



COLLABORATION
LEARNING

Student Handbook

Student Handbook

Contents

Welcome to Collaboration Learning	4
Using the Student Handbook	5
About Collaboration Learning	5
Where to Go for Help _____	5
Collaboration Learning Student Support Team _____	5
Office Locations _____	6
What is an RTO? _____	6
Why use an RTO? _____	6
Quality Assurance _____	6
Student Surveys _____	7
Your Enrolment	7
Enrolment Process _____	7
The Unique Student Identifier (USI) _____	9
Language, Literacy and Numeracy Assessment _____	9
Nationally Recognised Training _____	10
Credit Transfer _____	10
Recognition of Prior Learning _____	10
Payment Options _____	11
Fees and Refund Policy _____	12
Student Support	13
Support Services _____	13
Student Assistance Program _____	14
Complaints and Appeals _____	15
Withdrawals _____	16
Deferrals and Extensions _____	16
Your Learning Journey	17
Our Trainer and Assessors _____	17
Flexible Learning _____	17
Attendance _____	18
Rights and Responsibilities _____	18
Consumer Protection _____	19
Student Code of Conduct _____	19

Student Handbook

Training Room Behaviour	20
Studying On-line	20
Disciplinary Proceedings	20
Privacy of Student Information	20
Access to Personal Records	22
Electronic Equipment	22
Work Health and Safety	22
Expectations of students and employers (Traineeships)	23
Your Assessment Process	23
Progression	24
How much time should I spend on my Assessments?	24
What am I being asked to do?	25
Participant responsibilities	25
What is evidence? When do I include evidence in my Assessment?	27
How do I choose what evidence to include in my assessment?	27
How do I know if I have the 'right' evidence?	29
Helpful tips for Completing Assessments	30
Submitting your Assessment to Collaboration Learning	32
Employability Skills as part of your Qualification	32
Re-Submission and Re-Assessment Guidelines	33
Plagiarism	34
Copyright	34
Work Placement	35
Your Graduation	36
Issuing Qualifications and Statements of Attainment	36
Reprints of Qualifications	36
Graduations	36
Further Information	37
Legislation	37
Glossary of Terms	41
Document and Version History	42

Student Handbook

Welcome to Collaboration Learning

Welcome to the first day of your future.

At Collaboration Learning, we believe that today's learners are the leaders of tomorrow. Vocational education plays a critical role in creating a strong and healthy economy by equipping people with the skills they need to succeed.

By delivering each course through the Collaboration Learning experience, we can ensure that we support our students on their education journey.

Through Collaboration Learning, we only offer courses that are in demand by industry, giving our students an opportunity to participate fully in the workplace and to live a better life. Collaboration Learning provides relevant, work-ready qualifications delivered through high-quality teaching. Our courses offer students the opportunity to uncover the right opportunity and career direction for their individual needs.

Collaboration Learning works directly with clients to find a course that suits their unique career or workplace requirements and if needed, we can tailor the course to suit individual skill levels, acknowledging their existing experience.

By providing high-quality services, we offer a clear competitive advantage – our students and business clients can be certain they're getting the best service possible.

In this handbook we not only wish to welcome you to Collaboration Learning and to bid you all the best for a successful qualification and training program, but to make you aware of how we work, how we can and will interact with you, and what we require from you to get the most out of your course.

Whether you are attending classes on-line, at one of our campus locations in Queensland, or in your own workplace or an employers' or agency training facility, your training with Collaboration Learning and that means doing things one way – the best possible.

We look forward to seeing you through this journey and become a leader of tomorrow.

Best wishes,

Chief Executive Officer

Collaboration Learning

Student Handbook

Using the Student Handbook

This handbook contains important information about studying with Collaboration Learning and we encourage you to read it carefully prior to commencing your course. The Student Handbook will aid you in getting the most out of your course with us. There is a range of information covered here including summaries of our policies and procedures, and our code of conduct.

It is our determined objective to make your studies enjoyable, productive and successful and, to that end, whilst we encourage you to refer to this handbook we also encourage you to communicate with us if you have any questions, concerns or issues whatsoever.

We are happy to assist and determined to help you to succeed.

About Collaboration Learning

At Collaboration Learning we firmly believe that today's learners are the leaders of tomorrow.

Operating nationally, we create positive change in individuals, which leads to a better society in which to live and work. We deliver a growing scope of nationally accredited Certificate and Diploma level training and education.

RTO Name	RTO Code
Collaboration Learning Pty Ltd	52247

Where to Go for Help

If you need help or further information regarding your assessment, Collaboration Learning resources or general questions about Collaboration Learning, contact the following people.

Website <http://www.collaboration.edu.au/>

Collaboration Learning Student Support Team

The Student Support Team is your first point of contact with Collaboration Learning. If you have any questions they will find the answer for you.

Phone 1300 146 699

Email Student Support Team: info@collaboration.edu.au

Student Handbook

Office Locations

Head Office

Unit 2, 20-24 Commerce Drive,
Browns Plains QLD 4118
P: 1300 146 699

Caboolture Hub

6/69 King Street Caboolture QLD 4150
P: 1300 146 699

What is an RTO?

Collaboration Learning is a Registered Training Organisation (RTO). RTOs are those **training providers** registered by the Australian Skills Quality Authority (ASQA) (or, in some cases, a state regulator) to deliver Vocational Education and Training services.

RTOs are recognised as providers of quality-assured and nationally recognised training and qualifications.

There are currently around 5,000 RTOs in Australia. A complete list of RTOs is maintained at training.gov.au, the authoritative national register of the VET sector in Australia.

Why use an RTO?

Only RTOs can:

- Deliver nationally recognised courses and accredited Australian Qualifications Framework (AQF) VET qualifications
- Apply for Australian, state and territory funding to deliver vocational education and training

RTOs can offer qualifications at the following levels:

- Certificates I, II, III and IV
- Diploma
- Advanced Diploma
- Graduate Certificate
- Graduate Diploma

Being registered by ASQA means an RTO must act in your best interests and meet the [Standards for Registered Training Organisations 2015](#).

Quality Assurance

Collaboration Learning operates under Quality Assurance guidelines as a registered training organisation. These guidelines are known as the [Standards for Registered Training Organisations 2015](#) they provide framework for the policies and procedures that we follow in delivering our services. We regularly perform internal audits against these Standards to ensure that we are compliant with the Standards, and that our policies and procedures are being correctly implemented. Our registered training organisations are also subject to external audits conducted from time to time, by state training authorities, the national VET regulator (Australian Skills Quality Authority), and independent financial auditors.

Student Handbook

Quality at Collaboration Learning is about us providing students/course participants and client companies with a service that meets their needs, if not exceeds them. To do so we constantly seek to improve our service capability. Feedback from students/course participants and or clients is an important part of our quality review process, and we encourage you to provide feedback at any time about any aspect of our service.

Student Surveys

In the interest of continually seeking to improve the quality of our service, you may be asked from time to time to complete an Evaluation Form or Survey. This may occur during and at the end of your course. Please be assured that completed Evaluation Forms or Surveys remain confidential and are only used for the purpose of improving the quality of our service. Your employer (if applicable) may also be sent an Evaluation Form or Survey to complete.

We welcome comments which might help us to improve our services, products and processes at any time.

Your Enrolment

Enrolment Process

Client Selection

Collaboration Learning's selection criteria will take into account various factors when deciding upon which clients will be offered places in the program.

Various courses at Collaboration Learning may include additional selection criteria, however, the common selection criteria adopted by us are;

- The ability and commitment of the students to complete the course,
- National Training Package requirements;
- Contractor or client requirements; and
- Language, Literacy and Numeracy requirements

Enrolment

Prospective students are required to complete the online Student Application Form prior to the commencement of training.

The Application Form collects all necessary information required under the current AVETMISS standards and can also allow for the collection of data required by the State Government Registered Body.

Students are required to produce the following;

- Photo ID (i.e. Driver's License, Passport)
- If not a permanent resident; current passport with visa information
- Prospective students under the age of 18 years require their parents or guardians formal written consent as well as their signature on all enrolment documentation.

Stage 1: Pre- Enrolment

Your Course Careers Advisor and our Admissions team will work with you to help you complete the online Application Form and ensure all necessary evidence has been attached. This may include ensuring you:

- Have provided all necessary ID documents

Student Handbook

- Have completed and submitted your application form
- Have met the eligibility requirements
- Have completed the Language, Literacy and Numeracy assessment (where required)
- Have a valid USI number
- Have submitted your Electronic Commonwealth Assistance form

Once the above has been completed and approved you will be sent an Offer of Admission Letter. This letter will confirm the details of your enrolment, including;

- The qualification you are enrolling in,
- The Registered Training Organisation you are enrolling with, and
- The course delivery method you have chosen.

Stage 2: Enrolment

Once all the above have been completed and approved, your enrolment will be processed by your training coordinator. This will occur within 2 business days of your enrolment being finalised, please note this does not include weekends. This part of the process involves:

- Receiving your log in details to your online portal
- Receiving your classroom based study details if applicable
- Being assigned to your Trainer and Assessor

Stage 3: Post Enrolment

Once your training coordinator has finalised your enrolment, you will be contacted by our Student Support Team within 2 business days to welcome you to your course. This will involve the following:

- Receiving a Welcome Call: During this call you can ask our Student Support Officers any questions/concerns you may have in regards to your course
- Receiving your Offer of Admission letter: This letter outlines your chosen course of study, duration of enrolment, VFH census dates where applicable, Trainer and Assessors contact details and our Student Support Team contact details.

