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AUSTRALIAN COLLEGE
of
COMMUNITY & HEALTH SERVICES

LEARNER HANDBOOK

(Domestic)

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Contact Us

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Learner Handbook

Welcome to ACCHS

Thank you for choosing ACCHS as your training provider, and allowing us to play a role in your learning journey.

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

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

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

Yi Yang

CEO

Australian College of Community and Health Services Pty Ltd

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SECTION 1: INTRODUCTION

The purpose of this handbook is to provide you with a quick reference about training programs, policies and processes, roles and responsibilities guiding you through your learning experience with ACCHS.

ACCHS

Thank you for considering training with ACCHS.

ACCHS is registered training organisation (RTO) registered with the VET Regulator.

ACCHS aims to deliver high quality, innovative and engaging training that is relevant to learner, employers and industry. Our commitment to continuous improvement means we are constantly developing and improving new resources, processes and facilitation methods to remain ahead in technology and industry standards.

ACCHS has a permanent campus location at:

Level 1, 2/224 238 George Street Liverpool NSW 2170

ACCHS offers a selection of nationally recognised training product and services to local and international students. Full details of courses can be found on our website www.acchs.edu.au.

As an RTO, ACCHS is bound to comply with the Standards for Registered Training Organisations (SRTOs) 2015. Training Services provided to learner follow policies and processes developed to meet the VET Quality Framework and SRTOs 2015.

Service Commitment

ACCHS is committed to providing quality training and assessment services to its learners.

We aim to:

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

National VET Data Policy

As part of your enrolment, you will be asked to declare your acceptance of the terms of the service contract and the refund conditions and confirm that you have been fully advised of the fees, refund conditions and conditions of enrolment and agree to be a student at ACCHS.

You agree that it is your responsibility to retain a copy of this written agreement as supplied by ACCHS and receipts of any payments of tuition fees or non-tuition fees.

You agree that under the Data Provision Requirements 2012, ACCHS is required to collect personal information about you and to disclose that personal information to the National Centre for Vocational Education Research Ltd (NCVER).

Your personal information (including the personal information contained on the enrolment form and your training activity data) may be used or disclosed by ACCHS for statistical, regulatory and research purposes. ACCHS may disclose your personal information for these purposes to third parties, including:

School – if you are a secondary student undertaking VET, including a school-based apprenticeship or traineeship;

- Employer – if you are enrolled in training paid by your employer;
- Commonwealth and State or Territory government departments and authorised agencies;
- NCVET;
- Organisations conducting student surveys; and
- Researchers.

Personal information disclosed to NCVET may be used or disclosed for the following purposes:

- issuing a VET Statement of Attainment or VET Qualification, and populating Authenticated VET Transcripts;
- facilitating statistics and research relating to education, including surveys;
- understanding how the VET market operates, for policy, workforce planning and consumer information; and
- administering VET, including program administration, regulation, monitoring and evaluation.

You may also receive an NCVET student survey which may be administered by an NCVET employee, agent or third-party contractor. You may opt out of the survey at the time of being contacted.

NCVET will collect, hold, use and disclose your personal information in accordance with the Privacy Act 1988 (Cth), the VET Data Policy and all NCVET policies and protocols (including those published on NCVET’s website at www.ncvet.edu.au).

Statutory cooling off period

The Standards for Registered Training Organisations require ACCHS to inform persons considering enrolment of their right to a statutory cooling off period. A statutory cooling off period (which is 10 days) is a period of time provided to a consumer to allow them to withdraw from a consumer agreement, where that agreement was established through unsolicited marketing or sales tactics. These include tactic such as door-to-door sales and telemarketing. A statutory cooling off period allows a consumer to withdraw from a sales agreement within 10 days of having received a sale contract without penalty.

It must be noted that ACCHS do not engage in unsolicited marketing or sales tactics and therefore a statutory cooling off period is not applicable to our learners who have enrolled into a program. For refund option in other circumstances, learners must refer to the above refund policy.

Our Guarantee to Clients

If ACCHS cancels or ceases to provide training, ACCHS must issue a full refund for any services not yet provided. The basis for determining “services not yet provided” is to be based on the units of competency completed by the learner and which can be issued in a statement of attainment at the time the service is ceased.

As an example: A learner enrolled in a course of 10 units of competency and paid \$1,500.00 up front as the total course fee. The course was cancelled due to the trainer falling ill and the learner at that time had completed 4 of the 10 units. The learner’s enrolment would be finalised and the learner would receive a Statement of Attainment for the 4 completed units. The learner would also receive a refund of \$900.00 which represents that value of the training not delivered.

Changes to terms and conditions

ACCHS reserves the right to amend the conditions of the student's enrolment at any time. If amendments are made that effect the student's enrolment the student will be informed 7 days prior to changes taking effect. Students then have 28 days to submit an appeal from the date they were informed of the decision. Further information about appealing a decision is contained in the section relating to complaints and appeals handling.

