Assist Ability Academy

Student Handbook

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Introduction

This student handbook is designed to provide you (the student) with information about the services provided by the Assist Ability Academy and our approach to providing you a safe, fair and supported environment to participate in training and assessment. This handbook does not provide you with specific information about a course offered by Assist Ability Academy. Refer to the Course Brochure or Student Resources for specific information about your preferred course.

About Assist Ability Academy

Assist Ability Academy is a Registered Training Organisation (Code: 45552) providing high-quality training to students Australia wide. Assist Ability Academy has modern, up to date facilities, and boasts a team of qualified and dedicated trainers. You can find out more about Assist Ability Academy team at the following websites:

wwww.assistabilityacademy.edu.au

National Training Register: Assist Ability Academy Registration

Assist Ability Academy delivers Nationally Recognised Training (NRT) qualifications and short courses under the vocational education and training regulators with Australian Skills Quality Authority (ASQA). We provide compliant, and modern training solutions that are designed by the industry, for the industry relevant workforce needs.

Contact Information

Address: 1/49 McArthurs Road Altona North VIC 3025

Phone: 1300 091 016

Email: info@assistabilityacademy.edu.au

The Student Support Officer is contactable from 9am-5pm, Monday to Friday.

Trainers and assessors are contactable at any time by email, or chat function within the Learning Management System (LMS) messaging. Our trainers and assessors will provide students with their direct email address and phone number on the first day of class. Please allow 2 business days for their response. Alternatively, contact the Student Support Officer.

Student 24 Hour Emergency Contact

+61 0452 631 895

Emergency Telephone Numbers

Police, Fire, Ambulance – 000

Our mission and objectives

Assist Ability Academy's mission is to deliver quality training and assessment that meets the needs of employers, students and industry workforce needs.

In recognition of this mission, our objectives are:

- **People.** We strive to attract, recruit and retain talented, competent and committed trainers. We promote excellent performance through leadership and professional development.
- **Safety and equality.** We are committed to providing an environment which is safe, equitable and which promotes a confident and productive training and assessment environment.
- **Integrity and ethics**. We conduct ourselves in accordance with shared and agreed standards of behaviour which holds ethical conduct and integrity as our highest priorities.
- **Quality committed.** We aspire to deliver consistent, high quality services and apply quality systems which support training and assessment excellence.
- **Student Focused.** We thrive on providing training and assessment that is student focused and which supports lifelong learning. We respect our students and strive to attract them time after time through high quality training and assessment experiences.
- **Industry engagement.** We recognise the value of industry engagement as the driving force in shaping our training and assessment strategies. We deliver training and assessment services which are founded on industry needs and expectations.

Our Services

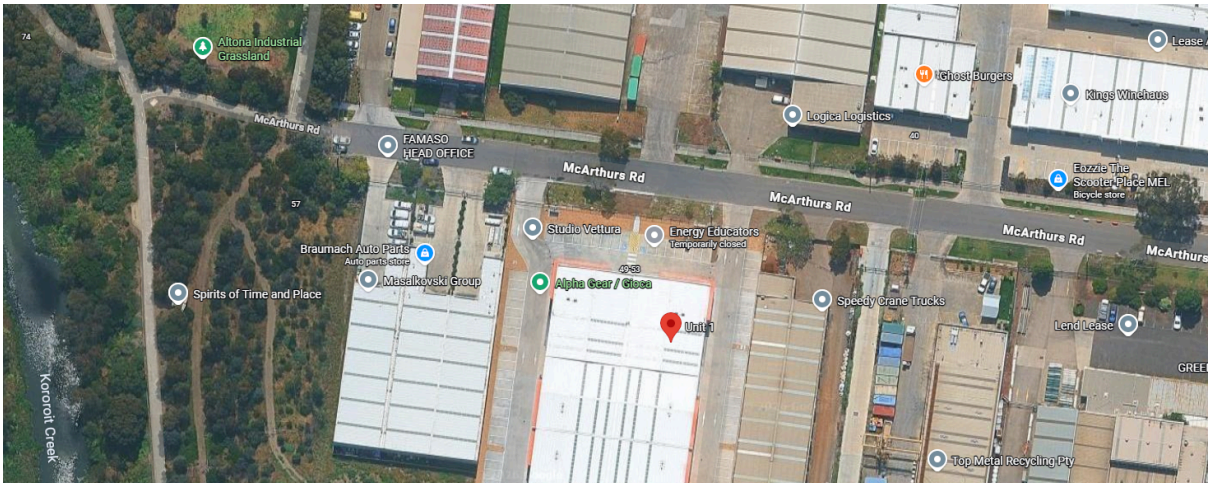
Assist Ability Academy provides training and assessment services in support of the following nationally endorsed training products:

- BSB50420 Diploma of Leadership and Management

- CHC33021 Certificate III in Individual Support
- CHC43121 Certificate IV in Disability Support
- CHC52025 Diploma of Community Services
- CHCSS00125 Entry to Certificate IV in Disability Support

Delivery Locations

We are located at: Unit 1, 49 Mcarthurs Rd, ALTONA NORTH, VIC, 3025



Parking

There are limited visitor car parking sites available onsite at the premises with close proximity to the bus routes and additional off street parking. Please monitor, if you have parked in a ticketed area as the area is monitored by Parking Inspectors.

Public Transport

Bus Stops are a short walk from the Assist Ability Academy. Services through this bus route occur approximately every 15 minutes.

Food Options

If you are looking to buy lunch whilst you are at our premises, we have a large number of eateries around Civic, we are located very centrally and are surrounded by take away shops, cafes and restaurants, plenty to choose from.

Our expectation of you

Assist Ability Academy expects you:

- To contribute to learning in a harmonious and positive manner irrespective of gender, race, sexual preference, political affiliation, marital status, disability or religious belief.
- To comply with the rules and regulations of Assist Ability Academy.
- To be honest and respectful, which includes not falsifying work or information and not conducting yourself in any way that may cause injury or offence to others
- To be responsible for your own learning and development by participating actively and positively and by ensuring that you maintain progress with learning modules.
- To monitor your own progress by ensuring that assessment deadlines are observed.
- To utilise facilities and Assist Ability Academy publications with respect and to honour our copyrights and prevent our publication from being distributed to unauthorised persons.
- To respect other students and Assist Ability Academy staff members and their right to privacy and confidentiality.
- To comply with Assist Ability Academy safety requirements and instructions.
- To comply with plagiarism and academic integrity requirements.

Your safety

Assist Ability Academy is committed to providing you a safe environment in which to participate in training and assessment. We are aware under the Work Health and Safety Act 2011 and Occupational Health and Safety Act 2004 (VIC) of our responsibilities to maintain a safe environment.

The following guidelines are provided as a basis for safe practice in the training and assessment environment. The guidelines are particularly relevant to students, trainers and assessors.

- Know and observe details of emergency response and evacuation plans;
- Do not undertake activities which may cause injury to self or others;

- Be responsible for your own actions;
- Follow equipment operating procedures and trainer instructions for the safe operation of equipment;
- No smoking at the training and assessment facilities or offices;
- Report all potential hazards, accidents and near misses to the RTO staff;
- No consumption of alcohol within training and assessment facilities or during the conduct of training and assessment;
- Keep training and assessment areas neat and tidy at all times;
- Observe hygiene standards particularly in eating and bathroom areas.

Electrical equipment:

- Electrical equipment that is not working should be reported to the Training Manager.
- Ensure electrical equipment is tested and tagged every 12 months by a suitably qualified and competent person.
- Electrical work should only be performed by appropriately licensed Electrician. students, trainers and assessors should not undertake any task related to fixing electrical equipment such as lighting, power outlets or electrical training aids.

Fire safety:

- Assist Ability Academy will undertake to communicate the procedures involved in evacuation and the location of fire equipment to students at each facility for each training and assessment event; and to users of the office at least twice each year.
- All users of a training and assessment facility need to be familiar with the location of all EXITS and fire extinguishers. Users are to consult available maps to determine location.
- It is the user's responsibility to understand fire drill procedures displayed around the premises.
- Users are asked to attend any practice sessions on fire safety evacuation procedures and the use of fire safety devices.

First aid:

- Provision for first aid facilities are available where training is delivered.
- A first aid kit is to be located at reception.
- All accidents must be reported to Assist Ability Academy staff.
- The accident and any first aid administered must be recorded by staff involved.
- Safety incident report is to be completed on any incident requiring first aid or near miss.