Orientation

During your first training session you will receive:

- Course resource materials

Students will be given a full orientation on their start day. An Orientation session is arranged for all students, unless studying via distance whereby a telephone/ e-mail orientation will be conducted. The Orientation program is designed to give you important information that will help familiarise you with Collaboration Learning, our support services and your course, along with:

- understanding the information contained in the Student Handbook, including your rights as a student,
- ensuring you are familiar with the facilities, classes and resources,
- meeting your Trainer and Assessor and additional support staff,
- understanding your course timetable, class requirements and attendance,
- understanding your overall course assessment requirements, including work placement if applicable,

Student Handbook

- providing you with essential evacuation and emergency plan procedures, and
- practical placements (if applicable) and associated assessment requirements,
- discussion of the on-the-job training which will form a part of the program, if you are enrolled in a traineeship or studying in a flexible workplace based learning mode,
- outline of traineeship requirements, if you are undertaking the study as part of a traineeship,
- emergency procedures,
- knowing where to access more information, as required.

The Unique Student Identifier (USI)

If you are studying nationally recognised training in Australia from 1 January 2015, you are required to have a Unique Student Identifier (USI). Your USI links to an online account that contains all your training records and results (transcript) that you have completed from 1 January 2015 onwards.

When applying for a job or enrolling in further study, you will often need to provide your training records and results (transcript). One of the main benefits of the USI is the ability to provide students with easy access to their training records and results (transcript) throughout their life. You can access your USI account online from your computer, tablet or smart phone any time. Student Information for the USI Fact Sheets are available to download from <https://www.usi.gov.au/students> . It's free and easy to create your own USI and will only take a few minutes of your time. Alternatively, we can create your USI on your behalf. To do this, we will need some additional identification information from you such as your driver's licence number. Our enrolment process will clarify what you need to know.

Language, Literacy and Numeracy Assessment

Language, Literacy and Numeracy skills are important to the success in the course you have chosen. In each course every student/course participant has the opportunity to further develop their skills in these important areas, and apply them to their own work.

During enrolment, an assessment of your Language, Literacy and Numeracy skills will be conducted to assess your ability in the core skills learning, writing, reading, oral communication and numeracy. Your enrolment will not be finalised until we have initially assessed your skills. The process is as follows:

1. Once your enrolment has been finalised, you will be given access to our LLN system and your log in details will be sent to you.
2. Once you have completed the LLN your results will be saved to your file and sent to your Trainer and Assessor.
3. Your Trainer and Assessor will then determine if there are any areas in which you require assistance, if you and your Trainer and Assessor determine you require extra support you may be provided contact details of an external organisation in order to improve your Language, Literacy and Numeracy Skills where required.

Based on the level of support identified in the Assessment, and/or subsequent Training, students may be supported by the Trainer and Assessor during the Training and /or be referred to a Government agency(s) or a specialist Registered Training Organisations who can assist in Workplace English Language and Literacy (WELL) program, Adult Migrant English Program (AMEP) and Language, Literacy and Numeracy Program (LL&N).

Below are the links to some of the relevant Government agencies;

1. Department of Education and Training www.education.gov.au

Student Handbook

2. Centrelink www.humanservices.gov.au
3. Department of Immigration and Citizenship www.immi.gov.au/amep/
4. Reading and Writing Hotline Telephone: 1300 655 506 Website: <http://www.literacyline.edu.au/index.html>

Nationally Recognised Training

Nationally Recognised Training (NRT) is training that leads to the award of vocational qualifications in accordance with the Australian Qualification Framework (AQF) that are recognised across Australia. Training Organisations must be registered to deliver Nationally Recognised Training.

All Assessments undertaken in relation to any nationally recognised training course by Collaboration Learning comply with Training Package requirements and may include observation, oral and written questioning, project work and both individual and group work tasks. Your Collaboration Learning Trainer and Assessor will inform you about how and when Assessments will occur for your course.

Credit Transfer

Credit transfer is training credit for a unit of competency or module previously completed by a student. Credit transfers are essentially administrative processes. These are not formal enrolments in the normal sense, because they involve neither delivery nor assessment of the student's knowledge. Credit Transfers are only issued if the units of competency are equivalent. When applying for a credit transfer, the applicant must attach a certified copy of the previous qualification, including a transcript of the course which sites the exact unit of competency they are applying for.

Example: A forklift driver is applying for one unit credit transfer for the unit TLILIC2001A Licence to operate a forklift truck as part of the Certificate III in Warehousing Operations. The student needs to present the original Certificate/Academic Transcript/Statement of Attainment listing the unit to be credited. This will be copied and a declaration noted on it stating the original has been sighted.

Recognition of qualifications issued by other RTOs

Collaboration Learning recognises Qualifications and Statements of Attainment issued by other RTOs under the Australian Qualifications Framework (AQF). You may use Qualifications and Statements of Attainment to gain credit towards programs offered by Collaboration Learning.

Recognition of Prior Learning

RPL is an assessment process that assesses an individual's formal, non-formal and informal learning (life experience) to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of, a VET qualification. By providing us with the evidence of skills, knowledge and experience students can gain credit towards all or part of a relevant qualification. Forms of evidence may include; a portfolio of evidence, third party reports, oral questioning, practical tasks, etc.

Example: A person who has been working as a manager for several years has applied for RPL in order to obtain a Diploma of Management. A recognition assessment planning interview is set up between the candidate and Trainer and Assessor. The purpose of this meeting is to:

- Help the candidate identify appropriate forms of evidence;
- Guide the candidate on the use of recognition tools;

Student Handbook

- Inform the candidate about the assessment process.

You may apply for Recognition of Prior Learning for existing competencies which you have gained through previous studies and/or through life and work experience. Competency is demonstrated through a portfolio of evidence mapped against the qualification. Collaboration Learning's RPL process is as follows;

1. Enquire about the process through your Trainer and Assessor, or nearest Collaboration Learning office.
2. We will provide you with relevant information relating to the qualification you're interested in, and the recognition process.
3. Work with your assigned Trainer and Assessor to prepare a portfolio of evidence.
4. Pay the applicable RPL assessment fee.
5. Submit the portfolio for assessment.
6. Interview with your Trainer and Assessor.
7. Assessment and written report to student.
8. Award of Qualification/SOA, or resubmission of evidence to your Trainer and Assessor.

RPL can be granted for units of competency and for complete qualifications.

For more information on recognition of Qualifications and Statements of Attainment issued by other RTOs, Credit Transfer and RPL please contact the Collaboration Learning Student Support Team via email at : info@collaboration.edu.au

Payment Options

Fee For Service

Full Fee for Service is a course where you are accountable for 100% of the course fees.

If you are undertaking your course under full-fee-for-service arrangements, you will be provided with all fee information in the pre-course documentation prior to accepting a training proposal or enrolments taking place. Irrespective of the availability and receipt of government subsidies by an employer or student, it is a requirement of the RTO that where course fees, enrolment fees or other charge are applicable these must be paid by the specified due dates on the basis of a tax invoice and paid in Australian dollars.

Collaboration Learning offers payment plans for the convenience of students and employers. The payment plan is set to take out payments in instalments (as agreed on the application form) from either your bank account or credit card each fortnight. Fees may apply.

Government funding assistance

Government funding may be available to assist students with course fees in industry areas where skilled workers are needed. Applicants must be able to fulfil a list of criteria to be eligible to apply and receive government funding. Funding criteria is unique to each funding program and will be carefully screened during your enrolment session.

At both state and federal level, government commitment to upskilling the Australian workforce has resulted in a comprehensive framework of funding schemes and incentive opportunities. For more information on government funded programs contact your enrolment representative.

Implications of receiving Government Funded Training

When making the decision to accept government funded training, please take into consideration the implications of accepting a funded place and how this may affect your future plans and decisions.

Student Handbook

Some implications associated with funded programs include;

Certificate 3 Guarantee (Queensland)	<ul style="list-style-type: none">You can only receive funding towards your FIRST post-school qualification. So it is important that you take your time to carefully consider your training options and compare different providers and their fees before committing to a course of study
Higher Level Skills (Queensland)	<ul style="list-style-type: none">You can only receive funding towards one (1) Certificate IV, or higher qualification (excluding any completed at school). So it is important that you take the time to carefully consider your training options and compare different providers and their fees before committing to a course of study

For further information, speak to a Student Support Officer before completing your enrolment.

Fees and Refund Policy

The amount of fees, including program fees, administration fees, material fees, and any additional fees, which may be applicable for services, and the payment terms where applicable, have been already provided to you. Please do not hesitate to speak with our enrolment representative should you have any questions or concerns prior to the commencement of your course.

The following conditions apply to any refunds:

- Collaboration Learning reserves the right to cancel or postpone a course prior to its scheduled commencement date, if required. All course fees are to be refunded in full if the RTO is unable to commence the course as agreed due to unforeseen circumstances. Pre-paid fees may be transferred to an alternative enrolment where the student agrees. Collaboration Learning will notify students in writing as soon as practicable should this occur, and inform students of their rights, and where appropriate how the student may initiate their studies, for example through provision of a list of other training providers offering the course/qualification.
- Where Collaboration Learning has commenced, but is unable to complete the course due to unforeseen circumstances, any 'unused tuition' fees are to be refunded to the student. Students will be notified in writing as soon as practicable of the cancellation, and will be informed of their rights as above.
- Cooling off period: We provide students with a cooling-off period of 7 days after submitting your application for enrolment. An administration fee may apply for any cancellations within the cooling off period, .
- Students may cancel their enrolment for any reason, up to 7 days (the "cooling off" period) following the submission of their application for enrolment. Please be aware that we may retain a non-refundable administration fee for cancellations within the cooling off period. The following exceptions may also apply;
 - State Funded Courses
Students completing state funded training are not eligible for a refund of any fees paid unless otherwise stated in the applicable funding contract. Please ask the Student Support team for further information.
- Neither Collaboration Learning nor its representatives will make uninvited (unsolicited) calls or visits, in an attempt to have an individual purchase/enrol into a training product we offer.
- For information on fees, refunds and whether a cooling off period is applicable for your enrolment, please refer to the terms and conditions for your enrolment.