Protection under Australian Consumer Law

As a student undertaking a vocational education and training course, you are protected under Australian Consumer Law and under State and Territory consumer protection laws. These protections include areas such as unfair contract terms, the consumer guarantees, to statutory a cooling-off period, and unscrupulous sales practices. You can find out more information about your rights as a consumer from the Australian Consumer Law website which includes a range of helpful guides relating to specific areas of protection. Please visit the following site for more information: [Australian Consumer Law](#).

Legislative and Regulatory Responsibilities

ACCHS is required to operate in accordance with the law. This means we comply with the requirements of legislative and regulatory requirements. The following legislation is a list of the Acts that ACCHS has recognised it has compliance responsibilities to. They also represent obligations to you as a learner whilst training with ACCHS.

During your day-to-day work and when participating in training, you will need to be aware of the relevant legislation that may impact on your conduct and behaviour.

Copies of State and Federal legislation can be found on the Internet at <http://www.australia.gov.au/information-and-services/public-safety-and-law/legislation/states-and-territories>

Training Programs

ACCHS delivers nationally recognised training programs, which we conduct as public course or customised for learners and industry. Our holistic approach ensures that learner's needs are met.

SECTION 2: LEARNER GUIDELINES

ACCHS conducts training courses at various venues to: suit Learner needs, course type, and learning styles. The following learner's etiquette guidelines will help foster a supportive and responsive learning environment for all learners.

Assessment

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

Assessment malpractice

Assessment malpractice includes: cheating, collusion and plagiarism.

ACCHS regards the integrity of assessment as critical to its professional responsibilities as an RTO and therefore strives to ensure the assessment processes are not compromised. ACCHS has policies and procedures in place for dealing with assessment malpractice.

- **Cheating**
All assessments must be 100% your own work. Cheating or the use of another person's work and submitting as your own is cheating and will not be tolerated.
- **Collusion**
Collusion is the presentation of work, which is the result in whole or in part of unauthorised collaboration with another person or persons. It is your responsibility to ensure that other learner do not have opportunity to copy your work.
- **Plagiarism**
Copying from a published work (including the internet), without referencing, will not be tolerated. This includes presentation of work which has been copied in whole or in part from another person's work or from any other source such as the Internet, published books, and periodicals. This includes systematic re-wording or changing key nouns and verbs. You must follow referencing guidelines if you take another person's idea, and put it into your own words. Further all trainers will be using the software to check the plagiarism e.g., Viper.

Attendance

Attendance in training is recorded each day. These records are required for both learning and health and safety reasons.

Learner attendance in class is paramount to successful completion of learning and assessment outcomes. Learners are expected to be in attendance for all training sessions.

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

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

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

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

Punctuality

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

Behaviour

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

Misconduct includes -

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

Respect for others

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

ACCHS retains the right at all times to remove disruptive learner from the training environment.

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

Breaks

Your trainer will advise of timing for all breaks. Typically though the following break times have been allocated, however they may vary:

- **10- 15 minutes (depends upon the session plans)** duration for - Morning and afternoon tea breaks
- **30-45 minutes (depends upon the session plans)** duration for - Lunch breaks

Change of personal details

Learners are required to ensure their personal details recorded with ACCHS are up-to-date at all times. Should your circumstances or details change please update your record with our Admin staff.

Disciplinary Processes

ACCHS may implement Learner discipline processes should a Learner be found to be acting inappropriately, due to misconduct or assessment malpractice.

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

Further disciplinary processes may include:

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

Dress & Hygiene Requirements

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

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

Duty of Care

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

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

You have a duty to:

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

Evaluation and Feedback

ACCHS values all feedback from learner as it assists us to continuously improve the products and services we offer. Learners are encouraged to provide us with feedback, both positive and constructive. ACCHS has developed some feedback forms for you to provide feedback. Thank you in advance for your comments.

Learner Support services

ACCHS understands that there may be times when learners require assistance with language and literacy related to study, and/or personal issues may affect your ability to undertake your training. ACCHS has identified a number of support services for learners who have special needs, or require additional support and assistance to undertake or complete their learning. Individual learning support plans are negotiated with learners who indicate a need for learning support. Please see your trainer for additional assistance and support.

Mentoring & Guidance

ACCHS can provide learners with mentoring, coaching and guidance on course content, as well as effective learning and study techniques. ACCHS may refer learners to external support where specialist support is required.

Centrelink

Centrelink may be able to assist you in payment for your training. Payments are in many instances in accordance to asset tests and may also be determined based on the number of hours undertaken. These may include:

- Youth allowance
- Austudy payment
- Newstart allowance
- ABSTUDY
- CentrePay

You should discuss your own personal circumstances and opportunities with your local Centre link office.

Language, Literacy Numeracy

Discuss with us your options for further language literacy and numeracy development.

