



**AUSTRALIAN TECHNOLOGY &
AGRICULTURAL COLLEGE**
RTO CODE: 45556
Student Handbook

Message from the CEO/Principal

This handbook is prepared for the information to all students, staff, business partners and general community. The complex nature and the broad nature of training courses, durations, qualifications, trainers and partners makes it evident that everyone in this large industry is fully aware of the processes, procedures and regulations that protect the integrity and value of our national vocational education program. Australian Technology & Agricultural College (ATAC) staff, trainers and partners are aware of the great benefits in providing a safe environment, good services, best training and assessment packages and high achievements in all sectors.

Students learn in a friendly and supportive environment with the best facilities and resources to fully equip them for their future progress and development in life. As a training provider, we also ensure close partnerships with local community and businesses so that there is an ongoing trust and supply of trained and skilled workers to support them to grow their own business and the community as a whole.

The policies and procedures outlined in this handbook provides guidelines for all professionals, partners and students to be fully aware of their roles and responsibilities for a smooth, efficient and effective operation of the education and training, with minimum confusion and disruptions for great outcomes. Our complaints procedures are simple and easy for those who may have issues which may affect their performance in delivery of operations and /or achievements. All staff will be available to support any student in need.

ATAC Board welcomes you and trusts that this handbook will provide you with the comprehensive information that you may need during your time with us. We hope you enjoy your education and training at ATAC.

Dr Narendra Nand

Ph.D., M.Sc. (Hons), B.Sc. + Grad. Cert. Ed.

Founder/CEO

Australian Technology and Agricultural College



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1.0 Introduction

Australian Technology & Agricultural College is a Registered Training Organisation (RTO). As an RTO we comply with the legislative and other requirements of the VET Quality Framework including:

- Standards for Registered Training Organisations (RTOs) 2015
- The Australian Qualifications Framework (AQF)
- Conditions of registration requirements such as Data Provision, Fit and Proper Person, Financial Viability and Risk Assessment.

Australian Skills Quality Authority (ASQA) is the national regulator for Vocational Education and Training sector and is responsible for regulating all courses and training providers in Australia according to the VET Quality Framework. Further information regarding ASQA is available on www.asqa.gov.au.

1.1 About Our Organisation

Australian Technology & Agricultural College (ATAC) is a senior Independent College (Years 10-12) with approved Queensland Curriculum and Assessment (QCAA) curriculum to provide Year 12 Certificate (QCE) and Vet in Schools program (VETiS).

ATAC works closely with registered training organisations (RTOs) to provide alternative pathways to students fulfilling (QCAA) requirements. ATAC do a school-based apprenticeship program simultaneously with Academic subjects to complete their QCE. The College differs from a traditional school in that it is closely aligned with industries and seeks to prepare students for a trade-based career. This is achieved by arranging work experience opportunities where students' skills and personal attributes may lead to potential school-based apprenticeship/traineeship and employment opportunity.

Our academic program focuses on Mathematics, English and Certificates (II) in Business and Foundation Skills. Students choose core units of study that when combined with a student's school-based apprenticeship/traineeship can meet the requirements for the Queensland Certificate of Education.

Students have access to classroom facilities with individualised teacher support to complete their tasks, at their own learning pace. Students also have opportunities to undertake casual or part-time jobs with prior arrangement, providing their classroom work is up to date.

1.2 Services

Australian Technology & Agricultural College offers a wide range of services however, our core business currently is the delivery of Nationally recognised training in the following subject areas:

- English
- Mathematics
- Business (BSB20115 Certificate II in Business)
- Skills for Work and Vocational pathways (FSK20113 Certificate II in Skills for Work and Vocational Pathways)
- Agricultural Practices

The level of training in each of these areas varies according to training package and industry requirements. A full list of our scope of registration is available on the national training register: <http://training.gov.au>

2.0 Vocational Education and Training

The term Vocational Education and Training (VET) covers a range of work experiences and training activities within the secondary school curriculum. VET courses develop industry and workplace specific skills and knowledge.

Vocational Education and Training in Schools (VET in Schools) are programs undertaken by school students as part of the senior secondary certificate that provide credit towards a nationally recognised VET qualification within the Australian Qualifications Framework.

The objective of VET courses is to give students experience in the workplace, broaden post-school options and prepare them for the transition between school and work.

There are many benefits to undertaking a VET course while at school. These include:

- Gaining a nationally recognised qualification
- Developing relevant industry knowledge and skills for employment
- Networking and establishing links with employers through work placement
- Achieving points towards the Queensland Certificate of Education (QCE)
- Provides a pathway to employment or further study

2.1 The VET Quality Framework (VQF)

As a Registered Training Organisation, the College operates under the VET Quality Framework (VQF).

The VET Quality Framework comprises:

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

The College is registered to deliver a range of VET qualifications/training products under the direction of Queensland Curriculum and Assessment Authority (QCAA) and/or the Australian Skills Quality Authority (ASQA). <http://www.asqa.gov.au/vet-registration/understand-the-requirements-for-registration/the-vet-quality-framework.html>

2.2 The Australian Qualification Framework (AQF)

The AQF is the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework. <http://www.aqf.edu.au/>



Schools Sector	Vocational Education and Training Sector	Tertiary or Higher Education Sector
Senior Statement Qld Certificate of Education (QCE)	Vocational Graduate Certificate Vocational Graduate Diploma Advanced Diploma Diploma Certificate IV Certificate III Certificate II Certificate I	Doctoral Degree Masters Degree Graduate Diploma Graduate Certificate Bachelor degree (honours) Bachelor Degree Associate Degree Diploma

All VET courses offered by this RTO lead to nationally recognised qualifications – a Certificate (if all the requirements of the qualification are completed) or a Statement of Attainment (for those units that are successfully completed where the full qualification is not completed). This certificate/statement of attainment will be recognised in all states and territories in Australia.

