



# AUSTRALIAN TRAINING COLLEGE

## Student Induction Manual

October, 2011

### **Introduction**

Welcome to Australian Training College Pty Ltd, and congratulations on your enrolment.

Australian Training College (ATC) is a registered training organisation that has been providing training throughout Australia since 1995.

## **Qualifications gained from training**

Once the student has completed all the units of competency in the training plan they will be issued with the relevant qualification from ATC.

This qualification is issued by ATC under the AQF (Australian Qualifications Framework) and is a formal certification that the student has achieved all of the requirements for the qualification as specified in the relevant nationally endorsed Training Package. This is a national qualification, which is recognised in every State and Territory across Australia.

Within a Training Package there are a range of qualifications that begin at Certificate I and extend to Advanced Diploma.

## **Role of ATC**

At ATC our number one focus is the student. The ATC trainer assists the student to reach their full potential regards to the Training Package.

The ATC trainer will assess the student against the competencies stated in the Training Package. Once the ATC trainer has assessed the student, the ATC trainer will provide feedback either verbal or written on the student's progress and assessment results to the student and the student's supervisor.

The ATC trainer is contactable Monday to Friday 9am to 5pm or any time via e-mail (allow 24 hours to reply) if the student needs assistance.

## **Role of the Student**

As a student you should actively participate in all tasks indicated by the ATC trainer.

- ▲ It is the student's responsibility to complete any task or workbook relating to the training plan by the agreed assessment date.
- ▲ The student will attend all training sessions with completed work as well as any other information that may assist in proving the competency for the unit being assessed.
- ▲ If the student is having difficulty with the work or needs extra assistance then it is their responsibility to convey this to the ATC trainer.
- ▲ The student must inform the ATC trainer if any
  - A change of name or address
  - A change of course
  - A change of employer
  - Extensive time away from studies

## **The Training Plan**

After the student has selected the qualification they would like to obtain they negotiate with the ATC trainer which of the units of competency would best suit their work or area of interest. This ensures that the training program is tailored to the student's needs or workplace requirements.

The training plan will include how each unit of competency will be achieved and provide a proposed timeframe for the achievement of each unit of competency.

Learner resources/workbooks will be made available to assist with the learning process where necessary. Other learning strategies can include on-the-job training, assessment, resources and guidance from workplace mentor/trainer/supervisor.

## Understanding some of the terminology

### Competencies

#### Competency

A student is deemed competent by an ATC trainer when the student's skills, knowledge and attitudes for a unit(s) of competency outlined in the students training plan are matched or exceeded. E.g. Unit of competency: *"Coordinate work teams"*

A unit of competency is made up from various elements of the competency, that is, the components of the work that make up the whole standard. E.g. Unit of competency: *"Coordinate work teams"*

#### Elements of competency:

- Coach on-the-job
- Maintain employee relations
- Inform team members
- Motivate the team
- Maintain staff records

### Trainer

An ATC trainer is a qualified training professional with many years of industry experience that delivers training and assessment to the student.

### Assessment

A student's assessment can come in a range of forms depending on the course/qualification. It could be a meeting between the student and the student's supervisor and a workplace assessor to assess the student's skills and knowledge against the relevant unit of competency. Or it could be an assignment, gathering evidence through a portfolio, questioning or a range of other options to suit the student and the training package requirements.

### Assessment Reports

The workplace assessor or ATC trainer will provide the student with feedback during and post the assessment, provide feedback on the student's progress and states your final assessment results in a unit of competency, being either *"competent"* or *"not yet competent"*.

### Not yet competent

If a student is assessed as *"not yet competent"* in a unit of competency, this means that the student requires further training in order to achieve competency, or that there is not enough evidence to support the students competency. The student will have an opportunity to be reassessed after further training or evidence is gathered.

### Evidence

This may take the form of work samples, completed workbooks, questions and discussions, observation, written confirmation from the workplace supervisor or other methods of assessment.