Reading Writing Hotline

<http://www.readingwritinghotline.edu.au/>

1300 655 506

Counselling/Personal Support

- Lifeline – 13 11 14 or www.lifeline.org.au
- Relationships Australia - 1300 364 277 <http://www.relationships.org.au>
- MensLine Australia – (For men of any age) 1300 78 99 78

Mental health websites

- www.mindhealthconnect.org.au

Launched as part of the Australian Government's National E-Mental Health Strategy, this site is a trusted gateway to issues surrounding mental health care and a first step to finding relevant support and resources to meet mental health needs.

- www.beyondblue.org.au

Beyondblue's work is aimed at achieving an Australian community that understands depression and anxiety, empowering all Australians, at any life-stage, to seek help.

- www.anxietyonline.org.au

Anxiety Online provides information, assessment, referral and treatment for Panic Disorder, Social Anxiety Disorder, Generalised Anxiety Disorder, Obsessive Compulsive Disorder and Post-Traumatic Stress Disorder.

- www.reachout.com

ReachOut.com is Australia's leading online youth mental health service. It's a perfect place to start if not sure where to look. It's got information on everything from finding motivation, through to getting through tough times.

Learning Materials

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

Making the Most of your Training

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

- Attend all training sessions and complete all required reading and learning activities;
- Prepare well in advance of each training session;
- Be a willing participant;

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

Mobile Phones

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

Security

Do not leave handbags or other valuables unattended. Although the building may be reasonably secure, you are ultimately responsible for your own belongings. ACCHS accepts no responsibility for any belongings which may be stolen or go missing.

SECTION 3: COURSE INFORMATION

Nationally Recognised Training Programs

Nationally Recognised programs are competency based which means that training and assessment focus on the development and recognition of a person's ability to apply relevant knowledge and skills to perform workplace tasks to a specified standard.

The specific skills and knowledge required for a particular workplace activities are set out in Units of Competency which can be grouped together to formulate the completion of a nationally recognised qualification. Nationally recognised qualifications are outlined in Training Packages. These can be viewed at www.training.gov.au.

Competency

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

Each Unit of Competency is made up of the following:

- Elements;
- Performance criteria;
- Performance Evidence;
- Knowledge Evidence;
- Assessment requirements;
- Any pre-or co requisites (if applicable).

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

Evidence

Evidence is the material proof that you have performed the specified competency or task to the required standard. Your evidence requirements will be determined by the Unit of Competency, employability skill

requirements, industry expectations, Government regulations, and your qualifications and current experience. Evidence can take many forms and you will be required to present more than just one piece of evidence.

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

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

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

Your evidence must also demonstrate the following:

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

Assessment

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

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

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

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

Various assessments tasks /activities may be involved including, but not limited to:

- Observation of performance;
- Assignments;
- Written activities;
- written / oral questioning;
- oral presentations;
- workplace performance
- projects
- case studies;
- role plays/ simulations;
- demonstration of skills;
- portfolio of evidence.

Certification will only be given to learner who successfully complete all assessment requirements for a course. ACCHS is required to meet stringent quality requirements in the conduct of all assessments.

The ACCHS has carefully constructed and developed assessment resources to meet these quality requirements, as well as be user friendly to learners.

Principles of Assessment

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

Valid	<p>Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner.</p> <p>Validity requires:</p> <ul style="list-style-type: none"> • Assessment against the unit/s of competency and the associated assessment requirement covers the broad range of skills and knowledge that are essential to competent performance; • Assessment of knowledge and skills is integrated with their practical application; • Assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and • Judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessments requirements.
Reliable	Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.
Flexible	<p>Assessment is flexible to the individual learner by:</p> <ul style="list-style-type: none"> • Reflecting the learner's needs; • Assessing competencies held by the Learner no matter how or where they have been acquired; and • Drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.
Fair	<p>The individual learner's needs are considered in the assessment process.</p> <p>Where appropriate reasonable adjustments are applied by the RTO to take into account the individual learner's needs.</p> <p>The RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary</p>

Rules of Evidence and Assessment

ACCHS is required to ensure that all evidence provided by learner, as proof of their competency, meets the following "rules of evidence".

Valid	The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.
Sufficient	The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency.
Authentic	The assessor is assured that the evidence presented for assessment is the learner's own

	work.
Current	The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

Course Assessment

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

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

Presentation of Assessments/ Assignments

- All assessments should be typed/word processed unless workbooks are used.
- All assignments are registered as they are received.
- Learner are entitled to one resubmit assessments. If the re-submissions are still deemed NYC, learner may be offered the opportunity to re-submit at a fee. No further re-submits are allowed. Learner must re-enrol in the unit again as and when it is offered or on study plan by paying the full unit fee.

Assessment results

Results of assessment are provided to learner as soon as is practical. Assessment results are confidential at all times and will not be given to any other party unless a written request signed by the Learner is received in advance.

Reasonable adjustments

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

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

Extensions for Assessment

It is expected that all assessment tasks are handed in on the due date. Should you require additional time to complete an assessment you must communicate with your assessor and apply for an extension.