Your Trainer and Assessor will provide you with information about your VET qualification/s including an

overview of the specific units of competency/modules in each, assessment requirements and vocational

outcomes. The qualifications available for completion at this RTO are listed on the subject selection form.



2.3 Competency Based Assessment

Each VET qualification or course contains a number of units of competency. These units are assessed through a concept known as Competency Based Learning (CBL). Competency based training is an approach to vocational education and training that places emphasis on what a person can do in the workplace as a result of completing training or through relevant experience and learning that has taken place in the workplace or elsewhere.

People are considered to be competent when they are able to apply their knowledge and skills to successfully complete work activities in a range of situations and environments, in accordance with the standard of performance expected in the workplace.

3.0 Legislative Requirements

Australian Technology & Agricultural College complies with all Commonwealth and State legislations ensuring that management, staff and students are informed of their obligations. All RTO's in Australia are bound by Commonwealth and State or Territory legislation for best businesses as business practices in training and assessment to meet high industry and international standards.

These include but is not limited to:

- Commonwealth Legislation:
 - Copyright Act 1968.
 - Privacy Act 1988
 - Data Provision Requirements 2012
 - Students Identifiers Act 2014
- State Legislation
 - Anti-Discrimination Act 1991
 - Child Protection Act 1999
 - Vocational Education, Training and Employment Act 2000, Chapter 4: Vocational placement
 - Vocational Education and Training (Commonwealth Powers) Act 2012
 - Work Health and Safety Act 2011.

3.1 Work Health and Safety

Australian Technology & Agricultural College is committed to ensuring the health and safety of its staff and students and the members of the public at all times. This includes meeting our legislative obligations to:

- Secure the health, safety and welfare of employees and other persons at work
- Eliminate at source, any risks to health, safety or welfare of employees and other persons at work
- Ensure that the health and safety of members of the public and any risk by the conduct of undertakings by employers and self-employed persons at ATAC
- Provide for the involvement of employees, employers, and organisations in the formulation and implementation of health, safety and welfare standards.

All staff are trained in risk assessment and management practices as per their roles and made aware of health and safety policies and procedures of Australian Technology & Agricultural College.

The following procedures and standards are observed by ATAC:

- Accident / Incident reporting
- Emergency control
- Equipment checks and maintenance
- Equipment safe storage
- Evacuation plan (fire, bomb, major incident)
- Fire hazards identified and fire prevention
- First aid and safety procedures are clearly
- Maintain a safe, clean and efficient working environment
- Manual handling techniques and training
- PPE / chemicals (storage)
- Store and dispose of waste according to WHS regulations
- Student & Staff safety
- Unsafe risk situations are identified, reported and displayed

It is mandatory for all students to participate in the induction at the commencement of their course which outlines the specific work, health and safety requirements for their course and of the specific training facility. Any student who breaches work, health and safety standards or commits any act which may endanger the safety of themselves, staff, other students or members of the general public, he/she would be excluded from participating in further training and assessment activities until the incident is investigated and decision made by the management.

3.2 Harassment, Discrimination and Bullying

Australian Technology & Agricultural College has a zero-tolerance policy for harassment, discrimination and bullying. All staff and students are entitled to a workplace and training environment that is free from all forms of harassment, discrimination and bullying. All staff and students are to be treated fairly and have the opportunity to feel safe, valued and respected.

Discrimination is where a person treats or proposes to treat, a person with an attribute less favourably than another person without the attribute is or would be treated under the same circumstances. Examples include but are not limited to discrimination by age, disability, employment, nationality, religion, gender and sexual orientation.

Harassment is any unwelcome and uninvited comment or action that results in a person being intimidated, offended, humiliated or embarrassed.

Bullying is any unwelcome and offensive behaviour that intimidates, humiliates and/or undermines a person or group. Bullying involves a persistent pattern of behaviour over a period of time and may include verbal abuse, physical assault, unjustified criticism, sarcasm, insults, spreading false or malicious rumours, isolating or ignoring a person, putting people under unnecessary pressure and sabotaging someone's work or their ability to complete their work.

In the event that a student believes that they are or have been discriminated against, harassed or bullied, they should be encouraged to inform the other party that their objectionable behaviour and should not be continued, if it is safe and comfortable for the victim to confront the offender. In instances where the person is not comfortable or feels unsafe discussing the matter should be reported to a trainer or staff member who then follows the ATAC policies and procedures.

All students and staff working with Australian Technology & Agricultural College have the right to discuss matters of harassment, discrimination and bullying very confidentially with the relevant members of staff without making a formal complaint. Any person has the right to lodge a formal complaint of misconduct as per our policy and procedures.

3.3 Working with Persons under 18 Years of Age

Australian Technology & Agricultural College complies with all Commonwealth and State legislation concerning working with children.

Students under the age of 18 must have parent or guardian consent to enrol in a course with ATAC. Parental supervision is generally not required while undertaking training and assessment. However, a staff at their discretion may request that a minor be accompanied by a responsible adult. Parents or guardians for all under 18 years students must be contactable at all times. All our staff and volunteers have been issued a 'Blue Card' or are registered teachers who are eligible to work with young children as specified by Blue Card services. Child protection and safety policies and procedures are available on Queensland Government website to ensure that children are always protected.

3.4 Consumer Rights

Australian Technology & Agricultural College complies with the provisions of Australian Consumer Law including the Competition and Consumer Act 2010 (Cth) and Fair-Trading Act 1989. This includes providing information to prospective students in clear English prior to enrolment. The information clearly explains disclaimers, not behaving in a misleading, deceptive or false manner with any omissions or actions that may be coercive or obligatory to student's decision. ATAC provides fair dealings for all students.

