



# **Student Handbook**

**2017**

**Policies and Procedures for Students**

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## Student Rights and Responsibilities

The adult learning environment within the CS Institute Australia (CSIA) encourages and supports the participation of people from diverse backgrounds. The CSIA's aim is for each student to have an equal opportunity to learn in a supportive environment.

### Students' Rights

CSIA recognises that students have the right to:

1. Expect CSIA to provide training of a high quality that recognises and appreciates their individual learning styles and needs;
2. Have access to all CSIA's services regardless of educational background, gender, marital status, sexual preference, race, colour, pregnancy, national origin, ethnic or socio-economic background, physical or intellectual impairment, and religious or political affiliation;
3. Have their prior learning, acquired competencies, and experience appropriately recognised in determining their requirements for training and assessment;
4. Be advised of the learning outcomes and prescribed assessment tasks for the training program of their choice prior to its commencement;
5. Appeal for a review of the results of an assessment;
6. Expect to achieve the published learning outcomes from their training program, if they, in turn, devote the necessary time and diligence to it;
7. Learn from fully qualified, competent and diligent trainers who observe their responsibility to address students' learning needs, assist them to achieve the course outcomes, and assess their students' work fairly;
8. Learn in an appropriately appointed, safe and clean learning environment, free of all forms of harassment and discrimination;
9. Be treated with dignity and fairness;
10. Expect CSIA to be ethical and open in their dealings, their communications and their advertising;
11. Expect CSIA to observe their duty of care to them;
12. Efficient handling of administrative matters including the processing of fees, concessions, refunds etc;
13. Privacy and confidentiality, and secure storage of student records in accordance with CSIA's policies, to the extent permitted by law.

## **Students' Responsibilities**

Students are responsible for:

1. Understanding and accepting the enrolment conditions for the courses they undertake;
2. Providing accurate information about themselves at the time of enrolment, and to advise CSIA of any personal information changes, including to their address or phone numbers within seven days;
3. Paying of all fees and charges associated with their course;
4. Registering their attendance when attending training;
5. Abiding by any dress code stipulated by CSIA;
6. Not cheating or plagiarising in course work / assessments submitted for assessment;
7. Recognising the rights of staff and other students to be treated with dignity and fairness, and behaving in an appropriate and acceptable manner towards them;
8. Regular and punctual attendance;
9. Ensuring they attend classes sober and drug free, and smoke in designated areas;
10. The security of their personal possessions while attending a course;
11. Promptly reporting all incidents of harassment or injury to the CEO or to the delegated authority;
12. Respecting CSIA's property and observing policy guidelines and instructions for the use of equipment;
13. Seeking clarification of their rights and responsibilities when in doubt;
14. Asking for assistance and / or support when needed.

## **Access and Equity**

1. CSIA will, where possible, remove barriers and open up developmental opportunities for all students by creating a training environment that is free from discrimination, harassment, bigotry, prejudice, racism and offensive behaviour.
2. All students will receive fair and equitable treatment in all aspects of training and employment without regard to political affiliation, race, colour, religion, national origin, sex, marital status, or physical, intellectual and/or mental disability.
3. A person with a disability may be excluded under this policy if the disability could cause occupational health and safety risks to the person and / or other students.
4. All trainers / assessors are responsible for observing and being advocates for the policy.
5. This policy will be widely disseminated in the organisation.
6. CSIA policies and procedures will be monitored and reviewed to ensure that they recognise and incorporate the rights of individuals.
7. The CEO, or their delegate, will be responsible for the implementation and maintenance of the policy.

## Training Guarantee

CSIA guarantees, once you have commenced your course, training / assessment will be provided to allow you to complete the course.

## Training that meets your needs

CSIA is committed to ensuring you receive training, assessment and support services that meet your individual needs. To achieve this, we need to know what your needs are.

If you, at any point throughout your course, require any assistance or support please discuss these needs with the CSIA staff and we will do our best to help. If you have any special needs, including Language and Literacy, learning, mobility, visual impairment or hearing please notify staff as soon as possible, preferably at the start of your course, to allow us to cater for any of your needs. If you do not tell us about any condition that may affect your learning, we will not be able to assist you if the need arises. Any information you tell us in relation to your needs will remain confidential and only used to support you.

## Changes to Agreed Services

Where there are any changes to agreed services, CSIA will advise the learner, in writing as soon as practicable, including in relation to any new third party arrangements or a change in ownership or changes to existing third party arrangements.

## Enrolment Process

### Purpose

The following process outlines the enrolment procedure and should be followed by all staff within CSIA. This process applies to prospective students that have previously enquired about the course and have been provided with information as per the requirements in Standard 5 of the Standard for Registered Training Organisations (RTOs) 2015 including information about their obligations, rights and responsibilities, availability of student services and the training and assessment services to be provided.

### Procedure

1. A prospective student applies for enrolment. This will usually be done via the website or by calling or visiting CSIA office.
2. The prospective student submits their Student Enrolment Form, completed Pre-Enrolment Evaluation Form and any associated evidence to support the application.
3. If a prospective student calls the office with questions regarding their training, they should be addressed immediately and then, if appropriate, directed to the website for further information. If they cannot access the web, they will be sent further information.
4. Once a prospective student submits their application, they will be assessed to ensure they meet CSIA requirements.
  - a. Office Administrator shall check that the enrolling student is 18 years old or above by verifying the date of birth from passport or other relevant documents.
  - b. The Office Administrator shall ensure that all relevant paperwork is submitted and seek clarification from the RTO Manager if unsure of anything.

- c. The Office Administrator shall forward any skills recognition requests or additional support service requests to the RTO Manager
  - d. If the prospective student meets the entry requirements, they will be accepted and their enrolment will be finalised.
  - e. If the prospective student cannot meet the relevant entry requirements they will be advised accordingly and provided guidance as to what further steps to take.
5. The student's details are then entered into the Student management System and Office Administrator issues student with offer letter and enrolment agreement.
  6. The Office Administrator shall ensure that the student has signed the enrolment agreement prior to accepting the course money.
  7. After receiving the payment, the Office Administrator forwards the conformation of enrolment letter to the student.
  8. At this point in time, the Office Administrator creates student file
  9. A week prior to the course commencement, Office Administrator sends an email to students informing them of their course commencement and details of orientation.
  10. The Student then attends the orientation and commences training on the scheduled commencement date

## **Student Support Process**

### **Purpose**

To maximise the chance of students successfully completing their training, CSIA needs to determine the support needs of individual students and where possible provide them access to the educational and support services necessary for the individual to meet the requirements of the training product as specified in training packages or VET accredited courses.