Certificates

Types of Certification

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

- **Qualification** – issued under the Australian Qualification Framework (AQF) for nationally recognised training. Full qualifications can only be issued once the Learner has been deemed competent across all the relevant units of competency making up the qualification.
- **Record of Results** – accompanies a qualification issued under the Australian Qualification Framework (AQF) for nationally recognised training. This document supplements the qualification listing all units of competency achieved for the qualification.
- **Statement of Attainment (SOA)** – issued under the Australian Qualification Framework (AQF) for nationally recognised training. Issued when a Learner is deemed competent in a unit or a cluster of units

of competency. Minimum achievement for a SOA is one unit of competency. You can request a SOA at any time during your training.

- **Certificate of Attendance** – for non-nationally recognised training. Issued when a Learner attends a short course which is not within the Australian qualifications framework (AQF). To receive a Certificate of Attendance, the Learner must have a satisfactory attendance rate.

Certificates will only be posted to learner at their nominated postal address as shown college records. The onus is on the Learner to ensure their address details are correct and updated.

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

Course Delivery

ACCHS ensures the following resources are in place:

- Trainer/assessors and Assessors with appropriate qualifications, and experience;
- Course materials appropriate to the methods of delivery and assessment requirements;
- All necessary copyright authorisations;
- Appropriate equipment and facilities.

Training and assessment methods used by ACCHS meet specific quality requirements and are chosen to best suit the unit of competency, while giving consideration to the learning style of the Learner.

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

Delivery methods may include, but are not limited to:

- Practical demonstrations
- audio/visual presentations
- group participation/ discussions
- trainer/facilitator instruction
- practical activities
- self-paced activities
- individual projects
- case studies

Flexible Delivery

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

ACCHS offers various forms of delivery to accommodate the varying needs of learner. Modes of delivery available include classroom (face-to-face) environment & Recognition of Prior Learning (RPL).

Language, Literacy and Numeracy

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

ACCHS makes appropriate concessions for language, literacy and numeracy issues of learner where these concessions do not compromise the requirements of the relevant Training Package and the integrity, equity and fairness of assessment.

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

Advice is given to all learner on appropriate actions if there is a need to update literacy and numeracy skills. ACCHS can assist in providing this additional development prior to completing your enrolment into vocational skills.

Recognition

Recognition is the collective term and includes:

- Recognition of prior learning (RPL);
- Recognition of current competency (RCC);
- Credit transfer (CT); and
- Mutual Recognition (MR).

All learner have the opportunity to apply for recognition. This means that you can submit evidence for a Unit(s) of Competency and have it assessed by a qualified Assessor without completing the training. A fee of \$450 per unit applies for recognition.

ACCHS believes that no learner should be required to undertake a unit of competency for which they are already able to demonstrate satisfactory achievement of the performance outcomes, as stated in the endorsed training package or nationally recognised course.

ACCHS aims to maximise the recognition of a learner's prior skills and knowledge whilst at all times maintaining the integrity and standards of the defined learning outcomes of the specific qualification or course of study. Learner, who consider they already possess the competencies identified in all or part of any course/qualification offered by ACCHS may seek recognition.

If you think you have the necessary knowledge and skills to match a Unit(s) of Competency or a qualification at the required standard you need to contact our Campus Manager, who will provide the information you need to complete an application.

Recognition Process

Recognition is a method of assessing if you have evidence of competency for a particular unit of competency that you are enrolled in. It is important to remember that Recognition is an **assessment process** not an assumption of competence.

Recognition is the determination, on an individual basis, of the competencies obtained by a Learner through:

- previous formal training
- work experience, and/or
- life experience.

Recognition therefore determines the subsequent advanced standing to which the Learner is entitled in relation to a course/qualification. The main focus of Recognition is what has been learned rather than how, where or when it was learned. Recognition focuses on both the demonstration of competence and the currency of that competence to industry standards.

It is important to note, the onus is on the Learner to document and present evidence to justify a claim for recognition and present their case to the satisfaction of the Assessor.

Any documents that you provide to support your claim of competency must be the originals rather than copies. Your original documents will be photocopied and handed back to you. It is also expected that any evidence submitted is your own and if any part of the work is the work of others, that this is formally acknowledged and advised.

Recognition Decision

Regardless of the type of evidence that you submit, Assessors must be confident that the evidence meets the following criteria:

- Full requirements of the Unit of Competency(s);
- Any Regulatory requirements;
- Authenticity - That it is your own evidence and can be authenticated;
- That you can perform the competency consistently and reliably;
- Is at the standard expected in industry and set out in the Australian Qualification Framework (AQF);
- Sufficiency - There is sufficient evidence to make a judgment.