If you fail to notify Collaboration Learning of your cancellation in writing you will be deemed as still being enrolled and you will be liable to pay the Course Fee in full. If a student is able to demonstrate that matters beyond their control have resulted in their cancellation then a request for a refund, in full or for a proportion of the fees paid, maybe submitted to Collaboration Learning for consideration. Any such application will be considered on its merits.

Student Handbook

You can find more information within Collaboration Learning's Student Fees and Refund Policy, available on the Collaboration Learning website.

Student Support

Our Student Support team is a dedicated team to ensure that any questions you have in regards to your course are answered and addressed in an effective and efficient manner. You can contact our Student Support team through:

Student Support Hotline - 1300 146 699

This hotline is available for students to contact between 8:30am and 5:00pm AEST. The purpose of the Student Support Hotline is to provide students with support alongside their Trainer and Assessor. By calling student support, you will immediately speak with support staff and have your enquiry attended to. All phone calls to this hotline are recorded for quality and coaching purposes.

Please note: The student support team DO NOT answer academic based questions, however they are able to contact a Trainer and Assessor who can provide students with this additional support.

Student Support Email – info@collaboration.edu.au

If you have an enquiry outside of our Student Support Hotline hours, or are unable to give us a call, you can send us an email. Student Support will respond to your email within 2 business days.

Campus support officers

Our campuses have dedicated Campus Support Offices who are available to provide students with face-to-face support.

Support Services

We currently offer support in:

- Pre-Program interviews;
- Recognition of Prior Learning (RPL) and Recognition of Current Competency (RCC)
- Flexible Learning Options;
- One on one tutoring;
- Alternative assessment strategies;
- Training needs analysis;
- Training premises accessible for people with disabilities;
- Web-site information and
- Other support as required.

Welfare and Guidance Services

We will endeavour to provide welfare and guidance to all students/course participants wherever possible. This may include:

- Workplace Health and Safety;
- Review of payment schedules when requested;
- Learning pathways and possible RPL & RCC opportunities;
- Provision for special learning needs;
- Provision for special cultural and religious needs; and
- Provision for special dietary needs. (If meals are included)

Student Handbook

Drug and Alcohol Assistance

The use and abuse of alcohol and other drugs can impact on health, workplaces, resources, families and communities. If students are experiencing problems associated with drug and alcohol abuse, information, counselling and other assistance is available through The Alcohol and Other Drugs Council of Australia help lines:

1800 422 599

Lifeline: 13 11 44

Funding Assistance, Grants and Concessions

You may be eligible for funding assistance if you receive one of the following:

- Pensioner Supplement Allowance Ph: 13 23 00
- ABSTUDY Ph:-1800 132 317
- Austudy Ph: 13 24 90
- Youth Allowance Ph: 13 24 90

Please speak to Centrelink on;

Phone: 13 23 07

Web: <http://humanservices.gov.au>

Student Assistance Program

Collaboration Learning has launched the Student Assistance Program (SAP); a program dedicated to providing new and existing students free and confidential counselling services to help with their mental health and well-being.

As a joint initiative with Access EAP, the program is aimed at helping students address an array of life challenges, ideally before they become distractions that affect home life as well as studies with Collaboration Learning. The service will provide access to a dedicated counselling hotline available 24 hours a day, 365 days a year and 3 complimentary face-to-face counselling sessions.

We understand that there is life outside of studying with Collaboration Learning, and want to make sure that all our student's mental health and wellbeing needs are being met. Through the Student Assistance Program we facilitate our commitment to helping our students grow, and be the best they can be when studying with us. Common issues that students can receive assistance with include:

- Personal issues
- Work/Life effectiveness
- Relationship issues
- Interpersonal conflict
- Working relationships
- Substance abuse
- Gambling
- Trauma
- Depression
- Grief and loss
- Financial concerns
- Anxiety
- Parenting
- Legal concerns
- Perinatal counselling

SAP is a voluntary confidential and complimentary counselling service. All new and current students undertaking a course at Collaboration Learning will have full access to SAP services. The services provided are completely confidential where students will not have to reveal their identity and will remain anonymous.

For further information, please contact Collaboration Learning on 1300 885 791.

Student Handbook

Complaints and Appeals

A complaint is made when you are dissatisfied with a service offered or treatment received at Collaboration Learning.

An appeal is made when you disagree with an assessment result decision made by Collaboration Learning.

If you make a complaint or appeal;

- The complaint or appeal will be dealt with promptly; the actual length of time involved may vary in accordance with the complexities of the case. Under normal circumstances, you can expect a written response within 10 working days
- You will have the opportunity to present your case at each stage of the procedure
- You have the option of being accompanied/assisted by a third person (such as a family member, friend or counsellor)
- You will not be discriminated against or victimised

Before an issue becomes a formal complaint or appeal

If you have a complaint, you are encouraged, wherever possible, to resolve concerns or difficulties informally with the person(s) concerned. There are staff available to assist the resolution of issues at this level. You can raise an informal complaint by contacting Student Support in person or by phoning 1300 146 699. Please note that it is not mandatory to raise a complaint informally.

In the event of an assessment being deemed Not Yet Competent, you have two opportunities to correct and resubmit your assessments. You should, wherever possible, try to resolve concerns or difficulties with your Trainer and Assessor at this time. You may raise an informal appeal, prior to receiving a final assessment result, by contacting Student Support in person or by phoning 1300 146 699

Formal Complaints and Appeals Procedure

Stage One

- Formal complaints and appeals may be submitted to a member of the Collaboration Learning team by email at quality.assurance@collaboration.edu.au or by phone/ in person.
- Formal complaints and appeals must be recorded in the Complaints/Appeals Register by a Collaboration Learning team member, and submitted to the responsible manager
- Appeals must be received within 28 days of the assessment decision
- Receipt of formal complaints and appeals will be acknowledged in writing within 2 working days of receipt
- The responsible Manager will then assess the complaint/appeal, determine the outcome and advise the Complainant/Appellant in writing of their decision within 10 working days. If the complaint/appeal cannot be solved within this time, the complainant will be informed in writing of the reasons within 10 working days and kept up to date on progress
- Where Collaboration Learning considers more than 60 calendar days are required to process and finalise the complaint or appeal, we will inform the Complainant/Appellant in writing, including why more than 60 days are required, and maintain regular contact with the complainant/appealant on progress
- The Complainant/Appellant has the right to access stage two of this procedure if they are not satisfied with the outcome of Stage One

Stage Two

- If the Complainant/Appellant is not satisfied with the outcome of Stage One, they may lodge their complaint/appeal with the Chief Executive Officer.
- Receipt of complaints and appeals lodges with the Chief Executive Officer will be acknowledged in writing within 2 working days of receipt
- The complaint/appeal will be determined by the Chief Executive Officer who is known as the Reviewer

Student Handbook

- The Reviewer will conduct all necessary consultations with the Complainant/Appellant and other relevant persons and make a determination of the complaint/appeal. The Complainant/Appellant will be advised in writing of the outcome of their complaint/appeal, including the reasons for the decision within 10 working days. If a complaint/appeal cannot be resolved within this time, the Complainant/Appellant will be informed in writing of the reasons within 10 working days and kept up to date on progress
- Where Collaboration Learning considers more than 60 calendar days are required to process and finalise the complaint or appeal, we will inform the Complainant/Appellant in writing, including why more than 60 days are required, and maintain regular contact with the complainant/appellant on progress
- The Complainant/Appellant has the right to access stage three of the Complaints and Appeals procedure if they consider the matter unresolved

Stage Three

- If the Complainant / Appellant is not satisfied with the outcome of the stage two decision, then you may contact the National Training Complaints Hotline by:
Phone: 13 38 73, Monday-Friday, 8am, to 6pm nationally
Email: skilling@education.gov.au

The National Training Complaints Hotline will not investigate complaints but will forward complaints to the most appropriate agency, authority or jurisdiction for consideration.

The National Training Complaints Hotline uses the services of the Translating and Interpreting Service and National Relay Service.

- Collaboration Learning agrees to be bound by the recommendations arising from the external review of the complaint and the Quality Assurance Manager will ensure that any recommendations made are implemented within 30 days of receipt of the recommendations.

Withdrawals

If you wish to withdraw from your course, you must notify us by calling 1300 146 699. Subject to the cooling off period and any default by Collaboration Learning in its obligation to provide the Course to you, if you wish to withdraw from your enrolment after submitting your application for enrolment, you will not be entitled to any refund of any of the Fees, and you will be liable to pay the same for the entire duration of the Course. Collaboration Learning reserves the right to vary this condition.

If the student fails to notify Collaboration Learning of their withdrawal, they will be deemed as still enrolled and they will be liable to pay the course fee in full.

Deferrals and Extensions

You are able to request to defer or extend your studies, if you find you are experiencing personal difficulties with completing your course (maximum limits apply). This option is only available to full fee paying students and not available under State Government funded training initiatives.

To defer your studies, please contact Student Support on **1300 146 699**, and refer to the terms and conditions of your enrolment for more information.

Student Handbook

Your Learning Journey

Ensuring that your learning journey with Collaboration Learning is as rewarding and as productive as possible is forefront in everything we do.

Studying with Collaboration Learning requires a number of the skills which you would be expected to be able to demonstrate in your role at work. For example, the ability and discipline to:

- Plan tasks
- Prioritise tasks
- Manage your time
- Organise information in a logical and clear manner

Our Trainers and Assessors

Each student has an allocated Trainer and Assessor to assist and direct you throughout your studies. Your Trainer and Assessor is your first point of contact for questions in regards to your assessments and course content. You will receive your Trainer and Assessors contact details and are able to contact them within business hours.