Computer facilities:

- Extended periods of work with computers can result in general fatigue and eye strain. Repetitive tasks and incorrect posture will result in consistent aches and pains.
- Current work health and safety guidelines indicate that people working for long periods at computers should organise their work to allow a five-to-ten-minute rest every hour. This rest should include a change of position and stretching exercises as appropriate.
- Posture can be improved by adjusting chair height so that the operator's feet are comfortably placed on the floor (or footrest) and your arms are at an approximately 90-degree angle.
- The screen should be positioned to avoid reflection from lights and windows and at a suitable distance so that it can be easily read.

Lifting:

- Students, trainers and assessors are encouraged not to lift anything related to the training and assessment provided by Assist Ability Academy unless directed to do so by the Trainer.
- If you have experienced back problems in the past do not attempt to lift anything at all and advise the Trainer of any limitation.
- Never attempt to lift anything that is beyond your capacity.
- Always bend the knees and keep the back straight when picking up items.

- Never twist your torso while lifting.
- Never lift a heavy item above shoulder level.
- Never carry a load that obstructs your vision.
- Never hold your breath while lifting, moving, and setting the load down.
- Before lifting a load, make sure the load is secure.
- Use a safe lifting speed and avoid using momentum.
- Be aware of your surroundings before and during lifting.
- When in doubt, ask for help.

Work and study areas:

- Always ensure that all work areas are clean and clear to avoid the danger of an accident by tripping or falling over.
- Place all rubbish in the bins provided.
- Ensure that kitchen bench spaces are left clean and tidy and that all dishes are washed.
- Do not leave tea towels or any cleaning cloths in a bundle on the bench tops or draped near any bin.
- Do not sit or climb on any desks or tables.
- Do not leave bags or garments on the floor obstructing passageways.

Work integrated training

- All students must complete workplace health and safety induction before any work integrated training commences.
- Students must have access to appropriate clothing and personal protective equipment required by the workplace.
- Appropriate supervision arrangements in the workplace must be established to ensure that the student's safe participation is monitored.

- Hazard risk assessment on planned work integrated training must be completed to identify the likelihood and consequence of injury or harm occurring and appropriate risk reduction measures.

- Students must be briefed and provided contact details to contact Assist Ability Academy representative anytime they feel that the situation in the workplace is not safe.

Training facilities

- Training Manager or delegate to conduct a walk around each morning to confirm the training environment is safe and ready for use.

- A building assessment should be conducted every six months to assess a facility general suitability for safe access.

- Training venue suitability checklist should be completed on any new training venues use on an as required basis.

- Hazard risk assessment must be completed and approved by the Training Manager on any training activity that is conducted outside of a classroom or a controlled environment.

Responding to Hazards

All personnel who encounter a workplace safety hazard are to respond using the following steps designed to ensure the safety of everyone and to address the hazard effectively:

1. **Identify the Hazard**: Recognise any potential safety hazard in the workplace. This could be anything from a spill on the floor to malfunctioning equipment.

2. **Assess the Risk**: Evaluate the potential risk associated with the hazard. Consider the likelihood of an accident occurring and the possible severity of its consequences.

3. **Control the Area**: If possible, isolate the hazard to prevent further risk. This could involve cordoning off the area, shutting down equipment, or evacuating the area if necessary.

4. **Notify the Relevant Personnel**: Report the hazard immediately to the nearest Procurement Institute staff member or senior manager. Provide them with detailed information about the hazard and its location.

5. **Take Immediate Action if Necessary**: If the situation requires immediate intervention to prevent harm (like turning off power to prevent electrocution or using a fire extinguisher on a small fire), do so if you are trained and it is safe.

6. **Record the Incident**: Document the hazard and the actions taken in response. This record can be important for future safety planning and may be required for compliance with workplace safety regulations.

7. **Review and Follow Up**: After the immediate hazard has been addressed, conduct a review of the incident. This should include an analysis of how the hazard occurred, what was done to respond to it, and what can be done to prevent it in the future. This review should be led by management.

8. **Implement Corrective Actions**: Based on the review, take steps to prevent the hazard from recurring. This could involve changes to procedures, additional training for staff, students, or modifications to equipment or the environment.

9. **Monitor the Situation**: Keep an eye on the area or situation to ensure that the hazard has been effectively mitigated and that no new risks have emerged.

10. **Continual Improvement**: Use the experience as a learning opportunity for continual improvement in workplace safety practices. Record any identified opportunities for improvement in a continuous improvement report and refer this through to the management meeting.

Remember, safety in the workplace is not just a policy or a set of procedures; it's a mindset that belongs to each one of us. When we step into our work or training environment, we become guardians of each other's well-being. Every caution we take, every hazard we report, and every safety guideline we follow is a testament to our commitment to each other's safety and health. It's through our collective vigilance and shared responsibility that we create an environment where everyone can work, grow, and return home safely each day.

Language, literacy, numeracy and digital proficiency

Assist Ability Academy will assess all student's language, literacy, numeracy and digital (LLND) proficiency as part of their enrolment to identify where the student's current skills are aligned with the intended course or where the student may need support. The results of the LLND assessment will be reviewed to determine if you need training support. Evidence

of the student's language, literacy, numeracy and digital proficiency assessment is to be retained on the student's record.

There may be valid situations where language, literacy, numeracy and digital proficiency assessment is not required where the student has completed a certain level of education or has demonstrated their ability to study with prior education and training. The following outlines the approach that Assist Ability Academy will apply to determine if a student requires language, literacy, numeracy and digital proficiency assessment:

Full Qualification

The following guidelines are provided in determining which students applying for enrolment in a full qualification must complete a mandatory LLND assessment:

- If the student has completed their Higher School Certificate (Y12 / HSC), LLND assessment is not required, unless a risk is identified in the initial core skills assessment completed by the student as part of the Enrolment Form.
- If the student has completed a nationally recognised training product in Australia at least to the AQF level, or one AQF level below the qualification being enrolled in, LLN Assessment is not required, unless a risk is identified in the initial core skills assessment completed by the student as part of the Enrolment Form.
- All students that do not satisfy the above criteria, must complete the LLN assessment as part of their enrolment in addition to the initial core skills assessment completed by the student as part of the Enrolment Form.

Short Course

All students are required to complete an initial core skills assessment which is included in the Enrolment Form. The initial core skills assessment will be used to identify students who do not have the required core skills and competencies for the short course they are enrolling in, or who require additional supports.

Student support services

During your enrolment, Assist Ability Academy will engage with you on a number of occasions to identify if you require any support. We do this through requesting you to complete enrolment documentation which includes an initial core skills assessment, discussions over the phone, enrolment interview and finally during your orientation.

One of the important objectives of these engagements is to understand what support services you may need to fully participate in your study. You will be asked various questions about your support needs or your “individual needs”. This is simply the term we use to define what your needs are, and this enables us to organise the appropriate support services or to refer you to specialist support services. Make sure you take the most of this opportunity and let us know if you need support.

What support is available?

Assist Ability Academy will use a combination of our own services and the services of referral agencies to either provide or refer you to the following support services:

- Administrative Support (Admin Team),
- Language, Literacy, Numeracy and Digital Support (Trainer),
- Studying And Learning Support (Trainer),
- English As Second Language Support (External Referral),
- Alternative Payment Plan (Admin Team),
- Counselling Support (External Referral),
- Indigenous Education Cultural Liaison Officer (External Referral),
- Disability Access Support, Where Feasible (Training Manager), And
- Employment Services Referral (External Referral).

Where specialist support services are recommended by Assist Ability Academy (such as Counselling Support for example), students are advised that these services may incur additional cost by the service provider that is separate from the services provided by Assist Ability Academy. Students should verify the cost of these services with the provider before proceeding with these specialist support services. Students are also welcome and encouraged to use a services provider of your choosing. Services recommended by Assist Ability Academy are recommended only for your convenience and this recommendation by no means that we give any warranty of these services. You should make your own enquiries and satisfy yourself that the service is suitable for your needs.

If you need support during your course, please approach and inform reception and you will be connected with the best person who can assist you. If the matter is sensitive and you do not feel comfortable discussing it with reception, simply inform reception that you would like to meet with the RTO Manager. It is our absolute priority to provide you the support needed to enable you to progress in your study and complete your chosen course. Assist Ability Academy is committed to our student's welfare both during and after hours of study. Your designated student support officer is

Belinda Tardini

RTO Manager and Compliance

0452 631 895

belinda@assistabilityacademy.edu.au

Your wellbeing

We are committed to fostering a supportive and safe environment that promotes the mental, physical, social, and emotional wellbeing of all students. If you need assistance or support at any time during your studies, you can seek help from your trainer or the Student Support Officer. Requests for help will be kept confidential.