### **Policy**

To maximise the chance of students successfully completing their training, CSIA will identify any support individual students need prior to their enrolment and provide access to that support throughout their training.

This may include providing:

1. Language, Literacy and Numeracy (LLN) support;
2. Assistive Technology
3. Additional Tutorials
4. Other mechanisms of support
5. External Referrals

#### **1. LLN Support**

CSIA aims at all times to provide a positive and rewarding learning experience for all of its students.

- Student's LLN needs are identified through Student Enrolment Form, Pre-Enrolment Evaluation and/or assessment of LLN test results.
- When it is clear (from the above evaluations or assessments) that LL&N is an issue, RTO manager discusses these with the student to advice on support and other

options available.

- Students must ensure that they discuss their LLN issues with their Trainer or Assessor so appropriate support can be provided by the trainer or assessor.
- CSIA will make every effort to ensure that students are adequately selected, enrolled and supported to enable them to complete their training.
- Some examples of the type of support that CSIA can offer include:

#### Literacy

- Providing students only essential writing tasks
- Consider the use of group exercises so that the responsibility for writing rests with more than one person;
- Provide examples and models of completed tasks;
- Ensure that documents and forms are written and formatted in plain English; and use clear headings, highlight certain key words or phrases and provide explanations of all technical terms used.
- Arranging tutorials to help students with study related problems.

#### Language

- Present information in small chunks;
- Speak clearly, concisely and not too quickly;
- Give clear instructions in a logical sequence;
- Give lots of practical examples;
- Encourage students to ask questions; and
- Ask all questions to ensure students understand.

#### Numeracy

- Ask students to identify in words, what the exact problem is and how they might solve it;
- Show students how to do the calculations through step by step instructions and through examples of completed calculations;
- Help students to work out what math's/calculations/measurements are required to complete the task; and
- Encourage the use of calculators and demonstrate how to use them.

## 2. Assistive technology

Assistive technology means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of students with additional support. Assistive technology may include: Access to iPads or tablet systems, computers with large screen, electronic dictionaries, share printers, photocopiers, scanners and projectors.

### 3. Additional Tutorial

Additional tutorial support is an interactive and specific learning process which involves the use of CSIA's Learning Management System.

Students can access their learning materials for each unit. If additional support is required, students can discuss with RTO manager to arrange alternative option.

### 4. Other mechanisms of support

#### Orientation

CSIA ensures that all students attend this program without failure. All students are required to sign a Student Induction checklist form.

This program is usually conducted by RTO Manager and includes the following:

- About CSIA
- CSIA Staff and Campus Details
- CSIA Facilities and Resources
- CSIA Support Services
- CSIA Complaints and Appeals Process
- CSIA Course Progress Requirements
- Health and Safety at CSIA
- Emergency Evacuation and Incident Reporting
- Point of Contact

CSIA will ensure that appropriate staff members are available on the orientation day to respond to students' queries.

#### Technical support

Student with technical support needs such as access to computers, Learning Management systems, printers or photocopiers can contact the Office Administrator or email their issue to [info@csia.edu.au](mailto:info@csia.edu.au)

#### Access to training centre

Access to classrooms in our training centre can be used as a study/group discussion room with the permission from Office administrator.

### 5. External referral

CSIA takes the counseling and welfare matters seriously and strongly encourages its support staff members to seek advice when unsure of the level of support to be provided in a given circumstance.



The RTO Manager will advise students to seek external advice when it is appropriate to do so. RTO Manager will try to find a service that is better able to assist students.

### Academic Counseling

Students who require higher levels of support will be referred to external specialist and providers i.e. literacy and numeracy, language, mathematics, etc. This support is arranged on an as needed basis.

### Personal and Financial Counseling

Adult students registered with Centrelink may wish to speak with their Centrelink Case Manager for referral to an appropriate agent.

CSIA does not charge for referral service. Students are liable to pay for the costs incurred from using external services.

Where this support attracts an additional cost to the student, CSIA will make this clear in pre-enrolment information. If there are limitations to the support CSIA is able to provide, these limitations are made clear in information provided to potential students.

### Procedure

- CSIA must, through the application for enrolment process and the pre-enrolment evaluation identify, for each student, any additional support required.
- CSIA will only be able to identify this support if informed by the student.
- Where CSIA identifies required support, such as literacy or numeracy, English or other language barriers or physical capabilities, and it cannot provide such support directly, it will refer the student to a third party.
- Where CSIA is not capable of offering an environment suitable for the needs of a student with specific identified needs, it will inform them accordingly and may direct the student to a provider that can, and thus will not process their enrolment.
- Records relating to student support are maintained in Student Management System.

## Fees and Refunds Policy

All fees are to be paid at the specified time, as per the course information and can only be paid by credit card or EFT. Tax Invoices will be issued as required and as an approved program, there is NO GST included in the course cost.

All students are liable for the financial commitment to CSIA.

CSIA:

1. has appropriate safeguards and fair options in place for any monies paid in advance;
2. guarantees once you have commenced your training / assessment, you will be provided with every opportunity to complete the course.

3. will, in the event that a course is cancelled, whilst in progress, due to circumstances beyond its control, provide the student with a refund of fees on hold or offer to transfer the student to another course.
4. will refund a pro rata proportion of any money paid by you and not yet used for the delivery and assessment of the course, in the event we cancel or discontinue a course.

Students who have any queries regarding eligibility for refunds should contact the CEO in the first instance.

### **Fees in Advance**

1. In the case where a student wishes to pay more than the enrolment fee with their enrolment application, the amount will not exceed \$1,500.00 prior to the course commencement.
2. Following course commencement, CSIA may require payment of additional fees in advance from the student but only such that at any given time, the total amount required to be paid which is attributable to tuition or other services yet to be delivered to the student does not exceed \$1,500.
3. CSIA has appropriate safeguards and fair options in place for any monies paid in advance and that these funds are not used until courses and or units have commenced.