In order to deliver nationally recognised training our Trainer and Assessors must meet rigorous criteria of competency checks as per the following criteria;

- Hold the TAE40116 Certificate IV in Training and Assessment from the TAE Training and Assessment Training Package as a minimum qualification; and
- Must be able to demonstrate vocational competencies at least to the level being delivered and assessed; and
- Be able to demonstrate how they are continuing to develop their VET knowledge and skills as well as maintaining their industry currency and Trainer and Assessors competency.

Flexible Learning

Flexible learning and assessment procedures form part of the delivery and assessment strategies adopted and implemented by Collaboration Learning. Where possible, we customise our learning resources to meet the specific needs of all of our students, which ensure a flexible learning process.

Depending on the degree of flexibility involved additional fees may be incurred, but in such an instance you will be made aware of this and the circumstances requiring any such charges will be documented with you and agreed to.

You can choose to study;

- Classroom based (subject to availability): Face to face learning in the classroom, with Print based learning and assessment materials
- Online: Online Learning and Assessments materials
- Blended: Face to face learning in the classroom with online assessments
- Workplace: Face to face learning in the workplace, with Print based learning and assessment materials

Student Handbook

Please discuss your delivery and assessment requirements with your Collaboration Learning Trainer and Assessor and, where possible, alternate delivery/assessment strategies can be provided which may include components of on-the-job, off-the-job, assignments, distance education and e-learning. Learners' Guides and course support material are available for all units.

Attendance

Collaboration Learning expects students to attend all scheduled training sessions or visits. Non-attendance will impact on your ability to complete assessments and/or the course successfully. Student attendance is recorded and monitored for all courses.

Students are obliged to notify their Trainer and Assessor if they know that they are going to be absent from any session or visit, or to call Collaboration Learning to advise course administration staff.

In the unlikely event that Collaboration Learning is compelled to postpone a course/training session then our administration staff will contact the students/course participants/clients as soon as practicable, either by phone or text message and by email (if available), to advise of any change and the circumstances requiring it.

Rights and Responsibilities

Every student has the right to be treated fairly and equitably, and students also have the responsibility to respect the rights of one another and of all Collaboration Learning personnel and Training staff. Students will not be placed in a position that compromises their personal dignity or personal safety. Clear educational rationale and established procedures and protocols form the basis of all activities which students are required to undertake.

Students must always remain aware that discrimination of any nature including sexual, religious and cultural harassment, and bullying of any nature and on any level or by any medium are all unacceptable and will not be permitted or tolerated. They are socially unacceptable and likely to create an offensive, intimidating or hostile environment, and are contrary to the educational and operational policies of Collaboration Learning. Every Student of Collaboration Learning is encouraged to be sensitive of and towards their training environment, their student cohort, their Trainer and Assessors, people working within Collaboration Learning and with whom they may have contact.

Collaboration Learning and our personnel and representatives will go out of our way to respect, uphold and protect your rights and we expect no less of you in return.

Your Rights

All students have the right to:

- Expect the education and training they receive will be of a quality consistent with the Standards for Registered Training Organisations 2015, and contractual requirements by relevant state funding guidelines
- Be informed about personal information that is collected about them and the right to review and correct that information
- Access to a provider's consumer protection complaints system

Your Responsibilities

All students have responsibilities, including but not limited to:

- Provide accurate information to the provider
- Behave in a responsible and ethical manner

Student Handbook

Our Responsibilities

All providers have obligations, including but not limited to:

- Provide the training and support necessary to allow the student to achieve competency
- Provide a quality training and assessment experience for all students
- Provide a clear and accessible feedback and consumer protection system
- Maintain information

Access and Equity

Collaboration Learning provides equal opportunity and affirmative action in employment and education.

All of our personnel have a responsibility to uphold and maintain the highest possible standards of access and equity for all learners and clients. All staff required to act in accordance with our Code of Practice and all students/course participants/learners and clients are made aware of their rights and responsibilities through this student handbook.

We recognise the principles of access and equity and the rights of all people to be treated in a fair and equitable manner. Collaboration Learning undertakes to ensure all students and employees are treated equitably and are not subject to discrimination or harassment.

Collaboration Learning also ensures that people who make complaints are not victimised in any way. Collaboration Learning strives to provide full and equal participation for all students and staff and to foster learning and working environment which values diversity, encourages acceptance, is free of discrimination and free of harassment.

Consumer Protection

Students as consumers play an important role in promoting quality training. This is why it is important for you as a student to know your rights when undertaking training and how to provide us feedback to help resolve any issues you may have.

Student Code of Conduct

All students/course participants enrolled in any Collaboration Learning course or using the services of Collaboration Learning are required to maintain appropriate standards of conduct at all times. Improper or inappropriate behaviour includes, but is not restricted to;

- Consuming or having consumed alcohol and other drugs,
- Persistent disruptive behaviour,
- Abusive conduct, verbally abusive or hostile behaviour,
- Physical assault on a member of administration or training staff or other students or any behaviour which is perceived to be threatening,
- Smoking or the use of prohibited or illegal substances,
- Deliberate misuse of Collaboration Learning equipment or materials,
- Behaviour of a discriminatory, bullying or harassing nature,
- Carriage, use or being in possession of a prescribed or regulated weapon or dangerous article of any nature,
- Theft from staff or students at any Collaboration Learning facility,
- Wilful or malicious damage to Collaboration Learning property or equipment,
- Wilfully or accidentally activating fire or security alarms which result in the calling out of emergency services.

Student Handbook

Where behaviour is deemed to be improper or inappropriate, Collaboration Learning will take necessary action, which could include counselling, verbal warning, written warning and/or removal from the course.

Training Room Behaviour

Collaboration Learning requires behaviour in any of its Training Rooms, including online environments, to be conducive to promoting a positive learning environment, a cooperative spirit and harmony. Collaboration Learning is committed to providing a learning environment free of discrimination and harassment. Any conduct or behaviour which causes a disturbance, affront or offence by any student/course participant may result in that person(s) being removed from the Training Room by an authorised representative of Collaboration Learning or the Collaboration Learning Trainer and Assessor.

Studying On-line

Participants enrolled in on-line education bring to their studies widely different skills, experiences, motivations and goals. The amount of time people require to complete the program varies considerably.

We recommend you prepare a plan in which you allow time for scheduled events such as holidays and also allow time for contingencies. Don't let your assessments build up.

Time management is essential for productive on-line learning. The time you require to understand and apply the topic will vary depending on your present experience and skills.

Please note that not all competencies or qualifications are available through the on-line mode of delivery, please refer to our website at www.collaboration.edu.au before proceeding with an on-line learning option.

A word to the wise: many learners embark on the on-line learning option because they think it might be easier but be aware on-line learning requires the same amount of your time as the face to face training, if not more.

Disciplinary Proceedings

Collaboration Learning actively promotes an environment in which students develop a positive and responsible attitude toward training, Trainer and Assessors, to customers and colleagues. To preserve and maintain this environment Collaboration Learning supports a system of informed consequences for actions. As part of this the business supports a system of informed consequence for actions.

A disciplinary procedure exists for the proper management of disciplinary issues. The procedure is designed to ensure fairness and objectivity and its primary purpose is not intended as a form of punishment but as a means of providing students/course participants with the opportunity to correct or modify their behaviour through fair and objective means. In which regard, we encourage all students/course participants to refer to the Code of Conduct within this document.

Privacy of Student Information

Why we collect your personal information

As a registered training organisation (RTO), we collect your personal information so we can process and manage your enrolment in a vocational education and training (VET) course with us.

(Without this information, we are unable to proceed with your enrolment).

How we use your personal information

Student Handbook

We use your personal information to enable us to deliver VET courses to you, and otherwise, as needed, to comply with our obligations as an RTO.

How we disclose your personal information

We are required by law (under the National Vocational Education and Training Regulator Act 2011 (Cth) (NVETR Act) to disclose the personal information we collect about you to the National VET Data Collection kept by the National Centre for Vocational Education Research Ltd (NCVER). The NCVER is responsible for collecting, managing, analysing and communicating research and statistics about the Australian VET sector.

We are also authorised by law (under the NVETR Act) to disclose your personal information to the relevant state or territory training authority.

How the NCVER and other bodies handle your personal information

The NCVER will collect, hold, use and disclose your personal information in accordance with the law, including the Privacy Act 1988 (Cth) (Privacy Act) and the NVETR Act. Your personal information may be used and disclosed by NCVER for purposes that include populating authenticated VET transcripts; administration of VET; facilitation of statistics and research relating to education, including surveys and data linkage; and understanding the VET market.

The NCVER is authorised to disclose information to the Australian Government Department of Education, Skills and Employment (DESE), Commonwealth authorities, State and Territory authorities (other than registered training organisations) that deal with matters relating to VET and VET regulators for the purposes of those bodies, including to enable:

- administration of VET, including program administration, regulation, monitoring and evaluation
- facilitation of statistics and research relating to education, including surveys and data linkage
- understanding how the VET market operates, for policy, workforce planning and consumer information.

The NCVER may also disclose personal information to persons engaged by NCVER to conduct research on NCVER's behalf.

The NCVER does not intend to disclose your personal information to any overseas recipients.

For more information about how the NCVER will handle your personal information please refer to the NCVER's Privacy Policy at www.ncver.edu.au/privacy.

If you would like to seek access to or correct your information, in the first instance, please contact your RTO using the contact details listed below.

DESE is authorised by law, including the Privacy Act and the NVETR Act, to collect, use and disclose your personal information to fulfil specified functions and activities. For more information about how the DESE will handle your personal information, please refer to the DESE VET Privacy Notice at <https://www.dese.gov.au/national-vet-data/vet-privacy-notice>

Surveys

You may receive a student survey which may be run by a government department or an NCVER employee, agent, third-party contractor or another authorised agency. Please note you may opt out of the survey at the time of being contacted.