Depending on the nature of the issue/s, adjustments may be made to your training plan, assessment due dates, additional training support may be provided to you, or you may be referred to external support services (e.g. counselling services that provide vocational, emotional and psychological support, or services to assist in accessing financial support).

Diversity and equity

Assist Ability Academy is committed to providing a supportive learning environment for all our students. This includes ensuring that our training and assessment environment is inclusive, respectful and free from discrimination and harassment. Assist Ability Academy staff members are there to ensure every student, regardless of their background or identity, has equitable access to learning opportunities, feels valued, and can contribute to the classroom community. If at any time you feel that the training environment is not safe, you should contact the Student Support Officer as soon as possible.

Disability Inclusion

If you think you'll need changes made in the classroom or extra learning support, you should contact the Student Support Officer as soon as possible. You can do this when you apply to enrol and before you start studying. You can also ask for help at any time during your studies.

Disclosure of disability or ongoing ill health, including mental ill health, is your choice and is not a requirement for participation in our courses. However, we encourage you to share information about the impact of your disability with us when you enrol so we can put reasonable adjustments in place in a timely way to support you in your learning and assessment.

Children and Young Students

Assist Ability Academy is committed to providing a positive, inclusive, and supportive environment that caters to the unique needs of students under the age of 18. Assist Ability Academy can provide additional resources, guidance, and adjustments to ensure that young students have equal opportunities and feel safe, respected, and encouraged. The Student Support Officer will work with young students and their family or carer (if desired) during the enrolment process to develop a learning support plan, if required.

Harassment and Discrimination

Assist Ability Academy is committed to ensuring that the training and assessment environment is free from discrimination and harassment. All Assist Ability Academy staff members (including contractors) are aware that discrimination and harassment will not be tolerated under any circumstances. If discrimination and harassment is found to have occurred disciplinary action will be taken against any staff member who breaches this policy. Suspected criminal behaviour will be reported to police authorities immediately. Students should expect fair and friendly behaviour from Assist Ability Academy staff members, and we apply complaint handling procedures advocated by the Australian Human Rights Commission.

Equally, students are also responsible for their own behaviour and are not to demonstrate or carry out any behaviour which can be perceived as harassment or discrimination on behalf of the other person. Students witnessing such behaviour should contact the Student Support Officer as soon as possible.

Students who feel that they have been discriminated against or harassed should report this information to a staff member of Assist Ability Academy that they feel they can trust. This will initiate the complaint handling procedure which will be fair and transparent and will protect your rights as a complainant.

To find out more about how to manage a complaint, including contact details refer to the Australian Human Rights Commission:

- Making a complaint
- Disability rights in Australia

Your privacy

Assist Ability Academy takes the privacy of students very seriously and complies with all legislative requirements. These include the Privacy Act 1988 and Australian Privacy Principles.

Here's what you need to know:

- Assist Ability Academy will retain personal information about you relating to your enrollment with us. This includes your personal details, your ethnicity and individual needs, your education background. We will also retain records of your training activity and are required to do this in accordance with the National Vocational Education and Training Regulator Act 2011.
- Your personal information is retained within our hard copy filling system and our computer systems. Your information is collected via the enrolment form and through your completion of administrative related forms and based on your training outcomes. Hard copy files are secured in lockable filing cabinets which are monitored throughout the day and secured in the evening. Electronic data retained on our computer systems is protected via virus protection software and firewall protection. Our data is backed up continuously to our server which is secure.
- Assist Ability Academy is required by the National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) Instrument 2025 to securely retain your personal details for a period of 30 years from the date your enrolment has completed. The purpose of this is to enable your participation in accredited training to be recorded for future reference and to allow you to obtain a record of your outcome if required.

- In some cases, we are required by law to make student information available to Government agencies such as the National Centre for Vocational Education and Research or the Australian Skills Quality Authority (ASQA). In all other cases Assist Ability Academy will seek the written permission of the student for such disclosure. Assist Ability Academy will not disclose your information to any person or organisation unless we have written instructions from you to do so. If you require your records to be accessed by persons such as your parents, you need to authorise this access otherwise this access will be denied.

- You have the right to access information that Assist Ability Academy is retaining that relates to you. Further instructions are provided on how to access records within the section titled "Student Records Request Form".

- If you have concerns about how Assist Ability Academy is managing your personal information, we encourage you to inform our staff and discuss your concerns. You are also encouraged to make a complaint directly to us using our internal complaint handling arrangements outlined in this handbook. Under the Privacy Act 1988 (Privacy Act) you also have the right to make a complaint to the Office of the Australian Information Commissioner (OAIC) about the handling of your personal information. You can find more information about making a privacy complaint at the website of the OAIC located at: http://www.oaic.gov.au/privacy/privacy-complaints.

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 Assist Ability Academy.

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

You agree that under the Data Provision Requirements 2020, Assist Ability Academy 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 Assist Ability Academy for

statistical, regulatory and research purposes. Assist Ability Academy 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;
- NCVER;
- Organisations conducting student surveys; and
- Researchers.

Personal information disclosed to NCVER 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 NCVER student survey which may be administered by an NCVER employee, agent or third-party contractor. You may opt out of the survey at the time of being contacted.

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

Unique Student Identifier

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

When applying for a job or enrolling in further study, you will often need to provide your training records and results (transcript). One of the main benefits of the USI is the ability to provide students with easy access to their training records and results (transcript) throughout their life. You can access your USI account online from your computer, tablet or smart phone anytime. Fact sheets –available to download Student Information for the USI

It's free and easy to create your own USI and will only take a few minutes of your time. Alternatively, we can create your USI on your behalf. To do this we will need some additional identification information from you such as your driver's licence number.

Students are advised that there are a number of unique circumstances where a person may be exempt from requiring a USI. These do not apply to the vast majority of students in Australia. The USI Exemption Table is available from the USI website which explains these circumstances Click Here. Students who exercise an exemption from submitting a USI should be aware that the results of the training will not be accessible through the Commonwealth and will not appear on any authenticated VET transcript prepared by the USI Registrar. Further details about the implications of being exempt can be obtained from the USI website: Click Here.

Accessing your records

You are entitled to have access to your records. These records include your:

- student file,
- learning and assessment record,
- administrative records,
- AQF certificates include a reissuance of a statement of attainment or qualification which has been previously issued.

You may require these records to monitor your progress with training or simply to go back and confirm something in a previous training module. Whilst these records will be retained

by Assist Ability Academy, you are welcome to have access anytime just ask your trainer, and it will be organised.

You can access hard copy records and reports from our student management system (SMS) but only relating to you personally. Past students can request this access using the Student Records Request Form. Access to requested records during a workday will be arranged as soon as possible and definitely within 24 hours. Students should note that these records cannot be taken away unless a copy is requested. Where photocopies are requested, Assist Ability Academy reserves the right to charge a one-off photocopy fee of $50.00 (incl. GST). There is no cost to simply view records at our office.

In the case of accessing a reissuance of a previously issued Statement of Attainment or Qualification certificate, if you have lost or misplaced your AQF certificate you may obtain a reissued certificate from Assist Ability Academy. To obtain this you must complete the Student Records Request Form and return this to the Office Manager. The cost of $50.00 will apply for each issued AQF certificate. These monies must be paid in advance. Reissued AQF certificates will be an exact duplicate of the original with the exception of small wording at the bottom of the document which identifies the certificate as reissued. AQF certificates may only be collected in person or can be posted via registered post. A student may also nominate another person to collect the certificate, however these persons must be notified to Assist Ability Academy beforehand, and the person must provide photo ID to validate their identity.

Fees and Charges

Assist Ability Academy charges fees for services provided to students undertaking training and assessment. These charges are generally for items such as course materials, textbooks, student services and training and assessment services.

Fees are payable at different stages depending on the type of course the student is enrolling in. As an example:

- for a Short Course, the total fee may be required to be paid via the website or at reception at the point when the student is registering for the course.
- for a Long Course with a scheduled start date, the student will be required to make a payment for their initial payment within 5 days of being issued an invoice or prior to the course commencing, whichever occurs first.

The payment requirements for all courses are specified within the current Assist Ability Academy *Schedule of Fees and Charges*. The Schedule will identify the amount and when the initial payment must be made and any subsequent payments that are due as the course progresses. This information is provided as part of the pre-enrolment with this *Student Handbook*. If for whatever reason you have not received a copy of the *Schedule of Fees and Charges*, please contact Assist Ability Academy and we will send this to you immediately. You can also find a copy of the *Schedule of Fees and Charges* on our website.