ACCHS is committed to ensuring that all judgments made by Assessors against the same competency standards are consistent. Your Assessor will examine the evidence that you present and then make a judgment on that evidence which will be either:

- Competent (C) - you have been deemed competent against all the requirements of the Unit/s of Competency
- Not Yet Competent (NYC) - you have not yet demonstrated competency to all requirements.

Your assessor will advise you what you can do if you receive a NYC for your assessment task. If you are deemed NYC in your initial assessment, you are allowed a second attempt. However, if you are deemed NYC in the second attempt, you will be required to re-enrol. Please talk to your assessor if you have any concerns.

For further information on Recognition, please see ACCHS Recognition policy.

Mutual Recognition

ACCHS recognises the AQF qualifications and Statements of Attainment issued by other Registered Training Organisations (RTOs). This is commonly referred to as Mutual Recognition or Credit Transfer. Mutual recognition is applicable when a Statement of Attainment or qualification provided by a Learner has the same national competency codes as those that form part of the training and assessment program within which the Learner is enrolled or is intending to enrol. Learners are required to formally apply for Mutual Recognition. With Mutual Recognition Learners are not required to undertake learning in the unit/s again, the Learner is exempt.

Special Needs

Learners intending to enrol for training with the ACCHS are requested to advise us if they have any physical or other impairment (e.g. English language, literacy or numeracy difficulties, dyslexia, etc) which may adversely affect their ability to successfully undertake training and assessment, prior to enrolment.

Learners with disabilities or impairments are encouraged to discuss with the CEO/Administration Officer any 'special needs' and/or 'reasonable adjustments' to the study environment which they consider are necessary or would assist them in the performance of their studies.

The CEO, in collaboration with the Learner, will assess the potential for the Learner to successfully complete the training which may include flexible delivery options to optimise the ease and benefit of the Learner's learning.

Trainer and Assessors

All Trainers and Assessors are qualified in training and assessment and the vocational area which they are delivering. They have practical experience and maintain their currency in industry.

SECTION 4: POLICIES

Access and Equity

ACCHS is committed to promoting, encouraging and valuing equity and diversity with respect to its learner and to providing them with a positive learning environment to achieve success. ACCHS will ensure services offered are provided in a fair and equitable manner to all learner, free from bias.

ACCHS abides by equal opportunity principles, providing access to the benefits of training and assessment to all learner regardless of gender, sex, pregnancy, race, marital status, sexuality, age, family/carer responsibilities, culture, linguistic background, disability, transgender, political conviction or religious belief.

All learner have equitable access to training resources and facilities, support services and information, trainer and assessors, learning and assessment materials and opportunities.

For further information, see ACCHS Access & Equity operating principles.

Appeals

ACCHS ensures that learners have access to a fair and equitable process for appeals against assessment decisions. An appeals and reassessment process is an integral part of all training and assessment pathways leading to a nationally recognised qualification or Statement of Attainment under the Australian Qualifications Framework (AQF).

1. Learners have the right to lodge an appeal against an assessment decision if they feel they were unfairly treated during an assessment, and/or where they feel the assessment decision is incorrect and they have grounds for an appeal.
2. The principles of natural justice and procedural fairness are adopted at every stage of the appeal process.
3. The appeals policy is publicly available, via ACCHS website or contact Administration officer.
4. The appellant can provide detail of their appeal either verbally and/or in writing.
5. Trainers must inform Learners prior to beginning each course unit that they have the right to appeal against any assessment judgement; and to do this, they should initially, approach the trainer or Compliance Manager, and if remain dissatisfied, request a complaint/appeal form from the Administration Officer/Student Support Officer/staff.
6. The complaints/appeals procedure will commence within 5 working days of the formal lodgement of the complaint or appeal and supporting information
7. If more than 60 calendar days are required to process and finalise the complaint or appeal, ACCHS will:
 - a. inform the complainant or appellant in writing, including the reasons that more than 60 calendar days are required, and
 - b. regularly update the complainant or appellant on the progress of the matter
8. Provide all prospective learners with information about the complaints and appeals procedure before making an agreement to enrol.
9. Provide learners with details of external authorities they may approach, if required
10. Learners will be entitled to have their own nominee included to accompany and support them.
11. Learners may raise any matters of concern relating to training delivery and assessment, the quality of the teaching, learner amenities, discrimination, sexual harassment and other issues that may arise.
12. For complaints and appeals:

- a. The learner will have an opportunity to formally present their case, in writing or in person at no cost to the learner
 - b. The learner may be accompanied and assisted by a support person at any relevant meetings.
 - c. At the conclusion of the complaint or appeal the learner will be given a written statement of the outcome, including details of the reasons for the outcome and the record of the complaint and outcome will be placed in the learner file.
13. A learner's enrolment will normally be maintained whilst a complaint or appeal is in progress and the outcome has not been determined except in cases where ACCHS is intending to cancel a learner's enrolment.
14. ACCHS will encourage the parties to approach a complaint with an open view and to attempt to resolve problems through discussion and conciliation. Where a complaint cannot be resolved through discussion and conciliation, ACCHS will acknowledge the need for an appropriate external and independent agent to review the process implemented by ACCHS

Grounds of appeal

Valid grounds for an appeal against an assessment decision (where the trainee feels the assessment decision is incorrect) could include the following:

- The judgement as to whether competency has been achieved and demonstrated was made incorrectly,
- The judgement was not made in accordance with the Assessment Plan.
- Alleged bias of the assessor;
- Alleged lack of competence of the assessor;
- Alleged wrong information from the assessor regarding the assessment process;
- Alleged inappropriate assessment process for the particular competency;
- Faulty or inappropriate equipment; and/or
- Inappropriate conditions.