Students enrolling into Australian Technology & Agricultural College courses are entering into a contractual agreement. All students have access to and are provided with relevant information and obligations before the contractual agreement for commencing their course. This information is publicly available on online at www.atac.edu.au as well as from any of Australian Technology & Agricultural College administration.

For more information on consumer rights, please refer to www.consumerlaw.gov.au.

3.5 Privacy

Australian Technology & Agricultural College collects personal information for purposes which are directly related to our provision of training and assessment in accordance with the VET Quality Framework, and only where it is necessary for such purposes. Personal information is obtained directly

from the student, their authorised representative and third parties such as JSA providers, employers, Government or public organisations.

Information about a student, except as required by law or as required, is not disclosed without the student's written permission and that of their parent or guardian if the student is less than 18 years of age.

We do not give personal information about an individual to Government agencies, private sector organisations or anyone else unless one of the following applies:

- If the individual has consented
- If it will prevent or lessen a serious and imminent threat to somebody's life or health, or
- If it is otherwise required or authorised by law for criminal, pecuniary penalty or protection of public revenue
- If the individual would reasonably expect, or has been told, that information of that kind is usually passed to those individuals, bodies or agencies

ATAC takes steps to protect the personal information held by us against unauthorised use, access, misuse and modification or disclosure. When the collected personal information is no longer required, we delete it or securely destroy it.

4.0 Fees & Refunds

Australian Technology & Agricultural College course fees are quoted on our marketing brochures and website.

Additional fees include consumable costs on site or other additional services such as the issuing of a replacement qualification document. Any fees and charges that do occur for additional services will be made known to students prior to enrolment. The school will refund on a pro-rata basis any fees collected for consumable costs to the students who leave before completion of the VET service.

Fee information is available via:

- Australian Technology & Agricultural College website
- Australian Technology & Agricultural College's Course Fee Schedule
- Australian Technology & Agricultural College's brochures
- Direct email from Australian Technology & Agricultural College

In the case of cancellations, ATAC will refund full amount paid if 14 days notice [before work is due to commence] is provided, otherwise a cancellation fee of \$500.00 will apply.

5.0 Student Services

Australian Technology & Agricultural College is committed to delivering high quality services that support students throughout their training and assessment. This commitment maintains a client focused operation that produces the best possible outcome for students. Students who undertake training with Australian Technology & Agricultural College receive every opportunity to successfully complete their chosen training program.

Australian Technology & Agricultural College takes a systematic approach to recognize and establish the needs of every student. All staff members will do their best to meet the needs of students for a positive outcome. Where a student's need is outside the scope or skill of ATAC, he/she will be referred to an appropriate service provider.

5.1 Customer Service Focus

Australian Technology & Agricultural College delivers specialised training and assessment services. As such, it is vital that all students are informed of and understand the extent of the training course that they are enrolling in. Australian Technology & Agricultural College has in place a process and mechanism to provide all clients information about the training, assessment and support services to be provided, and about their rights and obligations, prior to enrolment or entering into an agreement.

5.2 Summary of services

Australian Technology & Agricultural College will provide:

- Training programs and services that promote inclusion and are non-discriminatory
- Assessment and training materials to meet the needs of every individual
- Individual needs for best opportunity in skill development and attainment of qualifications
- Provide support to lead to further training or employment opportunities
- Opportunity for consultation and contribution in planning and delivery of programs between staff and students, government bodies and industry organisations
- Readily accessible information and course resources which can be easily understood
- Information to assist students/community in planning their VET pathway.

5.3 Student Information

- Pre-enrolment materials
- Study support and study skills programs
- Language, Literacy and Numeracy (LLN) support programs
- Mediation & counselling services or referrals to these services
- Flexible scheduling and delivery of training and assessment
- Information technology (IT) support
- Access to learners with disabilities for Equipment, resources and/or programs and learning resource centres. Learning materials in alternative formats, for example, in large print for adjustment
- Learning and assessment programs customised to the workplace.

6.0 Enrolment

Students enrol into a VET course as per the enrolment and selection processes used for other subjects at the school/college. The following processes are designed to assist you with the enrolment process:

- SET plans
- Subject selection processes
- Subject information sessions

Australian Technology & Agricultural College training programs may be subject to prerequisite conditions for enrolment. Prerequisites for each training programs are contained in the course documentation. These are made available prior to enrolment. If in case, a potential student does not meet the prerequisite requirement, Australian Technology & Agricultural College staff will provide assistance to the student to understand other options available to meet the criterion. Students are free to ask any questions regarding such options and flexibility to the trainers or the management. Where numbers are limited for VET subjects, selection will be based on the order that enrolments were received. In some higher-level courses students' grades and ability may need to be taken into consideration as part of the selection process if places are limited.

At the commencement, a VET induction session will be run to provide you with information about the training, assessment and support services available and will also receive information regarding your rights and obligations as a VET student.

Prior to participation in structured work placement or work experience, students will undergo a relevant workplace induction program and will need to complete an industry work booklet related to their time in the workplace, which will be signed off by an employer representative or supervisor.

6.1 Course Information

Information pertaining to your qualification or accredited course can be sourced from course documentation provided by your Trainer and Assessor, subject specific information included in the Senior Subject Selection handbook through the VET Student Handbook and on the School/College Intranet.

6.2 Unique Student Identifier (USI)

Student Identifiers Act 2014 – This new initiative was implemented on the 1st January 2015. A Unique Student Identifier (USI) is a reference number made up of numbers and letters that gives students access to their USI account. A USI will allow an individual's USI account to be linked to the National Vocational Education and Training (VET) Data Collection allowing an individual to see all of their training results from all providers including all completed training units and qualifications. Further information of the USI can be obtained at www.usi.gov.au.