### **Withdrawal and refunds**

1. If student withdraw from a course at least 14 calendar days prior to the commencement date, he/she will receive a full refund less any enrolment fees.
2. Should student withdraw within 14 calendar days of course commencement he/she will be liable for any enrolment fees and 50% of the course cost.
3. Should student withdraw from the course once commenced; he/she will forfeit all monies paid and be liable for the full course cost.

### **Refund Procedure**

1. To apply for a refund, a written claim must be submitted on the Refund Request Form to the CEO of CSIA.
2. An application for a refund will be processed within 4 weeks after a claim has been received.
3. Refunds are assessed on a case-by-case basis.
4. Refunds will only be refunded to the person who entered into the contract with the RTO and will not be provided to a third party.
5. All refunds are paid electronically. No refunds will be in cash.

6. Agreeing to the Refund policy does not remove the right of the student to take further action under Australia's consumer protection laws or to pursue other legal remedies.

Please refer to the Complaints and Appeals Policy.

## Credit for Prior Studies

CSIA recognises all qualifications issued by any other RTO and the authenticated VET transcripts issued by the Registrar.

Students can apply for Credit Transfer from another RTO by submitting their original Statement of Attainment and/or Record of Results and CSIA Credit Transfer form.

### Procedure

This is for a student who presents an Original Statement of Attainment and/or Record of Results from CSIA or from any another RTO.

Applications for Credit Transfer must be submitted **prior** to the commencement of the applicable course. Credit will **not** be approved once a course has been commenced.

1. Student completes Credit Transfer form, attaches certificates, record of results or statement of attainments, and submits to the Office Administrator, who then passes these to RTO Manager for assessment.

Authenticate the paperwork

2. RTO Manager checks that the qualification / unit listed on the certificate / SoA is on the scope of registration of the RTO which issued that certificate / SoA and also the issuing date. When in doubt, the RTO Manager contacts the RTO using email listed on the Training.gov.au register.

Map to Units of Competency

3. RTO Manager counts up the number of units granted for credit and declares it on the Credit Transfer form.
4. RTO Manager submits the outcome to Office Administrator to process Credit transfer.

Calculate the cost of the proposed training

5. The Office Administrator contacts student to advise them of the approval, and student must sign acceptance of credit granted and new fees.

Length of time required to complete the training

6. CSIA provides training in designated timetables.
7. Student will however not be required to attend classes for units that have already been acknowledged as a Direct Credit Transfer.

## Recognition of Prior Learning

### Policy

This policy therefore aims to maximise the recognition of a students' prior skills and knowledge whilst at all times maintaining the integrity and standards of the defined learning outcomes of the specific course of study.

Assessment will take place by a qualified assessor who has successfully completed the required Training and Assessment qualification and who has the vocational competencies in the unit they are assessing the participant's competency against.

### Procedure

General information for individuals

All enrolling individuals must be informed in either print or electronic form of the opportunity to apply for RPL. Individuals are encouraged to apply for RPL prior to or immediately after formal enrolment but prior to the facilitated delivery of units to ensure that they do not miss any class / workshop opportunities offered should they be unsuccessful in the RPL process.

The information provided to individuals will include:

- That RPL can be granted to an individual who has demonstrated evidence of prior knowledge and experience in life and work relating to the unit of competency for which recognition is applied; and
- That RPL is awarded for a total unit of competency (no partial RPL of a unit will be awarded)

### Requests for RPL

- If an individual wishes to apply for RPL they must complete an application for enrolment and include supporting documents such as detailed records of their experience, employment, training and anything else which may be relevant.
- Whilst the RPL process will be led by CSIA, the onus is on the student to provide sufficient evidence to satisfy assessors that they currently hold the relevant competencies.
- This RPL application and evidence will be assessed and the student is to be notified of the outcome of whether they can proceed with the RPL or not.
- Once a student has been assessed, and is able to proceed with the RPL, CSIA will supply the student with the appropriate RPL Kit to complete as part of their portfolio.

### Assessment Process

CSIA is required to ensure that RPL assessment undertaken is completed and recorded appropriately. The following is to occur in the assessment of RPL:

- On receipt of the self-assessment and relevant documentation from the applicant, the evidence will be assessed against the competency standards for the particular units;
- Assessors in making an assessment will consider the following:
  - Relevance and nature of evidence provided by the individual;
  - Scope of subject matter covered by the evidence;

- Whether the evidence is sufficient to enable a judgment of competent to be made in regard to the unit, taking into account the required knowledge and skills and the critical aspects of evidence in the relevant units.
- In judging evidence, the assessor must ensure that the evidence of prior learning is:
  - Authentic (the applicant's own work);
  - Valid (directly related to the current version of the relevant endorsed unit of competency);
  - Reliable (shows that the applicant consistently meets the endorsed unit of competency);
  - Current (reflects the student's current capacity to perform the aspect of the work);
  - Covered by the endorsed unit of competency); and
  - Sufficient (covers the full range of elements in the relevant unit of competency and addresses the four dimensions of competency, being task skills, task management skills, contingency management skills, and job/role environment skills).
- Where evidence and documentation requires additional information or clarification, this will be discussed with the student;
- All original documents such as certificates, workplace reports, etc, should be copied after being sighted by the assessor, and then the copy signed with the date, signature and printed name of the assessor;
- Where RPL is 'Granted' this information will be communicated in writing to the student within 10 business days of completion of the assessment, and where applicable, the qualification / statement of attainment will then be issued;
- Where RPL is 'Not Granted', students will be notified in writing of the outcome participant within 10 business days of completion of the assessment. The written communication to the student is to including a reason for refusal (where applicable);
- In all cases, a copy of the RPL documentation and outcome will be kept in the student's file.

## Appeals

Where the outcome (result) of an RPL is not granted and the student disagrees with the outcome, they should first try to resolve the matter informally. Where the outcome remains unresolved following informal discussions the student may appeal by using the methods outlined in the Complaints and Appeals Process.

## Assessment Process

### Definitions

*Australian Qualifications Framework (AQF) – Assessment Definition*

**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

*Standards for Registered Training Organisations 2015 - Assessment Definition*

**Assessment** means the process of collecting evidence and making judgments on whether competency has been achieved, to confirm that an individual can perform to the standard expected in the workplace, as expressed by the relevant endorsed

*industry/enterprise competency standards of a Training Package or by the learning outcomes of a VET accredited course.*

## Assessment

Students enrolled into nationally recognised qualifications and units of competency are required to demonstrate competence in the units they are enrolled in. If possible, assessment activities will be undertaken within a reasonable time frame and as negotiated between the assessor and the student.