Appeal Outcomes

Appeal outcomes may include:

- a) Appeal is upheld; in this event the following options will be available:
 - i. The original assessment will be re-assessed, potentially by another assessor.
 - ii. Appropriate recognition will be granted.
 - iii. A new assessment shall be conducted/arranged.
- b) Appeal is rejected/ not upheld; in accordance with ACCHS assessment policy the Learner will be required to:
 - i. undertake further training or experience prior to further assessment; or
 - ii. re-submit further evidence; or
 - iii. submit/undertake a new assessment

For further information, see ACCHS Complaints and Appeals Policy.

Learner Enrolment

To enrol in a training program simply do so via our website or contact the Administration/Student Support Office on 02n 8005 0010. The Administration officer/Student Support officer will book an appointment for the pre-enrolment session. This session may be for one or group of learners seeking admission in a particular qualification. During the pre-enrolment session following topics will be discussed but not limited to:

- About the College
- Discuss the course in detail
- Discuss undertaking a training program

- Confirm the fees you will have to pay
- Trading hours
- Study mode
- Tour to college facilities.
- About the language literacy numeracy test to determine learners learning needs, if required.
- Be informed about the requirements of a police/working with children check or other licences

At the end of the pre-enrolment session, potential learner's satisfaction will be ensured. If not satisfied with the information, the learner may go through the more intense session with the CEO or concerned trainer. Upon the learner's satisfaction, the Learner will be requested to fill the pre-enrolment form and submit the photocopies of qualifications or work experience proofs.

Enrolment Confirmation

All learners receive a letter/email to confirm their enrolment. Written confirmation will outline relevant details, such as venue, date, and course duration.

Learner Induction

All learners must complete and return the *Induction Checklist*, which can be found in *Appendix 1*.

Learner Selection

ACCHS conducts recruitment of learner at all times in an ethical, fair and responsible manner using various methods. The decision will be made about the learner's admission to the specific qualification after the due discussion with CEO or Compliance Manager.

ACCHS is committed to ensuring that all Learner selection processes are fair, equitable and consistent with workplace performance, competency level and the Training Package requirements. Therefore selection into a training program is based upon the applicant:

- satisfying appropriate funding body entry criteria,
- meeting any pre-requisite qualifications or work experience, and
- meeting any age requirements that may be in place for a particular course

Learner enrolments are subject to availability of places on the training program. This is based on the maximum number of participants who can be accommodated, given room capacity, type of course, learning structures, Learner needs etc.

If a training program is fully booked at the time the Learner enquires about enrolment into that particular training program they will either be placed on a "reserve" list or offered a place on a date where there are vacancies. Learner on a "reserve" list are given priority should a place become available. Enrolments are strictly on a first-in, first-served basis. learner must have the appropriate level of language, numeracy and literacy.

ACCHS shall ensure that any applicants who do not meet entry requirements are advised of any appropriate pre-enrolment training they may take to meet eligibility criteria.

Learner Records

ACCHS maintains an individual Learner file for every Learner who undertakes any form of training and assessment with us. This file contains records regarding your personal details provided to us, any training and assessment undertaken and completed. This file is available to you.

In accordance with Privacy laws and confidentiality requirements, your file is kept in a locked cupboard. Only those ACCHS personnel who need to have access to your file for training and assessment purposes can access it.

No other person/Learner can and will have access to your personal Learner file without your prior written permission.

If you would like access to your personal records simply contact CEO.

Complaints

ACCHS has a fair and equitable process for dealing with Learner complaints.

All learner have the right to express a concern or problem they may be experiencing when undergoing training. The following is an outline of the Complaints Policy.