The USI will make it easier for students to find and collate their VET achievements into a single authenticated transcript. It will also ensure that students' VET records are not lost. The USI is available at no cost to the student. This USI will stay with the student for life and be recorded with any nationally recognised VET course that is completed from 1st January 2015. Further information on the USI can be obtained at www.usi.gov.au.

When applying for a USI, students must supply one of the following valid forms of ID:

- Driver's License
- Medicare Card
- Australian Passport or Visa (with Non-Australian Passport)
- Australian Birth Certificate
- Certificate of Registration by Descent
- Citizenship Certificate
- Immunisation Card

Steps:

1. Log on to <http://portal.usi.gov.au/student> 3
2. Click on 'Create your USI' 4
3. Follow the prompts to create your USI account. 5
4. Return USI number to your VET teacher or the RTO Training Manager.

7.0 Student Support, Welfare and Guidance

Australian Technology & Agricultural College will assist all students in their efforts to complete training programs by all reasonable and available methods. Trainers are responsible in ensuring that all students are able to contact their trainers if they are experiencing difficulties with any aspect of their training. Staff will ensure that all resources of Australian Technology & Agricultural College are accessible to all students to assist them in achieving the level of competency required for the nationally recognised qualifications.

If a student experiences personal difficulties, the responsible training staff will encourage the student to contact our administration who will arrange for discreet, personalised and confidential assistance according to the nature of their problem and this could mean referral to a specialised external agency. In the event that a student's needs exceed the capacity of the support services Australian Technology & Agricultural College can offer, they will be referred to an appropriate external agency, this may incur further costs to the student.

7.1 Access and Equity

Australian Technology & Agricultural College is committed to ensuring that training opportunities are offered to all people on an equal opportunity, non-discriminatory and a fair basis without prejudice.

All clients have equal access to our training programs irrespective of their gender, culture, linguistic background, race, socio-economic background; disability, age, marital status, pregnancy, sexual orientation or carer's responsibilities.

All students will be informed of the requirements of curriculum or National Training Packages. ATAC ensures that student selection decisions comply with equal opportunity legislation. Appropriately qualified staff will assess the extent to which the student is likely to achieve the stated competency standards and outcomes of the course, based on their qualifications and experience

Our staff are trained in inclusive training and assessment practices. If in any circumstance, students feel that they are being disadvantaged they should inform any of our staff members of their concerns. All students with Australian Technology & Agricultural College have the right to discuss matters of access and equity with the relevant member of staff of their choice without making a formal complaint. All discussions are kept confidential unless it is shared for the benefit of the welfare of the student. The right to lodge a formal complaint is available and will be actioned according to Australian Technology & Agricultural College policy and procedures.

7.2 Language, Literacy and Numeracy (LLN)

Australian Technology & Agricultural College recognises the importance of ensuring that students are assisted to identify the most suitable course for their needs and that many potential students require assistance with the development of their English language, literacy and numeracy (LLN) skills prior to or in conjunction with their enrolment.

Course information, training and assessment materials contain written documentation and limited numerical calculations. It is possible that not all people are able to read, write and perform calculations to the same standards. When such an issue is identified, a Language, Literacy and Numeracy (LLN) a verbal or written assessment will be done to assess the level of support to be provided to the student.

If you still feel you need additional language, literacy or numeracy support, please approach one of your VET teachers or the RTO Manager.

Students having difficulty with language, literacy or numeracy will be accommodated and supported accordingly. If we are unable to meet the student needs, students may be referred to an external agency (at students' own cost) so that they have the opportunity to obtain the skills required to complete the training.

7.3 Flexibility and Reasonable Adjustment

Australian Technology & Agricultural College recognises that some people are better suited to learning via teaching methods non-traditional classroom setting. Any student experiencing difficulty will be provided with minor adjustments to the strategies in teaching and assessment to achieve the desired outcomes for the diversity of students ie; the inability to complete a written assessment will not be

interpreted as a sign of incompetence if the student can verbally demonstrate the necessary competency.

Reasonable adjustment means adjustments that can be made to the way in which evidence of a student performance can be collected. Whilst reasonable adjustments can be made in terms of the way in which evidence of performance is gathered, the evidence criteria for making competent / not yet competent decisions will not be altered in any way. It is important that the expected standards are not compromised and should be the same irrespective of the group and / or individual being assessed to ensure the comparability and uniformity of standards.

7.4 Student Portal

Australian Technology & Agricultural College has email IDs for Office 365 online portals where students can access additional resources, complete training and assessment, submit assessments, submit RPL evidence and communicate with their trainer/assessor. All students will receive access to the student IDs and log in details upon enrolment. An automatically generated email will be sent to the student at enrol. A returning student students re-enrolling will have his/her account re-activated. New and returning students will need to contact Australian Technology & Agricultural College to register or reset their account.

8.0 Recognition of Prior Learning & Credit Transfer

8.1 Recognition of Prior Learning

Recognition of Prior Learning (RPL) is the recognition of competencies currently held, regardless of how, when or where the learning occurred. These competencies may be attained through a combination of formal or informal training and education, work experience or general life experience. The assessor must be confident that the student is currently competent against the endorsed industry or enterprise competency standards or outcomes specified in Australian Qualifications Framework accredited courses before the grant of RPL by an assessor.

Australian Technology & Agricultural College appreciates the value of workplace and industry experience and recognises that students will acquire vocational skills and knowledge from a variety of sources other than formal training. These skills are legitimate irrespective of how they were acquired and the RPL process is designed to provide validation of such relevant skills.

The evidence may take a variety of forms and could include certification, references from past employers, testimonials from clients and work samples.

