Our Policy & Procedures

Part 1 (Student Section)

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1. FEE & REFUND POLICY

The HTCA is committed to working within a fair and transparent framework with the charging of fees, providing protection for those fees paid in advance and giving refunds of payments, where appropriate, for all courses offered by the HTCA.

Purpose:

The purpose of this policy is to make sure that HTCA processes all refund application received in timely and efficient manner.

Scope

Each student agrees to the terms and conditions of the Refund Policy on signing the Form Acceptance of Full Offer (Enrolment Agreement Form).

Procedural Guidelines

Refunds due to non-delivery of course by college

Please note that Government Legislation requires tuition fees and application fees to be refunded in full if:

a) The course does not start at the agreed starting date which is notified in the Offer Letter

b) The course stops being provided by the college after it starts and before it is completed

c) The course is not provided fully to the student because the College has a sanction imposed by a government regulator

d) If the HTCA, or a third-party delivering training and assessment on its behalf, closes or ceases to deliver any part of the training product that the student is enrolled in.

Refunds under the above conditions will be paid in full to the student within 14 days.

The College may arrange for another course, or part of a course, to be provided to students at no (extra) cost to the student as an alternative to refunding course money. Where the student agrees to this arrangement, the College will not be liable to refund the money owed for the original enrolment.

Refunds based upon student application

All applications for refund must be made in writing and submitted to Student Administration Manager.

Please note where the student withdraws from the course without notification or breaches the student code of conduct or any other obligations as outlined in HTCA's policies and procedures, no refund is payable.

Refund process

Requests for refunds must be made in writing in person on the Application for Refund Form (can be download from our website) setting out reasons for the request. The application must be accompanied by supporting documentation. Application can also be sent to Student Administration Manager, via email to info@hope.edu.au or post at the following address:

Student Administration Manager

Hope Training College of Australia
Level 3 & 4, 135 Pirie Street, Adelaide, South Australia 5000

SCENARIO	REFUND (% of total course fee)
Enrolment fee ($333)	non-refundable after 7 days of cooling off period is over*
*Note: The full tuition fee included enrolment fee will be refunded (fully) if College is unable to deliver the course you enrolled in. For more detail, please read our Fee refund policy & procedure and refer to the **Procedural Guidelines** section.	
Withdrawal after 1 week and before completion of **2 weeks** from enrolment date	90%
Withdrawal after 2 weeks and before completion of **3 weeks** from enrolment date	80%
Withdrawal after 3 weeks and before completion of **4 weeks** from enrolment date	70%
Withdrawal after 4 weeks and before completion of **5 weeks** from enrolment date	60%
Withdrawal after 5 weeks and before completion of **6 weeks** from enrolment date	50%
Withdrawal after 6 weeks and before completion of **7 weeks** from enrolment date	40%
Withdrawal after 7 weeks and before completion of **8 weeks** from enrolment date	30%
Withdrawal after 8 weeks and before completion of **9 weeks** from enrolment date	20%
Withdrawal after 9 weeks and before completion of **10 weeks** from enrolment date	10%
Withdrawal after 10 weeks and before completion of **11 weeks** from enrolment date	0%

If College stopped delivering a course because RTO sanction by regulatory authorities	Full fee will be refunded
RPL Application Fee	Non – refundable if offer accepted

The refund request time will be calculated when HTCA receive a written request for a refund.
The refund request form can be collected from the office or downloaded from the website. The date of enrolment is when student paid enrolment fee.

Refunds will always be paid in Australian Dollars to the same person or body from whom the payment was received, unless otherwise specified. All refunds will be made within reasonable time frame as specified above. Once the refund is processed the student will be notified in writing of the refund along with the confirmation of payment attached. Applications for refunds are to be processed by Student Administrations within 14 days from the date of application

Appealing Refund Decisions

Should a student wish to appeal a refund decision made by the college, the concerning student has the right to access the HTCA Complaints, Grievances and Appeals policy.

This policy does not remove student's right to take further action under Australia's consumer protection laws. The College's dispute resolution processes do not remove to pursue other legal remedies where they feel necessary.

Fees Protection

HTCA satisfies the requirements of Schedule 6 for protecting prepaid fees paid by individual students, or prospective students. HTCA has implemented a policy where it does not accept directly or through a third party in excess of total $1500 (being the threshold prepaid fee amount).

2. PLAGIARISM POLICY

HTCA is committed to upholding standards of academic integrity and honesty.

HTCA staff involved in training and assessment shall display leadership in academic integrity and use a range of approaches to educate students to practice honesty in their academic work.

Purpose:

To provide a systematic approach to the treatment of plagiarism in academic work at HTCA.

The policy is intended to promote honesty in learning and assessment and respect for the work of others. Contravention of this policy will result in students being penalized.

Scope:

This policy applies to work submitted by HTCA's past and current students and also outlines systematic approach for dealing with academic misconduct.

Definition:

Plagiarism is the intentional or unintentional use of the work of other persons, copying (in whole or in part) the work or data of other persons, or presenting substantial extracts from written, printed, electronic or other media in a student's written, oral, electronic/on-line or group assignment work without due acknowledgment. Plagiarism involves giving the impression that a student has thought, written, or produced something that has, in fact, been taken from another source. Any act of plagiarism constitutes a breach of this policy.

Academic integrity: is the moral code of academia. It involves using, generating, and communicating information in an ethical, honest and responsible manner.

Academic misconduct: means conduct by which a student seeks to gain for himself, herself, or another person an unfair or unjustified academic advantage in a course or unit of study and includes, cheating, collusion and plagiarism. It may be intentional or reckless.

Cheat/Cheating means to seek to obtain an unfair advantage in an examination or written, oral or practical work required to be submitted or completed for assessment in a course or unit of study and includes the resubmission of work that has already been assessed in another unit.

Collusion: Collusion means unauthorized collaboration on assessable written, oral or practical work with another person or persons.

Proofreading: Proofreading is the process of identifying errors and suggesting corrections to a text. This must not involve rewriting passages of text in order to clarify meaning; amending the words used by the author (except to identify the correct spelling of the word used); rearranging passages of text or code or reformatting other material; contributing additional material to the original; and checking calculations or formulae.

HTCA Responsibility:

- Make HTCA Plagiarism Policy and Procedures accessible to staff and students, including its implementation within the college.

- Establish processes to support the consistent implementation of HTCA Plagiarism Policy.

- Provide processes for students to access HTCA's Complaints, Grievances and Appeal policy regarding decisions arising from plagiarism.

- Maintain confidential records of any breaches.

Trainer/Assessor Responsibility:

- Know and consistently implement the HTCA Plagiarism Policy and Procedures.

- Ensure that students understand the difference between cooperative learning, group work and plagiarism.

- Be vigilant in the detection of plagiarism.

- Be aware of, and respect, the practices of other cultures/cultural backgrounds.

Student Responsibility:

- Acknowledge, understand, and comply with the HTCA plagiarism policy and procedures and seek help if unclear about their requirements.

- Ensure that all sources of information are appropriately acknowledged.

- Take all reasonable precautions to ensure work cannot be copied.

Process for identified cases of plagiarism:

- Trainer/Assessor will identify the acts of plagiarism while assessing student's work. Where a student is suspected of plagiarism by a Trainer/Assessor, the following process will apply:

First Offence:

- The student will be invited to discuss the matter with the person assessing the assignment or document. The student may elect to have a support person accompany them to the meeting. The purpose of this meeting will be to establish the circumstances, nature, and effects of the problem. The confidential meeting will be documented.

- If the finding of plagiarism is upheld, the student will be considered to have failed to complete the requirements of the assignment in question and will be required to resubmit the assignment. In all cases the finding of plagiarism will be recorded on the student's academic file at the College.

- If the finding of plagiarism is not upheld and is found to be an honest mistake, the student will be cautioned and counselled on academic honesty. A note of this warning will be recorded on his or her academic file at the College and the student will be required to resubmit the assignment.

- Students, who cheat, plagiarize, or collude on any piece of assessment, will be deemed Not Yet Competent and their names will be registered on a data base for future monitoring of similar occurrences. Depending on the level of severity and the student's history in relation to these behaviours, another opportunity may be given for a reassessment, as per reassessment fees structure.

Second Offence

- In the event of a second offence, the student will be required to attend a formal meeting with course coordinator/CEO.

- If the finding of plagiarism is upheld, the student will be asked to show cause as to why his or her name should not be reported for legal action for such a breach.

- The reconsideration and review process and the College appeals process (refer Complaints, Grievances and Appeals policy) will be available to the student should they remain dissatisfied with the outcome of the review of the situation.

Implementation:

Step 1: The person assessing the assignment draws the attention of the course coordinator and/or CEO to a suspicion of plagiarism in relation to work submitted by a college student.

Step 2: The Course Coordinator is asked to provide a confidential account of the reasoning behind their Suspicion of plagiarism.

Step 3: The Course Coordinator reviews the student's academic record to ensure that there have been no previous cautions on academic honesty or findings of plagiarism. If there is a previous record the case is dealt with as a second offence.

Step 4: The student is sent a letter/mail outlining the alleged offence and an invitation to attend a meeting with the Course Coordinator. Details of the proposed date, time and place of the meeting are provided along with copies of the Policy for Plagiarism, and the assignment/item in question.

Step 5: If the student elects to have a support person accompany them to the meeting, they should contact the support person to ascertain their availability and willingness to attend. (The investigation is not a legal process and as such neither party has legal representation).

Step 6: The student may submit documentation in support of their case prior to the meeting for review by the course coordinator.

Step 7: The circumstances, nature and effects of the problem are discussed at the meeting, and these are documented by the course coordinator during the meeting. The student has an opportunity to present their case.

Step 8: At the conclusion of the meeting the course coordinator will make one of two possible determinations:

o *Scenario 1*: If the finding of plagiarism is upheld, the student will be considered to have failed to complete the requirements of the assignment in question and will be required to resubmit the assignment. In all cases the finding of plagiarism will be recorded on the student's academic file at the College.

o *Scenario 2:* If the finding of plagiarism is not upheld and is found to be an honest mistake, the student will be cautioned and counselled on academic honesty. A note of this warning

will be recorded on his or her academic file at the College and the student will be required to resubmit the assignment.

Step 9: The person assessing the assignment submits a written recommendation to the course coordinator within one week of the meeting.

Step 10: The recommendation is reviewed, approved, and handed down by the CEO.

Step 11: The student is notified of the outcome of the meeting in writing within two weeks of meeting.

Step 12: The reconsideration and review process and the College appeals process (refer Complaints, Grievances and Appeals policy) is available to the student should they remain dissatisfied with the outcome of the review of the situation

3. ASSESSMENT POLICY

HTCA has developed and implemented assessment strategies to:

- Facilitate student learning and

- To assess competency against learning.

- To comply with HTCA standards 2015.

Assessment practices include:

- Constructive and timely feedback to students against expected outcomes

- Assistance in their preparation for future assessment.

- HTCA adopts relevant and diverse forms of assessment.

Purpose:

This policy/procedure supports focusing on conducting effective assessment. This can be achieved by quality training and deploying effective assessment tools. The assessment tools can be considered effective if:

- Assessment judgments are consistently made on a sound basis.

- Validation of assessment judgments is carried out.

For the same purposes, HTCA and its staff follows the Validation and Moderation Policy.

Scope:

The scope of this policy includes assessment conducted in each of the qualification offered by HTCA. This policy addresses matters related to:

1. Procedures for recording the assessment. The same is done basis assessment plans.
2. The Responsibilities and Obligations of the assessors
3. Quality Assurance: Validation, Moderation and Adjustment
4. Procedures for resubmissions

All this comes under the purview of management of assessment system.

HTCA & Staff Responsibility:

- Assessment is fair, effective, consistent, and appropriate.