Principles

- Complaints are treated seriously and dealt with promptly, impartially, sensitively and confidentially.
- Complaints will be resolved on an individual case basis, as they arise.
- All learner have the right to express a concern or problem and/or lodge a complaint if they are dissatisfied with the training and assessment services that they have been provided (including through a third party) or the behavioural conduct of another learner.
- All complaints are acknowledged in writing and finalised as soon as practicable.
- The complaint resolution procedure is based on the understanding that no action will be taken without consulting the complainant and respondent, using a process of discussion, cooperation and conciliation.
- The rights of the complainant and respondent will be acknowledged and protected throughout the complaint resolution process, including the conduct of separate interviews initially.
- In the interest of confidentiality, the number of people involved in the resolution process will be kept to a minimum.
- Final decisions will be made by the CEO ACCHS or an independent party to the complaint.
- The complaint resolution procedure emphasises mediation and education while acknowledging that in some instances formal procedures and disciplinary action may be required.
- If the complaints process fails to resolve the complaint or the complainant is not satisfied with the outcome of the complaint the matter will be referred to an independent third party for review, at the request of the complainant. All costs incurred for the third party review will be advised to the complainant.
- If the complaint will take in excess of 60 calendar days to finalise ACCHS will inform the complainant in writing providing the reasons why more than 60 calendar days are required. The complainant will also be provided with regular updates on the progress of the complaint.
- Victimisation of complainants, respondents or anyone one else involved in the complaint resolution process will not be tolerated.
- All complaints will be handled as Staff-In-Confidence and will not affect or bias the progress of the Learner in any current or future training. The rights of the complainant and respondent will be acknowledged and protected throughout the complaint resolution process.

Lodging a Complaint

Should you wish to lodge a complaint, a formal or informal approach should be made by the Learner to the trainer/assessor/CEO.

The Learner completes a Complaints Form to commence the process.

For further information, see ACCHS Complaints and Appeals Policy.

Course Fees

ACCHS has developed a fair and equitable process for determining course fees, refunds and payment options. ACCHS may not accept more than \$1500 in student fees at any one time from domestic learners.

Flexible payment options

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

Enrolment fee is payable in advance and enrolment is considered tentative until payment is received. Out of enrolment fee, 50% of this amount is administration costs which is not refundable.

Qualification enrolments

Fees for qualification program may be paid via a payment arrangement as per offer letter.

Cancellation & Transfers

Enrolment cancellation/withdrawal / deferral / amendment

Learner who wish to withdraw/cancel/defer/amend their course are required to complete a Course deferral or cancellation form.

Equal Opportunity

ACCHS is committed to equal opportunity policies and principles, as they affect learner and employees to ensure the elimination of discrimination and harassment.

Rights and Responsibilities

ACCHS has a legal and moral obligation to provide equal opportunity in employment and a learning environment free from harassment for employees, contractors and learner.

ACCHS is committed to providing an environment which recognises and respects the diversity of employees, contractors and learner. ACCHS is committed to providing a work and study environment free from harassment, vilification and bullying and supports the rights of all employees, contractors and learner to work and study in a safe and healthy environment free from such behaviour.

ACCHS will:

- Ensure that employees, contractors and learner understand that these types of actions and behaviour will not be tolerated in the work/study environment.
- Request that any behaviour which could be considered harassment, vilification or bullying cease immediately.

All employees, contractors and learner have a role to play in eliminating harassment, vilification and bullying by not encouraging or showing support for harassment, vilification or bullying aimed at work or study colleagues. This can be achieved by:

- Refusing to join in with these types of actions and behaviours.
- Supporting the person in saying no to these behaviours.
- Acting as a witness if the person being harassed decides to lodge a complaint.

If an employee, contractor or Learner feels harassed, vilified or bullied, the employee, contractor or Learner is encouraged to inform the person where the behaviour is unwanted, unacceptable and/or offensive. If the employee, contractor or Learner feels unable to approach the person, or if the behaviour continues following their request that the behaviour cease, the CEO/Administration-cum-student support officer should be contacted.

As a Learner of ACCHS, you have the responsibility to:

- Act to prevent harassment, discrimination and victimization against others;
- Respect differences among other staff, learner and contractors, such as cultural and social diversity;
- Treat people fairly, without discrimination, harassment or victimization;
- Refuse to join in with these behaviours;
- Supporting the person in saying no to these behaviours;
- Acting as a witness if the person being harassed decides to lodge a complaint.

Discrimination

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

Both direct and indirect discrimination are against the law:

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

Harassment, Vilification and Bullying

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

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

Harassment

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

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

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

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

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

Examples of harassment include:

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

Vilification

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

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

Bullying

Bullying behaviour can refer to the actions or behaviours of a person to another that intimidates, degrades or humiliates the person. It may include verbal abuse, behaviour intended to punish such as isolation, exclusion

from workplace activities and “ganging up”. Repeated “put-downs”, aggression, threats and poorly managed conflicts of opinion may be part of bullying behaviour. It can occur between people such as managers and employees or contractors, co-workers and learner .

Sexual harassment

ACCHS will not tolerate sexual harassment in the learning or work environment.

The ACCHS deplors all form of sexual harassment and seeks to ensure that the work and study environment is free from such harassment. Implementation of this policy is the responsibility of all persons.

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

Forms of sexual harassment

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

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

Complaints

All complaints regarding equal opportunity matters are treated seriously and investigated promptly, confidentially and impartially.

Privacy

ACCHS abides by the Privacy Act and respects learner, staff and trainer/assessors’ right to privacy.