Assist Ability Academy may discontinue training if fees are not paid in accordance with the agreed *Schedule of Fees and Charges*. If a payment is required prior to a service being delivered, the student is not permitted to undertake the service unless prior approval has been given by the CEO.

Where a student is required to pay an application fee as specified in the current *Schedule of Fees and Charges*, the application fee is non-refundable. This is to be clearly explained to the student within the *Schedule of Fees and Charges*.

Payment methods

Assist Ability Academy accepts payment for fees using the following payment methods:

- Credit Card either over the phone or via our electronic invoice
- Electronic Funds Transfer (account details provided on the invoice)
- BPay – authorised bank payment

Payment in cash is not available. Please refer to our invoice for payment options.

Fees Paid in Advance

Assist Ability Academy does not require prospective or current students to prepay fees in excess of the threshold for prepaid fee amount which is in excess of a total of $1,500. This is an important consumer protection measure to limit the amount of fees that a student can be charged in advance of the services being delivered to the student.

If the cost of the course is less than $1,500, generally the full amount will be requested for payment prior to the course commencing.

Refund policy

Students, who give notice to cancel their enrolment **10 business days** or more prior to the commencement of a course, will be entitled to a full refund of fees paid. This includes situations where the student may register for a course within the 10 business days prior to the course commencement.

Students who give notice to cancel their enrolment **9 business days** or less prior to the commencement of a course will be entitled to a 75% refund of fees paid. The amount retained (25%) by Assist Ability Academy is required to cover the costs of staff and resources which will have already been committed based on the students' initial intention to undertake the training.

Students who cancel their enrolment part way through a course must notify Assist Ability Academy in writing via email or letter at the soonest opportunity. Students who cancel their enrolment after a course has commenced will not be entitled to a refund of fees.

Where a student has purchased and been supplied a text or training workbooks and subsequently cancels, Assist Ability Academy will not provide a refund for already supplied text or training workbooks.

Discretion may be exercised by the Chief Executive Officer in all situations, if the student can demonstrate that extenuating or significant personal circumstance led to their withdrawal. In these cases, the student should be offered a full credit toward the tuition fee in another scheduled course in-lieu of a refund. The Chief Executive Officer may also authorise a refund of tuition fees if the circumstances require this.

Where refunds are approved, the refund payment must be paid to the student within 14 days from the time the student gave written notice to cancel their enrollment. Tuition refunds are to be paid via electronic funds transfer using the authorised bank account nominated by the student on the Refund Request Form.

All requests for refund of fees must be made in writing using the Refund Request Form which may be obtained from Assist Ability Academy reception or from the website. The form must be signed by the student.

The following outlines the Assist Ability Academy refund policy is various circumstances and situations which may arise:

- Cancelling enrolment after a course has commenced - Students who cancel their enrolment after a course has commenced will not be entitled to a refund of fees.

- Refunds for textbooks - Where a student has purchased a textbooks or training workbooks and subsequently cancels, Assist Ability Academy will not provide a refund monies for a textbooks or training workbooks.

- Refunds of enrolment fees - Where an enrolment fee applies, enrolment fees are non-refundable in all circumstances.

- Non-transferable - Assist Ability Academy refunds are not transferable to another person.

- Refunds for classes missed - No refunds will be made for classes missed due to exams, excursions, or other obligations that fall outside the normal schedule of classes.

- Intake numbers are insufficient - Assist Ability Academy reserves the right to cancel a course if intake numbers for a scheduled course are insufficient. In the unlikely event that Assist Ability Academy cancels a course if intake numbers are insufficient, the student will receive a full refund.

- Behaviour Misconduct - Students who demonstrate behavioural misconduct after being formally warned are to have their enrolment cancelled and will not be entitled to a refund (ref to *PP2.7-Behaviour Misconduct*).

Students have the right to access Assist Ability Academy complaints and appeals processes and to also take further action under Australia's consumer protection laws.

Training funding and subsidy rights and obligations

As a student receiving a subsidy to participate in training, you have certain rights and obligations. First and foremost, you have the right to expect that your training meets high-quality standards. This means that your education must align with the standards, regulations, and requirements set down by the Australian Skills Quality Authority (ASQA) and state in which your funding is occuring. This ensures that your qualification meets nationally recognized benchmarks for educational excellence.

In terms of personal information management, you have the right to be fully informed about how your personal information is collected and used by Assist Ability Academy. You

can review this information at any time and request corrections if you find any inaccuracies. Your privacy is protected under applicable laws and regulations, giving you control over your personal data throughout your educational journey.

Additionally, you have the right to access Assist Ability Academy's complaints process. This ensures that you have a clear pathway to address any concerns that may arise during your studies, and that you will receive fair treatment in all aspects of your educational experience.

Along with these rights come certain obligations that you must fulfill as a student. Your primary obligation is to provide accurate and truthful information to Assist Ability Academy. This includes all personal details, previous educational experience, and any other information requested during your enrollment. If any of your details change during your studies, you are responsible for updating this information promptly.

Equally important is your obligation to maintain responsible and ethical behaviour throughout your training. This encompasses showing respect for fellow students and staff, following Assist Ability Academy policies and procedures, and conducting yourself in a manner that contributes to a positive learning environment. Your ethical conduct helps ensure a quality educational experience for everyone involved in the course.

Consumer Protection and Guarantee

If Assist Ability Academy cancels or ceases to provide planned training, Assist Ability Academy 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 student and which can be issued in a statement of attainment at the time the service is ceased. As an example: A student enrolled in a course of 2 units of competency and paid $600.00 up front as the total course fee. The course was cancelled due to the trainer falling ill and the student at that time had completed 1 of the 2 units. The student's enrolment would be finalised, and the student would receive a Statement of Attainment for the 1 completed unit. The student would also receive a refund of $300.00 which represents that value of the training not delivered.

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.

Students who are unhappy with Assist Ability Academy arrangements for the collection and refunding of tuition fees are entitled to lodge a complaint. This should occur in accordance with Assist Ability Academy complaints policy and procedure.

Learning material replacement

Students who require replacement of issued text or training workbooks will be liable for additional charges to cover the cost of replacement. For a full list of replacement charges please refer to Assist Ability Academy Schedule of Fees and Charges.

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. Assist Ability Academy do not engage in unsolicited marketing or sales tactics and therefore a statutory cooling off period in not applicable to our students who have enrolled into a course. For refund option in other circumstances, students must refer to the above refund policy.

Changes to terms and conditions

Assist Ability Academy reserves the right to amend the terms and conditions of the student's enrolment at any time. Changes may include changes to course delivery arrangements, changes to ownership or third party arrangements, changes caused by training product transition[1], or changes to our policies and procedures. If changes are made that effect the student's enrolment the student will be informed 28 days prior to changes taking effect. Students are provided this advance notice of 28 days to enable them 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.

[1] Training product transition is where the qualification or unit of competency you are enrolled in is superseded by a replacement qualification or unit of competency and Cocoon Learning Academy Pty Ltd T/A Assist Ability Academy will need to review the best option for your training and will communicate with you about any changes.

Requesting to substitute a course

Course substitutions are not permitted after the course has commenced under any circumstances. Requests for course substitutions are to be made in writing using the form *Application for Course Substitution* and can be made at any time up to 5 working days before the course commencement date.

Requesting to transfer between courses

Requests for transfers to an alternate course can be made at any time. Requests for course transfer are to be made in writing using the form *Application for Course Transfer*. Request for course transfer are subject to the availability of an alternate course, the crossover of units of competency already completed and where a credit transfer would align with the new course. In some circumstances where there is no available course and there is no viable pathway for credit transfer of completed units of competency into the new course, course transfer will not be approved. Students accessing a training subsidy may also have restrictions preventing course transfer. These restrictions will be considered taking into account the student's individual circumstances.

Requesting to defer a course

Deferral from a course after the course has commenced is not permitted. In this circumstance, the student has the option to withdraw from the course. Requests for deferral from a course prior to it commencing can be arranged if Assist Ability Academy is advised in writing more than 5 working days prior to the course commencing. Requests for course deferral are to be made in writing using the form - *Application for Course Deferral*. Requests to defer a course commencement longer than six months will be declined.