- Provide consistent and timely feedback to students.

- The training and assessing team ensure that the assessment plan is reviewed and updated based on the specifications outlined in the accredited course documents.

- The assessment tasks are consistent with the aims, objectives, and content of a course and/or unit of study.

- Conduct validation & moderation as per Validation & Moderation policy

- Ensure all students and assessors are aware of what are they going to be assessed on.

- The recording of evidence about competence is valid, sufficient, current, and authentic.

- Incorporate Reasonable Adjustments as per the Access and Equity Policy and Procedure

- Conduct and approve Recognition of Prior Learning as per the HTCA's RPL Policy and Procedure.

- Apply the Complaints, Grievance and Appeals Policy and Procedure and the Plagiarism Policy and Procedure, (if required).

Students are encouraged to speak with their trainer/assessor about any learning and assessment issue which may be affecting their progress.

Students' Responsibility:

- Be aware of all requirements to be deemed competent in a unit of competency.

- Be aware of mechanisms within the College for seeking assistance and advice, in particular in relation to problems in meeting assessment requirements, withdrawal from a course and/or unit of competency and special consideration due to illness or other misadventure.

- Practice academic integrity and avoid plagiarism.

- Accept fair, helpful, and timely feedback on assessment tasks including evaluation of performance and progress in a unit of competency.

- Be aware of the HTCA Plagiarism Policy and Procedure and the HTCA Complaints, Grievance and Appeals Policy and Procedure which includes the procedure for appealing academic decisions.

- Undergo assessment against all of the tasks identified in the elements of the unit or module.

- Demonstrate capability of performing these tasks to an acceptable level.

Management of the Assessment System:

1. **Developing Assessment Tools**

- HTCA shall develop assessment materials keeping Industry standards in consideration.

- The tools should be scalable in the sense that they should apply to different contexts and environments.

- Even in the group tasks, the assessment tools should be able to assess individual performance on each of the tasks.

- HTCA shall collect evidence for assessment requirements into three areas:

- Knowledge evidence – the student knows about the subject

- Performance evidence – Knowing is not doing. So, application of knowledge is important.

- Assessment conditions – To make sure the context is recorded.

- HTCA shall describe what a student must demonstrate in order to be considered competent.

- HTCA shall record and keep performance and knowledge evidence.

- HTCA shall ensure students are given appropriate details such as: types of assessment, instructions, length (words/duration), weighting, and submission timeframes, if any.

2. Implementing Assessment Tools

HTCA shall implement the assessment methods using principles of assessment of **fairness, flexibility, validity and reliability** as follows:

Fairness

- At enrolment or prior to commencement of training, make recognition of prior learning available to all students. Ensure any required adjustments are made to the training and assessment program for each student. This will be driven by HTCA Enrolment Process Policy and HTCA RPL Policy

- HTCA shall consider the student's needs in the assessment process

- Make reasonable adjustments to accommodate the student (such as providing oral rather than written assessment). However, the rigor of the assessment process shall not be compromised (e.g., if there is a requirement to complete documentation in a unit of competency, oral assessment would not be appropriate). This will be driven by HTCA Access and Equity Policy.

- Process and performance expectations before undertaking assessment.

- If a student is unable to complete the required task to the level described in the assessment requirements, consideration whether they need further training before being reassessed shall be made. Sound enrolment processes shall be implemented to help identify the needs of students and avoid students being enrolled in a course that they will not be able to complete.

- HTCA shall provide students with an opportunity to challenge an Assessment decision and to have it reviewed objectively which will be driven by HTCA's Complaints Grievance & Appeals policy.

Flexibility

- At enrolment or prior to commencement of training, HTCA shall make recognition of prior learning available to all students. HTCA shall ensure any required adjustments are made to the training and assessment program for that student.

- HTCA shall take the student into account in the assessment process and recognize that they may already have demonstrated some aspects of the unit through other means. If individual students have demonstrated current skills and knowledge, they should not be required to be reassessed in those areas, unless the previous demonstration of skills or knowledge is in a significantly different context or environment.

- HTCA shall use a range of assessment methods to help produce valid decisions and recognize that students demonstrate competence in a variety of ways.

Validity

- As part of assessment, HTCA shall require students to demonstrate skills and knowledge across a range of environments and contexts relevant to the unit. Assessing in a variety of contexts

shows that the student is able to apply the skills and knowledge in other situations and can apply their knowledge in a practical way.

- HTCA shall ensure that assessment tasks and methods match assessment requirements. For example, if assessing a practical skill such as keyboarding, questions about how a keyboard operates may not be valid as this knowledge is not required in order to carry out the task. Instead, use questions that demonstrate knowledge of why the student is doing the task in a particular way.

Reliability

- HTCA shall have a well-designed assessment system that includes measures to minimize variation between assessors. The same evidence presented by different students or to different assessors should result in the same decision. This can be achieved through consistent evidence criteria such as:

  o Model answers (where appropriate)

  o Descriptions of observations needed to assess skills and application of knowledge in a practical activity.

- HTCA's benchmarks for practical activities shall be broad enough to allow for variations and reasonable adjustment in the precise task being undertaken and any variations in the context.

3. Methods of Assessment

Student assessment is conducted using a variety of strategies. All assessment tools are designed to closely link the training program with the requirements in industry.

The College uses student friendly resources and provides additional support where required.

The methods could include, but are not limited to those described in the following table:

ASSESSMENT MATRIX:	
Method	**Description**
• Questioning	• Generally, more applicable to the assessment of knowledge evidence. • Assessment could be by written or oral questioning, conducting interviews and questionnaires.
• Direct observation	• Assessed in real time in the workplace. • Assessed in a simulated off-the-job situation that reflects the workplace.
• Participant Report	• Work report built at on the Job Training (Work placements/Job supervisor evaluation)

4. Evidence Requirements

What evidence is required?

Trainer/s will gather evidence throughout student's course. There are a variety of assessment tasks that will need to be administered.

Assessment tasks are designed to ascertain how student is progressing and what progress student has made towards achieving the required competencies.

HTCA shall record the evidence in line with rules of evidence of validity, sufficiency, authenticity and currency as follows:

Validity

- HTCA shall ensure that evidence is directly related to the competency being assessed.

- HTCA shall ensure there is a direct relationship between the assessment tasks or activities students undertake, the evidence presented and the assessment requirements.

Sufficiency

- HTCA shall gather enough evidence to make a valid judgment of competence or otherwise.

- The quantity of evidence may vary between students. Some may take longer or need to complete a greater number of tasks to demonstrate competence. Others may, despite repeated opportunities, not be able to achieve competence.

Authenticity

- Ensure that evidence gathered 'belongs' to the student being assessed and provides evidence of that person's skills and knowledge.

- Verify that the person HTCA is enrolling, training and assessing is the same person who will be issued with a qualification or statement of attainment.

- HTCA shall check work submissions for plagiarism which will be further governed by HTCA Plagiarism Policy.

Currency

- Decide how valid the evidence is, given the time that has passed since the evidence was generated.

- HTCA shall determine whether the evidence is recent enough to show the student is competent at the time an assessment decision is made.

5. Administering Assessment

Preparing for Assessment

- HTCA shall have requirements of assessment for each unit/module outlined for the student before the assessment.

- HTCA shall record reasonable adjustments where relevant.

Assessing written work and providing feedback.

- Each written Assessment Task should be submitted electronically or in physical form (hard copy) by the student with a signed and completed Assessment Cover Sheet.

- Submitted assessment task shall be assessed within 4 weeks of unit completion and students shall be provided feedback.

Assessing practical tasks

- Practical tasks may be assessed during classes and/or visits. Instructions for completing tasks will be outlined in the assessor's Observation Book.

Recording

- Assessors will be required to make assessment decisions and formally record those decisions. Assessors shall complete a Competency Record Sheet (CRS) for each unit of competency. The CRS is submitted to the College Administrator at the conclusion of each study period. For sample CRS, please refer to Appendix 2 of this Student Handbook.

6. Resubmission

- If a student is unable to complete the required task to the level described in the assessment requirements, then a student may be allowed to re-submit the assessment by assessor.

- Only one free resubmission is permitted per assessment.

- If this resubmitted assignment is again assessed as Not Yet Competent, the student may make a second resubmission by a deadline specified by the trainer.

- A fee of $50.00 may be charged for this second resubmission.

- If a second resubmission is not assessed or is assessed as Not Yet Competent the student will be deemed Not Yet Competent for the unit of competency.

- Course Coordinator may consider further training and allow reassessment for the Unit of Competency.

7. Appealing an Assessment Result

- If a student is dissatisfied with the assessment result, the student can access HTCA Complaints, Grievances & Appeals Procedure to appeal.

- Please refer to the HTCA Complaints, Grievances and Appeals Policy for further information regarding the process.

8. Quality assurance: Adjustment, Moderation & Validation

The Training and assessment team is responsible for the regular review of assessment practices and activities. HTCA has in place a variety of quality assurance systems and mechanisms to ensure that feedback and input from assessor, academic staff, students, and external advisers is collated, analysed, and acted upon. Information received in relation to course progress analysed and reported on each term. HTCA employs internal and external monitoring and evaluation activities to inform the process of continual improvement of courses, delivery processes, and assessment strategies.

Reasonable Adjustment:

Assessment tasks may be subject to Reasonable Adjustment where a student has a specific disability or special need. Adjustments are measures or actions taken in order to provide substantive equality for students with a disability. The obligation on the College to implement any adjustments is subject to provision by the student, of timely and relevant advice of the student's individual requirements. In determining the reasonableness of an adjustment to

assessment, the vocational and professional outcomes of the course must be considered in order to ensure assessment decisions are appropriate. (Refer to the Access and Equity Policy and Procedure).

Moderation:

Assessment moderation is the review of assessment decision-making to ensure consistency in measuring competency. A group of assessors will meet to discuss their assessment processes and tasks with a view to identify issues and making improvement.

Validation:

Assessment validation involves comparing, evaluating, and reviewing assessment processes methods and tools and the subsequent assessment decisions.

4. RPL POLICY

HTCA shall grant course credit, national recognition and/or RPL to individual students, who are able to demonstrate appropriate prior learning or experience in line with HTCA Standards 2015.

Purpose:

- ❖ To ensure HTCA follows a framework that complies with AQF RPL principles.

- ❖ Provide a process that ensures that students receive written verification of the outcome of the course credit/RPL application and records are kept with student files.

Scope:

This policy is applicable to areas of training and assessment delivered by HTCA including amount of training to be provided to student.

General Procedure

1. All students are made aware of their ability to apply for course credit, RPL or national recognition at the time of their enrolment.

2. Students are to place any applications for course credit, RPL or national recognition at the time of enrolment.

3. Where either of the above, Credit Transfer or Recognition of Prior Learning, applications are approved the following must occur:

4. Relevant Course-Coordinator shall determine the amount of training to be provided to the student based on their existing skills and knowledge, determine the mode of delivery and where a full qualification is not being delivered, the number of units and/or modules being delivered as a proportion of the full qualification.

5. Student Administration must adjust the student's Confirmation of Enrolment and training plan to reflect any reduction in the period of study the student is enrolled.

6. Where any application for course credit is received by the college, either RPL or CT, the college is to assess the application and provide an outcome to the applicant within 14 days of receiving it, or as soon as practical where further information is required to determine the outcome.

7. The College needs to provide the student a 'Confirmation of Outcome of RPL/Credit Application'. The students must sign this letter to indicate agreement with the outcomes of Credit Transfer or Recognition of Prior Learning applications and a copy is to be kept on the students' file.

8. If an applicant is unsatisfied with the procedure, outcome, and explanation of RPL/Credit Transfer, he/she will be able to contact the course coordinator for further clarification or access HTCA's Complaints and Appeals procedure which outlines further action that may be taken.