Contact information

At any time, you may contact Collaboration Learning to:

- request access to your personal information
- correct your personal information
- make a complaint about how your personal information has been handled
- ask a question about this Privacy Notice

info@collaboration.edu.au

2/1 Clunies Ross Court

Student Handbook

Eight Mile Plains QLD 4113

P: 1300 146 699

Access to Personal Records

Collaboration Learning ensures that all information and documents related to you are kept private and confidential. Before allowing access to personal records, Collaboration Learning will confirm your identity by ensuring you have submitted:

- The access to personal information form has been signed and submitted.
- A current copy of your photo ID

If a third party is requesting information in regards to your studies, Collaboration Learning will ensure:

- The third party provides a signed release of personal information form. This form is provided from the organisation that acts as an agreement between the organisation and the student allowing the organisation to access their records.

All forms will be saved to your file to ensure that only verified and approved documents and information is released.

If you require access to your information in regards to your studies, please contact Student Support.

Electronic Equipment

The use of electronic equipment such as mobile phones, iPods, Kindles and MP3 players are not permitted in any Collaboration Learning room by students or staff, unless they are a specific and declared requirement of a class.

Please note the following;

- Laptops or tablets are permitted to be used provided it is relevant to the class.
- The use of a dictionary and calculator by students/course participants in any class is permitted.
- Students may connect their laptop or tablet device or any other portable device, to the Collaboration Learning Student Wi-Fi access point, where it is a requirement of their class to have internet access.
- Students may not utilise the Collaboration Learning Student Wi-Fi access points for non-course purposes, including but not limited to the download of movie or music files, or any other use deemed inappropriate by Collaboration Learning staff. Where use of the Collaboration Learning Wi-Fi access points is deemed to be improper or inappropriate, Collaboration Learning will take necessary action, which could include counselling, verbal warning, written warning and/or removal from the course.
- Students will need to ask their Trainer and Assessor for access details.

Work Health and Safety

Collaboration Learning is committed to providing a safe and healthy workplace for all students/course participants, clients, employees, contractors and visitors and we adhere to all relevant government legislation. Individuals have a responsibility to take care of the health and safety of themselves and others and to comply with company Workplace Health and Safety policy and risk management procedures. In the interests of staff and student safety, it's important that our enrolled participants ensure that their friends and family members, who are not themselves enrolled, do not attend training sessions facilitated by Collaboration Learning. All accidents, near misses or unsafe working practices or conditions must be immediately reported to your Trainer and Assessor.

Student Handbook

Expectations of students and employers (Traineeships)

The training delivered by Collaboration Learning is competency based which means that students/course participants are assessed on the skills which they can demonstrate, the tasks that they can perform and any underpinning knowledge they have gained to effectively perform their work. It is essential that students/course participants and their employer, where appropriate, be thoroughly familiar with the content of the student handbook.

Collaboration Learning is to be notified of any changes of circumstances or problems which affect the ability of the student/course participant to complete the traineeship or course.

The student is obliged to;

- Maintain contact with your Trainer and Assessor via face to face visits, phone or email to keep them advised of your progress.
- Gather a range of evidence as you progress through your Course.
- Complete the training and assessment tasks set for you, and ensure you have the tasks completed as directed by the Trainer and Assessors and bring the tasks to the next session/visit.
- Seek feedback from your workplace supervisor (if applicable) and the Trainer and Assessor on your progress.
- Meet attendance and behaviour requirements.
- Seek assistance if you are experiencing difficulties - refer to the section on Support Services
- As a student/course participant you are responsible for notifying your Trainer and Assessor if you are unable to keep an appointment with a minimum of 24 hours' notice.

Applicable to on-the-job training only/ The employer has the responsibility to;

- Providing a safe working environment.
- The provision and delivery of instruction in the on-the-job-training.
- Providing 'hands-on' experience and a full range of work and appropriate facilities for the learner to acquire the knowledge and skills needed to complete the traineeship/course
- If you are on a traineeship provide trainees with sufficient time for the purpose of undertaking formal training/learning/assessment activities and developing competencies aligned to work based tasks (as per the Traineeship - Training Plan)
- The supervision, practice and support needed to develop skills.
- Co-ordinating workplace training and assessment so that it fits in with the learner's everyday work and their training.
- Liaising with the Trainer and Assessor regarding formal assessment times and methods.
- Signing the learner's training plan, assessment visit reports and supervisor reports.
- Retaining a copy of the Training Plan in the workplace and having this documentation available if a State Training Services training officer asks to see a copy.

Your Assessment Process

Where possible, in relation to workplace based education, Assessment tasks are designed for completion as work based tasks, giving students the opportunity to apply their learning in their day to day work situations.

Vocational competency is defined as broad industry knowledge and experience, usually combined with a relevant industry qualification. A person who has vocational competency will be familiar with the content of the vocation and will have relevant current experience in the industry. Vocational competency must be considered on an industry-by-industry basis and with reference to any guidance provided in the relevant Training Package or Accredited Course.

Student Handbook

In competency based Assessment you may be deemed as 'competent' or 'not yet competent'. In the event that you are deemed 'not yet competent', additional support will be provided to help you to complete the particular unit and prepare for an additional Assessment event.

Assessment in a Unit of Competency is made up of a number of tasks. You will need to complete and be found satisfactory in each task in order to fully complete the Unit of Competency and receive a Competent result.

Progression

Your progression through your chosen course will be monitored at all times. If you fall behind the benchmarked progress targets, your Trainer and Assessor will contact you to discuss any difficulties you are having and what support we can provide to assist you maintain your progress towards completing your training.

You will be considered to be making unsatisfactory course progression if you:

- have not engaged in any learning or assessment activities for three consecutive months, and/or
- fail to achieve competency in the same unit three times; or
- do not complete your program of learning within the maximum course duration as specified in the course information provided in the relevant course outline, and on the website; or
- are deemed to be an unsafe practitioner at any point during, or following work placement/work experience.

If you are at risk of not making satisfactory course progression, you may be offered extra support through the implementation of an intervention strategy. The extra support may include one or more of the following:

- Learning support / Academic skilling
- Strategies identified by the LLN instrument completed by the student for the qualification they are enrolled in
- Counselling
- Disability support
- IT support
- Academic program support

Your progression will be monitored on the basis of your course results in relation to your progress and professional practice in relation to work placement/work experience. No other factors are taken into account when identifying students at risk of not progressing.

If you are having trouble, please don't wait to be identified as at risk of not progressing. Talk to your Trainer and Assessor about additional support that may be suitable for you, or speak to the Student Support team. You can also access the Student Progression Policy available on our website.

How much time should I spend on my Assessments?

Depending on the level of the qualification you are studying, your Trainer and Assessor will use different criteria to assess your work. Generally, the higher your qualification is the more time will be required to successfully achieve the qualification. The qualification is made up of assessments which comprise of either one unit of competency or a cluster of competencies.

Set yourself approximately

- 3 – 5 hours to complete a Certificate III assessment

Student Handbook

- 6 – 12 hours for a Certificate IV assessment
- 10 – 20 hours for a Diploma assessment
- 15 – 25 hours for an Advanced Diploma assessment

Please note, these are guidelines only, you may find you spend more or less time on an assessment depending upon your experience and your direct exposure to or involvement with the subject matter in the workplace.

Generally, participants enrolled in a qualification will be made aware of their course’s schedule in advance, including the assessment due dates.

Collaboration Learning recommends participants work out a study plan, as time management is incredibly important. We fully appreciate that sometimes it’s not all that easy to combine work, family and study.

With employment based learning we recommend talking to your manager about study time and assessment due dates. Remember, your employer wants you to achieve qualifications and develop your skills – if you don’t seek their understanding and support then they can’t help you.

What am I being asked to do?

The table below provides a description of key assessment terms:

Term	Meaning
Analyse	Break the subject down into its parts and then consider each individually and/or the inter-relationships which exist between all or each of those parts
Choose	Carefully consider then pick one
Comment	Make sound, logical and considered critical observations or comments about the subject
Describe	Provide a description of facts, processes and events. Do not attempt to explain, interpret or analyse them, be objective
Discuss	Examine both sides of the concept or theory; for and against. Back up with examples of what happens in your workplace. Or use the “strengths and weaknesses” format to do so
Explain	In your own words, clearly describe the details / facts of the scenario or concept by using relevant workplace examples
List	Make a dot point list of items, one after another (like a shopping list or footy ladder)
Outline	A snapshot or an overview which covers the broad points but without going into too much detail
Review	Re-examine, analyse and comment briefly, in an organised sequence and in an objective manner, on the major points of an issue
State	In your own words, clearly and objectively

Participant responsibilities

The integrity of Collaboration Learning’s qualifications is maintained by the rigorous application of assessment principles. It is the responsibility of participants, and their manager and/ or Learning and Development person, to ensure they meet specified course requirements in order to achieve the desired qualification. Prospective participants can obtain a copy of these requirements prior to enrolment.

Student Handbook

We offer assistance from our qualified staff wherever we possibly can and they can assist participants with advice and support throughout their program of study.

It is essential that participants have the ability to work independently in preparation for assessment tasks.

Research proves that students who maintain at least an 80% attendance rate have a far greater chance of success in completing their qualifications. Pressures of work and business commitments cannot be taken into consideration in the marking of the assessment and therefore when attending Face to face programs at Collaboration Learning, participants should aim to maintain minimum of 80% classroom attendance.

It is highly recommended that you always keep a copy of your assessments in event that your work is lost in transit.

What will the Trainer and Assessor be looking for?