As a RTO, ACCHS is obliged to maintain effective administrative and records management systems. This involves the collection and retention of personal information from learners in secure Learner records. All staff must be scrupulous in using Learner information only for the purposes for which it was gathered. All learner have access to their own records at all times.

ACCHS collects information from learner upon initial enquiry in order to send course information, and is collected at enrolment and during the provision of the training and assessment services. The ACCHS may use personal information to advise learner of upcoming events and training course, for marketing and research purposes. In addition feedback on services provided through surveys is collected. This feedback assists us improve the quality of the services and training and is treated confidentially.

ACCHS will only disclose information to other parties, as required by law, or as otherwise allowed under the Privacy Act 1988.

For further information, see ACCHS Privacy Policy.

Refund Policy

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

ACCHS will strive to maintain its highly competitive fee structure, as well as its fair and equitable refund policy.

1. Payment of all refunds is made within one week (seven days) of application for refund.
2. With regard to all withdrawals, ACCHS will firstly encourage a Learner to enrol on another course date, prior to processing refund applications.
3. Written notification of withdrawal from a training program must be provided by a Learner to apply for a refund for a course. This may be via letter, email or the completion of the refund form.
4. There is no refund applicable where a Learner has commenced their course/unit.
5. There is no refund to participants who do not obtain their qualification after assessment.
6. There is no refund for recognition of prior learning assessments after enrolment, where Recognition resources and services have been supplied to the Learner.
7. ACCHS does not accept liability for loss or damage suffered in the event of withdrawal from a course by a Learner.
8. ACCHS provides a full refund to all learner, should there be a need for ACCHS to cancel a course. In the first instance ACCHS will (where possible) provide an opportunity for the Learner to attend another scheduled course.
9. If ACCHS cancels a course, learner do not have to apply for a refund, ACCHS will process the refunds automatically.
10. Refund application requests must be made in writing on the learner refund request form provided by ACCHS.
11. Refunds will be made within 28 days of written notification being received by ACCHS
12. Refunds will be paid in accordance with the refund agreement that the learner signs when they enrol with ACCHS.
13. The Administration/Student Support officer or the Chief Executive Officer must approve learner refunds.
14. Refunds given will be recorded in ACCHS accounting system so that each learner's or Learner's financial status is known

For further information, see ACCHS refund policy

Workplace Health and Safety (WHS)

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

ACCHS encourages all persons to regard accident prevention and safety as a collective and individual responsibility.

ACCHS recognises its responsibility under the Workplace Health and Safety and related regulations. The CEO has responsibility for ensuring the health and safety of staff, learner, contractors and visitors. This includes:

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

- Check WHS system compliance via ongoing auditing.
- Integrate continuous improvement into WHS performance.

Duty of Care

ACCHS is committed to taking practicable steps to provide and maintain a safe and healthy work and learning environment for all staff, learner, and contractors. Specific responsibilities are shown below.

ACCHS Management:

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

Staff, contractors, learner and visitors:

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

Accidents, Injuries and Near Misses

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

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

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

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

Investigating incidents and accidents

The CEO is responsible for investigating incidents and accidents.

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

The process for investigations may include.

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



Australian College of Community and Health Services Pty Ltd t/a Australian College of Community and Health Services

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Appendices

Appendix 1–Learner Induction checklist

Compliance Manager / Administration Officer / Student Support Officer must ensure that prior to enrolment each prospective learner is provided with clear information on:

- Courses Offered
- Course code, name and currency
- Enrolment Process
- Language, literacy and numeracy requirements
- Age requirement (over 18 years)
- Learning and Assessment Strategies
- Support Services
- RPL / RCC Procedures
- The total amount of all fees including course fees, administration fees, materials fees and any other charges.
- Details of any funding available
- Payment terms, including the timing and amount of fees to be paid
- Any non-refundable deposit/administration fee
- Fees and charges for additional services, including such items as issuance of a replacement qualification testamur.
- Options available to learners who are deemed not yet competent on completion of training and assessment.
- Refund policy,
- Complaints and Appeals process

AFTER ENROLMENT

Compliance Manager / Administration Officer / Student Support Officer must ensure that after enrolment each learner is provided with clear information including:

- Course Structure and duration
- Course Timetable
- Unit
- Assessment Tasks and Processes

During the first-class Trainers must ensure that learners are informed of the policies and procedures outlined in the Learner Information Handbook. Key sections to emphasise are:

- Learner support
- Assessment
- Recognition of prior learning / Mutual Recognition
- School contact people
- Complaints and appeals
- Plagiarism and cheating
- Learner code of behaviour
- Attendance expectations
- Keeping address and contact details up-to-date
- School facilities and resources
- Facilities and equipment
- Assessment requirements, including the right to three attempts for assessments
- Learner Mutual Recognition application form
- Learner deferral, suspension or cancellation application form



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- Learner refund application form
- Learner RPL application form
- Learner complaints and appeals