It is important to apply for RPL if you already have some knowledge or skills that might be relevant to the vocational parts of the course. The course information will contain competency standards or learning outcomes, which provide the skills, knowledge and attitudes expected of a person fulfilling a role in a workplace. Read the information on the units of competency / learning outcomes that you wish to be assessed against to compare them with your own knowledge and skills before deciding about whether you wish to submit your RPL application.

If you wish to apply for Recognition of either past qualifications or experience you will need to do so within two weeks of enrolment. You must make an application for RPL using the RPL Application Form, giving details of any skills or knowledge that you already have. It is in your responsibility to provide enough information in the application to support your case.

Students will be provided an RPL kit for the unit/units of competency for which they are applying for an RPL. Students submit the supporting evidence as outlined in the RPL kit by the agreed time.

Your Trainer/Assessor will

- Review the RPL application and provide feedback within two weeks of receiving the evidence.
- Analyse the evidence against the Unit/s of Competency and determine if the evidence meets the Rules of Evidence and requirements of the Unit/s of Competency.
- Where evidence is lacking, further evidence will be requested, this may also include a competency conversation. The additional evidence must be supplied within two weeks from date of request.
- Student will be notified by RTO Manager/delegated representative of outcome
- Student may appeal the decision following the complaints and appeals process

8.2 Credit Transfer

Credit transfer refers to the transferral of academic credit obtained by students through participation in courses or national training package qualifications, either with Australian Technology & Agricultural College or with other RTOs, towards a qualification offered by Australian Technology & Agricultural College.

As a Registered Training Organisation, ATAC accepts the qualifications issued by other RTOs based in any State/Territory of Australia.

The awarding of credit will be granted based on certified copies of testamurs, records of results and statements of attainment only. The College undertakes to ensure that all Qualifications and Statements of Attainment issued by any other RTOs are authentic, that they have been issued by a registered provider and the qualifications and/or units are nationally recognised.

Students will be notified within 21 days of the credit transfer application and informed of the outcome.

Students who are dissatisfied with the outcome of a credit application may apply for a review of the decision to the VET Manager within 10 working days of notification of the decision. The application for review is to be made in writing in accordance with the Complaints and Appeals Policy.

9.0 Training and Assessment

Australian Technology & Agricultural College is committed to delivering high quality training and assessment services that exceed the expectations of their student and has implemented processes for ongoing data collection and analysis within its operations to ensure that there is continuous improvement of training and assessment. The college ensures this by continuous improvement measures and responses to the information and the results of data analysis and by the involvement of all internal and external stakeholders.

To provide high quality outcomes to their clients and students, Australian Technology & Agricultural College ensures that our strategies for training and assessment are developed in consultation with industry stakeholders as defined in the Policy and Procedures for continuous improvement.

9.1 Principles of Assessment & Rules of Evidence

Training and assessment strategies developed by Australian Technology & Agricultural College will adhere to the following principles:

- Training and assessment strategies are developed for each qualification, accredited course or unit of competency that will be delivered and assessed
- Each training and assessment strategy will be developed in consultation with industry representatives, trainers, assessors and key stakeholders

- Training and assessment strategies will reflect the requirements of the relevant training package and will identify target groups
- Training and assessment strategies will be validated annually through the internal review procedures

Principles of Assessment are required to ensure quality outcomes. They are defined in the Standards for Registered Training Organisations (RTOs) 2015 (the Standards) as being fair, flexible, valid and reliable as below:

1. Fair: Fairness requires consideration of the individual student's needs and characteristics, and any reasonable adjustments that needs to be applied to take account of these needs and characteristics. It requires clear communication between the assessor and the student to ensure that the student is fully informed about the assessment; understands what the assessment requires; is able to participate in the assessment process; and agrees that the process is appropriate. It also includes an opportunity for the student being assessed to challenge the result of the assessment and be reassessed if necessary.
2. Flexible: To be flexible assessments should reflect the student's needs; provide for recognition of competencies no matter how, where or when they have been acquired; and draw on a range of appropriate assessment methods for the student, unit of competency and its assessment requirements.
3. Valid: Assessments are considered valid when a student's evidence is assessed against the broad range of skills and knowledge that are essential to competent performance, and any other associated assessment requirements of a specific unit of competency. Assessing must also include evidence that a student could demonstrate these skills and knowledge in other similar circumstances and skills and knowledge can be practically applied.
4. Reliable: Reliability is when the assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment item.

Rules of evidence are closely related to the Principles of Assessment and are also defined in the Standards. The rules provide guidance on the collection of evidence to ensure that it is valid, sufficient, authentic and current.

1. Valid: The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.
2. Sufficient: The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency.
3. Authentic: The assessor must be assured that the evidence presented for assessment is the students own work.
4. Current: Currency relates to the age of the evidence presented by students to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence must be from either the present or the very recent past.

9.2 Assessment Requirements

Australian Technology & Agricultural College acknowledges the critical role for any assessment in determining the competency of every students. ATAC ensures that the assessment including any RPL for each qualification and unit of competence that the following is adhered to:

- Compliance with the assessment guidelines for each qualification and unit of competence for the accredited course
- Assessment leads to a qualification or statement of attainment under the Australian Qualifications Framework (AQF)
- Assessment complies with the principles of competency-based assessment and informs

- the student of the purpose and context of the assessment
- The rules of evidence guide the collection of evidence to support the principles of validity and reliability
- The application of knowledge and skills is relevant to the standard expected in the workplace, including skills for managing work tasks, contingencies and the job environment
- Timely and appropriate feedback is given to students
- Assessment complies with Australian Technology & Agricultural College access and equity policy
- All students have access to re-assessment on appeal.

10.0 Training Guarantee

The intention of the CEO/Principal of Australian Technology & Agricultural College is that all students receive full training and services as per their enrolment. This also includes training and assessment, assessment only, recognition of prior learning or short courses.