Withdrawing from a course

There are circumstances where a student may finalise their enrolment early for personal or academic reasons. Students who have requested to withdraw from the course will be offered counselling on their options which may include transferring to a different course or receiving additional student support to assist them in the current course. Where the student declines these options and request withdraw from the course, the student will be issued a statement of attainment only for units of competency they have achieved. Requests for course withdrawal are to be submitted using the *Application for Course Withdrawal*.

Student who are not contactable or not responding

Where a student is not contactable or fails to respond to requests by the Assist Ability Academy, the student's enrolment may be terminated in absentia. This action may only be taken where the Assist Ability Academy has made every reasonable attempt to engage with the student or contact the student to seek their instructions about their intentions to continue with or complete the applicable course. Advice received from a student via email or phone conversation communicating their request is to be accepted where the student is not willing to complete an Application for Withdrawal. Email records and written records of phone conversations are to be retained on the student's file as evidence of these expressed instructions from the student.

Before a student's enrolment can be closed without their written or expressed consent a minimum of three attempts (one week apart) must be made using the last know contact details (email, phone and mail) to contact the student and issue the student with a warning letter notifying them of the intent to terminate the enrolment. Where the student fails to respond, the student's enrolment is to be closed. Any final AQF certificate to which the student is entitled is to be sent registered mail to the student's last known mailing address.

Plagiarism

Students must submit only original work for assessments, assignments, and projects. Examples of plagiarism include:

- Direct copying of paragraphs, sentences, a single sentence or significant parts of a sentence;
- Direct copying of paragraphs, sentences, a single sentence or significant parts of a sentence with an end reference but without quotation marks around the copied text;
- Copying ideas, concepts, research results, computer codes, statistical tables, designs, images, sounds or text or any combination of these;
- Paraphrasing, summarising or simply rearranging another person's words, ideas, etc., without reference or explanation;
- Offering an idea or interpretation that is not one's own without identifying whose idea or interpretation it is;
- A 'cut and paste' of statements from multiple sources;

- Presenting as independent, work done in collaboration with others;
- Copying or adapting another student's original work into a submitted assessment item;
- Copying or adapting a student's own work submitted in a previous essay or assessment; or
- Unintentionally failing to cite sources or to do so adequately.

Where plagiarism is detected in students works submitted for assessment the following action will be taken:

- **Plagiarism resulting from poor academic practice** - If it has been determined that the plagiarism has arisen from poor academic practice, the student is to be requested to revise the work and submit it for reassessment. The student will be offered support and additional training in the use of referencing systems.
- **Intentional plagiarism** – If it is determined that the plagiarism was intentional, the student's work is not to be accepted, and the student is to be issued with an alternative assessment to complete. The student is to be given a formal warning in writing (Warning Letter for Academic Misconduct) by the Chief Executive Officer explaining the seriousness of the incident and the consequences if the student is found to plagiarise again (i.e. withdrawal from the course). Students who are found to continue to plagiarise work in support of their assessment will have their enrolment closed. Where a student has been found plagiarising to a level which is considered to be deliberate and egregious, the student's enrolment will be closed following being notified of the decision. The student will have the right to appeal any decision that they are notified of in accordance with the appeals policy.

How to reference

Students are encouraged to apply the Harvard Referencing System in-text citation. This approach requires three pieces of information about a source within the text of the students work. This information is:

- the name of the author or authors
- the year of publication
- the page number

Examples

Citations may be placed at the end of a sentence (before the concluding punctuation) in brackets, e.g.: To succeed, the team will rely on both task process and group process (Dwyer, Hopwood 2010, p. 239)

A reference may also be placed in the text to integrate the author's surname into the sentence, followed by the year of publication and page number, in brackets, e.g.:

- Dwyer and Hopwood (2010, p. 239) identify that to succeed, the team will rely on both task process and group process.

At the end of the students' work, a List of References must be included. This should include all the books; journal articles and other sources of information you have used to research your assignment. The reference list should be laid out alphabetically and the title of the source should be italicised. Each reference must include:

- the name of the author or authors
- the year of publication
- the title of the publication
- the edition of publication
- the publisher
- place of publication

Example

- Dwyer, J and Hopwood, N, 2010, *Management Strategies and Skills*, Sydney, McGraw Hill Australia

To prevent cheating or plagiarism, students are responsible for:

- Submitting only work that is their own or that properly acknowledges the ideas, interpretations, words or creative works of others;
- Avoiding lending original work to others for any reason;
- Being clear about assessment conditions and seeking clarification if in doubt;

- Being clear about what is appropriate referencing and the consequences of inappropriate referencing;
- Only use AI tool according to the acceptable use guidelines.
- Discouraging others from plagiarising by observing the practices above.

Use of Artificial Intelligence (AI)

Assist Ability Academy employ a range of strategies and software solutions to monitor the use of artificial intelligence content in assessment submissions made by students. This is a normal part of our assessment quality control. The following are guidelines on the **unacceptable use of artificial intelligence** content:

- **Direct Generation of Assessment Responses**. Using AI to generate complete or partial answers for assessments, such as:
  - Having AI write workplace documentation like risk assessments or incident reports
  - Using AI to complete practical task descriptions or work procedures
  - Submitting AI-generated responses for knowledge questions
  - Using AI to create workplace portfolios or evidence collections
- **Bypassing Skill Development**. Using AI in ways that prevent learning essential vocational skills such as:
  - Having AI solve workplace calculations instead of developing mathematical competency
  - Using AI to create technical drawings or designs without learning the underlying principles
  - Relying on AI for measurements or specifications instead of developing measurement skills
  - Having AI interpret technical manuals or workplace documents without developing comprehension skills
- **Professional Communication Tasks**. Using AI to complete communication tasks that demonstrate professional competency, such as:

- Having AI write client communications or workplace emails
- Using AI to generate workplace reports
- Submitting AI-generated meeting minutes or briefing notes
- Using AI to create workplace presentations or training materials

- **Evidence Collection**. Using AI to fabricate or manipulate evidence of competency, such as:
  - Creating artificial workplace scenarios or examples
  - Generating fictional workplace experiences or observations
  - Producing simulated workplace documentation
  - Creating artificial supervisor feedback or third-party reports
- **Practical Skills Documentation**. Using AI to document practical skills without performing them, such as:
  - Writing up practical task procedures without completing them
  - Generating safety check documentation without performing checks
  - Creating maintenance logs without conducting maintenance
  - Documenting customer service interactions that did not occur
- **Group Work and Collaboration**. Using AI to bypass genuine workplace collaboration:
  - Having AI generate team contributions
  - Using AI to complete assigned portions of group tasks
  - Creating artificial peer feedback or evaluations
  - Generating team meeting outcomes without participation

The unacceptable use of artificial intelligence content is considered a form of plagiarism and students found to be breaching this policy Action will be taken in accordance with the plagiarism policy outlined above. Where there may be acceptable uses of artificial

intelligence content, this will be specifically identified to each student within the assessment instructions of the task.

Behaviour misconduct

Assist Ability Academy seeks to provide an environment that is free from unacceptable behaviour and promotes a positive learning environment for all students. Behaviour misconduct is defined as unacceptable behaviour and includes, but is not limited to:

- Behaviour that impairs the reasonable freedom of other persons to pursue their studies and participate in the activities of the RTO
- Any act or failure to act that endangers the safety or health of any other person
- Actions that impair any person's participation in a legitimate RTO activity or, by act or omission disrupts the peace or good order of the RTO
- Acting in a way that causes students or staff or other persons within the RTO to fear for their personal safety
- Wilfully obstructing or disrupting any official RTO meeting, ceremony, activity, class or examination/assessment
- Any form of harassment, whether based on gender, race, age, sexual preference or religious belief
- Wilfully damaging or wrongfully dealing with any RTO property, or the property within the RTO of any person, including theft
- Being under the influence of prohibited drugs and/or substances including alcohol
- Trespassing or knowingly entering any place within the premises of the RTO that is out of bounds to students
- Making a false representation as to a matter affecting student status
- Possession of dangerous articles or banned substances
- Abusive behaviour to others

Students are responsible to:

- Be informed of and comply with Commonwealth or State law;
- Behave in a way that supports the freedom of other persons (students) to pursue their studies and participate in the activities of the RTO;
- Identify themselves truthfully;
- Behave in a way that supports the safety or health of any other person;
- Maintain the peace or good order of the training environment;
- Treat Assist Ability Academy property with respect and prevent damage or destruction of property;
- Behave in a way that supports the conduct of official Assist Ability Academy meetings, ceremony, activity, class or examination/assessment;
- Treat others with respect and not discriminate based on gender, race, age, sexual preference or religious belief;
- Be free from (not under the influence of) prohibited drugs and/or substances including alcohol during attendance at the Assist Ability Academy;
- Not trespass or knowingly entering any place within the premises of Assist Ability Academy that is out of bounds to students;
- Give truthful information relating to student status; and
- Communicate in a way that demonstrates respect for others and is free from verbal abuse.

Where a student is identified for behaviour misconduct, an Assist Ability Academy staff member will complete a *Behaviour Misconduct Report* and submit this to the Training Manager. Students who demonstrate behavioural misconduct will be counselled and issued a formal warning. Students who demonstrate behavioural misconduct after being formally warned will have their enrolment cancelled and will not be entitled to a refund. This does not limit the requirement to provide suitable warning in writing and the opportunity to make oral or written representations regarding the misconduct or the student's right to appeal a decision.

Where the student's behaviour is so egregious or leads to the actual damage to property or

harm to another person, the student's enrolment can be closed immediately, and the incident will be reported to the Police. This does not remove the students right to appeal a decision made by Assist Ability Academy. Only after any appeal process has been completed that the student's enrolment can be closed and the student will be issued a statement of attainment only for units of competency they have achieved. Whilst any appeal is being processed, the student enrolment is to be temporarily suspended, and the student is not to attend the Assist Ability Academy premises.

Continuous improvement

Assist Ability Academy is committed to the continuous improvement of our training and assessment services, student services and management systems. Central to this commitment is our approach to continuous improvement and the procedures we apply to achieve systematic and sustained improvement.

Students are encouraged to provide feedback and suggestions for improvement to Assist Ability Academy at any time during their studies so we can improve our services in the future. Students can report opportunities for improvement by discussing suggestions with their Trainer or the Student Support Officer, sending us an email or completing the *Opportunity for Improvement Form*. The *Opportunity for Improvement Form* template is available on request. Suggestions for improvement will be considered by our management team at our regular management meeting.

During a long course, students will be invited to complete the *Student Continuous Improvement Survey* which will usually be administered early in a course such as after the first term to collect feedback so any issues can be addressed to improve our service to you for the remainder of the course.

At the completion of your course, you will be issued with a *Student Satisfaction Survey*. This is a nationally consistent survey tool which is designed to collect feedback from students about their experience with an RTO and in undertaking nationally recognised training. Your completion and return of this survey is important to Assist Ability Academy for our ongoing improvement of services and to enable us to report this information to our registering authority. Your assistance in gathering this survey data is greatly appreciated.

Assessment

Assist Ability Academy assessment is conducted using a combination of Written Knowledge Assessment, Research Tasks, Case Studies, Work Logbook, Supervisor Feedback and Workplace Observation.

The following provides a brief explanation of the primary assessment methods:

- **Written Knowledge Assessment:** The student is required to provide a written response to a range of questions relating to required knowledge of the units of competency. These would be short answer response activities and may include other questioning methods including multiple-choice.

- **Research Tasks:** The student is required to undertake research within their own workplace and the available reference material and provide a written response to each question. These assessment activities are usually short to medium answer response activities. The responses provided by the student will largely be specific to their workplace.

- **Case Study Response:** The student is required to provide a written response to a situation presented in a case study scenario. This will usually require the student to consider carefully the situation presented, undertake research to inform their response and then to propose their recommended actions.

- **Workplace Logbook:** The student is required to record details of their work activity completed during the work placement. These details are recorded against specified tasks which are predesigned for the student to complete. This forms an important part of the assessment evidence as it often includes critical evidence that is otherwise difficult for the assessor to observe.

- **Supervisor Feedback:** The assessor will periodically engage with workplace supervisors to seek their feedback about the student's performance. This is undertaken as an interview with a duration of 15 to 20 minutes. This interview can be undertaken over the phone or face to face. Feedback from a supervisor is recorded into the assessment record.

- **Workplace Observation:** The student will be observed performing specific tasks in their day-to-day work activities. The assessor will attend the workplace and observe the students performing tasks relevant to the units of competency being assessed. The

student will be briefed on these observation activities and is required to plan to undertake these activities when the assessor attends the workplace.

Re-assessment

Students who are assessed as not yet competent are to be provided with detailed verbal and written feedback to assist them to identify the gaps in their knowledge and skills to be addressed through further training. These students are to be provided with additional training and learning support to target their specific gaps in knowledge and/or skills and prepare them for additional assessment.

It is the policy of Assist Ability Academy to provide three opportunities for training and re-assessment at no additional cost to the student or employer. The initial assessment is one and therefore the student will have two remaining opportunities if they are not able to demonstrate competency on the first attempt. students who require additional training and re-assessment after they have exhausted their three opportunities will be required to pay a fee for additional training and re-assessment. Please refer to the Assist Ability Academy Schedule of Fees and Charges to identify the re-assessment fee.

Where students repeatedly do not demonstrate competence following significant learning and assessment support, a student's enrolment can be closed through mutual agreement.

Recognition of Prior Learning

In accordance with the requirements of the Outcome Standards for Registered Training Organisations, Assist Ability Academy provides the opportunity for students to apply to have prior learning recognised toward a qualification or units of competence for which they are enrolled.

Recognition involves the assessment of previously unrecognised skills and knowledge that an individual has achieved outside the formal education and training system. Recognition assesses this unrecognised learning against the requirements of a unit of competence, in respect of both entry requirements and outcomes to be achieved. By removing the need for duplication of learning, recognition encourages an individual to continue upgrading their skills and knowledge through structured education and training towards formal qualifications and improved employment outcomes. This has benefits for the individual and industry. Most importantly, it should be noted that recognition is just another form of assessment.

The following guidelines are to be followed when an application for recognition is received:

- Any student is entitled to apply for recognition in a course or qualification in which they are currently enrolled.

- Students may not apply for recognition for units of competence or a qualification which are not included in Assist Ability Academy scope of registration.

- Whilst students may apply for recognition at any time, they are encouraged to apply before commencing a course. This will reduce unnecessary training and guide the student down a more efficient path to competence.

- Students who are currently enrolled in a course are eligible to apply for recognition in that course at no additional charge.

- Assessment via recognition is to apply the principles of assessment and the rules of evidence.

- Recognition may only be awarded for whole units of competence.

Forms of evidence for recognition

Recognition acknowledges that workplace skills and knowledge may be gained through a variety of ways including both formal and informal learning or through work-based or life experience.

Like assessment, recognition is a process whereby evidence is collected, and a judgement is made by an assessor or assessment team. The judgement is made on evidence provided by candidates of the skills and knowledge that they have previously learnt through work, study, life and other experiences, and that they are currently using. It also includes evidence to confirm a candidate's ability to adapt prior learning or current competence to the context of the intended workplace or industry.

Forms of evidence toward recognition may include:

- Work records;

- Records of workplace training;

- Assessments of current skills;

- Assessments of current knowledge;

- Third party reports from current and previous supervisors or managers;

- Evidence of relevant unpaid or volunteer experience;
- Examples of work products;
- Observation by an assessor in the workplace;
- Performance appraisal; or
- Duty statements.

Many of these forms of evidence would not be sufficient on their own. When combined, with a number of evidence items, the candidate will start to provide a strong case for competence. Assist Ability Academy reserves the right to require candidates to undertake practical assessment activities of skills and knowledge to satisfy itself of a candidate's current competence.

Note: For particularly short, low-cost courses, the recognition of prior learning process may have limited value to students and may not be available. If unsure, please check with the Student Support Officer.

Credit Transfer

Credit Transfer is the recognition of learning achieved through formal education and training. Under the Standards for Registered Training Organisations, units of competency issued by any RTO are to be accepted and recognised by all other RTOs. Credit Transfer allows a student to be issued a unit of competency based on successful completion of the unit which has been previously awarded. If you are seeking credit transfer, you are required to present your statement of attainment or qualification with a record of results for review to Assist Ability Academy.

These documents will provide the detail of what units of competence you have been previously issued. You must provide satisfactory evidence that the statement of attainment or qualification is authentic, is yours and that it has been issued by an Australian RTO. Statements of attainment or qualifications should be in the correct format as outlined in the Australian Qualifications Framework. You are required to submit copies only which are certified as a true copy of the original.

The following guidelines are to be followed in relation to credit transfer:

- Any student is entitled to apply for credit transfer in a course or qualification in which they are currently enrolled.

- Students may not apply for credit transfer for units of competence or qualification which are not included in Assist Ability Academy scope of registration.

- Whilst students may apply for credit transfer at any time, they are encouraged to apply before commencing a course. This will reduce unnecessary training and guide the student down a more efficient path to competence.

- The student does not incur any fees for credit transfer and Assist Ability Academy does not receive any funding when credit transfer is granted.

- Credit transfer may only be awarded for whole units of competence. Where a mapping guide identifies a partial credit, this will not be considered for credit transfer and applicants will be advised to seek recognition.

Issuing Qualifications and Statements of Attainment

Assist Ability Academy will issue all Australian Qualification Framework certification documentation (Qualifications or Statements of Attainment) to a student within 30 calendar days of the student being assessed as meeting the requirements of the training product if the course in which the student is enrolled is complete. Please note however that Assist Ability Academy is not obliged to issue a certificate to a completed student if:

- All agreed fees the student owes to Assist Ability Academy have been paid.

- The student has provided a valid Unique Student Identifier.

Students should be aware that a:

- Qualification is the result of a student achieving the units of competency for a qualification outcome as specified in an endorsed training package or an accredited course. A qualification is a formal certification that a student has achieved learning outcomes as described in the AQF. Technically within the AQF a qualification is comprised of a testamur and a record of results. A testamur is the actual official certification document that confirms that a qualification has been awarded to an individual.

- Statement of Attainment is issued when the student has achieved one or more units of competency as a result of completing a course which included units of competency only or where the student achieved one or more units of competency as part of an enrolment

in a qualification-based course, but the student did not achieve all of the units of competency to receive the full qualification.

Making a complaint or an appeal

Assist Ability Academy is committed to providing a fair and transparent complaints and appeals process that includes access to an independent external body if required. To make a complaint or an appeal, you are requested to complete one of the following forms:

- Complaint Form
- Request for Appeal of a Decision

These forms are available via our website at the following address:

- www.assistabilityacademy.edu.au

Once you have completed the required form you are requested to submit this to the Office Manager either in hard copy or electronically via the following contact details:

- Unit 1, 49 Mcarthurs Rd, ALTONA NORTH, VIC, 3025
- compliance@assistabilityacademy.edu.au

If you are having any difficulty accessing the required form or submitting to us, please contact us at the following number:

0452 631 895

If you are a child or young person and you require support to understand and use the complaints process, please contact the Student Support Officer or your trainer for assistance.

What is a complaint?

A complaint is negative feedback about services or staff which has not been resolved locally. A complaint may be received by Assist Ability Academy in any form and does not need to be formally documented by the complainant in order to be acted on. Complaints may be made by any person but are generally made by students and/or employers.

What is an appeal?

An appeal is an application by a student for reconsideration of an unfavourable decision or finding during training and/or assessment. An appeal must be made in writing and specify the particulars of the decision or finding in dispute. Appeals must be submitted to Assist Ability Academy within **28 calendar days** of the student being informed of the decision or finding.

Early resolution of complaints and appeals

In all cases, issues that arise during training and assessment that are the source of frustration or are in dispute should be resolved at the time, as they occur between the persons involved, where possible. Sometimes, it will not be possible and in these cases, you are encouraged to come forward and inform us of your concerns with the confidence that you will be treated fairly.

Complaint and appeals handling

Assist Ability Academy applies the following principles to its complaints and appeals handling:

- A complaint or appeal may be received in any form (written, verbal) although persons seeking to make a complaint are recommended to complete the complaint form or request for an appeal of a decision which are available on the Assist Ability Academy website.
- A person who makes a complaint or an appeal must be **provided a written acknowledgement** as soon as possible and **not later than 24 hours** from the time the complaint or the appeal is received. The acknowledgement must inform the person that they will receive a written response within 14 calendar days and explain the complaint/appeal handling process and the persons rights and obligations.
- There is no time limitation on a person who is seeking to make a complaint. An appeal however must be made within **28 calendar days** of the person being informed of the decision or finding of which they intend to appeal.
- Written records of all complaints / appeals are to be kept by Assist Ability Academy including all details of lodgement, response and resolution. Assist Ability Academy will maintain complaints / appeals register to be used to record the details of the complaint / appeal and to maintain a chronological journal of events during the handling process. Records relating to complaint / appeal handling are stored securely to prevent access to unauthorised personnel.

- A person making a complaint or seeking an appeal is to be provided an opportunity to formally present his or her case at no cost.

- Each person may be accompanied and/or assisted by a support person at any relevant meeting.

- Where a complaint or appeal is made about or involves allegations about another person, Assist Ability Academy is obliged to inform this person about this complaint/appeal or allegation and provide them the opportunity to respond and present information in response to the issues raised. This may be achieved through direct meetings or meetings via an electronic means. Assist Ability Academy will maintain a detailed record of these meetings in the form of a record of conversation. At all times information must be handled sensitively and treated in confidence. Persons involved in a dispute or complaint should be reminded to treat each other with respect and conduct themselves in a professional and courteous manner.

- The handling of a complaint / appeal is to commence within **seven (7) calendar days** of the lodgement of the complaint / appeal and all reasonable measures are taken to finalise the process as soon as practicable.

- The person making a complaint or seeking an appeal is to be provided a written response to the complaint / appeal, including details of the reasons for the outcome. A written response must be provided to the person within **fourteen (14) calendar days** of the lodgement of the complaint / appeal.

- Complaints / appeals must be resolved to a final outcome **within thirty (30) calendar days** of the complaint / appeal being initially received. Where Assist Ability Academy Chief Executive Officer considers that more than 30 calendar days are required to process and finalise the complaint / appeal, the CEO must inform the person making a complaint or seeking an appeal in writing, including reasons why more than 30 calendar days are required. As a benchmark, Assist Ability Academy will attempt to resolve complaints / appeals as soon as possible. A timeframe to resolve a complaint / appeal within thirty (30) days is considered acceptable and in the best interest of Assist Ability Academy and the person making a complaint or seeking an appeal. A person making a complaint or seeking an appeal should also be provided with regular updates to inform them of the progress of the complaint / appeal handling. Updates should be provided to the person making a complaint or seeking an appeal at a minimum of two (2) weekly intervals.

- Assist Ability Academy shall maintain the enrolment of the person making a complaint or seeking an appeal during the handling process.

- Decisions or outcomes of the complaint / appeal handling process that find in the favour of the person making a complaint or seeking an appeal shall be implemented immediately.

- Complaints / appeals are to be handled in the strictest of confidence. No Assist Ability Academy representative will disclose information to any person without the permission of Assist Ability Academy Chief Executive Officer. A decision to release information to third parties can only to be made after the person making a complaint or seeking an appeal has given permission for this to occur. This permission should be given using the Information Release Form.

- Complaints / appeals are to be considered and handled to ensure the principles of natural justice and procedural fairness are applied at every stage of the handling process. This means that the person making a complaint or seeking an appeal is entitled to be heard with access to all relevant information and with the right of reply. The person making a complaint or seeking an appeal is entitled to have their complaint heard by a person that is without bias and may not be affected by the decision. Finally, the decision must be made based on logical evidence and the decision-maker must take account of relevant considerations, must act for a proper purpose and must not consider irrelevant considerations.

Informing Persons and Responding to Allegations

Where a complaint involves one person making allegations about another person, it is a requirement for Assist Ability Academy to hear both sides of the matter before making any judgements about how the complaint should be settled. A person who will be affected by a decision made by Assist Ability Academy because of a complaint has the right to be fully informed of any allegations and to be provided adequate opportunity to be heard and respond. The person has the right to:

- put forward arguments in their favour,

- show cause why a proposed action should not be taken,

- deny allegations,

- call for evidence to disprove allegations and claims,

- explain allegations or present an innocent explanation, and
- provide mitigating circumstances (information aimed at reducing the severity, seriousness, of something).

Assist Ability Academy also has an obligation to fully consider the substance of allegations and the response provided by parties before making a decision. Decisions must be communicated to the complainant and relevant persons subject of allegations in writing. This is to include advising these persons of their right to seek a third-party review of decisions made by Assist Ability Academy.

Where an allegation is made that involve alleged criminal or illegal activity and it is considered outside the scope and expertise of Assist Ability Academy to investigate the matter, then in these circumstances Assist Ability Academy reserve the right to report these allegations to law enforcement authorities. Persons related to the matter involving alleged criminal or illegal activity will be advised in writing if this course of action is being taken.

Review by an independent third party

Assist Ability Academy provides the opportunity for the person making a complaint or seeking an appeal who is not satisfied with the outcomes of the complaints and appeals handling process to seek a review by an independent person. Before a person seeks a review by an independent person, they are requested to first allow Assist Ability Academy to full consider the nature of the complaint or appeal and to fully respond to the person in writing. If after this has occurred, the person is not satisfied with the outcome, they can then seek a review by an independent person. To request a review by an independent person, the complainant or the person making an appeal should inform the Office Manager of their request who will initiate the process with the Chief Executive Officer.

In these circumstances the Assist Ability Academy Chief Executive Officer will advise of an appropriate party independent of Assist Ability Academy to review the complaint (and its subsequent handling) and provide advice to Assist Ability Academy in regard to the recommended outcomes. The independent third-party is required to respond with their recommendations within fourteen (14) working days of their review being requested.

Where the Assist Ability Academy appoints or engages an appropriate independent person to review a complaint / appeal, the Assist Ability Academy will meet the full cost to facilitate the independent review.

Following an independent review, advice received from the independent person is to be accepted by Assist Ability Academy as final, advised to the person making a complaint or seeking an appeal in writing and implemented without prejudice.

Where a complaint is received by Assist Ability Academy and the Chief Executive Officer feels that they may be bias or there is a perception of bias, then the complaint is to be referred directly to an independent third-party for consideration and response as outlined above.

Unresolved Complaints and Appeals

Where the person making a complaint or seeking an appeal is not satisfied with the handling of the matter by Assist Ability Academy, they have the opportunity for a body that is external to Assist Ability Academy to review his or her complaint or appeal following the internal completion of complaint or appeals process.

Students who are not satisfied with the process applied by Assist Ability Academy may refer their matter to the following external agencies:

- In relation to consumer related issues, the student may refer their complaint to the relevant **Office of Fair Trading**.

- In relation to the delivery of training and assessment services, the person may refer their complaint to the **National Training Complaints Service** via the following phone number: 13 38 73 or visit the website at https://www.dewr.gov.au/national-training-complaints-hotline or alternatively to the Australian Skills Quality Authority at the following website https://asqaportal.asqa.gov.au/Make-a-Report//?from=tip-off

- In relation to matters relating to privacy, the person may refer their complaint to the **Office of the Australian Information Commissioner** via the following details: https://www.oaic.gov.au/individuals/how-do-i-make-a-privacy-complaint or call on 1300 363 992

Legislative and Regulatory Responsibilities

Assist Ability Academy 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 Assist Ability Academy has recognised it has compliance responsibilities to. They also represent obligations to you as a student whilst training with Assist Ability Academy.

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 (State) and www.comlaw.gov.au (Federal).

The following is a summary of the legislation that will generally apply to your day-to-day work and training.

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.

Work Health and Safety Act 2011 and Occupational Health and Safety Act 2004

The main object of this Act is to provide for a balanced and nationally consistent framework to secure the health and safety of workers and workplaces. The WHS Act protects workers and other persons against harm to their health, safety and welfare through the elimination or minimisation of risks arising from work or from types of substances or plant.

The WHS Act covers workers by providing a nationally uniform work health and safety laws. This includes employees, contractors, sub-contractors, outworkers, trainees, work experience students, volunteers and employers who perform work.

The WHS/OHS Act also provides protection for the general public so that their health and safety is not placed at risk by work activities.

Section 29 of the WHS Act requires that any person at a workplace, including customers and visitors, must take reasonable care of their own health and safety and that of others who may be affected by their actions or omissions.

They must also cooperate with any actions taken by the person conducting business or undertaking to comply with the WHS Act and OHS Regulation depending on the state.

Privacy Act 1988

The Privacy Act is supported by the Australian Privacy Principles which came into effect on 12th March 2014. The object of Australian Privacy Principles is to ensure businesses and government agencies manage personal information in an open and transparent way.

Review the section within this handbook that relates to privacy protection. It provides you with information about:

- the kinds of personal information that the entity collects and holds;
- how the entity collects and holds personal information;
- the purposes for which the entity collects, holds, uses and discloses personal information;
- how an individual may access personal information about the individual that is held by the entity and seek the correction of such information;
- how an individual may complain about a breach of the Australian Privacy Principles and how the entity will deal with such a complaint; and
- whether the entity is likely to disclose personal information to overseas recipients.

Disability Discrimination Act 1992

Sect 5 - Disability Discrimination

(1) For the purposes of this Act, a person (discriminator) discriminates against another person (aggrieved person) on the grounds of a disability of the aggrieved person if, because of the aggrieved person's disability, the discriminator treats or proposes to treat the aggrieved person less favourably than, in circumstances that are the same or are not materially different, the discriminator treats or would treat a person without the disability.

For the purposes of subsection (1), circumstances in which a person treats or would treat another person with a disability are not materially different because of the fact that different accommodation or services may be required by the person with a disability.

Sex Discrimination Act 1984

Objects The objects of this Act are:

- to give effect to certain provisions of the Convention on the Elimination of All Forms of Discrimination Against Women; and

- to eliminate, so far as is possible, discrimination against persons on the ground of sex, marital status, pregnancy or potential pregnancy in the areas of work, accommodation, education, the provision of goods, facilities and services, the disposal of land, the activities of clubs and the administration of Commonwealth laws and programs; and

- to eliminate, so far as possible, discrimination involving dismissal of employees on the ground of family responsibilities; and

- to eliminate, so far as is possible, discrimination involving sexual harassment in the workplace, in educational institutions and in other areas of public activity; and

- to promote recognition and acceptance within the community of the principle of the equality of men and women.

Age Discrimination Act 2004

The objects of this Act are:

- to eliminate, as far as possible, discrimination against persons on the ground of age in the areas of work, education, access to premises, the provision of goods, services and facilities, accommodation, the disposal of land, the administration of Commonwealth laws and programs and requests for information; and

- to ensure, as far as practicable, that everyone has the same rights to equality before the law, regardless of age, as the rest of the community; and

- to allow appropriate benefits and other assistance to be given to people of a certain age, particularly younger and older persons, in recognition of their particular circumstances; and

- to promote recognition and acceptance within the community of the principle that people of all ages have the same fundamental rights; and

- to respond to demographic change by:

    - removing barriers to older people participating in society, particularly in the workforce; and

- changing negative stereotypes about older people.

Racial Discrimination Act 1975

This Act gives effect to Australia's obligations under the International Convention on the Elimination of All Forms of Racial Discrimination. Its major objectives are to:

- promote equality before the law for all persons, regardless of their race, colour or national or ethnic origin, and
- make discrimination against people on the basis of their race, colour, descent or national or ethnic origin unlawful.

Copyright Act 1968

Copyright is a type of property that is founded on a person's creative skill and labour. It is designed to prevent the unauthorised use by others of a work, that is, the original form in which an idea or information has been expressed by the creator.

Copyright is not a tangible thing. It is made up of a bundle of exclusive economic rights to do certain acts with an original work or other copyright subject-matter. These rights include the right to copy, publish, communicate (eg. broadcast, make available online) and publicly perform the copyright material.

There is no general exception that allows a work to be reproduced without infringing copyright. Where a part of a work is copied, the issue is whether a substantial part of that work has been reproduced and thus an infringement has occurred. However, there is a 10% rule which applies in relation to fair dealing copying for the purposes of research or study. A reasonable portion of a work may be copied for that purpose, and a reasonable portion is deemed to be 10% of a book of more than 10 pages or 10% of the words of a work in electronic form.

Fair Work Act 2009

The main objectives of this Act are to provide a balanced framework for cooperative and productive workplace relations that promote national economic prosperity and social inclusion for all Australians by:

Providing workplace relations laws that are fair to working Australians, are flexible for businesses, promote productivity and economic growth for Australia's future economic prosperity and consider Australia’s international labour obligations;

Ensuring a guaranteed safety net of fair, relevant and enforceable minimum terms and conditions through the National Employment Standards, modern awards and national minimum wage orders;

Enabling fairness and representation at work and the prevention of discrimination by recognising the right to freedom of association and the right to be represented, protecting against unfair treatment and discrimination, providing accessible and effective procedures to resolve grievances and disputes and providing effective compliance mechanisms.

National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) Instrument 2025

This legislation provides that basis for the regulation of Registered Training Organisations in Australia. The legislation provides the basis for the establishment of the National VET Regulator who are the registration authority for RTOs. A core component of this legislation is that it defines the condition for the registration of an RTO which include:

- compliance with the VET Quality Framework
- satisfying Fit and Proper Person Requirements
- satisfying the Financial Viability Risk Assessment Requirements
- notifying National VET Regulator of important changes
- cooperating with National VET Regulator
- compliance with directions given by the National VET Regulator