Upon enrolment the student will receive training plan (or course timetable) with assessment due dates. Assessments for full qualifications must be completed by due dates on the training plan. Requests for extension beyond the due dates must be made to, and approved by, the CEO, or their delegate.

Written assessment tasks will be marked and feedback provided to the student within a reasonable timeframe. Workplace assessments can be undertaken as per the work placement schedule for class room based students or negotiated between trainer and student for workplace based students.

## Assessment Methods

Various methods of assessment will be conducted for each competency. Some of the methods include:

Assessment Methods (Evidence Gathering Techniques)	Explanation
Written questions	assessment of knowledge evidence
Case Study	depict real-life situations in which problem s need to be solved which aim to develop students reasoning, problem-solving and decision making skills
Reflection / Journal	recording of daily events, personal reflections, questions about the environment , and reactions to experiences by the students
Project / Assignment	students will use diverse skills such as researching, writing, interviewing, collaboration to produce various work products / reports
Portfolio	A purposeful collection of work samples or annotated and validated pieces of evidence compiled by the students. Evidence could include written documents, photographs, video or logbooks
Role play	students take on different roles, assuming a profile of a character or personality, and interact and participate in diver and complex learning settings
Observation	assessment of skills during role-play or in simulated or work place environments

## Assessment Criteria

Assessments should provide opportunity for students to be informed of the context and purpose of the assessment and the assessment process. This will include, but will not be

limited to, information regarding assessment methods and alternative assessment methods if required to accommodate special needs or circumstances.

Information will be included with the introduction of each unit to advise students of the assessment processes, number of assessments, types of assessment and, if applicable, the individual weighting of each assessment.

Staff are available to discuss and provide feedback as to the outcomes of the assessment process and guidance on future options.

### **Assessment Information**

Prior to any assessment task being issued to students, CSIA must provide students with sufficient information about the assessment process.

This should include, as a minimum, the timeframes for assessment, the assessment requirements, the criteria that will be used to assess the student and any other information that may impact on the student undertaking the assessment task.

### **Absent, Extensions, Late assessment submission**

- Absents:

Students who are absent to assessments without valid reason will receive Not Yet Competent result. The RTO Manager will ensure that sufficient evidence is kept in student files for student absences and approved leave of absences.

- Extensions:

Students who need extension to complete or submit their assessments must seek approval from the RTO Manager. Extensions can only be granted on the basis of compassionate or compelling reasons.

- Late submission:

Any assessments submitted after the due date is considered as late submission and may not be considered for marking unless a valid reason is provided. The RTO Manager, after considering the reasons, may approve the late submissions and may direct the assessor to mark.

### **Assessment Results**

For each unit of competency, students must satisfactorily complete each assessment task to be eligible for an overall result of 'Competent'.

Students receive two attempts at achieving competence. Requests for Re-assessment must be made within four weeks of the declaration of results.

### **Feedback to Students**

Trainers / Assessors will provide feedback to the students on their performance. This feedback may include one or more of the following:

- A Satisfactory / Not Yet Satisfactory on their assessment;
- Comments on their assessment;



- A written evaluation sheet;
- Oral feedback on their overall performance.

If the student is not satisfied with the feedback given on their work, they can discuss their work with the trainer / assessor directly.

### **Notification of Assessment Results**

Students are notified of assessment results by the Office Administrator at the end of each term. Assessment results will not be given to anybody other than to you. No assessment results are issued or discussed over the telephone.

### **Appealing against Assessment Results**

Any student who believes that the outcome awarded for an assessment or unit does not fairly reflect their achievement has the right to an appeal. Please refer to the Complaints and Appeals Process.

### **Benchmarks for Assessment**

Assessment is the process of collecting evidence and making judgements about whether competency has been achieved, and to confirm whether an individual can perform to the standards expected in the workplace, as expressed in the relevant endorsed unit of competency.

CSIA will ensure that all assessment tools / instruments have a benchmark / marking guide, to provide consistency for trainers / assessors making judgements for assessment outcomes.

In the areas of work covered by the Training Packages, the endorsed units of competency are the benchmarks for assessment. As such, they provide the basis for nationally recognised Australian Qualifications Framework (AQF) qualifications and Statements of Attainment issued by the CSIA.

### **Recording of Assessment Outcomes**

At the conclusion of the assessment, the results are to be recorded on the Assessment Record Tool and handed to administration for recording in the student data base.

CSIA will ensure that assessment results will be recorded and maintained as per Standards for Registered Training Organisations (RTOs) 2015 and relevant legislative requirements.

### **Reasonable Adjustments**

From time to time, CSIA will encounter students with particular needs and will make all reasonable adjustments to ensure that the participant is able to equitably participate in the training and have equal opportunity to complete the training.

CSIA may customise certain aspects of training and assessment to permit equity. This will be done on an individual basis to meet the unique needs of the student.

People who cannot attend classes due to injury, geographic dispersion or other valid reason, may be provided with class notes and recorded instruction to enable them the opportunity to complete the course by distance.



CSIA has given a commitment to ensure equity in training and will honour that commitment where it is reasonable as determined by the respective trainer and the CEO, or their delegate.

Any reasonable adjustments made to the assessment strategies / tasks will be recorded on the Assessment Record Tools by the trainers/ assessors.

### **Training and Assessment Strategies**

Prior to the commencement of any course, a training and assessment strategy must be developed and approved by the CEO, or their delegate, and / or nominated person prior to commencement. This strategy must demonstrate the methods used to gather industry feedback during the development.

### **Access and Equity and Client Services**

Special needs, particularly in relation to Language Literacy and Numeracy (LLN) issues are addressed at the time of enrolment. However, assessors are requested to keep this issue in mind and should they become aware of a potential issue in this area, they are to refer it immediately to the attention of the CEO, or their delegate, and / or nominated person.

A student's access to the assessment process should not be adversely affected by restrictions placed on the location or context of assessment beyond the requirements specified in the Training Package.

Reasonable adjustments can be made to ensure equity in assessment for students with disabilities. Adjustments include any changes to the assessment process or context that meet the individual needs of the student with a disability, but do not change competency outcomes.