This depends on the level of your qualification. Use the table below as a reference to guide you with your assessment.

Handwritten work is generally only acceptable up to Certificate III level as it has little emphasis on the use of technology to support business operations; Certificate III onwards requires demonstration of technology which can be supported by submitting your assessments electronically whenever possible.

In the case of handwritten work, it is your responsibility to ensure you have a copy of your work in event of your assessment being misplaced or lost in transit.

Certificate II (AQF level 2)	<ul style="list-style-type: none"> Your answers may include lists using bullet points, sentences and short paragraphs, tables, etc. Examples on how you perform a range of tasks, where you choose between appropriate options. If you use material from other sources, the material must be referenced. For example: Smith, J (2012) assessment for BSBWHS201
Certificate III (AQF level 3)	<ul style="list-style-type: none"> Your answers may include lists using bullet points, sentences and short paragraphs, tables, etc. Examples on how you perform processes using your developed skills whilst demonstrating discretion and professional judgement within your role. If you use material from other sources, the material must be referenced. For example: Smith, J (2012) assessment for BSBADM302
Certificate IV (AQF level 4)	<ul style="list-style-type: none"> Your answers may include lists using bullet points, sentences and short paragraphs, tables, etc. Examples of how you apply concepts at work are required, utilising a wide variety of contexts. The examples you give must be realistic and achievable for the organisation where you work. If you use material from other sources, the material must be referenced. For example: Smith, J (2012) assessment for BSBADM409
Diploma (AQF level 5)	<ul style="list-style-type: none"> Reference to training concepts and how you have applied (or may apply) them at work is expected. Answers may include bullet points, however, descriptive answers are expected. Your work should also be typed. Work-based examples are expected. A complete description of any attachments is expected. Examples of how you have analysed, diagnosed, designed and executed accountability and understanding of a wide range of specialised technical, creative and conceptual skills. Your work must be clearly referenced. For example: Smith, J (2012) assessment for BSBPMG522
Advanced Diploma (AQF level 6)	<ul style="list-style-type: none"> Your answers must demonstrate your understanding of the specified knowledge from the area you are studying. Examples of how you have analysed, diagnosed, designed and executed accountability and understanding of a wide range of specialised technical, creative and conceptual skills. Work-based examples are expected. A complete description of any attachments is expected. Your work must be clearly referenced. For example: Smith, J (2012) assessment for BSBWHS604

Student Handbook

What is evidence? When do I include evidence in my Assessment?

The term Evidence refers to the collection of documents and possibly other materials that you compile and submit to support your demonstration of competency.

Evidence is required for all Tasks/Workplace projects within an assessment, it is proof that you can put what you are saying into practice. Your evidence should reflect and support your answer for the task and be referenced clearly.

Types of evidence that you choose to include in your assessment may include (but are not limited to):

- Samples of work completed
- Minutes of meetings
- Corporate policies
- Planning schedules
- Calendar notations
- Completed answers within your learning materials provided
- Descriptions by you of relevant experiences
- Copies of emails that demonstrate processes undertaken in the example/s discussed in your assessment responses
- Video of you demonstrating the skills being assessed
- Any other 'evidence' that you feel will adequately demonstrate competency

Please ensure that you reference all evidence that you use.

How do I choose what evidence to include in my assessment?

When deciding what evidence to include in your assessment, consider the “show and tell” approach:

<p>Tell us... This is your assessment answer it is sometimes called a narrative. (anecdotal evidence)</p>	<ul style="list-style-type: none"> • Self-assessment/narrative. Tell us: <ol style="list-style-type: none"> 1. What you know 2. What you can do 3. What you have done <p>Some of this content could be addressed by you answering the questions in your learning material</p> • Third-party reports (i.e. reference letters, performance reviews, etc.). Someone else tells us: <ol style="list-style-type: none"> 1. What you know 2. What you can do 3. What you have done.
<p>Show us... (documentary evidence)</p>	<ul style="list-style-type: none"> • Documents or other forms of evidence that demonstrate what you can do and have done. <p>Here, consider evidence of both products and processes: For example, when compiling evidence of your ability to develop a project plan:</p> <ol style="list-style-type: none"> 1. An example of a product as evidence is the project plan

Student Handbook

	<ol style="list-style-type: none">2. Examples of a process as evidence may include your story describing the process you went through to develop the plan, plus:3. Copies of emails that document discussions or debates about the development of the project plan content and/or4. Minutes of meetings discussing division of tasks etc.5. Previous drafts of the project plan with hand-written edits.
	<p>You must ensure that you never send any commercially sensitive documents such as financial statements or strategic plans. Sensitive elements can be deleted, alternatively, in some instances, a hypothetical example may be sufficient.</p> <p>Also, please ensure you always keep copies of all attachments and any pieces of evidence you provide.</p>

Student Handbook

How do I know if I have the 'right' evidence?

Your Trainer and Assessor will evaluate the quality of the evidence that you submit. When you have compiled your assessment and are ready to submit it first consider asking yourself the following questions:

1. **Is it valid?** Does it demonstrate the skills and knowledge that I am being assessed in, and not other, irrelevant skills and knowledge?
2. **Is it current?** Was most of my evidence completed within the past five years, and was a significant portion of my evidence completed within the past year?

Important Note: Some Industry sectors (Training Package owners) may only accept evidence from the last 12 to 24 months.

3. **Is it sufficient?** Does it:
 - a. **address all the required Elements** of competency
 - b. provide a picture of consistent performance of the assessed competencies over time?
4. **Is it authentic?** Can I prove that the evidence submitted is my own work?
5. **Does it show that I can perform the task(s) being assessed?** Copies of actual documents or, in some situations, a well-written reference letter from your current employer may be enough to demonstrate this. In some situations it can be attendance records and observation findings from your work experience placement.

If you can answer "yes" to all of the above questions, then you have probably selected the 'right' evidence but please don't rely on this to determine suitability, you must objectively assess the relevance of the precise material you intending submitting. It is your responsibility to do this.

Referencing your evidence

When arranging your assessment for submission you need to ensure you reference your evidence clearly and logically:

- Where you discuss evidence in your assessment answer, make sure you label this clearly and refer to the correct appendix/attachments
- In the Appendix/Attachments ensure the evidence is also labelled with the task/s the evidence is referring to.

For example:

- In the assessment answer:

"I sent out a meeting agenda outlining the process I planned for the team to go through to develop a new team mission statement. During this meeting I took comprehensive minutes reflecting what was said and produced during the meeting (please see Appendix 2 for a copy of the meeting agenda and the minutes)"

- In the appendix/attachments:

"Appendix 2: Meeting agenda and meeting minutes demonstrating the process I planned for developing a new team mission statement for Task 4"

Student Handbook

Helpful tips for Completing Assessments

Here are some tips for completing your assessments.

Be Professional	If the quality of your work would not be acceptable to a manager, then it is unlikely to meet the assessment standards required. Make sure your work is organised and easy to read.
Read the Instructions	Make sure you understand what is required. Read through the tasks when you receive them. If you are unsure of what is required ask your Trainer and Assessor for clarification. Make sure you are on the right track by asking your Trainer and Assessor for feedback prior to submitting your final answer.
Obtain all necessary signatures and dates	Make sure you and your work place supervisor, if applicable, have signed and dated your assessment everywhere you're asked to. Signatures and dates are also vital on attached evidence relating to any agreements or action plans made with staff.
Make a Copy	Make a copy of your assessment. If your assessment is misplaced, it is your responsibility to provide another copy.
Proof read	Proof read written answers; check that what you've written actually says what you mean.
Participate Fully	Participate fully in any group assessments and ensure your answers are in your own words. Remember, the assessment is designed to prove you have the skills and knowledge required, not that you can get the answers from other people.
Answer ALL the questions FULLY	You are expected to attempt every question and task. If you are unable to answer based on your current role, please think into the future. One word answers are not acceptable unless asked for. Sometimes a question may have more than one part to it so always be careful to study and consider the question before preparing your response For example: 'List the three barriers to communication and discuss one method to overcome each of those barriers'.
In your Own Words	Copying directly from the manual or other sources will result in you having to resubmit the assessment. If working with a colleague or in a group, make sure you each answer in your own words. You are not permitted to share or trade answers unless specifically prearranged with your Collaboration Learning Trainer and Assessor.
Answer from YOUR perspective	Use "I" wherever possible because your Trainer and Assessor wants to know what YOU did, how YOU did it, why YOU did it and how well YOU did it.
Be specific	When asked to provide an example from your workplace, be specific . Try to avoid broad, generalised statements about what happens generally in the workplace. Discuss a specific actual example. Explain clearly – remember that your Trainer and Assessor does not know about your work place's processes and procedures unless you tell them.

Student Handbook

Provide proof	Evidence is proof of what you are saying that you are able to put into practice. You <u>MUST</u> provide evidence for all workplace tasks/projects.
Complete templates	If attaching templates , please fill out and complete the templates showing what you have done/would do in the workplace to show how you have/would use the template. Empty templates are not acceptable.
Type Your Answers	Handwritten work is generally only acceptable up to Certificate III level.
Practice	Practise practical skills so you are comfortable performing the required tasks during your assessment.
Label your evidence clearly	Please label attachments clearly with the unit code/name, question or task number and add a heading including a brief description (one sentence) to each piece of evidence to explain what the evidence is showing and why or how it is relevant.
Submit your assessment correctly	Make sure you understand how your final answer is to be submitted.
Plan Ahead	Make sure your Trainer and Assessor receives your assessment by the due date. Plan ahead around any family or work commitments and give yourself enough time to complete them. Your Program Outline will give you the dates your assessments are due, if you're unsure, check with your Trainer and Assessor.
Don't Leave it to the Last Minute	If required, give your supervisor as much time as possible to complete any supervisors reports.
Don't Let Assessments Build Up	If you are experiencing difficulties talk to your Trainer and Assessor
Double Check	Check your assessment before you submit it. Make sure that you have; <ul style="list-style-type: none"> • Completed all the tasks. • Put your name on each assessment task, unless submitting it online. • Securely attached all documentation, if handing in paper based assessments.

Student Handbook

Submitting your Assessment to Collaboration Learning

SUBMITTING HARDCOPY ASSESSMENTS

Make sure you have;

- Followed the Helpful Tips above
- Made a copy of your entire assessment, including all attachments, appendices, evidence and annexures. If your assessment is misplaced for any reason, it is your responsibility to submit it again. If you make a copy, you won't have to redo it.
- Organised and label your assessment and attachments so your Trainer and Assessor can understand what you are submitting
- **Staple all your paperwork together securely.**
- Do not submit assessments in display books, binders, folders or only clipped together.

You can submit your assessments by;

1. Handing your assessment to your Trainer and Assessor.
2. Mailing to your local Campus;
 - Make sure the envelope is addressed to your Trainer and Assessor.
 - Refer to the Office Locations at the beginning of this Handbook for your campus address.
3. Handing your assessment into reception at your local Campus;
 - Make sure you place your assessment in a sealed envelope clearly addressed to your Trainer and Assessor.

Submitting Assessments using the Online Portal

Make sure you have;

- Followed the Helpful Tips above
- Keep a copy of any evidence you upload. If these are misplaced for any reason, it is your responsibility to submit them again. If you make a copy, you won't have to redo it.
- **Make sure you save your assessment.** Click the box "Save My Answer" before you click the box "Submit Assessment"

Employability Skills as part of your Qualification

Employability Skills are skills which apply across a variety of jobs, job roles and life contexts. They are sometimes referred to as key skills, core skills, life skills, essential skills, key competencies, necessary skills, and transferable skills. Industry's preferred term for them is Employability Skills.

Employability Skills are defined as "skills required not only to gain employment, but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions".

There are eight principal Employability Skills:

- communication
- teamwork
- problem solving
- initiative and enterprise

Student Handbook

- planning and organising
- self-management
- learning
- technology.

Re-Submission and Re-Assessment Guidelines

There are two (2) outcomes of assessments: S = Satisfactory and NS = Not Satisfactory (requires more training and experience).

Students will be awarded C = Competent on completion of the unit when the Trainer and Assessor is satisfied that the student has completed all assessments and has provided the appropriate evidence required to meet all criteria. If the student fails to meet this requirement, he or she will receive the result NYC = Not Yet Competent and will be eligible to be re-assessed.

Re-submission

If your assessment task has been returned marked ‘Not Satisfactory’, please DON’T PANIC!

‘Not Yet Satisfactory’ could simply mean your Trainer and Assessor needs to see more information or it could be that you’ve missed a part of the questions. You can resubmit your assessment.

You are allowed two (2) re-submission. If you’re unsure or have any questions in this your Trainer and Assessor is available and happy to assist you.

Re-assessment

Students will be allowed one (1) further attempt at an assessment for which the outcome is Not Yet Competent. An additional fee for reassessment may apply.

Make sure you refer to the tips for completing your assessment above, they also apply to any resubmissions. Before re-submitting any assessment, please ensure you complete the checklist below.

Tick when Complete	Work through the following steps to complete your resubmission
<input type="checkbox"/>	<ul style="list-style-type: none"> • Please ensure to present your work to a standard that would be acceptable in your workplace, if your manager would not accept your work then it is unlikely that it will be acceptable to your Trainer and Assessor.
<input type="checkbox"/>	<ul style="list-style-type: none"> • Read all the comments from your Trainer and Assessor. This will identify exactly what you need to resubmit to Collaboration Learning. • If you are uncertain, please contact your Training Coordinator
<input type="checkbox"/>	<ul style="list-style-type: none"> • Label your new work as a <u>Resubmission Assessment</u>. • Clearly label each element of the resubmitted work (i.e. Question 1, Task 2, etc.) • If you include additional documents, label each one clearly and identify the Questions or Tasks to which they relate.
<input type="checkbox"/>	<ul style="list-style-type: none"> • Include a brief note to the Collaboration Learning Support Team, advising that you are lodging a re-submission and date and sign the note accordingly.

Student Handbook

Tick when Complete	Work through the following steps to complete your resubmission
<input type="checkbox"/>	<ul style="list-style-type: none"> • When resubmitting your assessment, please return to Collaboration Learning the following documents: <ul style="list-style-type: none"> ○ A covering letter or a note from you identifying resubmitted sections clearly referenced. ○ The original assessment which will include the Trainer and Assessor’s Comments Cover Page. ○ Your new resubmission documents/evidence.
<input type="checkbox"/>	<ul style="list-style-type: none"> • Keep a copy of your re-submission, as well as the original submission. This will ensure that if it goes missing you will have a copy on hand, so as to avoid having to redo the whole assessment again.
	<p>Please contact the Collaboration Learning Student Support Team. We’re here to help info@collaboration.edu.au</p>

Plagiarism

You should not attempt to pass off work of another person as your own. It should be possible for a reader to check the information and ideas which you have used by referring to the original source material.

In which regard, you must make note and acknowledge material or content from a third party source, of any nature, used by you and that notation should be sufficiently accurate to enable the source to be easily located and checked. If you are unsure of how to make an acknowledgement, then please ask your Collaboration Learning Trainer and Assessor.

In the event that plagiarism is discovered then the offending assessment involved will be deemed as being “not yet competent” and penalties may apply. These can include formal counselling, a verbal and written warning and removal from the course. You will be instructed to resubmit a completed and compliant assessment task should you not be removed from the course.

Copyright

Collaboration Learning adheres to the rules which exist for Training Institutions under the Copyright Act 1968. Students should be aware that any reproduction of course materials, text books or journals without the prior written consent of Collaboration Learning is a breach of Copyright Laws and, where necessary, will pursue the remedies available to us under the Act and its Regulations to protect our rights and entitlements.

Student Handbook

Work Placement

Work Placement allows students to gain skills, knowledge and experience within their chosen field of study. It also allows students to put in practice the theoretical components of the qualification they are completing.

Work placement is a compulsory requirement of some qualifications;

Students are encouraged to find a work placement facility, however if you are unable to secure a work placement facility, our Student Support Team will work with you to secure a suitable placement facility.

Working with Children / Vulnerable People Requirements

You will have to ensure that you have met any State requirements / police checks for Working with Children or Vulnerable People applicable to the industry in which you will be working prior to commencing work placement. Your Program Outline will provide further information applicable to the qualification you are enrolled in.

Work Placement Pack

You will receive the following to complete work placement:

- Work Placement Pack- Including;
 - your Work Placement Agreement form,
 - Employer Guide
 - Current insurance paperwork
 - Relevant placement workbooks and paper work
 - Work Placement Shirt

Responsibilities on Work Placement

While on work placement, or wearing the Collaboration Learning Work Placement Shirt, you are representing yourself and Collaboration Learning. You are expected to behave in a respectful, professional manner at all times.

While on work placement you are expected to;

- Follow the host organisation rules and follow all reasonable instructions of the organisation and their staff.
- Be punctual, courteous and act in a manner appropriate to a workplace for allocated shifts and roster times as determined by the host organisation. For example, telephone the host organisation and the Collaboration Learning contact person if you are going to be absent, preferably in advance, otherwise as early as possible.
- Comply with all legislative and policy requirements of the host organisation. Such requirements may include occupational health and safety matters, maintaining commercial confidentiality or privacy of personal information.
- Comply with all work health and safety policies and legislation, including wearing protective clothing and using safety equipment as directed by the host organisation or their staff.
- Take reasonable care to protect your own health and safety and the health and safety of others in the workplace. This includes not consuming alcohol or drugs, which may constitute a risk to personal safety or the safety of others.
- Report all incidents and accidents to the host organisation and to Collaboration Learning as soon as possible after the event. An incident form must be completed to document this, as well as any other reporting requirements of the host organisation.
- Obtain all medical treatment deemed necessary by a medical practitioner if you are injured while on placement. (Note that you are responsible for the cost of all medical expenses covered by Medicare, or a combination of Medicare and

Student Handbook

private health funds, in respect of injuries, including the gap between the cost of medical treatment and Medicare/private health fund payments).

Refer to your Work Placement Agreement which fully outlines your responsibilities while on work placement, as well as those of Collaboration Learning and your host organisation.

Your Graduation

Issuing Qualifications and Statements of Attainment

Assessment will determine whether a student is Competent or Not Yet Competent in their particular course. On successful completion of their course, students will be issued with a certificate and a transcript listing the units deemed competent.

A Statement of Attainment is issued to students who have demonstrated competency and satisfied the requirements of one or more Units of Competency short of qualification requirements.

Printing of Qualifications

At any time after completing your Course, you may request a printed copy of your Qualification or Statement of Attainment. The request must be in writing and a fee of \$50 per print applies, plus any postage fees. Proof of identity is required when requesting a printed copy.

Graduations

Where circumstances allow students may be offered the opportunity to attend a graduation ceremony, which Collaboration Learning will host. The dates are generally kept consistent each year in terms of the time of year the graduations are held.

If you are attending graduation and the ceremony is 28 days or more away (unless State based requirements specify less time), your Training Coordinator will request that you complete a Release of Certification form. The reason for this is to ensure we have your permission to hold your Certification beyond this time. As part of this process, we also offer to provide you with a certified copy should you require this for work or employment purposes.

Student Handbook

Further Information

Legislation

As a requirement of the Standards for Registered Training Organisations 2015, Collaboration Learning must ensure it stays up to date with all relevant legislation administered by all State governments in the states where the training is delivered.