### Workbooks

A student may be provided with workbooks in some or all of the units of competency in the training plan. These workbooks are designed to assist the student in their learning and contain work activities, questions and useful information.

If a student is given a module to work on it is essential that the student have this completed in time for the next assessment. If this cannot be achieved then it is the student's responsibility to contact the ATC trainer or workplace assessor and negotiate a time that is convenient for all parties concerned.

### **Resources**

This refers to learning materials/modules, textbooks, hardware, software and other equipment the student needs to carry out training and assessment.

### **Assessment**

ATC regardless of whether through a training and assessment pathway or assessment – only pathway:

- Comply with the assessment guidelines included in applicable nationally endorsed training packages or the assessment requirements specified in accredited courses;
- Lead to the issuing of a statement of attainment or qualification under the AQF when a person is assessed as competent against nationally endorsed unit(s) of competency in the applicable training package or modules specified in the accredited course;
- Comply with the principles of validity, reliability, fairness and flexibility;
- Provide for applicants to be informed of the context and purpose of the assessment and the assessment process;
- Where relevant, focus on the application of knowledge and skill to the standard of performance required in the workplace and cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job environment skills;
- Involve the evaluation of sufficient evidence to enable judgements to be made about whether competency has been obtained;
- Provide for feedback to the student about the outcomes of the assessment process and guidance on future options;
- Are equitable for all persons, taking account of cultural and linguistic needs and
- Provide for reassessment on appeal.

### **Relevant legislation for the provision of training**

Students are governed by various legislation in the workplace including:

<http://www.vrqa.vic.gov.au> Victorian Registration and Qualifications Authority

<http://www.worksafe.vic.gov.au/wps/wcm/connect/wsinternet/WorkSafe> OHS Act 2004

<http://www.privacy.vic.gov.au/> Privacy Act

<http://www.equalopportunitycommission.vic.gov.au/home.asp> Antidiscrimination/equal opportunity

### **Website resource list**

Australian Bureau of Statistics (ABS)	<a href="http://www.abs.gov.au">www.abs.gov.au</a>
National Centre for Vocational Education Research (NCVER)	<a href="http://www.ncver.edu.au">www.ncver.edu.au</a>
Australian Council for Educational Research (ACER)	<a href="http://www.acer.edu.au">www.acer.edu.au</a>
Australian VET Research Association (AVETRA)	<a href="http://www.avetra.org.au">www.avetra.org.au</a>
Adult Learning Australia (ALA)	<a href="http://www.ala.asn.au">www.ala.asn.au</a>
Youth Government Australia	<a href="http://www.youth.gov.au">www.youth.gov.au</a>
Youth Central - Victoria	<a href="http://www.youthcentral.vic.gov.au">www.youthcentral.vic.gov.au</a>
TVET Australia	<a href="http://www.atpl.net.au">www.atpl.net.au</a>
Centre for the Economics of Education & Training (CEET)	<a href="http://www.education.monash.edu.au/centres/ceet">www.education.monash.edu.au/centres/ceet</a>
Curriculum Corporation	<a href="http://www.curriculum.edu.au/ccsite">www.curriculum.edu.au/ccsite</a>