Such adjustments are considered reasonable if they do not impose an unjustifiable hardship on a training provider or employer. When assessing people with disabilities, assessors are encouraged to apply good practice assessment methods with sensitivity and flexibility.

### **Recognition of Prior Learning (RPL) Pathway**

Students are offered the opportunity to apply for Recognition of Prior learning (RPL) during the enrolment process. If RPL is granted, this is recorded on the Assessment Outcome Summary sheet included in RPL Kit and handed to Administration for recording in the student data base. Refer to the Recognition of Prior Learning (RPL) Policy and Procedure for further details.

### **Combination of Pathways**

Where candidates for assessment have gained competencies through work and life experience and gaps in their competence are identified, or where they require training in new areas, a combination of pathways may be appropriate.

In such situations, the candidate may undertake an initial assessment to determine their current competency. Once current competency is identified, a structured learning and assessment program ensures that the candidate acquires the required additional competencies identified as gaps.

## Student Progress Policy

CSIA will monitor, record and assess the course progress of each student for the course in which the student is currently enrolled.

### Policy

CSIA will systematically monitor and assess course progress of all students and support students who are at risk of not completing the course.

### Procedure

- Students are given their training plan (or course timetable) during orientation and are explained about the course requirements and submission of assessments
- Once units are completed and marked by the assessor, the Office Administrator enters results in Student Management System (SMS) and sends results notification to all students. Students can check their results via student portal or with the Office Administrator.
- After receiving the notification, students with Not Yet Competent result can contact the Office Administrator to discuss further options.
- Office Administrator in consultation with the RTO Manager will implement possible intervention strategies (see below) to ensure students can complete their course.
  - Support with implementing effective study strategies and time management skills
  - Consideration of compassionate and compelling circumstances which has affected the student's ability to complete assessments
  - Assisting students by advising them of opportunities to be reassessed for tasks in units or subjects where they have previously been assessed Not Yet Competent
  - Referring to external support services if and when required
- Once an intervention strategy has been implemented for a student, Office Administrator record this in the Student Management retains all documentation related to intervention on the students file
- Ongoing effectiveness of the intervention strategy must be monitored by the Office Administrator.

## Academic Misconduct and Plagiarism Policy

Academic misconduct or plagiarism occurs when a student reproduce someone else's words, ideas, or findings and present them as their own without proper acknowledgment. It includes attempts by students to cheat or act dishonestly in an examination, test, assignment, essay, or any other assessment task.

There are many forms of academic misconduct or plagiarism, including the following:

1. Direct copying of sentences, paragraphs or other extracts from someone else's published work (including on the Internet and in software) without acknowledging the source;

2. Paraphrasing someone else's words without acknowledging the source;
3. Using facts and information derived from a source without acknowledging the source;
4. Using ideas directly derived from an identifiable author without acknowledging the source;
5. Producing assignments that should be their own independent work in collaboration with and/or using the work of other people (e.g. a student or tutor);
6. Using the work of other members of a group project without acknowledging who contributed the work;
7. Copying from another student's and / or their work;
8. Submitting someone else's work as their own;
9. Using a diagram from another text or the Internet as a basis for your diagram without acknowledging the source;
10. Taking statistics from another source and using them in a new table or figure without acknowledgement;
11. Buying an essay from the Internet or another student and submitting it as their own work;
12. Making up fake quotes or sources.

Students who are found cheating or guilty of plagiarism in any form of assessment will be deemed **Not Yet Competent** for the relevant Unit of Competency on confirmation of the breach. All confirmed cases of cheating or plagiarism are recorded on the student's file. Students will be disciplined as per the Students Disciplinary Policy. Students found cheating will receive a formal written warning from the CEO advising that a second breach will result in the student being asked to leave to course with no refund.

## Student Disciplinary Policy

The student disciplinary policy exists for the proper management of disciplinary issues.

The policy is designed to ensure fairness and objectivity and its primary function is not intended as a form of punishment but as a means of providing students with the opportunity to correct or modify their behaviour.

### Procedure

CSIA seeks to promote an environment in which students develop a positive and responsible attitude towards fellow students, staff and the general work / learning environment.

When a student's behaviour conflicts with the Student Code of Conduct, disciplinary action will be taken according to the following process:

1. Initially, the trainer will discuss the behaviour in question with the student and add a note to the students file.
2. If the behaviour continues to be unacceptable the trainer arranges a meeting with the CEO, or their delegate to discuss the issue.
  - a. Details of all disciplinary warnings and/or interviews will be recorded using the communication log of the Student Management System.
  - b. The CEO, or their delegate, counsels the student on possible consequences of breaching the Student Code of Conduct.
3. If necessary, an action plan may be implemented for the student to abide by in cases deemed necessary by the CEO, or their delegate.
4. Further disciplinary problems will be addressed by the CEO, or their delegate, in consultation with the trainer.
5. An official warning letter will be issued by the CEO, or their delegate.

**NOTE:** CSIA reserves the right to expel students immediately depending upon the seriousness of the misconduct.

## Feedback from students

Student feedback is collected twice a year to gauge student's satisfaction and gain an overview of their opinions of the course. Feedback is analysed and a determination on improvement actions (if any) is made during staff meetings.

## Contacting Staff and Trainers

Occasionally students may need to consult the trainers and or the CSIA staff with comments, questions, suggestions or other matters. In order that we may better assist our students, we suggest, that the student speak with his/her trainer, or the staff directly.

The trainer can often assist with any individual unit problems a student may encounter. **The trainer can only** comment on his/her units not on other units. Read all the information contained in this book thoroughly. If the required information is not found then refer your question / query to trainer or CSIA staff.

## Change of Name/Address/Telephone Number

Upon change of name, address or telephone number, you are required to notify CSIA with the relevant information. The change must be advised in writing. No responsibility will be accepted by CSIA for failure to follow the above rule.

## Medical Certificates

All medical certificates substantiating reasons for failure to sit an assessment or attend a class session must be presented to the Office Administrator.

## Work Health and Safety (WHS) Procedures

CSIA realises its responsibilities to students to ensure a safe and healthy academic and working environment. CSIA operates according to appropriate Work Health and Safety standards and procedures.

First aid kits are located in CSIA office. These kits are accessible during training if required via your trainer or Office Administrator.

Staff, contractors, clients and visitors:

- Have a duty of care for themselves and others.
- Have a responsibility to cooperate with all WHS processes.
- Must not bypass or misuse systems or equipment provided for WHS purposes.
- Must report any unsafe conditions which come to their attention to the CEO or their delegate.