The corporate structure, governance and financial management systems and processes guarantee the training of students enrolled at ATAC. Specifically, the integrity, business experience and training expertise of the Australian Technology & Agricultural College ensure that the continuity of training and completion of training is guaranteed for all students. The continuous improvement and quality management practices employed by Australian Technology & Agricultural College staff is designed to proactively identify any anomaly that might cause a business interruption or training failure and address this situation before any students are affected.

ATAC guarantees that our training and assessment meet the requirements of the qualification as defined in the Training Package.

ATAC guarantees that once you have commenced your course, training / assessment you will be provided time to allow you to complete the course. In the unlikely event that the RTO cannot do this, we have in place a process to protect students in completing the course.

In the event of losing a specialist trainer, and the RTO being unable to obtain a suitable replacement, ATAC will arrange for agreed training and assessment to be completed through another RTO if this is possible (fees may be incurred).

Prior to the transfer to another RTO, affected students will be formally notified of the arrangements, and agreement to those arrangements, including any refund of fees will be obtained. If an external transfer is not possible, the RTO will gain a written agreement for a subject/course transfer within ATAC from the student and parent/guardian

11.0 Discipline

Australian Technology & Agricultural College makes every effort to practice cooperation and mutual respect in all internal and external dealings to uphold high quality, professional training and assessment services.

Students are expected to adhere to the following behaviour obligations at all times:

- Students will respect others and treat those involved in training and assessment fairly and without discrimination, regardless of religious, cultural, racial and sexual differences, age, disability or socioeconomic status.
- Students will not engage in any acts or behaviour which intimidates others involved in

the training and assessment process, whether such intimidation is intentional or unintentional.

- Students will respect the personal property of others and the property of ATAC from damage or misuse (this includes copyright infringements, intellectual property laws and cheating and plagiarism)

ATAC expects that all students will conduct themselves in a manner that is considerate and reasonable at all times. Students who display bad behaviour, as itemised above, or any legislative requirements will be subject to disciplinary action.

If a student wishes to object or lodge an appeal against the disciplinary action taken, they have the right and opportunity to follow the Australian Technology & Agricultural College complaint procedure.

11.1 Plagiarism

Plagiarism is considered academic dishonesty, intellectual theft and a breach of journalistic ethics which can lead to warnings, improvements and sanctions that could lead to expulsion. Researched learning material and contents can be used for the course assessment however, it must be appropriately referenced, and due credit given to the original author.

Australian Technology & Agricultural College takes a strict approach to plagiarism and proven incidents will not be accepted. Plagiarism is defined as wrongful appropriation and stealing and publishing another author's thoughts, ideas or expressions and language and not referenced to represent as their own original work.

11.2 Prohibited Items

Any form of item or object that could potentially cause physical or mental harm to anyone is not to be brought to Australian Technology & Agricultural College facilities or courses by students under any circumstances. These items include

- Firearms and other weapons and/or replicas
- Ammunition, explosives, fireworks or any form of pyrotechnics
- Knives including multi-tools and rescue tools
- Alcohol in any form
- Drugs or constituents (other than prescription medication)
- Offensive reading material
- Laser pointers
- Cameras and Video Cameras unless approved by trainer

Students found in possession of prohibited items may be immediately excluded from participation in training and assessment activities, without any refund or credit, at the discretion of the trainer or staff member responsible for the course.

12.0 Records

Australian Technology & Agricultural College has clearly documented procedures and administration practices for secure and quality records management system for maintaining a secure and accurate currency of records. Data is collected and stored in accordance with the processes and procedures outlined in this handbook and records are shared with any party or individual securely to maintain confidentiality and the privacy. All documentation for essential standards of registration, improvement process and compliance or audit standards are accurately maintained.

12.1 Record Keeping Procedures

Australian Technology & Agricultural College will retain client records of attainment of units of competency and qualifications for a period of thirty (30) years as per standards. These records include:

- Student enrolments and personal information
- Staff profiles with details of qualifications and industry experience
- Fees payments and refunds if given

Documents pertaining to each student currently enrolled are securely stored in individual student files and managed by Australian Technology & Agricultural College staff in a secure manner. These files include:

- Assessment records and results
- Qualifications obtained
- Certificates and statements of attainment
- Enrolments and fees records

12.2 Completed assessments

Every piece of assessment submitted by each student will be kept for a minimum period of six (6) months. After the six (6) month period or even earlier each student's assessments will be scanned and stored electronically for thirty (30) years.

12.3 Ceasing Operation

In the event that Australian Technology & Agricultural College ceases to operate, its records will be transferred to ASQA in the recommended format and detail as specified by the Department at the time of ceasing RTO operations. All other records including training records, taxation records, business and commercial records will be retained for a period of at least seven (7) years. Australian Technology & Agricultural College will ensure that any confidential information acquired by the business, individuals, or committees or organisations acting on its behalf is securely stored.

12.4 Access to Records

Australian Technology & Agricultural College has implemented a record management system that ensures that all students have access to accurate information regarding their learning in a timely manner. Employees will be informed of their responsibilities for record keeping and monitoring processes and to follow continuous improvement processes when and where necessary.

Students have the right to request information about or have access to their own individual records. Students can view their own personal records by making a request to their VET subject teacher. An appointment will generally be made within three (3) working days of the request. The staff member will ensure that access is obtained to records. If the matter is not related to any one specific subject the student should approach the RTO Manager.

A record will be kept on the student's file to note that records have been accessed

12.5 Issuance of Certificates and Statements of Attainment

RTOs are prohibited from issuing a Statement of Attainment or Certificate to students if they do not have a verified USI.

ATAC will issue Qualifications and Statements of Attainment within 30 calendar days of a student completing or withdrawing from a qualification or unit of competency.

If students change subject, they are also entitled to their Certificate or Statement of Attainment.