Department of Education Employment and Workplace Relations	<a href="http://www.deewr.gov.au/Pages/default.aspx">www.deewr.gov.au/Pages/default.aspx</a>
Education Network Australia	<a href="http://www.edna.edu.au/edna/go">www.edna.edu.au/edna/go</a>
Melbourne University Graduate School of Education	<a href="http://www.edfac.unimelb.edu.au">www.edfac.unimelb.edu.au</a>
Flexible Learning Advisory Group	<a href="http://www.flag.edu.au">www.flag.edu.au</a>
Lifelong Learning Network	<a href="http://www.canberra.edu.au/centres/lifelong">www.canberra.edu.au/centres/lifelong</a>
Open Universities Australia	<a href="http://www.open.edu.au/wps/portal/oua/home">www.open.edu.au/wps/portal/oua/home</a>
National Training and Information Service	<a href="http://www.ntis.gov.au">www.ntis.gov.au</a>
Skills Victoria	<a href="http://www.skills.vic.gov.au">www.skills.vic.gov.au</a>
Training Support Network	<a href="http://www.trainingsupport.otte.vic.gov.au">www.trainingsupport.otte.vic.gov.au</a>
TAFE Virtual Campus	<a href="http://www.tafevc.com.au">www.tafevc.com.au</a>
Training Information	<a href="http://www.training.com.au">www.training.com.au</a>
Training Zone Learning - England	<a href="http://www.trainingzone.co.uk">www.trainingzone.co.uk</a>
University of Leicester Lifelong Learning	<a href="http://www.trainingzone.co.uk">www.trainingzone.co.uk</a>
TAFE NSW	<a href="http://www.icvet.tafensw.edu.au">www.icvet.tafensw.edu.au</a>

## Reasonable adjustment

Students with a disability or language and literacy particular needs will be provided the opportunity to have all assessments and/or training adjusted to suit the individual needs. Examples can include verbal questions being asked by the assessor instead of the student providing written answers to questions and demonstration of a skill. Adjustment will be achieved through negotiation with the student and documented in the student file.

## Recognition of Prior Learning (RPL)

It is ATC policy that an individual's learning and skills are recognised irrespective of how or where they have been acquired. It may be that previous experience or training has already endowed an individual with a skill set and knowledge comparable with the training/assessment that is proposed. If this occurs then the individual is eligible for RPL.

The RPL process takes a practical approach to RPL and increases the use of questioning and observation. This will assist in developing a "picture of the individual's skills and knowledge". This picture can then be compared with industry standards enabling a determination of whether the individual has achieved the required outcomes.

The ATC trainer conducts the RPL process in the same way as an assessment, involving various types of evidence collection.

Documents that may be available include but are not limited to:

- licences
- CV or work history
- position descriptions
- details of in house courses, workshops, seminars, orientation or induction sessions
- references/letters from previous employers/supervisors
- indentures/trade papers
- certificates/results of assessment – interstate/overseas
- certificates/results of assessment – universities
- results/statement of attendance/certificates – vendor training courses, in-house courses, workshops, seminars, symposiums
- results/statements of attendance/ certificates – club courses e.g. first aid, officials, surf life saving, etc

- tickets held eg forklift, crane, etc
- photographs of work undertaken
- diaries/task sheets/job sheets/log books
- site training records
- site competencies held record membership of relevant professional associations
- hobbies/interests/special skills outside work
- references/letters from previous employers/supervisors
- industry awards
- any other documentation that may demonstrate industry experience

Individuals also need to provide contact details for one or two referees who can confirm their industry skills in context and over time.

To have skills formally recognised under the Australian Qualifications Framework, ATC trainers must ensure the individual's skills meet current industry standards.

RPL is an assessment process designed to show areas of competence and to identify if a student has gaps in skills and knowledge against a whole qualification.

If a student has skills gaps, a pathway to complete training in the outstanding units can be negotiated to assist the student to gain the full qualification.

The ATC RPL procedure involves the following:

- The ATC trainer/assessor explains the RPL process to the potential student prior to enrolment in the training program.
- Potential student inform the ATC trainer/assessor of their intent to apply for RPL
- The ATC trainer/assessor provides the potential student with an RPL booklet and an application form to become a student of ATC.
- The application form to become an ATC student is lodged with the ATC trainer/assessor.
- The student will be invited to attend an interview to discuss their application where appropriate. At this meeting RPL evidence is provided.
- An assessment and verification of the RPL evidence is conducted.
- The student will be asked to provide further information where required.
- RPL applicants will be notified of the decision. Where applicable exemptions/credits will be granted and recorded.
- If an RPL applicant disagrees with the decision they may dispute it by following the complaints and appeals procedure.

## **Credit Transfer**

It is the policy of ATC to recognise and accept the qualifications and statements of attainment issued by other registered training organisations. When a student has received a qualification from another RTO they will be asked to provide the original qualification or statements of attainment so that it can be matched against the current requirements of the units of competency that the student is seeking credit transfer.

Where there is a direct correlation the credit transfer is granted for the respective units of competency. If a direct correlation is not found then the student will be provided with a RPL (Recognition of Prior Learning) application form. (Please refer to RPL section)

## **Complaints and appeals**

### **Introduction**

It is the practice of ATC to give fair and equitable access to all students in regard to the services it offers. In keeping with this aim, outlined below are the policy and procedures that will be used in the occurrence of an appeal or complaint in relation to the delivery of training and assessment, conduct of the ATC designated workplace assessor and RPL assessment.

### **Procedure**

The complaints/appeal procedure is covered in the code of practice in this document. Each complaint and appeal and its outcome is recorded in writing and each appeal is heard by an independent person or panel. Each appellant has an opportunity to formally present his or her case and will be given a statement of outcome including reasons for the decision.

If the complaint cannot be resolved internally then ATC will advise the student of the appropriate body where he/she can seek further assistance as per the ATC code of practice.

### **Student literacy**

ATC will provide students with a pre training review, which determines the students, language and literacy needs for the duration of the training. ATC will provide the necessary assistance as required and support to complete the training.

## **Code of Practice for ATC**

### **Complaints & Appeals Procedure**

ATC respects the rights of students to appeal any decision made by the company in respect to the Code of Conduct.

The procedure for students is as follows:

1. The student contacts ATC in writing if they do not agree or wish to have their assessment decision re-assessed.
2. The original assessment is reviewed by three different assessors (an assessment panel) with the relevant qualifications within 10 working days of the written request.
3. The assessment panel contacts a third party in order to mediate the dispute. (Note: Third Party attendee will be a registered mediator from the Institute of Arbitrators & Mediators Australia (IAMA) [www.iama.org.au](http://www.iama.org.au) or another individual agreed on by the RTO Manager and the person making the complaint/appeal) detailing the complaint/appeal or request for re-assessment and the outcome.
4. If the original assessment decision is confirmed the student is contacted to attend an interview with one or more of the assessment panel for written and verbal feedback.
5. If the original assessment is altered the student is advised of the change in writing and the relevant accreditation is acknowledged and recorded.

### **Confidentiality**

All student records will be treated with the utmost confidentiality and will not be accessible to any person outside of ATC other than the student to whom the records relates, at any time unless written prior approval is received by the student that such information may be disclosed to a person nominated by the student.

Under VRQA (Victorian Registration & Qualifications Authority) performance agreements we are from time to time required to have student files available to Government Departments for audit purposes or for student statistical data collection.

This is the only time student files are accessed by persons outside the employ of ATC. If you wish to access your own student file please ask your trainer/assessor.

## **Equal opportunity – access and equity**

ATC is committed to the principles of equal opportunity in education and training for students and prospective students. This commitment is consistent with the principles of justice, equity and the pursuit of excellence.

ATC accepts that it has a responsibility to create an educational environment free from discrimination. Be that in any of the forms of discrimination be they direct or indirect discrimination based on age, gender, marital status, carer status, pregnancy, parenthood, physical features, sexuality, sexual orientation, social and economic circumstances, race, disability, religious and political beliefs, activities, industrial activity, and personal association with a person who could be discriminated against. Notwithstanding the above there are special circumstances (e.g. certain disadvantaged groups) where ATC will adopt policies which may discriminate between classes or groups of individuals.

ATC recognises that it has a responsibility to develop programs in education which redress where appropriate the past discriminatory practices within the community and that it has a responsibility to take positive steps to overcome inequality of opportunity.