9. If a student is granted a course credit which leads to a shortening of the student's course, HTCA must:

- Indicate the actual net course duration (as reduced by course credit) in the confirmation of enrolment issued for that student for that course, or

- Report the change of course duration

- RPL costs - $300 course enrolment fee (non-refundable after 7 days of cooling off period is over) + $110 per RPL unit. For more details, please refer to the fee section or talk to our staff.

CREDIT TRANSFER & NATIONAL RECOGNITION PROCEDURE

- Students must first fill in an RPL Application Form (Download from our official website) and return to HTCA reception with the required Fee.

  - On receipt of a completed RPL application form HTCA Administration will issue a receipt for the RPL fee and provide the student with an RPL Application Kit (HTCA-RPL Application Kit) containing evidence guide related to the Units of Competency or Qualification sought by the Applicant.

  - Students who have completed a Nationally Recognized qualification / unit that have the exact same code as a unit currently enrolled will be eligible for credit transfer for the unit(s). The student must provide the original certificate/ AQF documentation issued by another RTO or authentic VET transcript issued by the registrar.

  - Where originals are required to be sighted, the Student Administration manager will sight the originals and indicate on copies that originals have been sighted and return originals to the student. The College shall at no time keep original certificates.

  - The application is then forwarded to the relevant Course Coordinator to be assessed and outcomes determined.

  - An outcome will be recorded, and corresponding changes will be made to student enrolment and student will be notified.

RECOGNITION OF PRIOR LEARNING PROCEDURE

  - Training Staff will monitor the student's progress in order to provide ongoing advice or assistance in the collection of competency evidence.

  - Once a student has completed the collection of their competency evidence, they should submit the RPL evidence to HTCA administration for assessment which will be forwarded to course coordinator.

  - Should insufficient evidence be provided further guidance may be provided by training staff or a scheduled assessment event may be negotiated where in observation of the competency in a number of contexts may be conducted.

  - All competency decisions shall be recorded with assessment advice and or statements of attainment or qualifications being issued as soon as practicable.

  - An outcome will be recorded, and corresponding changes will be made to student enrolment and student will be notified.

Where an RPL is granted, HTCA shall provide a record of the RPL application to the student, which must be signed or acknowledged by student, and will be placed on the student's file.

5. ENROLMENT POLICY

Enrolment Process Policy

HTCA Management and staff are committed to determining client needs through initial contact and/or interview and providing services to meet those needs. HTCA staff will provide timely and accurate advice to all potential and enrolling students. HTCA Staff and management will at all-time respond in a responsible manner to all reasonable requests for information about HTCA's education services.

Purpose:

- The HTCA establishes the needs of clients and delivers services to meet these needs.

- Assess whether the student's qualifications, experience and English language proficiency are appropriate for the course for which enrolment is sought.

Prior to accepting a student or intending student for enrolment in a course, comprehensive, current, and plain English information is assessed and/or provided.

Scope:

All students.

Process:

The recruitment of students follows general marketing and is the first step in establishing a formal relationship between the student and Hope Training College of Australia. It is important that the recruitment is ethical and upholds the integrity of Australian education and training. Intending students need to be able to access information about the course, fees, facilities, services, and resources offered by the registered provider prior to enrolment in order to make an informed choice about their education options. At this point, HTCA also needs to be satisfied that the student's English language proficiency, qualifications and experience are appropriate for the course.

Step 1: Enrolment Process

1. Upon receiving initial contact by a potential student through phone or email, the enrolling officer shall provide a copy of student handbook to the student through print or through an electronic link to access it online from our website. The student handbook will contain current and accurate information on:

    ➢ Course & Qualification

    ➢ Course Code

    ➢ Course Structure

    ➢ Course Duration

    ➢ Fees Structure

    ➢ Fees Refund Policy

    ➢ Campus Location and Facilities' details

> ➤ Course outcomes

2. The students are advised to go through the student handbook to get familiarized with the course information, about HTCA and our policies and procedures. Once the student is ready for enrolment, Student Administration manager shall direct the student to complete HTCA student application/enrolment form to initiate the admission process.

3. Prior to enrolment, HTCA ensures that the prospective student has detailed understanding about the training product and that it is appropriate to meet their individual needs, based on their existing skills and competencies.

4. The Student Administration manager undertakes the following steps prior to enrolling a student in qualification.

   a. Advise the student to complete the application form but not pay the enrolment fee at this stage.

   b. Once the application form is received, the Enrolment officer interviews to identify their existing skill and level of foundation skills. If required, ask to complete the LLN test.

   c. The process with the offer letter and ask to pay the enrolment fee.

5. HTCA does not enrol students under the age of 18. The enrolling officer must ensure that the student is 18 years or older on the date of enrolment.

6. The enrolment process is not completed without appropriate supporting documentation. Therefore, all students are required to submit the following documents with their application form:

   a) A proof of residency status in Australia e.g., VISA, Immi card, Medicare card etc.
   b) LLN or Equal or Higher qualification from Any Australian Institute and I will provide evidence of achieved qualification.
   c) National ID
   d) Evidence of any formal existing skills (if required)
   e) A request form for special needs (if required)

7. HTCA prefers to sight the original documents, or the student must provide certified copies.

8. Enrolling officer must ensure that student provides USI at the time of enrolment or if student does not have an USI, he/she can create USI, or take help from HTCA to create USI or he/she can authorize HTCA to create USI for herself/himself. This will be further governed by HTCA USI Management Policy.

9. If the student's application for enrolment is not successful due to any reason, HTCA shall notify the student in writing explaining the reasons for the refusal & the student shall also be notified of his/her right to access the HTCA's complaints, grievances, and appeals process within 14 working days.

10. A student may not be offered a place for enrolment if HTCA is not able to support the student in the course as per the needs.

Step 2: Preparing for Training Process

1. The training plan will be created and shared with the student

2. Online learning will be assigned and explained how to use it.

3. A customised training plan can be created and shared with the student if the student has special needs

4. HTCA shall make reasonable adjustments wherever possible to accommodate student needs.

Step3: Fee arrangement

HTCA is flexible in fee arrangement. We allow the student to create a customised fee instalment plan according to their own needs, but they must pay a full fee before going on vocational work placement.

1. Financial management staff will contact the student and explain all available options to pay their pending tuition fee.

2. If students want to pay their pending fees manually, then HTCA staff will record all information into student management software.

3. If students want to pay their pending fees through direct debit, then HTCA staff will use the third-party software EZIDEBIT to collect fees automatically.

4. HTCA staff will update and maintain all fee-related records with Xero software.

6. STUDENT / STUDENT SUPPORT POLICY

Purpose:

The purpose of this policy and procedure is to determine the support needs of individual students and to provide access to the educational and support services necessary for individual students to meet the requirements of the training product, as specified in training packages or VET accredited courses.

Scope:

1. The Training Manager is responsible for the implementation of this procedure and to ensure that staff are aware of its application and implement its requirements

2. Prior to their enrolment or commencement (whichever is the earliest); Hope Training College of Australia will identify any support that individual students will or may need to successfully complete their training.

3. Identify requirements such as Literacy, Language & Numeracy and physical capabilities students would need to complete each course.

4. Where gaps are identified, develop strategies to make the support available.

5. To provide access to that support throughout the student's training; either through the HTCA internal resources or appropriate external third parties.

6. To recognize and provide a framework to encourage a supportive working environment for all Aboriginal and Torres Strait Islander people.

Definitions

1. Student means a person being trained and/or assessed by the HTCA for the purpose of issuing AQF certification documentation.

2. Educational and support services may include, but are not limited to:

- Academic Skills Support
- Additional English Support
- Reassessment
- Increased monitoring
- Personal counselling
- Reasonable adjustment
- Access & Equity

Procedure

Hope Training College of Australia (HTCA) will:

1. Review individual training needs with the student and identify appropriate training content, level, and core & elective units. Information provided by the student on the enrolment form, outlining their expectations of the course and its alignment with their career goals will be used with additional verbal questioning, if required, for this review.

2. Conduct a pre-training review of each student's previous education and training and identify any RPL or National Recognition that may be applicable, by reviewing details

on the enrolment and questioning the student is required. This shall be done in accordance with our RPL Policy.

3. Perform an initial assessment of the student's language, literacy and numeracy training needs, and their physical needs, through the questionnaire contained in the enrolment/application form. Review candidate's response to the questionnaire on the enrolment form and assess them for possible deficiency in language, literacy, and numeracy skills.

If found to be deficient, candidates may be requested to undertake a paper-based or online literacy and/or numeracy test prior to their enrolment/application being accepted. Typical tests that are used by Hope Training College of Australia are:

a. Evaluate any physical needs that the student outlines on their application form and discuss them with the student to determine a strategy to undertake the course or to outline grounds for not being accepted into the course.

b. Enrol the student in an appropriate course based on the student training needs and each individual student's pre-training review and language literacy and numeracy levels, and physical needs, in consultation with each student.

c. Adjust the learning material to satisfy the needs of any particular student.

d. There is a fundamental recognition of Aboriginal and Torres Strait Islander people as the traditional owners and custodians of the land. The commitment to reconciliation, justice and action is foundational to policy, action, and outcomes.

e. The College is fully committed to the key objective of increasing the educational, employment, training, and career development opportunities for all Aboriginal and Torres Strait Islander people.

f. The College aims to develop enrolment policies which will be inclusive and include appropriate support options for Aboriginal and Torres Strait Islander students and their families.

g. The College aims to provide clear plans of action with measurable educational outcomes for Aboriginal and Torres Strait Islander students, report within the context of student profiles and appropriate educational plans.

h. The College aims to provide appropriate human, physical, material, and educational resources for Aboriginal and Torres Strait Islander students, whilst maintaining a culturally safe environment.

7. COMPLAINTS, GRIEVANCES AND APPEALS POLICY

Declaration:

HTCA shall resolve all the complaints, grievance & appeals in fair, equitable & timely manner as per its Complaint & Appeals policy which is in line with RTO Standards 2015.10

Purpose:

The purpose of this policy and procedure is to define the system available to students for dealing with student complaints and appeals fairly.

Scope:

- The CEO, Administration Manager and senior management are responsible for the implementation of this procedure and to ensure that staff are aware of its application and implement its requirements

- Students who are concerned about the conduct of Hope Training College of Australia are encouraged to attempt to resolve their concerns using this procedure.

- Trainers must inform Students prior to beginning each course unit that they have the right to appeal against any assessment judgment; and to do this, they should initially, approach the trainer or training manager, and if remain dissatisfied, request a complaint/appeal form from the administration manager/staff.

- The complaints/appeals procedure will commence within 5 working days of the formal lodgement of the complaint or appeal and supporting information.

- If more than 60 calendar days are required to process and finalize the complaint or appeal, HTCA will:

  - Inform the complainant or appellant in writing, including the reasons that more than 60 calendar days are required, and

  - Regularly update the complainant or appellant on the progress of the matter

  - Provide all prospective students with information about the complaints and appeals procedure before making an agreement to enrol.

  - Provide students with details of external authorities they may approach, if required

- Students will be entitled to have their own nominee included to accompany and support them.

- Students may raise any matters of concern relating to training delivery and assessment, the quality of the teaching, student amenities, discrimination, sexual harassment, and other issues that may arise.

Policy Guidelines:

- HTCA's Complaints Policy will enable HTCA to manage and respond to allegations involving the conduct of:

> ➤ the HTCA, its trainers, assessors, or other staff

> ➤ any third parties providing services on behalf of HTCA, its trainers, assessors, or other staff, or,

> ➤ a student of HTCA

- The policy will provide an Appeals Policy to manage requests for a review of decisions, including assessment decisions made by HTCA or a third party that provides services on the HTCA's behalf.