Students should ensure they leave a forwarding address with the RTO Manager so certificates issued by both the school and the providers with which the school has external partnerships can be posted

to the new address. Replacement certificates and/or statement of attainments are available to students at no cost.

13.0 Complaints and Appeals

Australian Technology & Agricultural College has a specified complaints and appeals process that will ensure learners' complaints and appeals are addressed effectively and efficiently. The college strives to ensure that each student is satisfied with their learning experience and outcome. In the unlikely event that this is not the case, all students have access to rigorous, fair and timely complaint and appeal processes which are outlined in this section of the policy and procedures document. Any complaints or appeals will be reviewed as part of the continuous improvement process and where corrective action has been highlighted, it will be implemented as a priority.

A complaint can be made to the school RTO regarding the conduct of:

- the school RTO, its trainers, assessors or other school RTO staff
- students of the RTO
- any third parties providing services on behalf of the school RTO (if relevant).

Complaints may be made to any member of staff.

An appeal can be made to the school RTO to request a review of a decision, including assessment decisions. Appeals should be made to the trainer/assessor in the first instance but can also be made to Heads of Department or the RTO Manager.

ATAC will ensure that the principles of natural justice and procedural fairness are adopted at every stage of the complaints and appeals process.

1. Any staff member can receive a complaint or appeal. Where possible, complaints are resolved immediately.
2. All complaints and appeals are heard and resolved within 60 calendar days of receipt. If the school RTO considers that more than 60 calendar days are required to process and finalise the complaint or appeal, the complainant or appellant will be informed of the reasons for the extended timeframe in writing and will be regularly updated on the progress of the matter.
3. The school RTO will maintain a secure Complaints and Appeals Register, documenting all complaints and appeals received, as well as actions taken, and decisions made.
4. The school RTO will undertake a continuous improvement process that includes reviewing both the details in the Complaints and Appeals Register, and the complaints and appeals policy and procedures, and taking appropriate corrective action to eliminate or mitigate the likelihood of the same problems occurring again.

12.1 Complaints Procedure

A complaints procedure is available to all persons wishing to make a complaint, appeal or any other manner of objection in relation to the conduct of ATAC done either formal or informal complaint.

On receipt of a verbal complaint:

- Resolve the complaint if possible, documenting the complaint, its cause, actions taken and decisions made in the secure Complaints and Appeals Register.
- If the complaint cannot be promptly and simply resolved, advise that an appropriate staff member will deal with the complaint, but a written record of the complaint is required.

To put a complaint in writing, advise the complainant/appellant that:

- They may use the support of a third party in progressing the complaint/appeal

- They can either put the complaint/appeal in writing themselves using the 'Students Complaints and Appeals Form', or:
- You can make a written record for them to sign. In this case:
 - Note whether the complainant wants the support of a third party
 - Ensure the complainant signs and dates the form
 - Identify yourself, and your role within the RTO
 - Sign and date the form yourself.

On receipt of a written complaint:

- If the complaint is not in relation to the RTO Manager
 - The complaint is forwarded to the RTO Manager/delegated representative
 - A written acknowledgement is sent to the complainant from the RTO Manager/delegated representative
 - The complaint is entered into the secure Complaints and Appeals Register
- If the complaint is in relation to the RTO Manager
 - The complaint is forwarded to the Principal/CEO of the RTO
 - A written acknowledgement is sent to the complainant from the Principal
 - The complaint is entered into a separate secure Complaints and Appeals Register, which is kept separate from the main Register

If the complaint is not finalised within 60 calendar days, the complainant is informed of the reasons in writing and regularly updated on the progress of the matter.

The RTO Manager/delegated representative will either deal with the complaint or convene an independent panel to hear the complaint; this shall be the complaints and appeals committee. The complaints committee shall not have had previous involvement with the complaint and will include representatives of:

- The RTO Manager/delegated representative
- The teaching staff
- An independent person

The complainant shall be given an opportunity to present their case and may be accompanied by other people as support or as representation.

The relevant staff member, third party or student (as applicable) shall be given an opportunity to present their case and may be accompanied by other people as support or as representation.

The outcome/decision will be communicated to all parties in writing within 60 days.

If the processes fail to resolve the complaint, the individual making the complaint will have the outcome reviewed (on request) by an appropriate party independent of the RTO.

If the complainant is still not satisfied, the RTO Manager/delegated representative will refer them to the VET Regulator website for further information about making complaints.

The root cause of any complaint will be included in the systematic monitoring and evaluation processes of the RTO so that appropriate corrective action can be instigated to eliminate or mitigate the likelihood of reoccurrence.

12.2 Appeals Procedure

On receipt of a verbal appeal:

- Resolve the appeal if possible, documenting the appeal, its cause, actions taken and decisions made in the secure Complaints and Appeals Register.
- If the appeal cannot be promptly and simply resolved, advise that an appropriate staff

member will deal with the appeal, but a written record of the appeal is required.

To put an appeal in writing, advise the appellant that:

- They may use the support of a third party in progressing the appeal
- They can either put the appeal in writing themselves using the 'Students Complaints and Appeals Form', or:
- You can make a written record for them to sign. In this case:
 - Note whether the appellant wants the support of a third party
 - Ensure the appellant signs and dates the form
 - Identify yourself, and your role within the RTO
 - Sign and date the form yourself.

On receipt of a written appeal:

- If the appeal is not in relation to the RTO Manager
 - The complaint is forwarded to the RTO Manager/delegated representative
 - A written acknowledgement is sent to the complainant from the RTO Manager/delegated representative
 - The complaint is entered into the secure Complaints and Appeals Register
- If the appeal is in relation to the RTO Manager
 - The appeal is forwarded to the Principal/CEO of the RTO
 - A written acknowledgement is sent to the appellant from the Principal
 - The appeal is entered into a separate secure Complaints and Appeals Register, which is kept separate from the main Register

If the appeal is not finalised within 60 calendar days, the appellant is informed of the reasons in writing and regularly updated on the progress of the matter.