Collaboration Learning is subject to legislation related to training and assessment as well as general business practice. This legislation governs our obligations as a Registered Training Organisation (RTO), our obligations to students, and relates to the industry in which we conduct training. This legislation is continually being updated and all Collaboration Learning representatives are made aware of these changes as they occur. The legislation that particularly affects the delivery of our training and assessment services at present are discussed below.

The Quality Assurance team at Collaboration Learning maintain a listing of all applicable legislation affecting the delivery of our services across the country. Our staff are informed of changes to legislation through our internal governance activities (team meetings, professional development sessions, and the company's intranet).

If participants require any further information regarding relevant legislation, please contact Collaboration Learning.

We've included a summary of important legislation, and the requirements that Collaboration Learning is required to meet under each legislative act.

National Vocational Education and Training Regulator Act 2011

The Act provides a range of sanctions of increasing severity, escalating from enforceable undertakings and additional conditions on registration through to suspending or cancelling the registration of an RTO.

ASQA will apply these powers and sanctions with proportion, rigor, fairness and consistency.

Student Identifiers Act 2014

The USI will allow all of an individual's training records, entered in the national vocational education and training (VET) data collection, to be linked. The USI makes it easier for students to find, collate and authenticate their VET achievements into a single transcript. It will also ensure that students' VET records are not lost.

Work Health and Safety Act. 2011 (NSW, QLD, NT), Work Health and Safety Act 2012 (ACT, SA, TAS), Occupational Safety and Health Act 1984 (WA), Occupational Health and Safety Act 2004 (VIC)

The main object of this Act is to provide for a balanced and nationally consistent framework to secure the health and safety of workers and workplaces by:

- (a) Protecting workers and other persons against harm to their health, safety and welfare through the elimination or minimisation of risks arising from work; and
- (b) Providing for fair and effective workplace representation, consultation, co-operation and issue resolution in relation to work health and safety; and
- (c) encouraging unions and employer organisations to take a constructive role in promoting improvements in work health and safety practices, and assisting persons conducting businesses or undertakings and workers to achieve a healthier and safer working environment; and
- (d) Promoting the provision of advice, information, education and training in relation to work health and safety; and
- (e) Securing compliance with this Act through effective and appropriate compliance and enforcement measures; and

Student Handbook

(f) Ensuring appropriate scrutiny and review of actions taken by persons exercising powers and performing functions under this Act; and

(g) Providing a framework for continuous improvement and progressively higher standards of work health and safety; and

(h) Maintaining and strengthening the national harmonisation of laws relating to work health and safety and to facilitate a consistent national approach to work health and safety in this jurisdiction. (2) In furthering subsection (1)(a), regard must be had to the principle that workers and other persons should be given the highest level of protection against harm to their health, safety and welfare from hazards and risks arising from work as is reasonably practicable.

Competition and Consumer Act 2010

The Competition and Consumer Act 2010 (CCA) covers most areas of the market: the relationships between suppliers, wholesalers, retailers, and consumers. Its purpose is to enhance the welfare of Australians by promoting fair trading and competition, and through the provision of consumer protections.

Broadly, it covers:

- product safety and labelling
- unfair market practices
- price monitoring
- industry codes
- industry regulation – airports, electricity, gas, telecommunications
- mergers and acquisitions.

Disability Discrimination Act 1992

To eliminate, as far as possible, discrimination against persons on the ground of disability in the areas of: work, accommodation, education, access to premises, clubs and sport; and the provision of goods, facilities, services and land; and existing laws; and the administration of Commonwealth laws and programs; and to ensure, as far as practicable, that persons with disabilities have the same rights to equality before the law as the rest of the community; and to promote recognition and acceptance within the community of the principle that persons with disabilities have the same fundamental rights as the rest of the community.

Racial Discrimination Act 1975

Racial discrimination occurs under the RDA when someone is treated less fairly than someone else in a similar situation because of their race, colour, descent or national or ethnic origin. Racial discrimination can also occur when a policy or rule appears to treat everyone in the same way but actually has an unfair effect on more people of a particular race, colour, descent or national or ethnic origin than others.

Sex Discrimination Act 1984

The Act seeks to create recognition and acceptance within the community of the principle of the equality of men and women.

Age Discrimination Act 2004 (Cth)

The Age Discrimination Act aims to ensure that all Australians – young and old and everyone in between – are treated equally and have the same opportunities as others. The Act protects you against discrimination in many areas of public life, including:

- employment – getting a job, terms and conditions of a job, training, promotion, being dismissed

Student Handbook

- education – enrolling or studying in a course at a private or public school, college or university
- accommodation – renting or buying a house or unit
- getting or using services – such as banking and insurance services, services provided by government departments, transport or telecommunication services, professional services like those provided by lawyers, doctors or tradespeople, services provided by restaurants, shops or entertainment venues.

Anti-Discrimination Act 1977 (NSW only)

It's stated purpose is 'to render unlawful racial, sex and other types of discrimination in certain circumstances and to promote equality of opportunity between all persons'.

Privacy Act 1988 and Australian Privacy Principles (2014)

Australians have a right to know why such information about them is being acquired, and who will see the information. Those in charge of storing the information have obligations to ensure such information is neither lost nor exploited. An Australian will also have the right to access the information unless this is specifically prohibited by law.

Fair Work Act 2009

This is the main legislation that governs the employee / employer relationship in Australia. It provides a safety net of minimum entitlements, enables flexible working arrangements and fairness at work and prevents discrimination against employees.

Competition and Consumer Act (2010)

The main federal law, the Competition and Consumer Act 2010 (CCA) ensures that trading is fair for your business and your customers.

The CCA covers most aspects of the marketplace: dealings with suppliers, wholesalers, retailers, competitors and customers. It deals with unfair market practices, industry codes of practice, mergers and acquisitions of companies, product safety, collective bargaining, product labelling, price monitoring, and the regulation of industries such as telecommunications, gas, electricity and airports.

Copyright Act 1968

Under copyright law, the copyright owner has a number of exclusive rights including the right to publish the work, control copying, prepare derivative works and perform of their work as well as the right to make the material available online.

- Copyright is really a set of rights – copyright owners have economic and moral rights as well as legal rights.
- Copyright law aims to protect the creative work of the copyright owner from unauthorised use by others.
- Copyright law also tries to balance this right with the general public's right to access information.

Copyright protects the written expression of an idea or concept - it does not protect the actual idea or concept itself. Copyright doesn't give the author of a work a monopoly over the ideas or information expressed in that work – anyone can use the ideas contained in a work provided they do not use the exact words used by the author to describe the idea or concept.

Student Handbook

Legislation Relating to Specific Courses

In addition to the above legislation, industry specific legislation may apply to your course, including, but not limited to,

Industry/Course	Legislation
Business, Management and Human Resources	<ul style="list-style-type: none">• Income Tax Assessment Act 1997• A New Tax System (Goods and Services Tax) Act 1999• Business Names Registration Act 2011• Contract Laws• Workplace Relations Act 1996• State Industrial Relations Acts• Minimum Conditions of Employment Act 1993 (WA)

Student Handbook

Glossary of Terms

Assessment - is a process to determine a student's achievement of expected learning outcomes and may include a range of written and oral methods and practice or demonstration.

Australian Qualifications Framework (AQF) provides the hierarchy of educational qualifications in Australia. It is administered nationally by the [Australian Government Department of Education, Employment and Workplace Relations](#).

Competency - is the ability of an individual to do a job properly. Competency is a set of defined behaviours that provide a structured guide enabling the identification, evaluation and development of the behaviours in individual employees.

Course - program of learning, accredited unit and accredited short course.

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

Extensions – is a process where students negotiate their assessment timeframes with their Trainer and Assessor or our student support team.

Module/s - An accredited learning component that comprises one or more components (e.g. cluster of units of competency, or an accredited modules or subjects) that has been accredited by an accrediting authority.

Narrative – is constructive format of response, storytelling, written response to set questions.

Recognition of Prior Learning (RPL) - is an assessment process that involves assessment of an individual's relevant prior learning (including formal, informal and non-formal learning) to determine the credit outcomes of an individual application for credit (National Quality Council Training Packages glossary).

Registered Training Organisation (RTO) - A registered training organisation is a vocational education and training organisation registered by a state or territory registering body in accordance with the Australian Quality Training Framework (AQTF) Essential Standards for Registration within a defined scope of registration.

Re-submissions – is a process to reassess student's assessment work against expected learning outcomes.

Units of Competency – are components of a qualification include modules, subjects, units of competency or units, the completion of which leads to an AQF qualification.

Unit Cluster - is components of a qualification sometimes referred to as modules in clustered situation, subjects, units of competency or units grouped together, the completion of which leads to an AQF qualification.

Vocational Education (VET) is an education that prepares trainees for jobs at various levels from a trade to a specialised field, role or position.

Student Handbook

Document and Version History

Version	Amendment	Approval	Date
V1.1	<ul style="list-style-type: none"> Information updated. Document rebranded Student Handbook reorganised Updates made to: <ul style="list-style-type: none"> locations Fees and Refunds information Deferrals and Extensions information Re-submission and Re-assessment information Progression information Withdrawal information 	Quality Assurance Officer	05/10/2019
V1.2	<ul style="list-style-type: none"> Student privacy notice inserted 	Quality Assurance Officer	27/01/2021
V1.21	<ul style="list-style-type: none"> Location and phone number information updated Removal of redundant state funding information 	Quality Assurance Officer	16/09/2022
V1.22	<ul style="list-style-type: none"> Location and phone number information updated 	Quality Assurance Officer	16/01/2024
V1.23	<ul style="list-style-type: none"> Location and phone number information updated E-mail address added to complaints procedure 	Quality Assurance Officer	07/08/2024