- The Complaints Policy and Appeals Policy:

> ➤ will ensure the principles of natural justice and procedural fairness are adopted at every stage of the complaint and appeal process (see definition in 'Definitions' below)

> ➤ are publicly available

> ➤ will set out the procedure for making a complaint or requesting an appeal

> ➤ will ensure complaints and requests for an appeal are acknowledge in writing and finalized as soon as practicable, and,

> ➤ Will provide for review by an appropriate party independent of the HTCA and the complainant or appellant, at the request of the individual making the complaint or appeal, if the processes fail to resolve the complaint or appeal.

- The policy will ensure that when Hope Training College of Australia considers that more than 60 calendar days are required to process and finalize the complaint or appeal, it will:

- Hope Training College of Australia will ensure that it:

> ➤ securely maintains records of all complaints and appeals and their outcomes, and

> ➤ Identifies potential causes of complaints and appeals and takes appropriate corrective action to eliminate or mitigate likelihood of reoccurrence.

- The policy notes that as HTCA is not a volunteer organisation whose students consist of its employees or members that does not charge fees for the training or assessment and does not have in place a specific complaints and appeals policy in accordance with Clauses 6.1 and 6.2; therefore, Clause 6.6 does not apply.

- The principles and process of this complaints policy and procedure will apply to students, staff and other internal and external parties who deal with the HTCA. This policy and procedure will refer only to Students; however, it shall be implied that a complainant or appellant may be a person other than a student, whichever is applicable.

- All records relating to complaints and appeals will be retained for a period not less than the length of enrolment plus two years, or in the case of a staff member, the duration of their employment. Record of complaints and appeals from other parties will be kept for no less than two years. Records will be stored in electronic format, in line with the HTCA's Record Management Retention Procedure and Schedule.

Nature of complaint or appeal:

If the incident relates to any of the following, it may be treated as complaint

Academic complaints may include:

- Assessment and or examinations

- Student discipline decisions

- Recognition of prior learning decisions

- Course progress decisions

- Assessment Decisions or Competency Outcome

- Issues relating to authorship or intellectual property

- Reported breaches of academic performance or attendance requirements

Administrative complaints may include:

- Payment of fees and charges

- Selection, enrolment, suspension, and cancellation of enrolment decisions

- Course transfer

- Transfer to other providers

- Time limits for completion/modification

- Privacy

General complaints may include:

- Conduct of trainers/assessors and other staff or a student of HTCA

- Interaction with HTCA's trainers, assessors, other staff or third-party providing services on HTCA's behalf.

Nature of Grievances

- If the incident relates to any of the following, it may have to be treated as grievance. Unfair treatment, discrimination, harassment, Victimization, Vexation, vilification and/or bullying.

Procedural Guidelines

Procedure

To resolve a dispute, grievance or appeal a decision of any sort, Students should pursue follow steps:

➢ Raise the matter with staff of Hope Training College of Australia and attempt an informal resolution of the complaint

> ➢ Request an informal meeting with a senior member of the Staff, such as, the Training Manager, Administration Manager, Chief Executive Officer or someone with whom they feel comfortable discussing the matter.

> ➢ Submit a formal complaint / appeal using and submitting the Hope Training College of Australia Complaints/appeals form, accompanied by any supporting documentation or material.

- If the complaint or appeal is not addressed to the satisfaction of the student, then the student may seek the services or arbitration of an external party.

- Informal to a Staff Member - Complaints and appeals must be reported to the appropriate Manager (such as the Training Manager, Administrations Manager), who will determine the severity of the issue and whether it should be recorded on the complaints register.

- Informal Complaints and Appeals to a Senior Manager - Complaints and appeals presented informally in a meeting with a senior staff member must be reported to the Chief Executive Officer and the appropriate senior manager. The Chief Executive Officer will determine if the complaint or appeal should be recorded and/or reported to the Continuous Improvement Meeting.

- Formal Complaints and Appeals - The Chief Executive Officer and the appropriate senior manager(s) will address formal complaints and appeals. The complaint or appeal will be reported on the Complaints Register and submitted to the Continuous Improvement Meeting for consideration on a 'Continuous Improvement Meeting Agenda Addition Request' form. If the complaint of appeal and assist Hope Training College of Australia to improve their operations, the Continuous Improvement Meeting will prepare an action plan using their Continuous Improvement Action Plan form to instigate 'change'.

The following procedure will apply to a formal complaint or appeal:

- Students who are not satisfied with the outcome of the informal process, or, who want to register a formal complaint or appeal may do so at any time by.

- Obtaining a copy of the student complaint and appeals form which can be requested from the Administration Manager.

- Completing the Student complaint and appeals form.

- Lodging the Student complaints and appeals form with the Administration Manager.

- The Administration Manager will arrange for the complaint or appeal to be entered on Hope Training College of Australia complaint register and meet with the student to discuss the complaint.

- Complaints should be lodged within 14 days of the issue arising. The formal complaint process will commence within 5 working days of the formal lodgement of the complaint or appeal and supporting information.

- A maximum time of 10 working days from the commencement of the formal complaint process will be allowed for the resolution unless all parties agree in writing to extend this time. This period is called the resolution phase.

- Formal complaints must be lodged using the student complaint form that can be requested from the Administration Manager.

- Formal complaints must be recorded in the student's files

- During the formal complaint process:

  o Students will have an opportunity to formally present their case to the Senior Management, in writing or in person, at no cost to the student

  o Students may be accompanied and assisted by a support person at any meetings involving the complaint.

- Only senior management (such as, the Training Manager, Administration Manager, or the Chief Executive Officer) can deal with formal complaints and appeals. Whoever hears the complaint or appeal must not be the subject of the complaint or appeal and cannot be involved in any subsequent appeal hearing. In the event that none of the Training Manager, the Administration Manager and the Chief Executive Officer is eligible to hear the complaint then the complaint must be directed to an external person at no cost to the student.

- External Complaints and Appeals – When an external person is required to hear a student complaint or appeal, a member of the office of the Training Advocate will be engaged.

  Phone 1800 006 488 | Email:trainingadvocate@sa.gov.au

  Website: www.trainingadvocate.sa.gov.au

The Administration Manager will:

- Assist the student to register their formal complaint or appeal, if required and appropriate

- Ensure the resolution phase commences within 5 working days of the written complaint or appeal being lodged

- Provide the student, or the students representative, with an opportunity to present their complaint or appeal

- Ensure all parties fully understand the student's complaint or appeal

- Work with the student to identify how the complaint or appeal can be resolved to the satisfaction of the student

- Consult and negotiate with all parties involved with the complaint or appeal in order to obtain their commitment and agreement to the proposed solution

- Formally document the resolution to the complaint or appeal including reasons for the method of resolution and provide the student with a written copy of the document

  - Arrange for the proposed resolution to be signed off by the student.

  - Monitor the implementation of the resolution to ensure that all parties adhere to the agreed resolution.

  - Ensure that the details of the complaint or appeal are recorded in Hope Training College of Australia Complaints Register and reported to the Continuous Improvement Management meetings for continuous improvement purposes.

  - Advise the student to take the complaint or appeal to 'appeal' if a resolution cannot be agreed upon

  - At the end of the resolution phase the Administration Manager will report Hope Training College of Australia decision in writing to the student within 5 working days. Hope Training College of Australia decision and reasons for the decision will be documented by the Administration Manager and placed in the student's file. A copy of this document will be provided to the student.

  - Following the resolution phase HTCA will implement the decision as conveyed to the student and undertake any improvement actions arising from the complaint

  - Students who are not satisfied with the outcome of the formal complaint are encouraged to appeal against HTCA decision by:

  - Obtaining a new copy of the complaints and appeals form, ticking the 'Appeal" box. The form can be obtained from the Administration Manager.

  - Completing the Student appeal form.

  - Lodging the appeal form with the Administration Manager.

  - Once the appeal form is lodged with the Administration Manager it will be dealt with as described in the complaints and appeals process above.

  - Internal Appeal Process - Internal appeals (except assessment appeals) will be heard by a 3-person Appeals Panel selected from HTCA Chief Executive Officer, the Training Manager, compliance and educational consultants, and members of the teaching staff of HTCA (the Appeals Panel). No member of the Appeals Panel is to have been directly involved in the complaint leading up to the appeal.

  - The role of the Appeal Panel is to:

    - Ensure the appeal phase commences within 5 working days of the written appeal being lodged

    - Provide the student, or the students representative, with an opportunity to present their appeal to the Appeal Panel

    - Ensure they fully understand the student's appeal

- ▪ Review the evidence and information provided by the student, or the students representative, and HTCA

- ▪ Make an independent decision, based on the evidence to both support the students appeal and reverse the decision by HTCA that lead to the appeal, or to support HTCA case and proceed with the original decision.

- ▪ Arrange for the decision to be signed off by the student and the Chief Executive Officer (this is not agreement by the student but to record that the decision has been transmitted to the student)

- • Within 24 hours of making its decision the Appeal Panel must have formally documented the decision of the panel including reasons for the decision and convey the written decision and reasons for the decision to the student

Internal Appeal Process – Assessment

- • Students appealing an assessment decision (including RPL) will be given the opportunity for reassessment by a different assessor selected by HTCA. Costs of reassessment will have met by HTCA.

- • The recorded outcome from the assessment appeal will be the most favourable result for the student from either the original assessment or the reassessment.

- • Only one assessment appeal will be allowed.

- • The outcome of an internal appeal and reasons for the outcome will be recorded in writing and signed and dated by the student and HTCA and placed in the student file. A copy of this document will be provided to the student.

- • Following the internal appeals phase HTCA will implement the decision as conveyed to the student and undertake any improvement actions arising from the complaint through HTCA continuous improvement process

- • If there is any matter arising from a student informal complaint, formal complaint or appeal that is a systemic issue which requires improvement action this will be reported in writing (via email to the Chief Executive Officer) to HTCA Continuous Improvement Group so the matter can be recorded in HTCA Complaints Register and be used as part of the continuous improvement activities of HTCA.

  - • There are no further avenues within HTCA for complaints or appeals after the internal appeals process has been completed, however an external appeals process is available

  - • Students who are not satisfied with the process undertaken for an internal appeal are encouraged to make an external appeal by following the process for External Complaints and Appeals.

Students at risk

- ➢ HTCA has intervention strategies, including student support services available to enable students to complete qualification in expected time frame.

> ➢ The student support services provided by HTCA include, but are not limited to:
>
> ➢ Academic Skills support
>
> ➢ Additional English support
>
> ➢ Reassessment
>
> ➢ Increased monitoring
>
> ➢ Personal counselling
>
> ➢ Reasonable adjustment
>
>
> **Access and Equity**
>
> **Record-Keeping**
>
> HTCA shall
>
> - Maintain a Complaint and Appeals register
>
> - Record the details of any complaint, grievance, or appeal in the register
>
> - Record outcomes and decisions of any complaint, appeal, or grievance in the register
>
> Provide records of its complaint and appeal handling procedure at the time of Audit to VET Regulator (if required) or as in line with HTCA Privacy Policy.

8. **PRIVACY POLICY**

Purpose

This policy is to ensure that all information collected and used by HTCA is managed according to the Commonwealth Privacy Act 1988 and explains how personal information is collected, stored, and managed by the HTCA.

Scope

This Privacy Policy will be made available to anyone free of charge and will be easily accessible for anyone who asks for it. It is available for easy download from the HTCA website. It may be viewed in alternative formats, if required, by contacting HTCA by letter, or email via the HTCA web site. HTCA endeavours to provide the policy in clear language that is easily understandable. The policy outlines how HTCA collects, uses, stores, and discloses personal information; and the purpose for which it requires personal information.

- Personal information, if collected and stored about minors (clients under 18 years of age), will require written permission from a parent or guardian before prior to it being supplied and stored.

- Highly sensitive information about any client (adult or minor) should be discussed with the HTCA prior to it being submitted and an arrangement for special handling and security should be agreed.