The RTO Manager/delegated representative will either deal with the appeal or convene an independent panel to hear the appeal; this shall be the complaints and appeals committee.

The appeals committee shall not have had previous involvement with the appeal, and will include representatives of:

- The RTO Manager/delegated representative
- The teaching staff
- An independent person

The appellant shall be given an opportunity to present their case and may be accompanied by other people as support or as representation.

The relevant staff member, if applicable, shall be given an opportunity to present their case and may be accompanied by other people as support or as representation.

The outcome/decision will be communicated to all parties in writing within 60 days.

If the processes fail to resolve the appeal, the individual making the appeal will have the outcome reviewed by an appropriate party independent of the RTO.

If the appellant is still not satisfied, the RTO Manager/delegated representative will refer them to the VET Regulator website for further information about making complaints.

The root cause of any appeal will be included in the systematic monitoring and evaluation processes of the RTO so that appropriate corrective action can be instigated to eliminate or mitigate the likelihood of reoccurrence.

The College will include the following information on its public website.

- The school, as an RTO, has a complaints and appeals policy specific to its RTO operations.
- A complaint can be made to the school RTO regarding the conduct of:
 - The school RTO, its trainers, assessors or other school RTO staff
 - Students of the RTO
 - Any third parties providing services on behalf of the school RTO (if relevant).
- An appeal can be made to the school RTO to request a review of a decision, including assessment decisions.
- The school RTO will ensure that the principles of natural justice and procedural fairness are adopted at every stage of the complaints and appeals process. All complaints and appeals will be heard and decided on within 60 calendar days of receiving the complaint or appeal.
- If the school RTO considers more than 60 calendar days are required to process and finalise the complaint or appeal, the complainant or appellant will be informed of the reasons in writing and will be regularly updated on the progress of the matter.
- If the processes fail to resolve the complaint or appeal, a review by an independent party will be provided if requested.

Complaints or appeals should be directed to the Principal as CEO of the school RTO

Glossary

AQF qualification	AQF qualification type endorsed in a training package or accredited in a VET accredited course
ASQA	Australian Skills Quality Authority
Assessment	the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course
Australian Qualification Framework (AQF)	the framework for regulated qualifications in the Australian education and training system, as agreed by the Commonwealth, State and Territory ministerial council with responsibility for higher education.
Code	the unique identifier for units of competency, skill sets, VET accredited courses, modules, AQF qualifications or training packages as required by the Standards for Training Packages and Standards for VET Accredited Courses
Competency	the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments
National Register	the register maintained by the Commonwealth Department responsible for VET and referred to in section 216 of the National Vocational Education and Training Regulator Act 2011.
RTO	Registered Training Organisation
RTO code	the registration identifier given to the RTO on the National Register.
Scope of Registration	the training products for which an RTO is registered to issue AQF certification documentation. It allows the RTO to: <ul style="list-style-type: none">- Both provide training delivery and assessment resulting in the issuance of AQF certification documentation by the RTO; or- Provide assessment resulting in the issuance of AQF certification documentation by the RTO.
Student/learner	a person being trained and/or assessed by the RTO for the purpose of issuing AQF certification documentation.
Standards	Standards for Registered Training Organisations (RTOs) 2015
Statement of attainment	a statement issued to a person confirming that the person has satisfied the requirements of the unit/s of competency or accredited short course specified in the statement.
Training Product	an AQF qualification, skill set, unit of competency, accredited short course and module
Unit of Competency	means the specification of the standards of performance required in the workplace as defined in a training package
VET	Vocational education and training
VET Regulator	ASQA is the regulatory body for RTOs in the Australian Capital Territory, New South Wales, the Northern Territory, Queensland, South Australia and Tasmania. The Queensland Curriculum and Assessment Authority (QCAA) acts as delegate for the Australian Skills Quality Authority for Qld Schools



VET Induction Acknowledgement Form

Once you have read the VET Student Handbook please complete this form and give it to your VET Teacher/RTO Manager

Student Name: _____ **Date:** _____

I do the following VET subjects: (Please tick)

- BSB20115 Certificate II in Business
- FSK20113 Certificate II in Skills for Work and Vocational Pathways

Student to answer questions, by ticking the appropriate box	Yes	No
I have read the Student VET Information and the VET Student Handbook	<input type="checkbox"/>	<input type="checkbox"/>
I have received copies of the learning and assessment plan (or equivalent) for each VET area	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the recognition processes I may apply for – RPL, Credit Transfer or Qualifications issued by another RTO	<input type="checkbox"/>	<input type="checkbox"/>
The purpose and consequences of assessment has been explained	<input type="checkbox"/>	<input type="checkbox"/>
I understand what will be required as evidence to meet competence	<input type="checkbox"/>	<input type="checkbox"/>
My rights and the complaints and appeals system have been fully explained	<input type="checkbox"/>	<input type="checkbox"/>
I have advised my teacher/assessor of any special needs I may have in relation to assessment	<input type="checkbox"/>	<input type="checkbox"/>
I have received information regarding Access to Records	<input type="checkbox"/>	<input type="checkbox"/>
I have received information regarding Fees and Charges	<input type="checkbox"/>	<input type="checkbox"/>
I have received information regarding Student Support	<input type="checkbox"/>	<input type="checkbox"/>
I understand that if I have any difficulty in this subject, I will contact my teacher	<input type="checkbox"/>	<input type="checkbox"/>
I have completed the VET Student Course Induction	<input type="checkbox"/>	<input type="checkbox"/>
Student Signature: _____ Date: _____		