## **Access to Student and Staff Records**

CSIA implements control and access to confidential data and files by:

1. Maintaining and securing confidential files separately from general files
2. Ensuring confidential files are accessed by nominated persons
3. Password protecting data entry and retrieval files
4. Student Files are available on request. The disclosure of this information can be actioned by the Student.

## **Access to Students Records of Progress and Participation**

CSIA is committed to providing you with accurate and current records of your participation and progress. If at any point you wish to view your student file or discuss your progress in the course, please arrange a time with your trainer or the Office Administrator and they will be able to help you.

## **Security & Retention of Records**

1. CSIA maintains electronic records relating to student enrolment and participation through a Student Management System and ensures only authorised people have access to these records
2. CSIA maintains electronic records relating its operations through Google Drive and ensures only authorised people have access to these records
3. Hard copies of student completed assessments, completed assessment record tools, records of participation are stored securely on site as per the Standards for Registered Training Organisations (RTOs) 2015 and ASQA General Direction
4. Current student files are maintained on site in secure locked environment.
5. Student files are reviewed at the end of the course prior to the issuance of a qualification / statement of attainment to ensure currency and accuracy in preparation for scanning and archiving.

6. Once files are scanned and archived electronically in a secure environment, hard copies are securely disposed after six (6) months of archiving.
7. Records of attainment of units of competency and qualifications are kept for (30) thirty years and transferred to ASQA when CSIA ceases to operate as an RTO.

Any records approved and eligible for destruction are destroyed under confidential conditions.

CSIA's Record Management Policy is reviewed and updates to meet changing technology and system requirements. At a minimum reviews are done annually. Reviews and updates will occur more regularly as technology changes deem it necessary or in the case where regulatory changes require updates.

## **Complaints and Appeals Process**

### **Purpose**

This policy and procedure is to provide clear and practical guidelines to ensure that complaints and appeals lodged with CSIA can be resolved, equitably and efficiently, in accordance with the principles of natural justice. The Complaints Policy is there to manage and respond to allegations involving the conduct of the CSIA, its trainers, assessors or other staff, a third party providing services on the CSIA's behalf, its trainers, assessors or other staff or student of the CSIA or the learner of CSIA.

### **Definitions**

**Complaints and Appeals** include, but are not restricted to, matters of concern to a student relating to training delivery and assessment including the quality of the training, student support, learning materials, discrimination; and sexual harassment.

**Natural Justice** is concerned with ensuring procedural fairness:

- Decisions and processes should be free from bias;
- All parties have the right to be heard;
- The respondent has a right to know of what s/he is accused;
- All parties are told the decision and the reasons for the decision.

### **Policy**

CSIA acknowledges that a student, who has a complaint or appeal, has the right to raise the complaint or appeal and expect that every effort will be made to resolve it in accordance with this policy, without prejudice or fear of reprisal or victimisation. The student has the right to present the complaint or appeal formally as well as in writing.

CSIA will manage all complaints and appeals fairly, equitably and efficiently as possible.

CSIA will encourage the parties to approach the complaint or appeal with an open mind and to resolve problems through discussion and conciliation. Where a complaint or appeal cannot be resolved through discussion and conciliation, CSIA acknowledges the need for an appropriate external and independent person to mediate between the parties. The parties will be given the opportunity to formally present their case to the independent person.

Confidentiality will be maintained throughout the process of making and resolving complaints. CSIA seeks to protect the rights and privacy of all involved and to facilitate the return to a comfortable and productive learning environment.

Where complaints or appeals have been received, CSIA must keep evidence of how the matter was dealt with and the outcome (including the timeframes). CSIA will use this information received via any complaint to review the CSIA's processes and practices to ensure the issue doesn't happen again.

### **Informal Complaint Resolution Procedure**

- Students are encouraged to discuss the issue / complaint with appropriate staff member informally to see if it can be resolved.

### **Formal Complaint / Appeal Resolution Procedure**

Should a student have a formal complaint or appeal, the following steps are to be followed;

