes difficult to know what is and what is not common knowledge in your field of study. If you read or hear the same information many times from different sources, it is probably common knowledge. Common knowledge usually includes major historical events, famous people and geographic areas that are known about by educated people throughout the world, not just in the country in which they occurred.

If the information is not common knowledge, you should provide a reference. This shows your reader that the idea is held by an expert in the field. It also demonstrates to your lecturer that you have been reading academic texts.

Plagiarism

Plagiarism is taking the words, theories, creations or ideas of another person and passing them off as your own.

Plagiarism can be deliberate – copying a passage from a book or journal or pasting something from the internet into an assignment without referencing the original source.

You can also commit inadvertent plagiarism which is where you unintentionally repeat some of the information you have read in the course of your research. You must ensure you do reference ALL material that comes from another source so question yourself as to whether you have read the information elsewhere and go back to your sources to locate the reference.

Plagiarism can also result from not referencing correctly. You must ensure you know how to reference your work using the style advised by your trainer/assessor.

Consequences of Plagiarism

All forms of plagiarism will be taken seriously - deliberate or not!

Plagiarism is a serious issue that can result in failing an assignment, or even having to leave the course.

Learner Code of Conduct

The Learner Code of Conduct outlines the rights and responsibilities of all learners. The Code of Conduct is in place to ensure an atmosphere of respect, understanding, and professionalism for all learners. CI celebrates diversity and embraces equal opportunity and promotes a supportive adult learning environment.

Learner Rights

All learners have the right to:

- Feel safe and welcome at CI;
- Be treated with respect and dignity;

- Privacy (as per the Privacy Act and Australian Privacy Principles): only information necessary to the core functions of CI can be shared without the learner's prior consent;
- Be free from bullying and harassment (including sexual harassment) online or during any CI training activity;
- Receive fair and equitable training and assessment;
- Receive services without discrimination;
- Complain without fear or recrimination;
- Be provided with, and have access to, CI policies, procedures and learner rights.

Responsibilities

In general, it is expected that as a learner you will:

- Be responsible for your own study program;
- Treat staff and fellow learners respectfully, courteously and with consideration at all times, whilst respecting their privacy and safety;
- Respect CI equipment, resources and facilities;
- Actively participate in the learning process;
- Respect the rights of other learners and staff to have their own opinions;
- Be open to, and welcoming of, the diversity of learners in your course.

Sanctions, such as suspension or expulsion from the Institute, may be applied where learners fail to conduct themselves in an appropriate manner.

For more information please contact Compliance and Quality Assurance Team via email to

info@corewa.org

Unacceptable and Inappropriate behaviours

CI is committed to promoting an atmosphere of respect, understanding, professionalism, equity and access for all learners.

Harassment

is any form of behaviour that:

- Is not asked for
- Is not wanted
- Is not returned and is likely to create a hostile or uncomfortable place to be
- Is humiliating, intimidating or offending.

Sexual harassment

is illegal and will not be tolerated by CI.

Bullying

Includes:

- Intimidation
- Physical harm, emotional distress
- Threats/name calling/derogatory comments regarding age, gender, race, religion or sexual orientation

- Failure to acknowledge good work
- Deliberate isolation from groups/information/opportunities
- Undue pressure and impossible deadlines
- Emotional hurt to another person through electronic devices such as email, phone, and text message.

General Information – Qualifications

Certificates and Statements of Attainment

Learners who successfully complete all the requirements of their training program will receive a Nationally Accredited Certificate or learner who does not complete the full requirements of the training program will be issued a Statement of attainment according to the following requirements specified in.

CI will issue Certificates and Statements of Attainment that are within its scope of registration, and that certify achievement of:

- Qualifications or industry / enterprise competency standards from nationally Endorsed Training Packages; or
- Qualifications, competency standards or modules specified in accredited courses.
- Moreover, that:
- Meet the requirements in the current AQF Implementation Handbook, including the national codes.
- Identify the units of competency from Training Packages, or competencies or modules from accredited courses, that the learner has attained.

- Identify the RTO by its national provider number. CI will issue all AQF certification within 30 calendar days of a learner being assessed as competent in the qualification, skill set or unit of competency in which they are enrolled and providing all agreed fees have been paid to CI. All AQF certification documentation issued by CI is kept for 30 years. Principal

Qualification Completion Timeframe

CI has provided the following timeframes for course completion in TAS

Please note:

1. CI reserves the right to cancel an enrolment without notice (withdraw the Learner), if after allocated timeframe a Learner has not completed and achieved their Qualification of Individual Unit of Competency.
2. If the Qualification has partially successfully been completed, a Statement of Attainment will be issued for those units completed the Learner has been deemed competent.
3. The AQF Qualifications Issuance Policy

c. Your Learner File and Student Management System records will be updated to reflect changes with your qualification timeframe and completion.

Exit Point

- Unit by unit delivery allows students to exit at any point with full credit for all successfully completed units.
- At any point before the completion of the program, a participant may request a Statement of Attainment for an individual unit or units where he/she has been assessed competent.
- At the successful completion of the program, a certificate and record of results for the qualification will be issued.

General Information - The Australian Qualifications Framework and lifelong learning

The purpose of Australian Qualifications Framework (AQF) is to provide a comprehensive, consistent framework for all qualifications offered on a national basis in post compulsory education and training. The framework aims to encourage lifelong learning.

The Australian Qualifications Framework (AQF) attempts to do so by providing individuals with better scope to progress through the levels of education and training by improving

access to qualifications, by more clearly defining avenues for achievement and by promoting national and international recognition of qualifications offered in Australia.

AQF Commitment

The AQF makes a specific commitment to flexible, transparent and systematic learning pathways and to the removal of boundaries between educational sectors. This diagram shows the interlinking and pathways that relate to the various qualification levels.

Lifelong learning implies a dynamic view of education and training, building strong linkages between learning at different stages of life and in a wide range of settings and partnerships rather than just looking at various forms of education and training provision in isolation from each other. The departures from existing views of education and learning are substantial. They involve recognition of a wide range of learning modes, strengthening the motivation to learn (wide range of learning opportunities, opportunity to combine classroom learning with learning in work settings etc.), and providing a wide variety of pathways not constrained by rigid notions of formal education and training.

Many of the goals of the AQF support such an alternative view of education and learning needed to promote lifelong learning. These goals include:

- bringing together the qualifications issued by the schools, VET and higher education sectors into a single comprehensive system of titles and standards
- supporting flexible education and training pathways between sectors and lifelong learning
- encouraging parity of esteem between academic and vocational qualifications
- offering flexibility to suit the diversity of purposes of education and training and provide for the differences in the constitution of the sectors
- encouraging cross-sectoral partnerships
- underpinning national policies, in particular on quality assurance and articulation and credit transfer. Graduating from CI or another Australian Qualification Framework (AQF) provider can qualify you for entry to University, therefore many learners who did not successfully complete the year 12 use it as a stepping stone to a University qualification.

Benefits of obtaining an AQF Nationally Accredited Training Qualification

- Obtaining a qualification is the first step to a rewarding career or to advancement in your existing career or workplace;

- Learners receive a nationally recognised industry qualification;
- Learners are provided with knowledge and skills enabling them to develop a career path;
- Each training program is tailored to your training and personal development requirements;
- Learners have a personal Training Plan which reflects their skill development needs.

Learner declaration

I, the under named, declare that I have received, read, and understood with the contents of this Student handbook, which also outlines the following conditions as a student of CI.

Learner obligations

• I understand my obligation responsibilities as a student

Learner support

- I have been offered the opportunity to access learning support
- I have been provided with a course outline for the course in which I have been accepted

National recognition

- I understand the options for national recognition and recognition of prior learning
- I have been advised of the nationally recognised qualification to be issued on successful completion of the course.

Fees and Refunds

- I have been advised of all applicable fees and charges
- I have been advised of all refund and reimbursement guidelines

Complaints and appeals

• I have been advised about the Complaints and Appeals processes and procedures

Work Health and Safety

• I have read and understand my rights and responsibilities as a student. This includes my rights and responsibilities in regard to Workplace Health and Safety. I agree to abide by the rules of this organisation and to report any WHS issues to ensure a safe learning environment.

USI

I agree to allow Core Institute & Training Pty Ltd to create/verify or check my USI details as necessary for enrolment.

Self-Declaration

By going through online enrolment I hereby, declare that I have been given all information I required in context of my enrolment with Core Institute & Training Pty Ltd courses and the information I have provided to Core Institute & Training Pty Ltd are all valid and correct. By reading and closing this document, I agree to terms and conditions mentioned in Student Handbook of Core Institute and Training.