### **References**

Human Rights and Equal Opportunity Commission Act 1986 (Cwlth)  
Equal Opportunity for Women in the Workplace Act 1999  
Sex Discrimination Act 1984 (Cwlth)  
Racial Discrimination Act 1975 (Cwlth)  
Disability Discrimination Act 1992 (Cwlth)  
Equal Opportunity Act 1995 (Vic)  
Racial discrimination Act 1975 (Cwlth)  
Occupational Health & Safety Act 2004 (Vic)  
Information Privacy Act 2000 (Vic)

## **Student behaviour and discipline procedure**

Our aim is to provide quality learning for our students and each student to have an equal opportunity to learn in a supportive environment.

ATC considers the following important:

- Respect each other's needs
- A clean and safe learning environment
- Equal rights for all students regardless of gender, race, culture, age, religion and abilities
- Punctuality
- Care of each other's property
- Response to any reasonable instruction from a member of staff
- Notifying your inability to attend class or schedule training sessions
- Enhancing the opportunity of all students

ATC does not allow:

- Smoking in any classroom
- Students under the influence of drugs and/or alcohol
- Offensive language
- Offensive body language and/or gestures
- Gambling

- Sexual activity
- Inappropriate use of internet
- Assault
- Criminal activity
- Harassment
- Weapons
- Theft
- Cheating
- Damage to property

Where a student does not comply with the student behaviour policy, ATC will ensure procedures are followed to deal with the inappropriate behaviour.

In the first instance ATC will:

- Organise a discussion with the relevant student(s) and trainer about the inappropriate behaviour/performance
- Provide an verbal warning on the inappropriate behaviour/performance
- Develop an action plan/agreement that notes the behaviour and plan to remove the behaviour.

#### **If no improvement is forthcoming**

In the event that there is no or insufficient improvement in the behaviour or performance, despite attempts to improve behaviour, the trainer must write to the Director of RTO Services of ATC outlining the unsatisfactory nature of the behaviour/performance. The trainer must provide a copy to the student at the time it is submitted to the Director of RTO Services. The student has 10 working days to provide a written response to the Director of RTO Services to state their position.

#### **Decision by the Director of RTO Services**

Prior to making a decision as to whether or not the behaviour/performance is unsatisfactory the Director of RTO Services:

- Must satisfy him or herself that the procedures in this agreement have been followed.

After taking into account all the information available, including the staff members response (where provided), the Director of RTO Services may:

- Take no further action and inform both parties, or
- Refer the matter to the trainer for continued action to improve the performance of the student or to ensure that procedures have been followed, or
- Impose a disciplinary penalty as specified in later sections.

The Director of RTO Services shall make a decision within five (5) working days and shall advise the student in writing within five (5) working days of any decision made. Action resulting from the decision will not take effect earlier than five (5) working days after the date of this advice.

#### **Disciplinary action for unsatisfactory performance**

In circumstances where the Director of RTO Services has decided to impose a disciplinary penalty for unsatisfactory behaviour, such penalties will be limited to:

- Formal censure or counselling for the student for up to three (3) sessions
- Action plan with clear improvement goals and timelines
- Termination of enrolment

### **Misconduct and disciplinary arrangements**

All decisions to discipline or suspend for misconduct or serious misconduct must be according to the following policies and procedures.

Misconduct = wilful conduct by a student which is unsatisfactory

Serious misconduct includes:

- Serious misbehaviour of a kind which constitutes a serious impediment to the carrying out of a student's responsibilities; or
- Serious dereliction of tasks performed; or
- Conviction by a court of an offence; or
- Payment or other forms of inducement to vary the assessment results of the student
- Automatic student expulsion

Example of serious misconduct includes:

- Theft
- Fraud
- Assault
- Serious harassment (including sexual harassment)
- Student under the influence of drugs and/or alcohol
- Criminal activity
- Breaking any law
- Weapons
- Theft
- Cheating
- Damage to property

## **Student Fees**

All student fees are to be paid prior to the commencement of the course/units of competency. For fee payments we accept bank cheques, money orders and electronic funds transfer.

### **Reissuing of Certificates or Statements of Attainment**

A one off fee of \$50.00 will be charged for each Certificate or Statement of Attainment reprinted by ATC upon written request by the student.

### **Cancellation and Refund Policies**

If a student provides a written withdrawal from ATC up to 4 weeks prior the scheduled commencement, then their fees will be repaid except an administrative fee of \$250.

If a student is enrolled in ATC and withdraws in writing before completing the course, then they will receive a pro-rata return on the enrolment fees dependant upon units commenced/completed, materials and administrative fees for their enrolment.

If a course is cancelled by ATC, ATC will refund the full amount of the enrolment fee.

ATC may provide proportional or full refunds in exceptional circumstances for individuals in extraneous circumstances. This decision will be made by a committee designated by ATC to make such rulings. All such requests are to be made in writing to Director of RTO Services.

### **Concessions & Exemptions**

If a person holds any of the following concession cards:

- a. Commonwealth Health Care Card
- b. Pensioners concession card
- c. Veterans gold card

and wishes to enrol in an ATC course they need to inquiry with ATC to see if they are eligible. It should not assume that all Health Care Card holders are eligible. Each individual's eligibility for a government subsidised training under the Victorian Training Guarantee (VTG ) is assessed in accordance with the criteria outlined in the Registered Training Organisations Service Agreement with the Skills for Victoria Program. The above condition applies to a dependant spouse or dependent child of a card holder.

If a person that is a cardholder on enrolment and before the ATC training or further education course finishes they become ineligible, then they do not need to pay the balance of enrolment/tuition fees.

If a person does not hold a concession card and is enrolled with ATC then gets a concession card and starts another ATC training or further education course within the same calendar year in the same category then they are not required to pay enrolment/tuition fees.

ATC may grant a concession or exemption on enrolment/tuition fees if this would impose extreme hardship for a potential student.

ATC will not collect an enrolment/tuition fee if a student is enrolled by another educational institution, which provides payment for the provision of tuition.

ATC will not collect an enrolment/tuition fee for persons attempting an ATC training who is a prisoner within the meaning of the Corrections Act 1986, or who is:

- a. detained (other than on a weekend detention) in a youth training centre or remand centre under the Children, Youth and Families Act 2005 or the Sentencing act 1991 or in a youth residential centre established under the Children, Youth and Families Act 2005,
- b. held on remand in a youth justice centre established under the Children, Youth and Family Act 2005,
- c. required to undertake the course pursuant to a non-custodial order made under the Children, Youth and Families Act 2005.

### **Fees for Recognition of Prior Learning (RPL)**

ATC will charge a fee for the assessment of RPL only if the RPL is requested by the student. The fee charged for the RPL will not exceed the actual cost of the assessment.

### **Other Fees**

ATC may charge a fee to recover no more than the actual cost of providing goods and materials to be retained by a student at his/her private property, this will be advised prior to enrolment into courses.

ATC will provide on request a best estimate of items, fees and materials required prior to enrolment.

Any monies outstanding from ATC invoice(s) will incur a late fee of \$35 per month.



## **Thank you from ATC Staff**

Thank you for your enrolment with Australian Training College and all the staff wish you the best of luck in your education and career prospects.

We look forward to continuing to work with you through your life long learning and can be contacted at any time to provide further advice and assistance as detailed below.

Best Wishes!

**From The Team at Australian Training College**

Australian Training College  
7 Hunts Road  
KILMORE VIC 3764

Office Phone: (03) 5781 1510  
Office Fax: (03) 5781 0056  
General Office E-mail: [info@atcpl.com.au](mailto:info@atcpl.com.au)