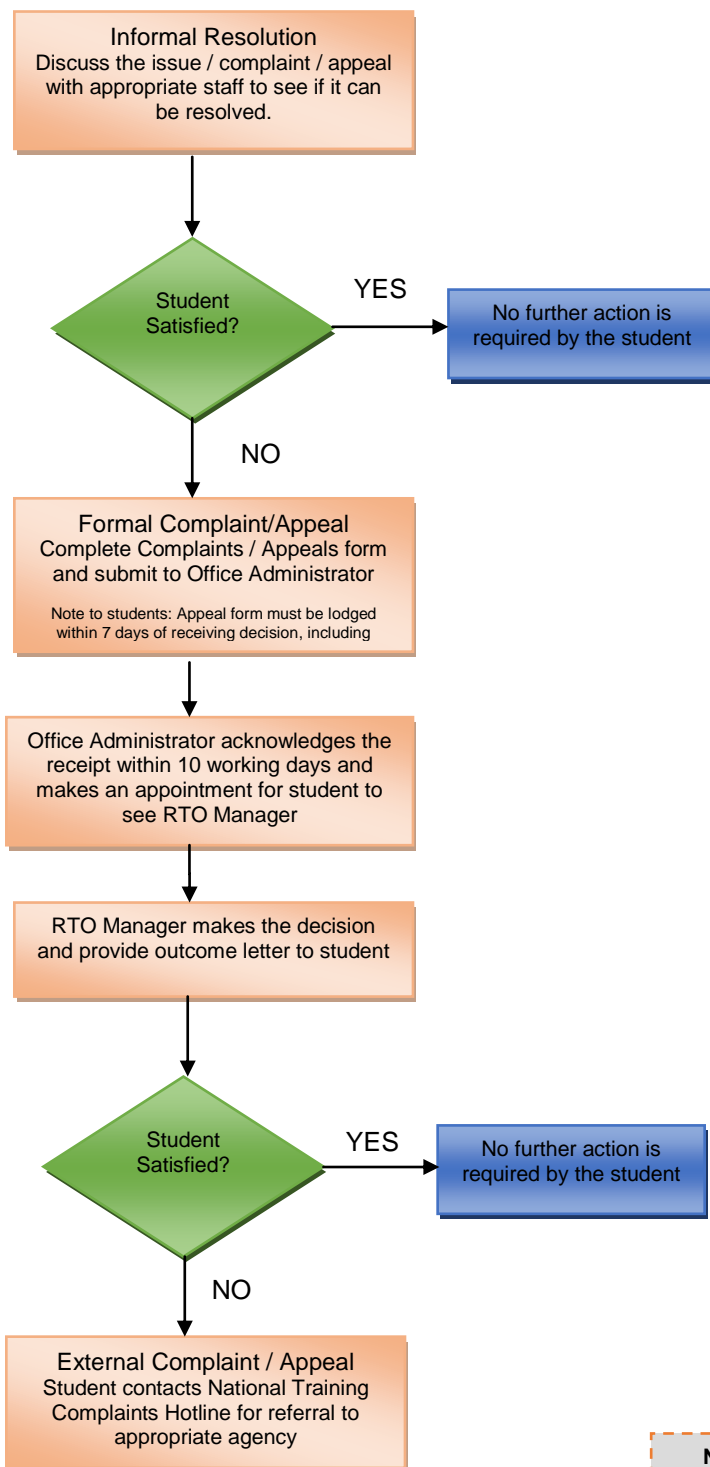
1. The student should put the following information relating to the complaint or appeal in writing using the CSIA's Complaints or Appeals Form.
  - A description of the complaint or appeal;
  - State whether they wish to formally present their case;
  - Steps taken thus far to deal with issue / complaint;
  - What outcomes they would like to fix the problem & prevent it from happening again.
2. The student should lodge the complaint or appeal form to the Office Administrator. Office Administrator acknowledges the complaint or appeal in writing within 10 working days of the receipt. The Office Administrator forwards written complaint or appeal to the RTO Manager.
3. Formal appeal request must be lodged within 7 days of students receiving decisions, including assessment decisions from CSIA.
4. Students can make an appointment with the RTO Manager to formally present the case. The RTO Manager makes a decision and recommends appropriate action and provides written outcome.
5. RTO Manager, while deciding the outcome of the complaint or appeal considers all applicable policies, student enrolment conditions and evidence provided with due consideration given to principles of natural justice and procedural fairness.
6. If the complaint is not finalised within 60 days, CSIA informs the complainant or appellant in writing, including reasons why more than 60 days are required and regularly updating on the progress of the matter to student.
7. Should the issue still not be resolved to the student's satisfaction, the student has right to access an independent external agency to resolve the issue. Students can refer their complaint or appeal to National Training Complaints Hotline who can assist students and refer their issue to appropriate agency. Contact No: 13 38 73 website: <https://www.education.gov.au/NTCH>
8. If the external appeals process results in a decision that supports the student, CSIA will immediately implement that decision and/or corrective and preventive action required and advise student of the outcome.



9. All documentation relating to complaints or appeals should be archived for audit purposes.

## Complaints / Appeals Process Flowchart

When a student lodges an assessment appeal, the student is informed of the following procedure. The student may choose to have the appeal heard under either the internal or external process.



**National Training Complaints Hotline**  
Phone: 13 38 73 – Please select option 4  
Web: <https://www.education.gov.au/NTCH>



## Transitioning of Training Products Process

Students are entitled to graduate with a qualification that most closely represents the current skill needs of industry. A qualification that has been superseded or discontinued is a clear indication that industry needs have changed to the extent that the previous qualification is no longer suitable.

To best meet the needs of students and of industry, CSIA must transfer students from superseded qualifications into a replacement qualification as soon as possible however students who will complete their study and be issued with a qualification or statement of attainment within the one-year transition period do not need to be transferred to a replacement training product.

Students potentially affected by the change are informed of what, if any, changes may need to be implemented. This will ensure all students are given every opportunity to receive the current certification for the course they are enrolled in.

CSIA ensures any new student may not commence training and / or assessment in a training product that has been removed or deleted from the National Register of VET.

## Issuance of Certificates Process

### Purpose

CSIA has implemented the following process to ensure consistency and accuracy in the issuance of certificates, be it a full qualification or Statement of Attainment (SoA) to ensure CSIA is compliant with the Standards for Registered Training Organisations (RTOs) 2015 and to ensure certificates are issued in line with the Australian Quality Framework (AQF).

CSIA will only issue certificates / SoAs for training products that are within the CSIA's scope of registration and will issue certification documentation to a learner within 30 calendar days of the learner being assessed as meeting the requirements of the training product, has no outstanding fees and provided their USI.

### Policy

To comply with the relevant state legislation and Standards for Registered Training Organisations (RTOs) 2015, CSIA will certify a student by issuing the appropriate certification documentation once the student has completed all units of the course they enrolled into and has been assessed as competent.

For students who enrol into part of a course or do not complete the whole course, a Statement of Attainment may be issued stating only the units that have been completed and assessed as competent.

AQF certification documentation will be issued to a student within 30 calendar days of the student being assessed as competent and meeting all the requirements of the course the student is enrolled in, and providing all agreed fees the student owes to CSIA have been paid and providing that student has given their USI to CSIA.

## Procedure

To ensure consistency in the issuance of certificates by CSIA, the following procedure will be followed:

- CSIA will ensure the student has successfully completed all course requirements for which they are enrolled in;
- Office Administrator collects Certificate /SoA Request Form from all students who have completed all units with a successful outcome (i.e. competent) against each compulsory unit. Forms completed by students who are requesting for a record of results due to withdrawal from the course or requesting for a replacement certificate are also processed at the same time.
- Completed forms are given to Accounts Manager for checking financial details.
- Accounts Manager confirms, by signing, that the student has no outstanding fees and forwards signed forms to the RTO manager.
- RTO manager confirms, by signing, that all results are entered and accurate and are matching with the signed Assessment Record Tools.
- RTO Manager confirms that a valid USI has been collected and verified using the Student Management System.
- RTO Manager collects certificate paper from the CEO for printing of the certificates.
- Office Administrator will prepare the certificate as per the template;
- The testamur issued by the CSIA will:
  - Meet the requirements of the Australian Qualifications Framework (AQF);
  - Meet any requirements prescribed by the National VET Regulator;
  - have the following details:
    1. Logo of CSIA
    2. CSIA legal entity name and trading name
    3. CSIA contact details for enquiries relating to the certificate
    4. CSIA ABN
    5. CSIA RTO number
    6. Student name of receiving the qualification
    7. Full qualification code and title
    8. Date issued
    9. Authorised signatory
    10. Nationally Recognised Training (NRT) logo
    11. Student number
    12. AQF Logo
    13. Certificate number
    14. Certificate issue date
    15. CSIA seal
- The Office Administrator will print the certificate and record of results;

- The CEO or their delegate will sign the Certificate, seal and prepare the Certificate.
- The testamur or statement of attainment details are recorded in the Qualification Issuance Register by the CEO.
- Office Administrator will announce student to pick up or post the certificate to the graduate, where applicable;
- All certificate numbers will be recorded as part of the student's records and entered into a register of AQF qualifications issued by CSIA.