Procedure

Purpose of Data Collection:

- HTCA collects personal data from clients who apply for and enrol in training courses.

- Some information is collected on behalf of State and Commonwealth Government Authorities, under legislative direction. This information is passed on to those authorities at their request and through official channels that ensures the privacy of personal information (see individual authorities' privacy policies for details of their management of personal information)

- HTCA also collects personal information to assist clients to apply for and study the most appropriate course for their needs and career aspirations.

- Whilst studying at HTCA, personal information is held to ensure the safety, physical and emotional welfare of enrolled clients.

Types of Information Collected:

The following information is collected on behalf of the Commonwealth Government and is retained for the period of at least 2 years after the client graduates from their course or up to 30

years for information required the be kept under the National Vocational Education and Training Regulator Act 2011/ 2020.

It includes:

- Name

- Address

- Contact details (telephone, email)

- Date of Birth

- Gender

- Country of birth

- Language spoken at home

- Level of English spoken

- Disability information

- Highest secondary schooling completed

- Other qualifications completed

- Current employment status

- Unique Student Number (USI)

- Indigenous Status

- Residency status - for some government funding sources

This information is reported to the Commonwealth Government through the AVETMIS reporting system and other methods as directed by relevant Government authorities. Additional information that may be held or used by HTCA and retained for the period of at least 2 years after the client graduates from their course or up to 30 years for information required the be kept under the National Vocational Education and Training Regulator Act 2011/2020.

It includes:

- Physical, intellectual, or emotional disabilities or special needs that may be required to assist clients with learning and involvement with HTCA

- Emergency contact details

- Results of assessment and study progress

- Complaints and appeals made by or against the client

- Payment details (credit card and bank account details are not stored)

- Identification - used for enrolment and some assessment submissions

Method of Collection and Storage:

Data is collected during the enrolment process, through paper forms or on-line electronic enrolment processes. Information is transferred to the HTCA's electronic student management

system. Access to the student management system is provided to selected, highly trusted, HTCA's staff members via unique login and password.

Clients are requested to advise HTCA of changes to their personal information to ensure that data held by the HTCA is accurate and current.

Management of Personal Information:

- Personal information collected under Commonwealth Government regulations is submitted to the Government through the VET regulator, Australian Quality Skills Authority (ASQA), each year during February.

- Information collected during application and enrolment is used to assist clients to select a suitable course that will provide the outcomes they desire for their career goals.

- Information stored about emergency contacts, medical conditions, disabilities and learning issues are filed securely in the HTCAs electronic system with trusted nominated staff log-ins with passwords or in a locked filing cabinet in the HTCA office. Information is shared with members of staff who require it to service the client needs. This information is not shared or passed to any third parties.

- Personal information of clients is not shared or passed on to any marketing organisation or entities. If sub-contractors or support organisation require personal information collected and/or stored by HTCA, the client will be approached to gain their permission to share the information.

- Photos taken during training sessions or taken on-campus at the HTCA's premises will not be publicly displayed or used for promotional purposes without gaining written permission from the people displayed in the photo(s).

- This Privacy Policy is binding to all staff directly employed by HTCA, contractors, sub-contractors, support personnel and organisation

Client Access to Records and Data

- Personal information held by HTCA on individual clients is made available to those clients. This includes all records relating to data collected for Government Authorities, information collected by HTCA for safety and educational purposes, records of complaints and appeals, other correspondence with the HTCA, and records relating to academic progress.

- Clients wishing to review their personal information held by HTCA should complete and submit an application to request access to personal information, outlining the type of information they wish to review. A suitable time and location will be arranged for the client to undertake the review. HTCA undertakes to process the application to review information within 5 days, or if a longer period is required, provide a written explanation of the reason for the delay, and outline a process for the review to occur.

Corrections to Personal Information:

HTCA regularly requests clients to review their personal information held by the HTCA and advise appropriate corrections, updates, incomplete information, additional relevant information, or changes to information that may be misleading

Privacy Concerns

- HTCA encourages clients to raise any concerns they have regarding personal information handling practices by the HTCA.

- Complaints about the collection and management of personal information should initially be directed to HTCA by completing and submitting a Complaints & Appeals Form – Appendix 4. If the HTCA is unable to resolve the complaint, the client may pursue the HTCA's complaints process and have the complaint referred to an external mediation organisation.

The Privacy Act 1988 (Privacy Act) is administered by:

Office of the Australian Information Commissioner
GPO Box 2999 Canberra ACT 2601
Telephone: 02 9284 9800
TTY: 1800 620 241 (no voice calls)
Email: enquiries@oaic.gov.au
Web: www.oaic.gov.au

Please refer to the Office of the Australian Information Commissioner for further details on Privacy of Personal Information held by organizations.

9. CRITICAL INCIDENT POLICY

Declaration

The critical incident policy and procedures, which outline the action to be taken in the event of critical incident. This includes the initial response, follow-up, reporting, review, and improvement.

Purpose

The purpose of the Critical Incident Policy and Procedures is to identify the personnel, structures, and procedures for managing a critical incident.

Scope

This policy applies to all HTCA staff, students and visitors who have been exposed to a Critical incident – either on-campus or off-campus including staff on business related travel

Critical incidents include but are not limited to:

- Missing students
- Severe verbal or psychological aggression
- Death, serious injury or threat
- Natural disaster
- Issues such as domestic violence, sexual assault, drugs, or alcohol abuse
- Non-life-threatening events that could qualify as a critical incident

Policy Guidelines

Procedure

In the event of a critical incident, the College will:

- Assess risks and delineate a response action
- Develop a critical management plan to manage the various aspects of the incident
- Liaise with emergency and other services
- Contact student's relative or other appropriate contacts
- Liaise with other bodies
- Counsel and manage students and staff not directly involved in the incident.
- Maintain records on the student's file.

Communication

This policy is to be made available to all staff. There will be an ongoing professional development and educational strategy to accompany the implementation of this policy such as professional development days where risk identification, critical incident is discussed and assigned.

Definitions

Critical Incident: is any sudden or progressive development (event) which requires immediate attention and decisive action to prevent/minimize any negative impact on the health and welfare of one or more individuals.

Critical incidents may include (but are not limited to) events such as:

- Death/suicide;

- Serious accident or injury.

- Deprivation of liberty, threats of violence, assault, rape/sexual assault

- Aggravated burglary, biological or chemical weapons;

- Fire, bomb, explosion, gas/chemical hazards, discharge of firearms;

- Threat of widespread infection or contamination;

- Civil unrest

- Severe Work Health & Safety (WHS) risk

- Serious damage to essential facilities;

- Disruption to operations of HTCA;

- Information which has the potential to negatively affect the reputation of HTCA in the media and/or wider community.

Designated Officer

Any HTCA staff member, who is either a witness to or the first to be informed about an actual or potential critical incident, shall be considered as the designated officer. The Designated HTCA Officer is to assume responsibility for alerting the most senior HTCA staff member available as soon as possible. The Designated HTCA Officer may need to assume temporary control of a critical incident site and assign duties to available persons (such as calling emergency services, alerting other staff, assisting with first aid, crowd control etc.).

The designated officer is CEO, or any other staff member approved by CEO.

Implementation

Training

Internal training sessions conducted by the CEO to all members of staff who are involved in providing education services for domestic students, at the time of staff induction as well as regularly

Risk Reduction Measures

HTCA will Endeavor to ensure that there is at least one member of current staff with First Aid training.

Staff undertaking travel for business related purposes will be given information on what to do and who to contact should they experience a critical incident whilst interstate.

HTCA will provide, at minimum, annual staff training and/or awareness sessions on critical incident response and management.

General Instructions

In the event that emergency services attend the event, they will be given authority to assume control of the critical incident upon arrival. If a Designated HTCA Officer is in attendance, their role will be to act in the best interests of any student/staff member/visitor affected by the incident.

Under the Privacy Act 1988, individuals are entitled to the protection of their personal and private information. Where a critical incident raises the issue of confidentiality, HTCA is committed to maintaining this right to privacy in line with legal requirements, however, HTCA may exercise its discretion and disclose information as necessary to prevent or lessen a serious and imminent threat to the life or health of a student or of another person if required by law.

Responsibility

This team will convene as soon as possible to plan an immediate response, allocate responsibilities, and determine ongoing strategies.

CEO	0452618131
First Aid Officer	1300 46 4673
Police, Fire Ambulance	000

Risk Management

Level of Risk	Responsibility	Examples
SEVERE	CEO and/or Director/s	- Death, suicide or life- threatening injury - Deprivation of liberty, threats of violence, assault, rape/sexual assault, aggravated burglary, use of firearms, biological or chemical weapons, - Fire, bomb, explosion, gas/chemical, hazards, discharge of firearms - Threat of widespread infection or contamination
SIGNIFICANT	CEO & Director/s	- Severe Work, Health & Safety (WHS) - Serious injury incurred by staff/student - Activity where evacuation is required

MODERATE	Director/s; Specialist personnel (e.g.: WHS, Officer; IT Officer; First Aid Officer)	- Work Health & Safety (WHS) risk - Suspicious package left unattended - IT System crashes - Any medical condition
MINOR	All Staff	- Minor injury - Plumbing blockages - Phone/Electrical failure - Computer breakdown

10. **STUDENT CONDUCT POLICY**

Declaration

The College's Student Code of Conduct clearly defines students' rights and responsibilities related to appropriate conduct. The purpose of the Code is to create a positive and supportive learning environment in which all members of the learning community can participate safely and effectively. HTCA Students must adhere to this policy at all times.

Purpose

The Student Code of Conduct sets out what HTCA expects from students as Student of HTCA. All students at enrolment must accept their shared responsibility for maintaining a safe, harmonious, and tolerant environment in which to study and work.

Scope

All Students

Policy Guidelines

Overview

HTCA Student Code of Conduct provides a framework for the standard of conduct expected of students of HTCA with respect to their academic integrity and behaviour. It outlines the primary obligations of students and directs staff and students to the code and related procedures.

Where a student breaches this Code, HTCA may take disciplinary action.

HTCA Student Code of Conduct aims at providing a learning culture that prepares students to learn effectively and to gain the necessary skills for employment or further studies. Providing superior education in which students are encouraged to strive for excellence. HTCA expects Students and trainers will help to contribute to this aim. Students will practice the qualities that HTCA and their employers seek and at all times act in a respectful and courteous manner. An environment free of harassment, discrimination and threatening behaviour will operate at all times.

HTCA recognises the values of Diversity and differences, Co-operation, Respect, and Tolerance & Freedom of expression well-established in social responsibility.

Expected Behaviour while on campus

Whilst on campus, all students are expected to behave in a considerate and respectful manner towards other students, staff, and visitors. Unacceptable behaviour restricts academic progress and hinders the work performance of others. Students are encouraged to

1.   Speak in English whilst on campus

2.   Be respectful and courteous to everyone

3.   Be punctual and attend all classes

4.   Arrive and leave class at scheduled times, otherwise seek permission from your trainer

5. In class, allow everyone an opportunity to learn.

6. Listen and avoid interrupting others

7. Submit all work on time

8. If you miss class, it is your responsibility to catch up

9. Turn off your mobile phones

10. Adhere to the required dress and safety standards in your relevant course

11. Alcohol, drugs, and smoking are strictly prohibited

12. Place all rubbish in the bins provided in the classroom

Unacceptable Behaviour or misconduct

HTCA recognizes the following two forms of misconduct as unacceptable behaviour.

1. Academic misconduct

2. General misconduct

Academic Misconduct

The following gives an indication to the types of behaviour that constitute 'Academic Misconduct' within the college:

1. Assessment tasks

- Students must not copy or paraphrase any document, audio-visual material, computer-based material, or artistic piece from another source except in accordance with the conventions of the field of study

- Students must not use another person's concepts, results or conclusions and pass them off as their own

- In cases where the assessment task is intended to be individual work not a group work, students must not prepare an assignment collaboratively and then submit work that is substantially the same as another student's assessment.

- Students must not ask another person to produce an assessable item for them.

- Any other way of academic misconduct as per HTCA's Plagiarism Policy.

2. Examinations

- Students must not help or receive assistance from other students

- Students must not request the loan of or lend materials or devices to other students

- Students must not bring any materials into the examination room other than those specified for that examination

- Students must not use computer software or other devices during an examination other than those specified.

- A student may not receive completion certificate for any of the following reasons:

- failure to meet unit requirements, for example non-submission of assignments or failure to attend face-to-face sessions or work placement.

3. General Misconduct

General misconduct is where a student:

- acts dishonestly;
- harasses other students or staff;
- interferes with students or staff;
- prevents or disrupts learning;
- disobeys/fails to comply with contractual or legal requirements;
- misuses, damages or steals college's property or the property of others;
- alters/defaces the college documents or records;
- prejudices the good name of the college, or otherwise acts in an improper manner.

The following examples indicate the kinds of behaviour which constitute student misconduct. They are for illustrative purposes and are not intended to be exhaustive. Student misconduct occurs when a student:

a. Contravenes any rules or acts;

b. Prejudices the good name or reputation of the college;

c. Prejudices the good order and governance of the college or interferes with the freedom of other people to pursue their studies.

d. Wilfully disobeys or disregards any lawful order or direction from college personnel.

e. Refuses to identify him or herself when lawfully asked to do so by an officer of the college;

f. Fails to comply with any penalty imposed for breach of discipline;

g. Misbehaves in a class, meeting or other activity under the control or supervision of the college, or on college premises or other premises to which the student has access as a student of the college;

h. Obstructs any member of staff in the performance of their duties;

i. Acts dishonestly in relation to admission to the college;

j. Knowingly makes any false or misleading representation about things that concern the student as a student of the college or breaches any of college rules;

k. Alters any documents or records;

l. Harasses or intimidates another student, a member of staff, a visitor to the college, or any other person while the student is engaged in study or other activity as a college student, because of race, ethnic or national origin, sex, marital status, sexual preference, disability, age, political conviction, religious belief or for any other reason;

m. Breaches any confidence of the college;

n. Misuses any facility in a manner which is illegal, or which is or will be detrimental to the rights or property of others. This includes the misuse, in any way, of any computing or communications equipment or capacity to which the student has access at or away from the college premises while acting as the college student, in a manner which is illegal, or which is or will be detrimental to the rights or property of others.

o. Steals, destroys, or damages a facility or property of the college or for which the college is responsible; or

p. Is guilty of any improper conduct.

4. Complaint, Grievances & Appeal

All students are to be given the opportunity to access the HTCA complaints, grievances, and appeals procedure

11. USI MANAGEMENT POLICY

Declaration

HTCA shall meet the requirements of the Student Identifier scheme in accordance with the Student Identifiers Regulation 2014 and Clause 3.6 of RTO Standards 2015.

Purpose

This policy/procedure supports Clause 3.6 Participate in the Student Identifier Scheme focusing on providing training relevant to employers and to maximize students' opportunities for employment, advancement, or further education.

Also, this Policy has been created to ensure:

- To provide students with and understanding of the Unique Student Identifier (USI) and how this impacts their enrolment and continuing studies, along with the process they need to follow.
- Management of a unique student identifier for students undertaking Vocational Education and Training (VET) activities.
- Student who undertakes nationally recognized VET through an Australian Registered Training Organization (HTCA) to see their complete enrolment and achievement record in a single transcript.

Scope

This policy applies to all enrolled students of HTCA who are current or since 1 January 2015

Policy Guidelines

The USI is a form of file number that links students to their training records which are held in the national training collection. Students will be able to access their records online, download them and share them with future training organisation electronically. With the student's permission, training organisation will be able to see their students' entire nationally recognised training record commencing with records collected in 2015. Training organisation will find it easier to assess pre-requisites and credit transfers and assess students' eligibility for government funded training places.

Employers will benefit through access to better information on skill levels and the training needs of their workforce, and an authoritative source of the training records of job applicants and staff. The USI will improve the VET sector's transparency and responsiveness, enable more evidence-based policy intervention by Governments and support the management of government funded student subsidy programs.

Over time the USI will make record keeping, information exchange and business practice in the Australian VET sector easier and smoother in a range of ways. The Australian Office of Best Practice Regulation has examined the USI and has designated it as deregulatory. The majority of information that is required for a USI is collected and reported through AVETMISS, as well as being used for a training organization's day to day business.

Who needs a USI?

Students who need a USI include:

- Students who are enrolling in nationally recognised training for the first time;
- School students completing nationally recognised training; and students continuing with nationally recognised training.
- A student who is continuing study is a student who has already started their course in a previous year (and not yet completed it) and will continue studying.

Once a student creates their USI, they will be able to:

- Give their USI to each training organization they study with
- Give their training organization permission to view and/or update their USI account;
- Give their training organization view access to their transcript view and update their details in their USI account; and
- View online and download their training records and results in the form of a transcript from the USI portal.
- Control access to their transcript.

Role of HTCA

HTCA has an important role of either collecting and verifying or creating USIs on behalf of its students. Most students will be able to obtain their USI on their own, although it is important for HTCA to prompt them to do this before they enrol.

HTCA should record a USI for their students at the time of enrolment. However, HTCA must ensure that it has recorded a valid USI for each student when they report on training activities or issue an AQF certification document, such as a qualification, statement of attainment or Testamur.

Processes

Procedure for creating a USI for a student

Where a new or continuing student does not have a USI, HTCA can create one for the student after getting permission from the student.

Prior to creating the USI, the enrolment officer should check whether the student needs a new USI or have an existing USI.

Once the enrolment officer has confirmed about USI, the enrolment officer should log into the USI organizational portal (or SMS) in order to create a new USI. This needs the student to authorize the enrolment officer, through our Application Form.

Verify USI

This function can be used by HTCA, VET Admission Bodies and VET Related Bodies.

HTCA shall receive USI from all students by collecting HTCA- USI Application Form and verify the USIs they have collected from students, before uploading their AVETMISS data to the STUDENT MANAGEMENT SYSTEM and NCVER data warehouse, unless they have created the USI account on behalf of the student.

When HTCA creates the USI account on behalf of a student, HTCA is not required to separately verify the USI. This step is very important, as the student may have made a mistake when they provided their USI to HTCA.

HTCA shall undertake verification during or soon after enrolment as this is the easiest time to work with the student to correct any errors. To verify a USI through the USI Registry system, Admin Manager will select the Verify USI tile on the Home Page.

When using the USI Registry system, you need only to enter the USI and First name, Family Name and Date of Birth, and then select the Verify button at the bottom of the screen. If you have a system-to-system connection, verification will normally happen automatically and notify you of any errors. After the data has been submitted, the Verification Results are displayed on the screen.

All fields that have been successfully verified will be shown with a green tick i.e. the data matches the corresponding information in the USI Registry system.

If the data is not verified, the fields that do not match are shown with a **cross the key points to remember when verifying a USI are:**

- You must enter the details correctly. It is important that you ensure the student is giving you the exact details (for example name format) they used when they created their USI. This may be different to the name details already stored in HTCA's Student Management System.
- Mandatory fields are indicated by a red asterisk *. The system prevents progressing from this screen if the mandatory fields are not completed.
- Student shall be advised or requested to refer one of the accepted forms of ID by USI Registry System for e.g.: Passport, Driving License etc while providing the Details for Creation or Verification.

Find USI

This function can be used only by HTCAs.

Training Organisation that has previously been given the student's permission to view and or update their personal and contact details or see their training records are able to use this function.

Find USI allows an HTCA to:

- search list and view a USI
- update and view the student's details if they have permission

If you choose to select fields that may not identify an individual (e.g. if you select surname "Jones"), you may be presented with a list of students that have given you permission to view their records with the same surname.

If the account has not been activated (i.e. the student has not set the password and check questions), the record will not be displayed. Select the one that matches your find criteria.

Find USI may be used for the following purposes:

- If a student needs assistance with changing their personal or contact details. By accessing the Update link, you can make the changes. However, for changes to key personal details (e.g., first name, family name, one name, date of birth, gender) the student will need to provide a form of ID displaying the changes
- You need to view the students training record to evaluate whether their previous study will entitle them to be eligible for recognition for prior learning.

The key points to remember when using Find USI are:
- This function is only available to HTCAs.
- To use Find USI, the student must have given you permission in their USI account to view their records.

If the student has not given you permission, the message "No records were found that match the search details" will be displayed. To gain access you will need to ask the student to log in to their account and set permission for your organization to gain access.

The USI and Reporting

Each time HTCA students complete nationally recognised training; HTCA must collect and verify their Unique Student Identifier (USI) before we can confer a qualification or statement of attainment.

When HTCA submits data according to the new VET data collection and reporting requirements, it will now include the USI for each student. This USI will be reported to the National Centre for Vocational Education Research (NCVER) and entered in the national data collection.

The new Unique Student Identifier (USI) scheme is underpinned by the Student Identifiers Act 2014, Standards for NVR Registered Training Organisation (RTO) 2015 and Student Identifiers Regulation 2014 and these require that HTCA:

- Collects a USI from each student

- Verifies a USI supplied by a student

- Ensures a student has a valid USI before conferring a qualification or statement of attainment on that student

- Ensures the security of USIs and related documentation

- Destroys any personal information collected solely for the purpose of applying for a USI on behalf of a student

- Adheres to all legislative requirements under the USI legislative requirements

- HTCA will be required to have a valid and verified USI for each of student before a qualification or statement of attainment is issued to that student.

Please refer Annexure A for details of USI Policy of HTCA

12. STUDENT ACCESS TO RECORDS

Student Access to Records

When a student logs into their USI account it will link to the national data collection using the USI. The students USI account will then enable them to see their records and results completed. All students' results from 2015 will be available in their USI accounts in 2016.

Access and Equity Policy

Declaration

HTCA is committed to promote a fair and equitable environment for staff and clients that is free from discrimination, harassment, and vilification.

HTCA is committed to providing equal opportunity and promoting inclusive practices and processes and integrating the principles of access and equity in its policies and procedures.

This policy states how HTCA will provide inclusive education services and a learning environment that is free from discrimination, harassment, and victimization.

This policy relates to the provision of all education and support services by HTCA to students. In addition, all staff and contractors employed or engaged by HTCA are obliged to comply with this policy.

Purpose:

HTCA Management and staff provide assistance to all clients to identify and achieve their desired learning outcomes. HTCA is committed to providing training and assessment services to all clients regardless of race, religion, sex, socio-economic status, disability, language, literacy, or numeracy.

Scope:

This Policy & Procedure will ensure that all staff and students are treated in a fair manner.

Policy Guidelines

Procedure

HTCA staff will adhere to the principles and practices of equity in education and training.

HTCA acknowledges its legal obligations under State and Federal equal opportunity laws that include:

- ➢ The Racial and Religious Tolerance Act 2001
- ➢ The Sex Discrimination Act 1984
- ➢ The Disability Discrimination Act 1992
- ➢ The Equal Opportunity Act 1984
- ➢ The Privacy Act 2000

This policy will be driven by HTCA code of practice which says "HTCA Management and staff provide assistance to all clients to identify and achieve their desired outcomes. HTCA is committed to providing training and assessment services to all clients regardless of race, religion, sex, socio-economic status, disability, language, literacy, or numeracy and upholds the principles of equal opportunity."

All HTCA staff in following HTCA access and equity procedures must follow the principles of fairness and flexibility in workplace Assessment. Access and equity training and assessment adjustments (reasonable adjustment) must be reported in management meeting. Training and work placement services shall be available to all clients regardless of ethnicity, gender, age, and marital status, and sexual orientation, physical or intellectual impairment. Special client needs will be identified through initial contact with reception staff, receipt of application materials, and orientation events prior to the commencement of training and or assessment.

The access and equity policy of HTCA shall be available & applicable to all HTCA Students & Staff. The access and equity policy of HTCA shall be explained within the staff induction procedure during staff orientation program & in Student Orientation Program as a part of Student Support Services Policy.

The access and equity policy of HTCA shall be available to staff & students through the Staff Handbook & Student Handbook respectively.

Sexual harassment is illegal, and will not be permitted in the workplace, or in the training environment. The HTCA will treat every client fairly and without discrimination. Grievance procedures are in place to ensure that any concerns are dealt with immediately and appropriately. (Refer to the Complaints, Grievances and Appeals Policy & Procedure).

The following principles are applied by HTCA in the development and implementation of all learning and assessment strategies:

1. To ensure that the student recruitment and admission process is bias-free and non-discriminatory, HTCA:

   - Uses the same recruitment and admission process for all applicants

   - Bases admission to courses and programs solely on availability of places and the applicant satisfying course entry requirements

   - Provides applicants with adequate information and support to enable them to select the most suitable program for their needs.

2. To ensure that the curriculum developed by HTCA is inclusive of a range of student needs, HTCA:

   - considers issues relating to access and equity when specifying course entry requirements and prerequisites

   - offers flexible course design that provides multiple entry and exit points or pathways through the course, including credit transfer and recognition of prior learning

   - takes into account the requirements of students with a disability when designing courses

   - provides inclusive and non-discriminatory learning materials

- in the case of vocational courses, language, literacy, and numeracy requirements are consistent with the vocational level of the qualification

- Provides students without online access with information through other media according to needs.

HTCA provides an assessment process that is fair, valid, reliable, and consistent through:

- Recognition of previously acquired skills and knowledge

- Adequate information on course and subject assessment, prior to enrolment in the course

- Adapting assessment to meet student needs while still maintaining a high quality, valid and consistent process (see reasonable adjustment below)

- Giving students the right to appeal an assessment or recognition decision

- Giving all students an equal opportunity to demonstrate competence.

Reasonable adjustment is provided to those with a disability or special need according to individual circumstances. This means providing the appropriate services and/or facilities for student learning and assessment.

Reasonable adjustment may include but is not restricted to:

- The use of adaptive/assistive technology (equipment and software designed for use by people with a disability)

- Educational support

- Alternative assessment methods

- Learning and assessment aids such as papers in large print or the use of scribes or interpreters

Learning support is facilitated for those with basic literacy, numeracy or English language difficulties or other identified areas of learning difficulty. Special consideration may be granted if through misadventure (e.g. illness, bereavement or personal trauma) a student is prevented from completing an assessment or believes that their performance in an assessment event has been affected by the incident.

HTCA's premises provide appropriate access to those with a physical disability. Where HTCA provides training and assessment at other venues, HTCA will ensure to the best of its ability that venues are accessible to people with a disability. Complaints and appeals are addressed in a fair and equitable manner. Individuals who believe they have been treated unfairly are encouraged to use HTCA's student Complaints, Grievances and Appeals procedures. HTCA will promptly and thoroughly investigate all complaints and appeals in accordance with stated procedures. Students also have the right to appeal against any decisions as set out in the complaints and appeals procedure.

HTCA's Code of Practice

1. Training & Assessment

HTCA management and staff are committed to providing Training and Assessment services, resources, support and equipment in a condition and environment that is conducive with achieving competency in the units of study undertaken.

2. Issuance of Qualifications

HTCA will promptly provide copies of all qualification and statements of attainment achieved by enrolled students and provide ongoing assistance to enquiring students with regard to their record of achievements and statements of attainment.

3. Financial Management

HTCA applies sound and accountable financial practices within its day-to-day operations and maintains its adherence to equitable refund policies.

4. Records & Information Management

HTCA is committed to implementing best practice in its records management practices and systems, responding in a timely manner to all requests of information from present and past students. All staff employed by HTCA will be required to apply themselves to the provisions of the Privacy and Protection of Personal Information Act 1998.

5. Access & Equity

HTCA Management and staff provide assistance to all clients to identify and achieve their desired outcomes. HTCA is committed to providing training and assessment services to all clients regardless of race, religion, sex, socio-economic status, disability, language, literacy or numeracy and upholds the principles of equal opportunity.

6. RPL (Recognition of Prior Learning)

HTCA management and staff are committed to supporting The RPL enquiries and requests from potential and enrolled students. Enrolling students are supplied with relevant RPL information at initial contact and orientation events prior to undertaking studies. Further support is provided with relevant RPL tools following RPL application.

7. Stakeholder Feedback

HTCA is committed to securing and reviewing advice and feedback from all its stakeholders involved in the delivery of its Training and Assessment services.

8. Provision of Information

Clear and accurate advice is provided to all enrolling students at HTCA. Initial contact, orientation and the commencement of studies is supported by the provision of timely information concerning enrolment procedures, vocational outcomes, fees, access and equity, guidance and support, complaints, and appeals procedures and RPL arrangements or credit transfer.

9. Legislative Compliance

HTCA Management and staff conducts periodic reviews to ensure that it is compliant with all state and federal legislative requirements for HTCA's including but not limited to OH&S, Harassment, Discrimination, Equal Opportunity and Vocational Education and training legislation.

10. Marketing Accuracy

HTCA Management and staff are committed to marketing its training and assessment services in an accurate, ethical, and responsible manner ensuring that all clients are provided with timely and necessary information.

11. Complaints & Appeals

The complaints and appeals policy of HTCA shall ensure that all complaints are dealt with in a constructive and timely manner. All complaints and appeals shall be reported in the weekly management meeting and corrective solution forms shall be raised detailing the actions required to arrive at satisfactory resolve of each complaint and grievance.

13. RECORD MANAGEMENT POLICY

Declaration

HTCA is committed to implementing best practices in its records management practice and systems. The HTCA Student Admin Manager will maintain all student records on HTCA's AVETMISS compatible student records management database.

Purpose

HTCA recognises its obligation to maintaining the records of delivery of training and assessment services to its clients. The maintenance of a well-structured records retention system supports the continuous improvement of our operation and provides a basis for compliance with legal and quality assurance requirements. HTCA is committed ensure that the record's accuracy and integrity is upheld at all times.

Scope

All students and Staff

Policy Guidelines

Definitions of the records

For the purposes of this Policy and Procedure, Records include:

Student Academic results:

This includes what units of competence (including codes) and the result the participant achieved. This may include if the participant withdrew, was assessed as competent or not-yet-competent, was recognised as competent through an RPL process or was issued credit for current competency held.

Qualifications/Statements of Attainment:

Qualifications and Statements of Attainment are documents to recognize the outcomes of assessment. Qualifications and Statements of Attainment are formatted and prepared in accordance with the Australian Qualifications Framework (AQF). These are currently issued via STUDENT MANAGEMENT SYSTEM.

Student Assessment Work:

Student Work refer to the completed & assessed student work which may be a combination of reports, assignment, presentations, templates, questionnaires, observation checklists, summary sheets, RPL tools, or records of feedback from assessors to participants. Assessment resources include all those items which substantiate the assessment decision made by an assessor.

Assessment tools.

Assessment tools refer to the various Facilitator & Assessor Guides, templates, checklists, and assessment methods that HTCA uses over the term of its operations. This specifically refers to the retention of the versions (which are saved on HTCA server) of tools used. The aim of retaining a revision record of versions used over time is to allow an appropriate record for future review by internal & external bodies.

Administrative records.

Administrative records are those documents which are used to facilitate the participant's administration during their enrolment. Examples of administrative records are attendance records, results, enrolment forms, enrolment agreements, requests for refund, request for release letters and their outcomes, fees payment details, Complaints and appeals and their outcome records and reporting related records etc.

Marketing Material.

Marketing material is any kind of consumer/student/student/participant facing communication that has been designed to share course-related or organization-related information. HTCA Management and staff are committed to marketing its training and assessment services in an accurate, ethical, and responsible manner ensuring that all clients are provided with timely and necessary information. All the marketing material has to be developed ensuring compliance with Clause 4.1 of RTO Standards 2015.

Student Details.

The student details include personal details like date of birth, nationality, past education etc. Currently each participant's details are entered into STUDENT MANAGEMENT SYSTEM at the time of enrolment as AVETMISS requirements.

Student Enrolment file.

The student enrolment file is the file where all students' personal details, education history, and administrative records are retained in hard copy.

HTCA management records.

HTCA management records are those files which assist management and staff to coordinate HTCA services. These may include policies and procedures, data registers, enrolment registers, academic records, attendance records, financial records and records of grievances and appeals.

Staff records.

Each staff member has a file which includes a copy of their resume, qualifications and Trainer Matrix, a copy of their job description & Professional Development Activity Register, signed copy of the annual performance review and any other documentation relating to a staff member's employment with the organization

Records Management Responsibility

All staff employed by HTCA is required to comply themselves to the following written procedures and safeguard confidential and personal information (under guidelines of Privacy and Protection of Personal Information Act 1998 and HTCA Privacy Policy) to ensure the integrity & accuracy of records: HTCA is committed to maintain a good practice of records retention, archiving & destruction.

a. CEO / Campus Manager

The CEO has the ultimate responsibility for the management of corporate and HTCA administration including student records management. It is the responsibility of CEO to ensure that HTCA meets the requirements of the HTCA Record Management Policy, Privacy Policy, Continuous Improvement Policy, Document Version Control Policy and relevant legislations.

CEO along with Campus Manager shall conduct quarterly review of HTCA records management practices along with administrative & academic staff & work with them towards continuous improvement to accurately manage records.

It is the responsibility of the CEO/Campus Manager to ensure that:

- Stakeholders are aware and comply with this policy
- stakeholders are provided with appropriate and complete information in relation to records management and as a minimum as part of the induction process
- all persons tasked with any or all components of the record management system are provided with clear direction in the form of work instructions to ensure the correct and consistent recording and management of information
- the Quality Assurance & Continuous Improvement process is operational at all times including that all stakeholders are aware of and encouraged to provide feedback in monthly meeting or at any time they find it appropriate.
- records management complies with legislative requirements such as:

  o Archives Act 1983

  o Electronic Transactions Act 1999

  o Financial Management and Accountability Act 1997

  o Freedom of Information Act 1982

  o Privacy Act 1988

  o Australian Information Commissioner Act 2010

b. Student Administration Manager

It is Student Administration Manager's responsibility for completely and accurately:

- Transfer relevant information/records to the STUDENT MANAGEMENT SYSTEM in a timely manner
- File hardcopy information/records safely and securely

- Retain student file & administrative files in safe & secure location in accordance with storage procedure mentioned above.

c. Trainer/Assessor(s)

It is the responsibility of the Trainer/Assessor(s) to:

- Ensure that all student related, and other required information and records are completed via the appropriate forms accurately, completely and in a timely manner;
- Report/feedback to the Campus Manager on any issues or concerns in relation to process or standard documentation relating to records and information collection;
- Store competed Student Assessment Work submitted by students in hard copy and/or electronic form.

Access of Records

Only designated HTCA staff shall have access to student records.

- Upon request and sufficient notice HTCA administrative staff shall provide a student with access to their personal records & academic progress information. This request shall be finalized within 3 working days.
- Upon receipt of written consent by a student only, HTCA staff will provide a third party with student's personal details/records.
- Access to student records may be provided where the Standards for Registered Training Organisation or an officer of the law require HTCA to do so.

Storage of Records

To ensure records are maintained in a safe and suitable condition, the following is to apply:

- Records must be kept securely to prevent them from being accessed by any non-authorised personnel.
- Records shall be stored in an easily retrievable manner & safe from natural & manmade hazards.
- Records shall be kept confidential to safeguard information and to protect the privacy of participants and HTCA.
- Filing cabinet or lock room shall be used for storing records available in hardcopy. A password-restricted server/directory with access limited to a 'need basis' will be used for electronic data.
- Upon enrolment each student's personal details shall be entered into the HTCA's STUDENT MANAGEMENT SYSTEM.
- STUDENT MANAGEMENT SYSTEM will be used to store student results, Qualifications / Statements of Attainment as well as Student personal details.
- Student personal details and records shall be maintained in a current and up to date condition. Student personal details like address, contact details, etc. will be updated upon receipt of student's request.
- Student records are backed up and maintained electronically on the HTCA server on daily basis.

Archiving Procedure

In order to ensure the safety, ease of management and retrieve, HTCA's records will be archived regularly. The following procedure is to be followed by all HTCA staff when archiving participant records:

Where files require archiving, they will be adequately protected, boxed, and recorded and approved by CEO, prior to being removed from HTCA premises.

Retention

The following time periods shall apply to the retention of participant records at HTCA after which records may be destroyed

- Designated HTCA staff shall ensure that all student records are maintained in an accurate manner providing for the safekeeping of all students' units of competency and qualification records for a term no less than 30 years.

- HTCA shall securely retain the student assessment items for all students for a period of six months from the date on which the judgment of competence for the student was made or for the duration of the student's enrolment as per ASQA guidelines.

- After the retention period has elapsed, the hard copy of the records if any may be shredded to safeguard the privacy and integrity of HTCA & participant.

- External Reporting Records Management

- HTCA staff shall comply with all 'external reporting responsibilities' by the required date to do so. (I.e., AVETMISS and Quality Indicator Reporting) including returns of its client records of attainment of units of competence and qualifications to the National VET Regulator on a regular basis (as determined by the Australian Skills Quality Authority).

- HTCA shall maintain documentation that provides evidence of appropriate finance and AVETMISS compliant VET student records management systems. On cessation of services and the discontinuation of its business the CEO shall ensure that all student records are made available to the National VET Regulator on timely basis.

14. WORK PLACEMENT POLICY

Policy

This policy/procedure ensures any courses requiring practical placement are developed to ensure that the practical placements are managed in a manner which benefits the student and minimizes risk to the student, host employer and HTCA (HTCA).

Procedure

1. Informing Staff and Students of Practical Placement Requirements.

Work placement will be required as part of a course where:

- The Training Package specifically states Work Placement hours are to be completed as part of the training.

- The most appropriate method of training or assessment is through work placement in an appropriate industry workplace.

- Where a course has been identified as requiring a practical placement component, HTCA will identify the specific units and the reasons that work based training is most appropriate form of delivery and assessment.

HTCA is required to identify practical placement requirement on course marketing materials. The information must include the required hours of work placement and any industry specific requirements, for example police checks.

All staff involved in the delivery of the course shall also be informed about the work placement requirements and their roles and responsibilities involved with practical placements.

2. Sourcing Practical Placements

The process for sourcing a work placement position for students shall be undertaken as indicated below:

- Student is placed with a (screened & compliant) willing host employer

    OR

- Existing employer or nominated employer of the student is screened for compliance following HTCA policy and procedure and on successful screening the student is registered against this employer.

To generate placements HTCA shall liaise with industry to identify potential host employers. HTCA is to determine suitability of potential host employer, including supervision and occupational health and safety requirements.

A site visit will be conducted by the HTCA for all host employer workplaces. The site visit shall ensure the workplace is appropriate for the student's placement and there is access to appropriate equipment while maintaining OH&S standards.

All host employers shall be given information relating to the work placement requirements and course information.

A 'Vocational Placement Agreement' shall be signed by HTCA and the host employer. The agreement will specify the roles and responsibilities of all parties.

3. Prior to Practical Placements

Students will undertake training within HTCA environment in all pre-requisite units and the theory components of units to be assessed in the work placement. This includes any Occupational Health and Safety training that is to be included within the course. This training shall take place within HTCA classrooms and simulated work environments and shall occur prior to any work placements undertaken.

Students will undertake a workplace induction which will allow for the student to become familiar with the workplace and meet host employers and colleagues. The induction will be conducted by the host employer as indicated within the 'Vocational Placement Agreement'.

Dos and Don'ts of Work Placement

- The participants are expected to be presentable and hygienic during their work placement.
- The participants must wear clean and properly ironed uniform.
- The participants must wear closed-in toe shoes (waterproof and non-slippery).
- The participant shall tie his/her hair if the hair is long.
- The participant shall wear no jewellery at the work placement.
- The participant must ensure that his/her nails are clean and short
- The participant shall, at all times during his work placement, wear a name badge appropriately.
- The participant shall attend the work placement site at agreed times and days specified and shall notify both the Work Placement Provider (WPP) and HTCA if he/she is unable to attend for reasons of ill health or any other reason.

4. Undertaking Practical Placements

Students will be required to complete the work placement as specified in the 'Vocational Placement Agreement'. Any variations to the hours worked and conditions of the work placement must be amended in the agreement by HTCA and re-issued to all parties for authorization.

HTCA shall provide for a Polo Shirt, at no additional cost, that has to be worn by the student for his/her work placement. It is the student's responsibility to buy black stretchable work trousers and black waterproof non-slippery shoes.

Student's attendance through the work placement shall be recorded by the host employer and the student via the 'Work Placement Log'. This will record all times and dates the student completes work placement hours for the host employer.

The student shall be provided support and guidance from the host employer in the completion of required workplace tasks. These tasks will ensure the student further develops their skills and knowledge in the required areas as specified in the Vocational Placement Agreement.

5. Monitoring Work placement

HTCA will monitor the work placement through trainers and assessors completing:

Regular contact with the student through normal classes where feedback on the work placement will be sought.

Site visits to conduct assessments in the workplace where trainers will ensure the workplace is providing adequate support and guidance to the student. The Trainers will also ensure the workplace is OH&S compliant.

The employer and student will be required to sign a logbook indicating the hours completed which will be monitored by trainers / assessors.

Assessment of required practical skills will be undertaken by qualified trainers and assessors where appropriate. On some occasions the trainer may require the host employer to participate in the assessment process through observing students in the workplace. All assessments shall be signed off in an observation book by a qualified assessor from HTCA.

6. Recording of Practical Placements

Each student undertaking a Practical placement shall have a copy of their 'Work Placement Agreement' kept on their file.

All hours completed within the workplace shall be recorded in the student's 'Work Placement Log'. This log shall be signed by the student and the employer and be monitored by HTCA trainer / assessor.

The 'Work Placement Log' and Observation Book will be kept on the student's file as evidence for the specified unit(s) and be included as an assessment requirement for the specified unit(s).

ANNEXURES

USI Policy and Procedure Document

1.0 USI

This policy & procedure supports the government initiative that all students doing nationally recognised training from 1 January 2015, need to have a Unique Student Identifier (USI). The USI is a reference number that is made up of numbers and letters. The USI is linked to the National Vocational Education and Training (VET) Data Collection, and this means an individual's nationally recognised training and qualifications gained anywhere in Australia, from different training organisations, will be kept all together. It creates a secure online record of an individual's nationally recognised training that you can access anytime and anywhere, in that person's life.

This Policy and Procedure will ensure that HTCA is able to meet these new national requirements and also assist their continuous improvement processes to strengthen training and business performance.

2.0 Policy

HTCA will ensure it meets the requirements of the Student Identifier scheme, including:

1. Verifying with the Registrar, a Student Identifier provided to it by an individual before using that Student Identifier for any purpose;

2. Ensuring that it will not issue AQF certification documentation to an individual without being in receipt of a verified Student Identifier for that individual, unless an exemption applies under the Student Identifiers Act 2014;

3. Ensuring that where an exemption applies, the HTCA will inform the student prior to either the completion of the enrolment or commencement of training and assessment, whichever occurs first, 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 Registrar; and

4. Ensuring the security of Student Identifiers and all related documentation under its control, including information stored in its student management systems

5. Not disclose the USI or information provided to create the USI except where authorised by law

6. Will not use the USI on any Qualifications/Statements of Attainment

Staffs are to inform students that if they wish to gain an exemption they must contact the Student Identifier Registrar. Email: usi@industry.gov.au

3.0 Who needs a USI?

Students who need a USI include:

1. Students who are enrolling in nationally recognised training for the first time;

2. School students completing nationally recognised training; and

3. Students continuing with nationally recognised training. A student who is continuing study is a student who has already started their course in a previous year (and not yet completed it) and will continue studying.

Once a student creates their USI they will be able to:

1. give their USI to each training organisation they study with;

2. give their training organisation permission to view and/or update their USI account;

3. give their training organisation view access to their transcript

4. view and update their details in their USI account; and

5. view online and download their training records and results in the form of a transcript

6. Control access to their transcript.

4.0 Procedure

All students will be required to create their own USI before attending any accredited course training conducted by HTCA.

Step 1

This policy along with Appendix A will be uploaded onto the HTCA Website and inserted into the student handbook. This is to ensure that before enrolment students have read and understood what is expected of them surrounding USI. **Appendix 1.0** offers helpful tips to help students create their USI number.

Step 2

Students are required to create their own USI number using the website

https://portal.usi.gov.au/student/TermsAndConditions?ReturnUrl=%252fstudent%252f

They will need to submit this USI number to the HTCA team.

Step 3

The HTCA team will then verify the students USI through the USI Registry system.

When using the USI Registry system, student's need only to enter the USI and First name, Family Name and Date of Birth, then select the Verify button at the bottom of the screen

Step 4

The HTCA team will enter the students USI number in to the course tracking sheet and on Axcelerator

Step 5

Where students have difficulty, they can contact a HTCA -HTCA member and they will make an appointment with the student to come in and be guided through the process.

APPENDIX 1.0

Unique Student Identifier from 1 January 2015, all students doing nationally recognised training need to have a Unique Student Identifier (USI). The USI is a reference number made up of numbers and letters. It creates a secure online record of your nationally recognised training that you can access anytime and anywhere, and it's yours for life.

Please go to the following link to create your Unique Student Identifier https://portal.usi.gov.au/student/TermsAndConditions?ReturnUrl=%252fstudent%252f

Before you start the face to face component of the course we please ask that you could create your own USI.

Obtaining your USI is free, easy, and should only a few minutes of your time. Here are some quick instructions to help you.

Step 1 Get at least one form of ID from the list below ready:

- Driver's Licence
- Medicare Card (this includes a current family Medicare card where your name is included) Australian Passport Visa (with Non-Australian Passport) for international students
- Birth Certificate (Australian) *please note a Birth Certificate extract is not sufficient
- Certificate of Registration by Descent
- Citizenship Certificate
- ImmiCard

IMPORTANT: The details you enter when you create your USI must match exactly with those shown on the form of ID used. If you have no form of ID from the list above, please contact your training organisation or the training organisation you intend to study with.

Step 2 Click on 'Continue'.

Step 3 Agree to the terms and conditions.

Step 4 Fill in your personal and contact details.

Step 5 Enter the requested details as shown on your form of ID (see list above).

Step 6 Set your USI account password and questions for security.

Step 7 Your USI will now be displayed on the screen.

Step 8 You should write down your USI somewhere safe or enter it into your phone for safe keeping.

Step 9 Your USI will also be sent to you by either your email, phone or by mailing address (which ever you choose as your preferred contact method when creating your USI).

If you could let us know what your USI is once completed that would be great!

Please Note that HTCA is unable to issue any Qualifications or Statements of Attainment to students that do not have a USI. Please contact the HTCA team if you have any issues or questions. Email us at: info@hope.edu.au