CSIA will retain the client's records of attainment for units of competency and qualifications for a period of 30 years.

### **Replacement of Certificate Issuance Procedure**

- Students requesting for the replacement of certificates issued must come to the college and complete an Application for Replacement Certificate Form.
- CSIA will issue a certified copy of the original testamur or statement of attainment, with a "Replacement" label on the testamur.
- There is a fee applicable for issuing a replacement copy of the original certificate of statement of attainment. It may take up to 30 days to issue a replacement certificate.
- Completed request forms are forwarded to the CEO who will verify the original certificate issue details against the Certificate Issued Register.
- Once this verification is completed the CEO prints the testamur or statement of attainment.

## National Unique Student Identifier Awareness Statement

### Purpose

This statement is in place to ensure all staff and stakeholders are aware of the CSIA's obligation under the Standards for Registered Training Organisations 2015 in relation to the implementation of a National Unique Student Identifier as of 1 January 2015.

The Unique Student Identifier (USI) scheme, enabled by the Student Identifiers Act 2014, allows students to access a single online record of their VET achievements. The scheme also allows for reliable confirmation of these achievements by employers and other RTOs.

### National Unique Student Identifier Requirements

CSIA is aware of its requirements to provide Total VET Activity data to support the USI Transcript Service.

### Procedure

- CSIA will require every enrolling student to provide their USI upon enrolment. This will be recorded within the Student Management System.
- The CEO, or their delegate, will verify the USI using the Student Management System.
- CSIA will not issue AQF certification documentation to an individual without being in receipt of a verified Student Identifier for that individual.

## Legislation in relation to your study

As a student at CSIA, you are required to know about your rights and responsibilities in relation to various Acts (laws) and Regulations that may impact on your study. A "Legislation Awareness Statement and Guide" is available from CEO.

There are certain legislative and regulatory requirements and issues that you need to make yourself aware of during your course. These are (but not limited to):

### Vocational Education and Training

- National Vocational Education and Training Regulator Act 2011
- VET Quality Framework
- National VET Regulator (ASQA) – [www.asqa.gov.au](http://www.asqa.gov.au)
- Unique Student Identifier Scheme – [www.usi.gov.au](http://www.usi.gov.au)

### Equal Opportunity and Anti-Discrimination

- Anti-Discrimination Act (NSW) 1977
- Anti-Discrimination Board - <http://www.lawlink.nsw.gov.au/ADB>
- Racial Discrimination Act 1975 (Commonwealth)
- Sex Discrimination Act 1984 (Commonwealth)
- Human Rights and Equal Opportunity Commissions Act 1986 (Commonwealth)

- Disability Discrimination Act 1992 (Commonwealth)
- Disability Standards for Education 2005
- Age Discrimination Act 2004 (Commonwealth)
- Australian Human Rights Commission - <http://www.humanrights.gov.au>

### **Workplace Health and Safety**

- Workplace Health and Safety Act 2011
- Safe Work NSW - <http://www.safework.nsw.gov.au>

### **Privacy and Protection of Personal Information**

- Privacy Act 1988 (Commonwealth)
- Privacy Regulations 2013 (Commonwealth)
- Australian Privacy Principles (APPs) and Guidelines
- Office of Australian Information Commissioner - <http://www.oaic.gov.au>

### **Copyright**

- Copyright Act 1968 (Commonwealth)
- The Copyright Regulations 1969
- Attorney-General Office - <http://www.ag.gov.au/>
- Australian Copyright Council – <http://www.copyright.org.au>
- Guide to copyright issues for education providers - <http://www.smartcopying.edu.au>

### **VET Quality Framework**

The Vocational Education and Training (VET) Quality Framework is aimed at achieving greater national consistency in the way VET providers are registered and monitored and in how standards in the VET sector are enforced.

The VET Quality Framework comprises of the:

- Standards for Registered Training Organisations 2015
- Fit and Proper Person Requirements
- Financial Viability Risk Assessment Requirements
- Data Provision Requirements, and
- Australian Qualifications Framework.

### **Standards for Registered Training Organisations 2015**

The Standards for Registered Training Organisations 2015 are the standards the National VET Regulator – Australian Skills Quality Authority (ASQA) uses to ensure nationally consistent, high-quality training and assessment across Australia's VET system. Compliance with the standards is a requirement for all ASQA Registered Training Organisations (RTOs).

The objectives of the Standards are to ensure nationally consistent, high-quality training and assessment services for the clients of Australia's VET system.

### **Fit and Proper Person Requirements**

The Fit and Proper Person Requirements are designed to ensure that key Registered Training Organisation (RTO) personnel have the characteristics and principles necessary to ensure the delivery of high-quality services and outcomes for VET graduates.

These requirements are set to protect and inspire confidence in the VET system, and to safeguard Australia's reputation as a premier provider of VET (both locally and internationally).

The Fit and Proper Person Requirements determine standards of behaviour by individuals who are in a position to influence an RTO's management.

### **Financial Viability Risk Assessment Requirements**

The Financial Viability Risk Assessment Requirements ensure that RTOs can demonstrate their financial viability to deliver high-quality training to VET students.

### **Data Provision Requirements**

The Data Provision Requirements 2012 ensure RTOs provide ASQA with a range of accurate and complete data about their business and operations.

These requirements allow ASQA to identify trends and risks within the industry, and to further monitor and improve Australia's world-class VET system.

The Data Provision Requirements also ensure ASQA has a record of all student records, qualifications and statements of attainment.

### **Australian Qualifications Framework**

The Australian Qualifications Framework (AQF) establishes the quality of Australian qualifications.

The AQF is the national policy for regulated qualifications in the Australian education and training system. It incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework.