STUDENT

INFORMATION

HANDBOOK

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1. WELCOME

Thank you for choosing REACH for Training (REACH). We look forward to working with you to achieve your career goals.

REACH is committed to providing high quality standards of vocational education and training. We aim to provide a happy, friendly atmosphere in which to learn.

REACH will ensure that you will receive the opportunity to fulfil your personal potential during your training and every endeavour will be made by staff to accommodate the training to your individual needs.

It is important to keep this handbook on hand during your training, as it will provide additional guidance as you progress throughout your training. In this handbook, you will find information about REACH's policies and procedures, and forms and documents.

We sincerely hope your time at REACH is a memorable and productive learning experience.

Yours sincerely
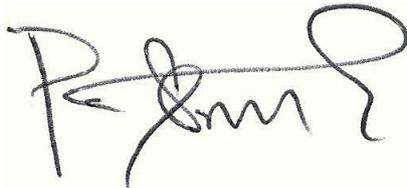
Padmanabhan Suresh
Chief Executive Officer

2. INTRODUCTION

2.1 What's in this Handbook?

As a student of REACH there is information you will want to know now, as well as information you may wish to refer to while you are doing your course of vocational education and training (your VET course). There is also information we are required to give to students – before you enrol, when you apply to enrol and sign the application/enrolment form and, if relevant, pay any course fees.

Some students are interested to know as much as possible; others less so. Nevertheless, because the handbook contains some important information, we recommend that you keep handy so that you can refer to it. We have divided the handbook into numbered sections so it is easier for you to find and refer to specific information.

Because there is a lot to remember, we have included the significant information we gave you before you enrolled, and information you were given at your initial interview and during your induction. This includes REACH's policies and procedures so that you can complete your course successfully and on time. So, in addition to general information about REACH and the services we provide to students, the handbook covers your rights and responsibilities as a student and our rights and responsibilities as a Registered Training Organisation (RTO) is registered under Commonwealth Government legislation to provide nationally recognised training.

2.2 About REACH

2.2.1 Our Mission Statement

At REACH, our mission is:

To provide nationally recognised training and qualifications for the local community, Job Services Australia Providers, local and national enterprises with a focus on delivering quality training outcomes to enable participants to gain meaningful employment, and the skills to perform their job roles efficiently and effectively to enable them to seek advancement opportunities within their chosen occupations.

All training provided by REACH for Training is delivered in a safe environment by trainer/assessors who are well qualified and who have retained currency within their industry.

2.2.2 REACH is a Registered Training Organisation (RTO)

REACH is registered by the Commonwealth Government's National Vocational Education and Training (VET) Regulator, the Australian Skills Quality Authority (ASQA).

To be registered, REACH is required to operate in accordance with national standards established by the Commonwealth Government under the *National Vocational Education and Training Regulator Act 2012*.

As an RTO, REACH is:

- listed on the National Register, www.training.gov.au
- able to issue qualifications and Statements of Attainment that are recognised nationally under the Australian Qualifications Framework (AQF)
- able to use the Nationally Recognised Training (NRT) logo on the qualifications it issues to students
- able to tender for government funding to provide vocational education and training

REACH's RTO number is 91280. You can use this number on the National Register to find out about our registration by ASQA and the qualifications we are registered to provide.

As an RTO, REACH also adheres to standards set by respective State and Territory government's educational departments and funding agencies.

2.2.3 REACH provides nationally recognised VET qualifications

The nationally recognised vocational education and training (VET) qualifications an RTO is registered to provide from what is known as its "scope of registration". All the qualifications REACH provides come from nationally endorsed documents known as Training Packages:

- Business Services – qualifications in Business, Management, Business Administration and Frontline Management
- Community Services – qualifications in Aged Care, Children's Services, Community Services Work and Disability
- Salon and Beauty Services – qualifications in Hairdressing and Beauty Therapy
- Travel, Tourism, Hospitality and Events – qualifications in Events, Hospitality and Tourism

2.2.4 Our Code of Practice

As an RTO, it is our policy at REACH to provide equal training opportunities to all eligible students regardless of their gender, cultural or ethnic background, marital status, physical disability or sexual preference.

We undertake to:

- Provide high-quality vocational education and training that meets the requirements of the nationally recognised qualifications that we are registered to provide
- have policies and procedures that meet the requirements of Commonwealth and State legislation, including that governing vocational education and training, Work health and safety and duty of care requirements
- use qualified, experienced and committed education, training and support personnel
- provide a learning environment and the necessary resources (staff, facilities, and training, assessment and learning materials) that meet the requirements of the relevant nationally endorsed Training Packages and all legislative requirements
- provide a supportive and stimulating learning environment where students may pursue their educational and training goals
- provide quality customer service and a focus on continuous improvement, where we value feedback from students, staff and from industry representatives
- maintain a learning environment that encourages the participation in our training programs of people from disadvantaged groups and target groups identified by the Commonwealth and State governments; for example, women, Aboriginal and Torres Strait Islander people,

people from Culturally And Linguistically Diverse (CALD) backgrounds, rural learners, people with disabilities and people who are unemployed

- maintain a learning environment that caters for students with learning difficulties and special needs, including those who have language, literacy or numeracy learning needs
- have a non-prejudicial, plain-English complaints and appeals procedure that keeps any student who has a complaint or raises a concern informed, protects confidentiality and leads to improved services
- have a fair assessment process that includes recognition of a person's current skills and experience by providing recognition of prior learning (RPL) assessment
- use marketing and advertising material that is clear, accurate and professional and that does not mislead or make undue comparisons with other training organisations
- use an open, supportive enrolment process that includes fair and reasonable refund arrangements
- maintain the accuracy, integrity and privacy of our students' records and other documents containing personal or sensitive information

2.2.5 Organisational Structure
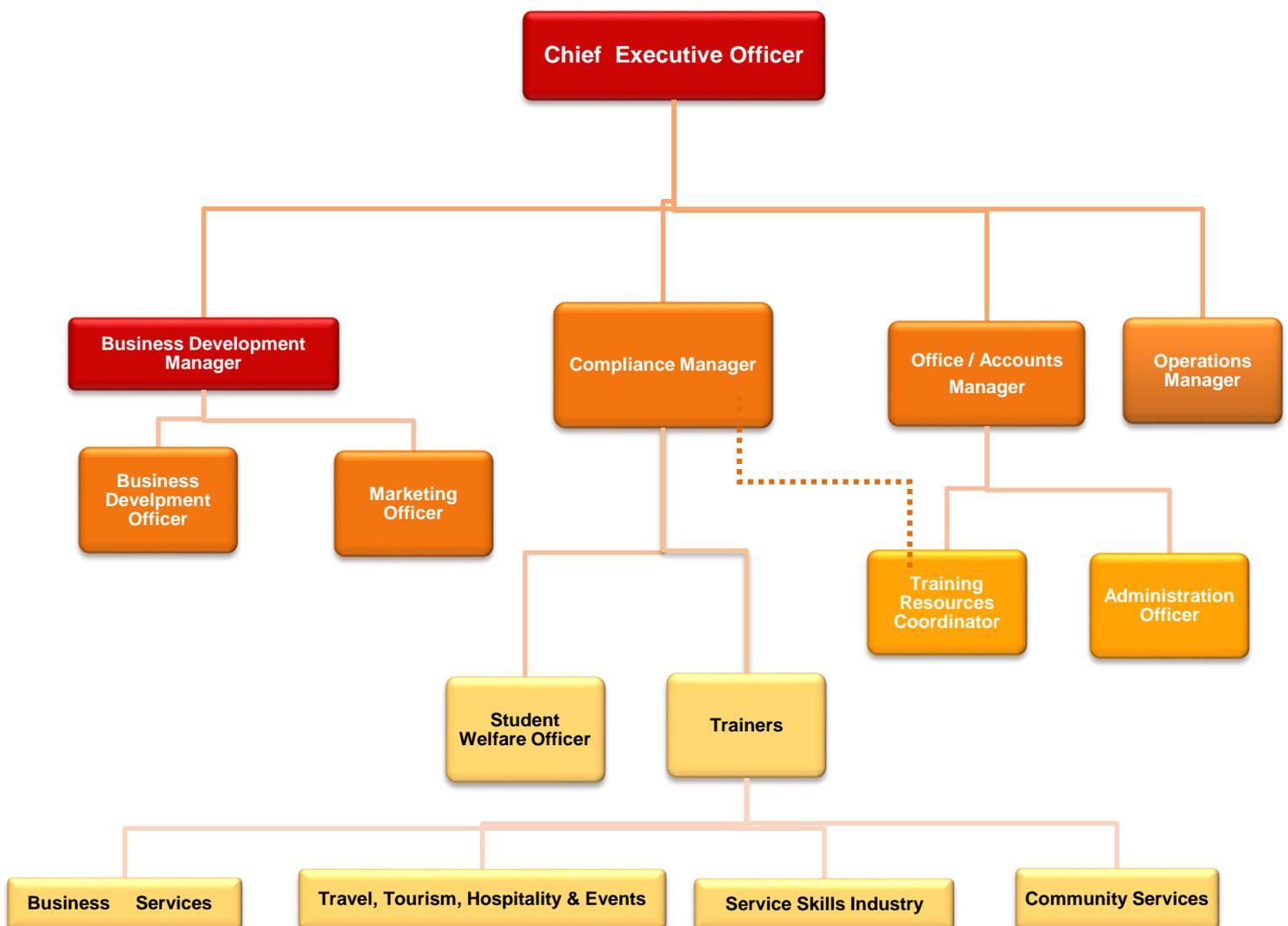
3. TRAINING AND ASSESSMENT

3.1 How will you be trained

3.1.1 Your training is competency based

Within the national vocational education and training (VET) system, competency standards form the basis of nationally recognised qualifications and the benchmarks for assessment. In each Training Package, each qualification is made up of a number of units of competency (i.e. competency standards). Each one explains the skills, knowledge and attitudes a learner needs to be deemed competent, as well as information about the assessment requirements.

Competency-based training is an approach to vocational education and training that places emphasis on what a person can do in the Work as a result of completing a program of training. In other words, the emphasis is on "performing" rather than just "knowing".

The VET sector defines "competency" as the *possession* and *application* of both *knowledge* and *skills* to defined standards (the competency standards), expressed as outcomes, that correspond to relevant Work requirements and other vocational needs. Therefore, vocational training focuses on what is expected of a person in applying in the Work the skills they have learned while being trained off the job, in a classroom and/or on the job in a Work. It also embodies the ability to transfer and apply those skills and that knowledge to new situations and work environments.

Therefore, at REACH, your training will focus on what you are expected to be able to do in the Work and how to do it (the skills) as well as why it needs to be done and why in a particular way (the knowledge) as opposed to just providing you with theoretical knowledge.

Demonstration of competency includes the ability to:

- collect, analyse and organise information
- communicate ideas and information
- plan and organise activities and tasks
- working with others in teams
- lead teams
- use mathematical ideas and technological tools
- solve problems
- demonstrate understanding

Because the training focuses on Work requirements, competency-based training programs comprise competency standards set by industry that each student must be assessed against to ensure they have achieved all the outcomes required.

Competency-based training recognises that people learn new information and skills at different rates and they can acquire information and skills in different ways. Consequently, people can achieve the competencies they require by being taught and by studying in a classroom (on campus), or by working in a job, or by a combination of study and employment experiences.

The definition of competency in the Australian context of competency-based training includes four aspects of work performance. These are known as the "dimensions of competency":

- Task Skills – the ability to perform individual tasks.
- Task Management Skills – the ability to manage a number of different tasks within the particular job.
- Contingency Management Skills – the ability to respond appropriately and deal with irregularities and breakdowns in routine.
- Environment Skills – the ability to deal effectively with the responsibilities and expectations of the work environment.

Your Trainer/assessor will provide clear instructions about what is expected from you during your training and will explain the assessments you are required to complete.

3.1.2 Classroom-based training

If you are enrolled in a course that is provided at one of REACH's premises, your training will be conducted 'face to face' by qualified trainer/assessors in a classroom and you are required to attend each scheduled class.

Your trainer/assessor will modify the pace of the training, the training methods and the sequence of training and assessment to suit students' needs and the requirements of the particular qualification and units of competency that make up the qualification.

Depending on the qualification and the particular unit(s) you are doing, the training and learning methods will vary. They may include:

- classroom discussions
- practical exercises
- team activities
- class presentations
- case studies
- role play
- field trips
- work placement (with an employer)

Some courses that are classroom-based require students to complete a certain amount of work placement with an employer in a suitable Work. In these cases, REACH helps arrange a suitable work-placement and the employer and/or student's work-placement supervisor provides your assessor with reports on your performance in the Work that contribute to your overall assessment.

The mandatory assessment of this work placement training is conducted by REACH Trainer/Assessor. The supervision is arranged by employers who have offered to provide the Work training.

If you are required to undertake work placement as part of your course, while you are doing it you are covered by REACH's work-placement insurance.

3.1.3 Work-based training

If the qualification you are doing is provided via a Work training program, your training will be arranged with your employer.

Basically, there are two types of Work training. If you are completing a course via distance education, while you are employed (either full-time or part-time), we will provide you with learning and assessment materials for the units you are doing, and you will submit written assignments and other assessments by mail or email. In some cases, you may have to attend some classroom training

sessions. If necessary, and convenient, your REACH trainer/assessor will meet with you at your Work to provide advice and discuss your progress with you.

If you are employed in a Work as a trainee, under a national traineeship training contract, we will arrange your on-the-job training and assessment requirements with your employer and Work supervisor. It is a requirement of traineeship training that, as well as being trained and mentored on the job, a trainee must be released from their normal work duties to receive training, to be assessed and to meet with their REACH trainer/assessor.

3.2 How will you be assessed

3.2.1 Assessment is competency-based

Each VET qualification is made up of a number of competency standards or "units of competency". Assessment against these national competency standards means that Work practices have been agreed to by the major stakeholders in an industry or industry sector.

The assessment methods we use at REACH and the assessments you compete will focus on the application of the skills and knowledge required in the Work, including:

- task skills – the skills and knowledge you need to perform specific tasks
- task management skills – the skills and knowledge you need to manage the various tasks required of the job
- contingency management skills – the skills and knowledge you need to deal with irregularities and breakdowns in routine
- job role environment skills – the skills and knowledge you need to deal effectively with the responsibilities and expectations of the work environment (working with colleagues, clients and suppliers and taking account of their roles and responsibilities; complying with policies and operating procedures)

These aspects of work performance are known as the "dimensions of competency".

We will ensure that we assess you in sufficient detail to determine if you have attained the required level of competency and, regardless of the methods we use, we will ensure they are *valid*, *reliable*, *fair* and *flexible*. These are the four key features of competency-based assessment.

- Valid – The assessment process will be sound, it will assess what it claims to assess, it will be based on sufficient evidence, and it will assess what is stipulated in the relevant Training Package. Validity requires that judgements to determine competency should be based on evidence gathered on a number of occasions and in a variety of contexts using different assessment methods.

- Reliable – The assessment process will result in consistent interpretation of evidence that all students provide as it will be based on all assessors involved agreeing on the assessment requirements and context of assessment. To achieve this, our assessment practices are regularly monitored and reviewed to ensure that there is consistency in the interpretation of evidence.

- Fair – The assessment process will be equitable for all groups being assessed. The methods used will take account of a student's individual needs and any reasonable adjustments that need to be made to the assessment methods without disadvantaging any other student. To maintain fairness, you will be given the opportunity to appeal against the result of your assessment and, if necessary, be reassessed.

- Flexible – The assessment process will involve a variety of methods appropriate to the requirements of the competency standard, the context of the assessment and each student's needs. This means that students can demonstrate competency recognition of formal or informal training, as well as work and life experience or a combination of methods.

3.2.2 The assessment methods used

Evidence of your competence will not be limited to a narrow set of methods. For example, it will not be based only on "exercises" or "activities" that you might be required to complete as a part of your course. In the VET sector, evidence must be collected and evaluated from a variety of sources. The assessment strategies and tasks ("assessment tools") used will depend on the requirements of the particular qualification and units you are doing. Those commonly used in the VET sector to enable a person to demonstrate their competence include:

- practical demonstrations (which may be combined with oral questioning)
- oral questioning (where the trainer/assessor asks you questions and you answer them)
- discussion activities (group discussions in class)
- oral presentations (where you do a presentation in class)
- written tests (including short answer questions, multiple-choice questions)
- written assignments, essays and reports
- projects, both individual and team projects
- small and large group tasks
- case studies (where you are given written information, analyse it and provide written responses to questions)
- role plays (where you and other members of the class each take a particular role and act out a situation set up by your trainer/assessor)
- simulations (where you do something under simulated Work conditions)
- observations in the Work (where your Work supervisor and/or trainer/assessor watch you performing tasks in the Work)
- reports from Work supervisors

Generally the assessment requirements for each unit (or group of units) will involve completion of a number of different assessment tasks over a period of time.

An assessment method may be direct or indirect. Direct methods ("show and tell") include observation of you doing something, where the assessor might also ask you questions, or where you are required to do a written test of your knowledge, or prepare a written report. Indirect methods (some involving "show, tell and apply") are based on an analysis of reported perceptions of competence, such as your own self-assessment of your knowledge and skills, a report from your Work supervisor, a portfolio of documents that includes work you have done.

What this means is that, to show you are competent, you will be required to produce evidence and/or demonstrate your skills and apply the related knowledge.

3.2.3 The assessment procedures

At the start of your course, you will be given information about the course structure, the training and assessment requirements and the assessment tasks and evidence required to demonstrate competence. For each unit of competency (or group of units), you will be provided with information about the particular assessment processes involved, the number of assessments required and any particular weighting given to each assessment.

There are three types of assessments that occur at different stages for each unit or group of units:

1. Initial assessments – to identify the competencies you already have. This is a general self-assessment, and it occurs during induction or orientation.
2. Progressive assessments – during the course of your training so that your trainer/assessors can monitor your progress, provide you with feedback about your progress, and identify any areas of learning/training that need to be focussed on.
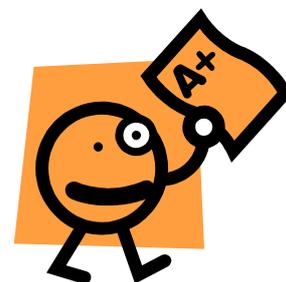
3. Final assessments – these bring together what you have learned to ensure you are competent against all the requirements of the particular unit(s).

Your competencies – your knowledge and skills – will be assessed against national competency standards agreed by the relevant industry, as defined in the units of competency that make up the particular qualification you are doing. This means that the evidence you provide and the competencies you demonstrate must meet a set standard of performance.

Assessment of competency is not about passing or failing someone or about grading someone's competence (by using A, B and C, or Distinction, Credit and Pass). In the VET system, a student is judged by an assessor to be either "competent" or "not (yet) competent".

Your assessor is not an examiner in the traditional sense. Their role is to work with you to ensure there is sufficient evidence to demonstrate you meet the required standard and your competence can be established.

After you complete an assessment task, you assessor will review the evidence and decide whether your performance has been satisfactory or not satisfactory. After you have completed all the assessments required by a unit of competency, the assessor will record whether you are "competent" (C) or "not yet competent" (NYC).

If your evidence fails to demonstrate the required level of competency for any unit, your assessor will provide you with advice about extra training and learning and can design a suitable training plan for you.

Students completing a VET course should play an active role in the assessment process. This means that, generally, you should know when you are ready for the final assessment of your competence.

Before each formal assessment, you will be told the date and time of the assessment in advance by your trainer/assessor. You will be provided with information about the assessment – the purpose, the method that will be used, alternative assessment methods (if you required them to accommodate your special needs or circumstances), and the criteria that are being used to judge your performance or results. Each assessment will include written instructions about what you have to do and, if it is an assessment task with a due date (such as an assignment or project), the deadline for submitting it to your assessor.

After each formal assessment, you will be given the results and your assessor (generally your trainer/assessor) will provide you with comments about the assessment, and whether you have completed it satisfactorily.

Students who do not complete a particular assessment task satisfactorily or are unable to demonstrate competency at the scheduled time in their training program will be given the opportunity to be reassessed. However, you need to be aware that, after you have been reassessed, if you still require further training and a further assessment, an additional fee may be charged.

The following conditions apply to assessments:

1. If you do not believe you are ready to be assessed (e.g. you think you need more training or time to learn), you need to discuss this with your trainer/assessor before the assessment date, and preferably send them an email or written note about it.

2. If your assessment result is deemed not yet competent, your trainer/assessor will arrange a time for you to be reassessed. Generally this will be after you have completed additional learning/training. If after a second attempt, the result is still not satisfactory, reassessment may attract a fee.

3. If you are absent on the day of a class assessment, you must notify REACH of your inability to attend before the scheduled assessment time.

4. If you know in advance that you cannot complete an assessment task by the due date, you must inform the trainer/assessor who set you that task.

5. If you miss an assessment or an assessment deadline, you must apply to have that assessment rescheduled with your trainer/assessor.

3.2.4 The assessment appeals process

As a student you have the right to appeal any assessment decision made by REACH if you believe either the assessment was invalid or the process was invalid, inappropriate or unfair.

Before appealing against an assessment decision, we ask that you consider the feedback about your assessment given to you by your trainer/assessor and discuss the matter with them.

If you are still not happy, you are then entitled to lodge a formal complaint by completing an Appeal Form within 7 days of the discussion you have had with the assessor.

Once you have submitted a formal appeal, we will have another qualified assessor review the assessment you completed to see if they agree or disagree with the first assessor. The final assessment decision will then be made by the Compliance Manager. This decision will be discussed with you, and you will be given the reasons for the decision in writing.

If you are not satisfied with the decision we make, you may contact the Australian Skills Quality Authority (ASQA).

At every stage of the process, you have the right to have a support person with you during any discussions you have with REACH.

3.2.5 The qualification you receive when you complete your course

All training undertaken at REACH is competency based. Assessments determine whether a student is competent or not yet competent.

REACH endeavours to issue qualifications and Statements of Attainment within three weeks of course completion and processing of all the required documentation.

After you have met all the requirements of a qualification, you will be issued the relevant Certificate or Diploma with a transcript listing all the units of competency that make up that qualification.

If you are enrolled in a qualification and, at the conclusion of the course, you can only demonstrate competency in some units rather than all those units required, we cannot issue the relevant Certificate or Diploma. However, you will still receive recognition for the units you have successfully completed, and we will issue you a Statement of Attainment listing the relevant units.

You may also elect to continue training for the remaining units, in which case your assessor will work with you on an appropriate training plan. Depending on the type and number of units you require, you may be required to pay additional fees.

If you only enrol in some units of competency from a qualification, when you complete those units you will be issued a Statement of Attainment.

Please note that you will not be issued your qualification or Statement of Attainment until all enrolment documents and relevant course fees have been received.

4. STUDENT SUPPORT SERVICES

At REACH we do all we can to help our students complete their training and assessment program. If you experience difficulties with your studies, you should talk to your trainer/assessor as soon as possible and, if necessary, make an appointment with the Compliance Manager. We will ensure that all possible resources are made available to help you achieve the standard of competency required.

If we are not able to help you resolve any problems you have, we will provide you with advice about external agencies that may be able to help you.

4.1 Access and equity

REACH is committed to access and equity principles and processes in the delivery of its services and in the working environment, and we aim to ensure we offer training opportunities to all people on an equal and fair basis, irrespective of their gender, culture, linguistic background, race, socio-economic background, disability, age, marital status, pregnancy, sexual orientation or carer's responsibilities. All who meet our entry requirements will be accepted for enrolment. If you have any questions about access and equity issues, please make an appointment with the Compliance Manager.

Programs are designed and, wherever possible, facilities are set up to enhance the flexibility of delivery in order to maximise the opportunity for access and participation by disadvantaged people.

4.2 Client counselling support services

REACH recognises that people have a variety of learning needs and aims to identify and respond to the needs of all students. Students are encouraged to express their views about their learning needs at all stages of their learning experience, from the initial interview and enrolment stage through to the completion of their training program.

We are committed to providing students with additional support, advice or assistance while you are enrolled. Therefore, if you have any problem relating to your training, please discuss it with your trainer/assessor and, if necessary, make an appointment with the Compliance Manager.
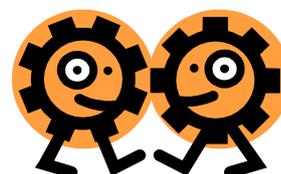
Support and services include:

- education and career counselling
- assistance for those applying for recognition of prior learning (RPL)
- assistance for those who require additional language, literacy or numeracy training (LLN)
- referral to specialist organisations
- Job-seeking skills (resume writing and interview skills)

Personal counselling services are treated in the strictest confidence and may involve advice about, or referral to, other services. Personal counselling services include:

- complaint/conflict resolution
- stress management
- access and equity issues
- welfare and support

4.3 Language, literacy and numeracy support

Language, literacy and numeracy (LLN) support is available to provide students with advice and assistance, including LLN assessment. It is important that you provide relevant information on the Application/Enrolment Form so we can assist you, and because we are required to report relevant statistics to the Commonwealth Government (without identifying anyone by name).

Some of our trainer/assessors have a background in English language teaching and are able to offer students individual assistance.

4.4 Students with special needs

REACH's policy on assessment is to give all students an equal opportunity to demonstrate their knowledge and skills.

Because nationally recognised qualifications are based on national competency standards (specified knowledge and skill requirements), the assessments you are required to do in order to achieve your qualification are designed to ensure the relevant standards are met. Nevertheless, where necessary and possible, we will make arrangements to take account of a student's special needs by making reasonable adjustments to the training and/or assessment requirements. This does not mean that a student gains any unfair advantage over other students.

If you have any special needs, including a disability or learning difficulty, you must disclose it on your Application/Enrolment Form and discuss it with the Compliance Manager. In some cases, we may ask you to provide a relevant certificate from your doctor. We need to know if you have any special needs so that we can make any adjustments to your training and assessment program and because we are required to collect statistical information about our students and report it to the Commonwealth Government. (Note it is statistical data only; it does not include the names and contact details of any students.)

Examples of variations to assessment tasks may include allowing additional time to complete an assignment or test, providing special equipment, substituting one form of assessment task for another, and providing support personnel (e.g. a writer).

At all times REACH strives to fulfil its obligations under Equal Opportunity and Anti-Discrimination legislation, including the Commonwealth *Disability Discrimination Act 1992*.

5. YOUR RIGHTS AND RESPONSIBILITIES

This section of the handbook covers all the things you need to be aware of as a student. It includes information you are told before enrolling, information that is provided in the terms and conditions of the Application /Enrolment Form, and what you are told during your induction.

Although we have provided as much information as possible, please ask if you need anything explained

1. your Trainer/Assessor
2. Administration officer
3. Compliance Manager

5.1 Your contract with REACH

By signing the Application/Enrolment Form and paying your fees, you entered a formal contract with REACH under which you agreed to the terms and conditions of enrolment specified and agreed to abide by the Code of Conduct (See section 5.4.) in this handbook.

5.2 Enrolment and Selection

1. Classes are open to all adults 18 years and over (with the exception of a few individual hospitality units where students may be 17 years and over.)
2. Please notify our staff if you have a medical condition or disability or require assistance in attending a class.
3. A deposit must accompany your enrolment to secure a placement.
4. It is your responsibility to note the date, time and location of the course as advertised.

5. Courses with low enrolments may be cancelled. If this occurs, every effort will be made to contact the prospective students; so please ensure your contact phone numbers and email address are correct.

6. Requests to transfer or credit your course placement because of a change in personal circumstances before a course commences will be considered and every effort will be made to ensure a placement in another course.

7. If you are unable to complete your course as a result of a change in personal circumstances, we will make every effort to ensure you are placed in another scheduled course.

8. After a course commences, a student will only be permitted to enrol in that course if they can provide evidence that they can satisfy the requirements of topics/units that have been completed as a prerequisite to joining the class. Full course fees are still payable for late enrolments.

9. REACH reserves the right to terminate a student's enrolment due to breach of any of REACH policies and procedures.

10. REACH reserves the right to alter the course dates, times, venue and trainer/assessor should circumstances arise warranting this. If this occurs, every effort will be made to minimise disruption to the student.

11. Some courses may involve participation in physical activity, field trips, practical demonstrations, etc. Students enrolled in such courses do so at their own risk, however everyone has a duty of care for themselves and each other. REACH students are covered by appropriate insurance while working within the classroom and while on work placement.

5.3 Course Fees, Payments and Refund Policy

REACH for Training - Fees and Refund Policy

In accordance with applicable Commonwealth & State legislation, REACH for Training(REACH) is entitled to charge fees for items or services provided to students undertaking a course of study. These charges are generally for items such as course materials or text books, student services and training and assessment services. The Fees and Refund policy doesn't apply for State funded trainings, traineeship / apprenticeship programs. This program attracts admin fees as mentioned in the respective State government's contract.

Fees payable

1. Minimum deposits must be paid prior to course commencement. The remainder of the course fee can be completed through an Ezi debit Payment Plan (see Form in section 8 Appendix).

2. Fees are payable when the student has received notification of enrolment.

3. Fees may be paid in instalments through Ezi-debit payment plans or other modes of payments after the initial deposit (not more than $1,000) to REACH. Payment schedule may vary on case by case basis.

4. Fees may vary for different training programs. For a full list of current fees and charges please refer to the REACH schedule of fees and charges on flyers and REACH for Training website

5. An administration fee may be charged if the student withdraws from a course within 3 working days of the course commencement date

6. A fee may be applied if a student requires extra support and re-assessment. The fee will be set up by our Compliance Manager on an individual basis.

7. Following the course commencement, the instalments (not more than $1500 per instalment) are paid attributably to the completion of the units on student's enrolled qualification. Students who deliberately delay or extend the completion of the course, REACH will notify the student and invoice them accordingly from the date of notification.
8. For Short courses, Fees are payed in advance or on the day of the scheduled dates

Re-issue of training workbooks / Statement of Attainment / Qualification testamur

- Students who require replacement of issued text or training workbooks will be liable for additional charges to cover the cost of replacement.
- Students are responsible for the safe storage of their Qualification testamur and Statements of Attainment. If a student requires re-issue of their Qualification testamur or Statement of Attainment, an administration fee of $ 100 for Certificate III & IV or $250 for diploma courses will be charged for Qualification certificates and $25 for Statement of Attainment accordingly
- For Short courses, $ 50 or higher will be charged based on the respective state registering authority issuing the certificates

Refunds

1) Refunds may be made in the following circumstances:
   - The student has overpaid the administration charge
   - The student has enrolled in training that has been cancelled by REACH
   - The student advises REACH prior to course commencement that they are withdrawing from the course. Admin charges may be applicable.
   - The students are forced to withdraw from the course or program due to the illness or extreme hardship as determined by REACH

2) Students, who cancel their enrolment or leave during the course tenure, must notify REACH in writing at the earliest opportunity for a possible refund request.

3) All the "Requests for refunds" should be completed and signed using "Refund request form" available at campus reception or REACH website.

4) Once notified by writing, a refund may be issued for the component of the training not delivered. We are entitled to retain fees for any component of the course that was delivered during the course

5) Requests for refunds will be acknowledged through email within 48 hours and REACH will endeavour to process and transact within 14 working days of the acknowledged date

6) Where a student has purchased a text or training workbooks and subsequently cancels his or her enrolment, REACH will not refund monies for the text unless a written request for a refund is received and we are satisfied that the text is in as-new condition.

5.4 Code of Conduct

5.4.1 General Principles

Today's Work requires students to use their initiative, work as a team member and be honest, loyal, tactful and courteous. All students are required to treat their fellow students and staff with respect. At REACH we strive to maintain the following "basic principles" of interpersonal behaviour:

- focus on the situation, issue or behaviour, not on the person
- maintain the self-confidence and esteem of others
- maintain constructive relationships with staff and fellow students
- take the initiative to make things better
- lead by example

It is the responsibility of all students to ensure that these principles are adhered to at all times.

5.4.2 Students' rights

Students have a right to:

- learn in a safe, secure and clean environment
- be treated fairly and equitably and with respect by other students and staff
- learn in an environment free of discrimination, harassment, bullying or victimisation
- receive encouragement and support during the course of their training
- have their personal information and privacy protected
- have the results of their progress stored securely and maintained accurately
- be able to access their personal student records on request
- obtain information about assessments and the assessment process in advance of an assessment
- receive adequate comment from trainer/assessors about their performance in class and after an assessment, and about their progress in the course
- appeal any assessment decision and ask for it to be reviewed
- make a complaint by using the proper procedure and have it treated confidentially and dealt with fairly and quickly
- have the right to appeal against any decision made in relation to a complaint they make
- discuss their concerns or problems confidentially with staff

5.4.3 Students' responsibilities

Students are required to:

- be courteous and polite to, and respectful of, each other and staff
- cooperate with each other and staff
- take all steps to improve teamwork and interpersonal communication
- adhere to all health and safety requirements at all times (whether written or spoken)
- behave in an appropriate and acceptable way and not do anything that may cause anyone else offence or embarrassment (This includes not swearing or using offensive language; not using threatening or abusive language; and not harassing, bullying or victimising anyone.)
- not do anything that disrupts a class or the learning of other students
- attempt to resolve any conflicts or misunderstandings immediately they arise
- be punctual, regular and committed, and take responsibility and ownership for their own learning and their own actions

- sign any attendance register required (85% attendance is required)
- maintain satisfactory course progress
- provide accurate information about themselves and promptly inform REACH of any change in their details
- pay relevant fees when they are due
- not smoke, consume alcohol or drugs in the college premises; not enter the college under the influence of alcohol or illegal drugs; not bring alcohol, illegal drugs or weapons to the college
- not use mobile phones or paging devices in class or in any assessment situation
- prepare adequately for assessment, submit assessment tasks (such as assignments) by the due date, and ask for an extension of time if exceptional circumstances require it
- not engage in plagiarism or cheating of any kind
- dress suitably at all times
- not steal, damage, or misuse any REACH equipment or resources or anyone else's property

5.4.4 Privacy

REACH recognises every student's right to privacy.

REACH collects information on all our students through enrolment forms; assessment tasks; surveys; and personal interviews. Any information collected is stored within our training database. We use this information in many different ways; for example to assess our students' competencies; to analyse our marketing activities; and for promotional purposes. We sometimes contact our students and former students to let them know about future products and services.

In those cases where State or Commonwealth funding supports a student's training we are obliged to submit their enrolment and progress details for statistical purposes. This does not include providing any student's name or any other personal details. When you sign your enrolment form, you must sign a consent form that allows REACH to forward these details to the appropriate government bodies.

We do not share, rent or sell any personal information our students or corporate clients provide to us. The confidentiality of the information we collect is protected under the Commonwealth *Privacy ACT 1988* and local State & Territories' current privacy protection acts and regulations.

All REACH students are required to follow the Privacy Act. All students are required to observe verbal or written discretion in their dealings with students, clients and other stakeholders.

If we decide we would like to use any information collected for statistical or promotional purposes, we will request the person's written consent first (i.e. editorial, photos for advertising purposes, etc). REACH will not disclose any information unless written permission has first been obtained. (See Media release form in Section 8 Appendix)

5.4.5 Management of students' training records

REACH is committed to maintaining and safe guarding the accuracy, integrity and currency of our records and to ensuring their confidentiality and our student's privacy. This is a key requirement of the National Standards for RTOs.

All student records, such as your personal details and records of training and assessment are kept in a secure area. Our electronic records are stored in our database, are protected by password access and up-to-date virus, firewall and spyware protection software, and are backed up off-site. The only people who will have access to your records, apart from you, are our staff and any government officials that may access them under specific legislation (as explained below).

As required by the National Standards, all student results are retained for 30 years.

Under particular circumstances, RTOs are also required to report statistical information to the National Centre for Vocational Education Research (NCVER). This is only statistical information that meets the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) requirements. When we report this information, it is only statistical data: your personal details are not revealed.

As an RTO, we undergo audits by the Australian Skills Quality Authority at regular intervals. This involves a sampling of our student records by ASQA. Therefore, you need to be aware that ASQA and some other government authorities have a right at law to access our student records. This includes respective State and Territory government's educational departments and funding agencies.

5.4.6 Accessing your own student records

If you wish to check your own student records, you need to request this in writing. Likewise, if you want to provide access to your records by someone else acting on your behalf, you need to request that in writing. A form, Access to Personal Student Records, is provided for this purpose. Access will be provided as soon as possible, usually within five working days.

5.4.7 Client Feedback and Quality Improvement

As an RTO, REACH is required to report statistical data such as enrolment numbers, and students' perceptions of the quality of the training, assessment and support services we provide. This is why we regularly ask for particular information on the application/enrolment form and ask you to complete evaluation forms at various times throughout your training.

The statistical information we collect helps us monitor, maintain and improve the quality of vocational education and training. Indeed, we value and welcome constructive feedback from all of our corporate clients, students and staff.

So we can provide management with relevant feedback you will be asked periodically to complete a Course Evaluation Form about the services you receive.

If you want to provide additional feedback on suggest an improvement, please complete an Opportunity for Improvement Form.

5.4.8 Health

It is in the interest of all staff and students that each person takes responsibility for their own health. Anyone suffering from a temporary illness that is contagious (e.g. gastroenteritis, influenza or a viral infection) should not come into the premises or attend class until they have recovered. Students need to notify the office of their absence.

It is your responsibility to ensure you keep up to date with your work. If you miss a day of training you should ask your trainer/assessor what you need to do to catch up.
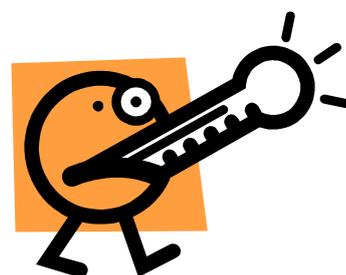
5.4.9 Drugs and Alcohol

REACH is a drug and alcohol free RTO. To ensure the integrity of REACH, the consumption and use of alcohol and/or prohibited drugs by any student during training is strictly forbidden.

Any student who is affected by alcohol or illicit drugs while attending training may be in breach of the REACH discipline policy and appropriate action will be taken.

5.4.10 Work Health and Safety

REACH is committed to providing and maintaining a safe and healthy environment for the benefit of all students, staff and visitors.

REACH is responsible for ensuring that the work health and safety of staff and students is not compromised and recognises its obligations under *Commonwealth WHS Act 2011* and local State and Territories' WHS laws and regulations.

Everyone is responsible for identifying and reporting hazards. If you notice a hazard or potential hazard, or a condition or practice that seems unsafe, please report it immediately to either your trainer/assessor or to the administration officer so that a WHS Hazard Report Form can be completed.

If an injury occurs, it is important that it is reported immediately and a WHS Injury Report Form is completed. The form is available from trainer/assessors and from administration and help is available to complete the form if necessary. (See Section 8 Appendix). All reports will be promptly investigated.

5.4.11 Harassment and Discrimination

REACH is committed to complying with the requirements of the Commonwealth *Sex Discrimination Act 1984*, the *Human Rights and Equal Opportunity Act 1986*, the *Racial Discrimination Act 1975*, the *Disability Discrimination Act 1992* and local State & Territories' laws & regulations and expects all students and staff to treat each other with respect. We will not tolerate any form of harassment, discrimination, bullying or victimisation.

Under Australian law, REACH must provide a Work and learning environment that is free from all forms of harassment and discrimination (including victimisation and bullying) so that staff and students feel valued, respected and are treated fairly. If informed of any harassment or discrimination, we are required by law to take immediate and appropriate action to deal with it.

Harassment should not be confused with legitimate comment, criticism or advice that is given appropriately by REACH's management or trainer/assessors, or by students to each other during formal classroom discussions.

REACH will not tolerate any form of discrimination towards any group or individual on the grounds of their:

- sex, sexual preference, marital status or pregnancy
- race, colour, nationality, ethnic or national origin
- age
- disability
- family or carer responsibilities

If a student considers that discrimination, harassment or bullying has occurred, they should report it immediately to the Chief Executive Officer.

Harassment, victimisation and bullying can take many forms. It can be overt or subtle, direct or indirect.

Examples of harassment include:

- unwelcome physical contact
- repeated unwelcome invitations
- insulting or threatening language or gestures
- continual unjustified comments about a client's work or work capacity
- jokes and comments about someone's ethnicity, colour, race, etc
- pictures, posters, graffiti, electronic images, etc that are offensive, obscene or objectionable

Examples of victimisation include:

- unfavourable treatment like aggression
- refusing to provide information to someone

- ignoring a person
- mocking a person's customs or culture

Examples of bullying include:

- coercing someone through the use of strength or fear
- behaviour that intimidates, degrades or humiliates a person
- aggression, both verbal and physical, violence or threatening behaviour
- constant 'put-downs'
- persistent, unreasonable criticism of a person's work performance

Students should be aware that differing social and cultural standards may mean behaviour that is acceptable to some may be perceived as offensive by others. Such conduct, when experienced or observed, should be reported to your trainer/assessor or the Chief Executive Officer. All complaints will be promptly investigated; actions will be taken according to the intervention strategy as outlined in section 5.4.14.

The privacy of anyone filing a report and the individual under investigation shall be respected at all times consistent with the obligation to conduct a fair and thorough investigation.

All students are expected to work in an atmosphere based on mutual respect for the rights and differences of each individual.

5.4.12 Continuous Improvement

REACH is committed to providing a quality training and learning environment. We appreciate any suggestions you care to make to improve our training, assessment or student support services on an Opportunity for Improvement Form. (See Section 8 Appendix)

5.4.13 Complaints and Appeal

Complaints Procedure

REACH recognises that differences and complaints can arise from time to time. The quick settlement of these matters is in the best interest of all concerned. We have a Complaints and Appeals Procedure that students are required to use if they wish to make a formal complaint. It explains the steps in the process; including the opportunity to formally present their case in person and in writing and to bring a support person with them to any meeting they have with a member of REACH staff or the Compliance Manager to discuss the matter.

At all times, REACH's aim will be to discuss any complaint made with all relevant parties and resolve the matter by attempting to find a solution that is agreeable to all concerned.

Please remember that REACH is committed to delivering quality education and training. Therefore, if a student is experiencing any difficulties (for example, with their course work, attendance, the organisation where they are doing their work-placement, or any other matter relating to their training), student are encouraged to discuss their concerns with trainers/ assessors first and, if necessary, recommend that they make an appointment with the Compliance Manager.

REACH aims the complaint procedure would be handled fairly or not to be subject to any form of victimisation or discrimination; their complaint is to be treated confidentially; and they are to be treated with respect and to be supported through the process.

All complaints and their outcomes, as well as any decisions REACH makes or action we take in response to a complaint will be recorded in writing. Also, once we make a decision we will discuss it with the student, explain the reasons, and provide them with the decision and the reasons in writing.

If a student submits a formal complaint, the following procedure is to be followed.

Step 1	Student advises they wish to make a formal complaint
Step 2	Student completes a Complaints Form (available from reception)
Step 3	The complaint is received (at reception) and entered into the Complaints Appeal Register.
Step 4	The complaint is referred to the Compliance Manager (DoS). Note: If the DoS is party to the complaint, they will not take part in any discussions or decisions made and the matter will be referred to the CEO, who will replace the DoS in the following steps.
Step 5	The DoS meets with the student to discuss their complaint. The student has the right to have someone else accompany them at all meetings held to discuss their complaint.
Step 6	The DoS discusses the complaint with all relevant parties in an attempt to resolve the matter.
Step 7	The DoS discusses the complaint with the CEO if relevant.
Step 8	The DoS (with the CEO, where relevant) makes a decision about the complaint.
Step 9	The DoS communicates the decision to the student in person and in writing.
Step 10	The DoS advises the student that they have the right to appeal the decision if they are not satisfied with the decision.
Step 11	All relevant documents (the form submitted and copies of correspondence) will be placed on the student's file.
Step 12	If necessary, the Compliance Manager will complete an Opportunity for Improvement Form to identify any improvements that need to be considered by senior management at the next available Quality Management Meeting.

Complaint Appeal Procedure

If a student disagrees with the decision we make in response to their complaint, they have the right to appeal that decision and have the appeal heard by an independent person or panel (a qualified trainer (external) or a training consultant or a representative from ACPET (Australian Council for Private Education and Training) or a representative of a relevant ITAB or Skills Council). The result of any appeal and the reasons for that decision will then be discussed with the student and provided to them in writing. The following steps will be taken (in principle), noting that the appeals panel (a mediation service, the Office of Fair Trading, etc) may have particular procedures it is required to follow.

Step 1	Student appeals a decision REACH makes about their complaint by completing a Complaint Appeal form (available at reception)
Step 2	The appeal is received (at reception) and entered into the Complaints Appeals Register.
Step 3	The DoS is advised of the appeal.
Step 4	The DoS and CEO meet to discuss the appeal and agree on an independent person to hear the appeal.
Step 5	The DoS and CEO meet with the student to discuss the appeal and ascertain if the student agrees on the use of the independent person to hear the appeal.

Step 6	The appeal hearing is conducted
Step 7	The result of the appeal is communicated to the CEO and the student by the independent person.
Step 8	All relevant documents (the form submitted and copies of correspondence) will be placed on the student's file.
Step 9	If necessary, the Compliance Manager will complete an Opportunity for Improvement Form to identify any improvements that need to be considered by senior management at the next available Quality Management Meeting.

At the conclusion of the process, any student not satisfied with the outcome may obtain advice and assistance from the Australian Skills Quality Authority (www.asqa.gov.au), respective State & Territories' Fair trading, ombudsman and Anti-discrimination government agencies. (See Section 7 for more details)

As an RTO, REACH is required to take corrective and preventative action to address any matter raised in a complaint that is found to be substantiated.

Assessment Appeal Procedure

Trainer/assessors must ensure that all assessments are conducted in accordance with National VET Regulator and Training Package requirements, and that they satisfy the principles of assessment and the rules of evidence.

Assessment procedures must take account of equity issues, including any special needs of an individual student if REACH has been advised of those needs, while always ensuring the integrity of the assessment process.

At the commencement of the course, trainer/assessors must advise students of the specific requirements of the competency standards against which they will be assessed, the assessment methods that will be used, and when the assessments will be conducted.

If a student disputes the result of an assessment, the following procedure is to be followed. REACH aims to deal with all appeals against assessment decisions within 14 working days.

Step 1	The trainer/assessor discusses the assessment with the student, provides relevant feedback about the assessment and advises them whether the result is satisfactory or not satisfactory.
	If the result is not satisfactory, the assessor must:
	• provide the student with specific information about the gaps in their knowledge and/or skills and what they need to do to deal with those gaps
	• inform the student that they have the right to be reassessed at a later time, and
	• inform the student that they have the right to appeal the assessment decision
Step 2	A student who decides to appeal the result of an assessment must do so within7days of the discussion with the assessor.
Step 3	The receipt of the appeal must be acknowledged within 2 working days.
Step 4	The Compliance Manager will review the assessment tool and assessment process to ascertain if the assessment was fair, valid and reliable.
Step 5	The Compliance Manager may also consult with the trainer/assessor and the student individually.

Step 6	The Compliance Manager will decide whether the grounds for the student's appeal are justified or not.
Step 7	The Compliance Manager will inform the student in writing (letter or email) within 7 working days of the appeal being received, unless circumstances prevent this.
Step 8	If the Compliance Manager decides there is a case for review, a suitably qualified, independent assessor will be asked to review the assessment independently.
Step 9	The result of that review will be provided to the Compliance Manager, who will make the final assessment decision.
Step 10	The Compliance Manager will inform the student of the result of the review, within 14 days of the appeal being received, unless circumstances prevent this.
Step 11	If the student is not satisfied with the outcome of the appeals process, they may lodge a formal complaint with REACH. The complaints procedure will then be followed.
Step 12	If necessary, the Compliance Manager, the assessor or the reviewing assessor will complete an Opportunity for Improvement Form to identify any improvements that need to be considered.
Step 13	All relevant documents (the form submitted and copies of correspondence) will be placed on the student's file.

5.4.14 Intervention Strategy for performance and conduct

Any student who disrupts a class or other learning environment and does not respond to a request from their trainer/assessor or any other staff member to behave and consider others will be referred to the Compliance Manager.

Intervention action will be taken against any student who acts in disregard of any of the REACH policies and procedures. Depending on the severity of the matter, this may result in suspension or cancellation of enrolment.

Step One — Spoken Warning

If a trainer/assessor has concerns about a student's performance, attendance rate or conduct (with the exception of serious misconduct), the trainer/assessor will explain to the student the manner in which their conduct or performance or attendance rate is not acceptable. The trainer/assessor will counsel the student by informing them of the area(s) in which they are not meeting the required standard of rate of attendance, performance or conduct expected, and the student will be given the opportunity to respond to the trainer/assessor's concerns and to improve their rate of attendance, performance or behaviour within a reasonable period of time. The trainer/assessor will make a written note of the warning in the student's file.

Step Two — Written Warning

If the student fails to improve their rate of attendance, conduct or performance within the required period, the trainer/assessor will require the student to attend a meeting with the Compliance Manager and the student will be given a warning in writing. The student will be permitted to have a person of their choice accompany them to this meeting. At the meeting, the trainer/assessor will outline the nature of the problem(s) and the student will have the opportunity to respond.
Any written warning given to a student will:

- explain the problem
- refer to all previous oral warning(s) and the relevant dates
- refer to the corrective action(s) expected of the student
- explain the action that will be taken if the student does not remedy the problem (When issuing a first warning, the warning will state that, if the problem is not remedied within a specified time, the student will be issued with a further warning and may ultimately be dismissed);
- state that the written warning will be filed in the student's personal file

The Trainer/assessor should then monitor the student's rate of attendance, performance or conduct to determine whether he or she is making the required improvement.

Step 3—Second Official Written Warning

If the student fails to meet the appropriate standard within the time allowed, the Trainer/assessor should then have a second official meeting with the student. The second official meeting should replicate the first meeting. However, if the student has not adequately explained their failure to remedy their poor rate of attendance, performance or conduct, that continuing poor attendance, performance or conduct MAY lead to dismissal.

Note that it is not a legal requirement that a third written warning be issued—it is just very safe practice. However, if the Trainer/assessor follows the above steps closely and listens objectively to the student responses at each stage, two written warnings will usually be justified, except where the transgression is minor in nature. In such a case it may be appropriate to give a third warning.

Step 4—Leading to Dismissal of Enrolment

Following the issuing of the second warning, if the student fails to remedy the fault within the allotted time, or it would be unreasonable for the Trainer/assessor to allow the student to continue working out the allotted time, the Trainer/assessor should then initiate dismissal proceedings by referring the student to the Compliance Manager. That will involve requesting by letter that the student attend an official meeting. That letter should state:

- that the student's rate of attendance, conduct or performance has not improved;
- the steps the Trainer/assessor has taken to remedy the problem in the past;
- the fact that the student is entitled to be accompanied by a person of their choice; and
- the fact that, unless the student can adequately explain his or her conduct or performance, then the student may be dismissed

Again the student may have the person of their choice with them at the meeting. The Compliance Manager should start by outlining the concerns he or she has with the students' attendance, performance or conduct. It is then very important that the Compliance Manager listens to the student responses as objectively as possible. The Compliance Manager should then ask the student to step outside while they consider what he or she will do.

If the student response is considered to be adequate, the Compliance Manager should inform the student that they would remain a student but the student's performance and/or conduct will continue to be closely monitored for the remainder of the course. If the student's response is considered inadequate, the Compliance Manager has two options:

1. Issue the student with a third and final written notice; or
2. Verbally inform the student that he or she is to be terminated and then follow up with a written notice of dismissal. That notice should state the reasons for the expulsion, i.e. Attendance, Performance or conduct, and the history of warnings given previously.

The Compliance Manager should consult with the Chief Executive Officer prior to dismissal of the student.

Dismissal for serious misconduct

The Compliance Manager, in consultation with the CEO, is entitled to instantly dismiss a student in circumstances where that student has committed an act of serious misconduct. Serious misconduct can include:

- fighting;
- breaches of the drug and alcohol policy;
- deliberately spoiling or damaging plant or equipment;

5.4.15 Plagiarism and integrity

Academic integrity, honesty, and respect for knowledge, truth and ethical practices are fundamental to REACH's business and the services we provide.

Students found to be dishonest, guilty of plagiarism or any other unethical practice may have their enrolment suspended. For serious or continued breaches, they may have their enrolment cancelled.

Taking an idea from any source without properly acknowledging it is plagiarism. It is the use of someone else's work without proper recognition that determines that the body of work has been plagiarised. Examples of plagiarism include:

- using someone else's argument, even if the exact words are not used
- using a quote without referencing it correctly
- changing another author's sentences in order to present them as your own
- copying another students work

All of these can be avoided with correct referencing procedures.

Most often plagiarism is the result of poor study and note-taking methods. Remember to write down the exact references for all the material that you use as you take your notes.

Your trainer/assessor will advise you of the ways to avoid plagiarism, and you need to be aware that plagiarism will be punishable by failure in assessment and may lead to suspension or cancellation of enrolment.

5.4.16 Recognition of Prior Learning (RPL) and Credit Transfer

Recognition of Prior Learning (RPL) is an assessment process designed to identify and assess a student's previous and current formal and informal education and training, work and life experience and knowledge. The evidence the student provides is assessed against the competency standards and must show that they are still currently competent.

If you intend applying for RPL or credit transfer, including credit transfer under national recognition, you should indicate this on your Application/Enrolment Form, and complete the Application for Recognition Form.

You may apply for RPL on the basis of your experience (work experience or other experience, including qualifications completed). To apply for RPL, you need to provide sufficient evidence that you have already met the requirements of the competency standards set by industry; that is to say, the requirements of specific units of competency in which you are enrolled.

You may be required to complete some assessment tasks as part of the RPL process. If you provide appropriate evidence, you may be granted credit for the relevant units or, if relevant, a whole qualification.

To prepare for RPL assessment you should indicate your intention to apply either on the application/enrolment form or as soon as possible after induction. The following outlines the process.

In consultation with your trainer/assessor:

- decide which units(s) you want recognition for
- provide an evidence portfolio in line with and agreed evidence plan
- seek peer assessment
- be prepared to "show, tell and apply" your skills and knowledge

Evidence for recognition of prior learning may include:

- performance, demonstration, or skills test/assessment
- Work or other pertinent observation
- oral presentation
- portfolio (including work references and statements of duties), logbook, task book, projects or assignments
- written presentation
- interview and questions
- simulations

RPL candidates must document their claim for competency in sufficient detail to enable the assessor to make clear judgements. If you require further information please ask your trainer/assessor.

Students are required to sign the Application for Recognition, which outlines the requirements of the evidence required for proof of competency. Your trainer/assessor will develop an Assessment Plan to enable you to develop a portfolio.

We encourage students to self-assess themselves, with guidance from their trainer/assessor, against the performance criteria and critical aspects of evidence for each unit of competency.

Recognition will only be granted if you can provide evidence that you are currently competent

5.4.17 National Recognition of AQF Qualifications and Statements of Attainment

Under the National Standards for RTOs, REACH recognises the qualifications and Statements of Attainment issued by all other RTOs provided they are valid and can be verified.

If you can provide evidence that you have completed any of the units of competency that comprise the qualification you enrol in at REACH, you may be awarded credit for those units.

5.4.18 Credit Transfer based on the recognition of non-AQF Qualifications

REACH will recognise any non-accredited (non-AQF) qualifications you have completed and grant you credit for relevant AQF units of competency where it can be verified and validated that the content and learning outcomes of the non-accredited qualification (subject, unit, etc) you have completed are the same as, and meet the requirements of, AQF unit(s).

5.4.19 Attendance

All students are required to:

- ensure they arrive for class prior to course commencement
- return from morning tea and lunch breaks as requested
- participate in class activities
- finish the training at the set time
- notify the college if they are unable to attend due to illness or personal reasons

5.4.20 Dress Code

You are expected to dress suitably at all times, in a manner that will not cause offence to your trainer/assessors, mentors or colleagues.

Students are required to dress according to the relevant industry covering the qualification in which they are enrolled.

Business, Management, Travel, Tourism, Events & Hospitality	Smart casual attire skirts/pants, collared shirts, and enclosed shoes

Community Services	Smart casual attire pants or skirt, comfortable top and enclosed shoes
Hairdressing & Beauty	Black pants or skirt, black stretchy top and enclosed shoes

This allows students to familiarise themselves with the correct type of attire suitable for their new career. While you are a student with REACH you are representing our organisation and should project a professional image for prospective employers.

5.4.21 Legislative requirements

As an RTO, REACH is required to comply with various pieces of Commonwealth and State legislation relating to the provision of vocational education and training and to business enterprises. Some of this legislation governs an RTO's obligations to students. Our employees and trainer/assessors are kept aware of relevant legislation that affects an RTO, that affects them and that affects students.

During your induction we will tell you about various pieces of legislation (Acts and Regulations) that affect you. Some is explained in relevant sections of this Student Information Handbook. In addition, throughout your course, when relevant, you will learn about legislation that is relevant to the particular industry and the qualification you are doing. NSW (State) legislation is available on the internet at www.legislation.nsw.gov.au. If you are doing a traineeship, the most relevant Act is the NSW Apprenticeship and Traineeship Act 2001. ACT legislation is available on the internet at www.legislation.act.gov.au. Queensland legislation is available on internet at www.legislation.qld.gov.au. Commonwealth (Australian National) legislation is available on the ComLaw website at www.comlaw.gov.au.

5.4.22 Change of personal details

It is a condition of enrolment that you notify REACH of any change in your address, phone numbers and email address. Please ensure you inform us of any changes within 5 working days.

5.4.23 Email

While you are enrolled, you need to check your email account regularly as we send important communications and course updates to your email.

5.4.24 Books and materials

Please do not buy any books or equipment until your trainer/assessor advises you to. You will receive advice about this at your induction.

5.4.25 REACH's Learning Materials

During your term of enrolment, you may be issued with resources to help you with your training and studies. These resources remain the property of REACH and are lent to students for a specific period of time. Therefore, you are required to look after anything that we lend you and return it to the issuing staff member by the due date, or you will be required to pay for a replacement.

6. How to Contact REACH

Toll Free: 1300 361 343

Email: training@reachfortraining.com.au

Fax: 02 4961 3080

6.1 Quick Guide to Key Personnel in REACH

WHO TO SEE	ACADEMIC & ADMINSTRATIVE
Trainers / Assessors	Questions about content of units, training, assessment, timetable, Help with reading, writing, note taking, preparation for assessments
Director of Studies	difficulties and questions with study that have not been able to be solved by the trainer /assessor
Administration Officer	Change of Address or Personal Details, Referral Letters, Opportunity For Improvement And Request Letter or Request For Appointments.

7. Support Services

Police, Fire, Ambulance: **000**

State Emergency services: **132 500**

Lifeline: **13 11 14**

Poison's information landline: **131 126**

Telephone Interpreting Services: **13 14 50**

Alcohol and Drug Information Service**: 1800 177 833** (24 hour counselling and information)

Literacy and Numeracy Support:

National: Australian Council of Adult Literacy phone **03 9469 2950** email acal@pacific.net.au

Quit line: 24 hour smoking cessation information and counselling **13 18 48**

State	Agency Details	Address	Contact details
NSW	ASQA	Sydney—Level 10, 255 Elizabeth Street	Info Line: 1300 701 801 (in Australia) or +61386133910 (Outside Australia) Hours: Monday to Friday - 9.00 am and 7.00 pm, Website: www.asqa.gov.au
	Ombudsman	Level 24, 580 George Street, Sydney NSW 2000	Phone: 02 9286 1000. Monday to Friday 9am – 4pm. Website: www.ombo.nsw.gov.au
	Fair Trading	60 Station Street Parramatta NSW 2150	Phone: 02 9895 0111. Monday to Friday 8.30am – 5pm. Website: www.fairtrading.nsw.gov.au
	Anti-discrimination Board	Level 4, 175 Castlereagh St, Sydney NSW 2000 Level 3, 97 Scott Street, Newcastle NSW 2300	Phone: (02) 9268 5544. Website: www.antidiscrimination.lawlink.nsw.gov.au
ACT	ASQA	Level 3 64 Northbourne Avenue Canberra City.	Info Line: 1300 701 801 (in Australia) or +61386133910 (Outside Australia) Hours: Monday to Friday - 9.00 am and 7.00 pm, Website: www.asqa.gov.au
	Ombudsman	Level 5, Childers Square, 14 Childers Street Canberra City ACT 2601.	Phone: 1300 362 072. Monday to Friday 9am - 5pm Website: www.ombudsman.act.gov.au
	Fair Trading	Office of Regulatory Services (ORS) 255 Canberra Avenue, Fyshwick A.C.T. 2609	Phone: (02) 6207 3000. Monday to Friday 9am - 4.30pm Website: www.ors.act.gov.au
	Anti-discrimination	The ACT Human Rights Commission Level 4, 12 Moore Street, CANBERRA ACT 2601	Phone: (02) 6205 2222. Monday to Friday 9am - 5pm Website: www.hrc.act.gov.au
QLD	ASQA	Brisbane—Level 7, 215 Adelaide Street	Info Line: 1300 701 801 (in Australia) or +61386133910 (Outside Australia) Hours: Monday to Friday - 9.00 am and 7.00 pm, Website: www.asqa.gov.au
	Ombudsman	Level 17, 53 Albert Street, Brisbane QLD 4000	Phone: 07 3005 7000. Monday to Friday 8.30am - 5pm Website: www.ombudsman.qld.gov.au
	Fair Trading	Level 3 Brisbane Magistrates Court, 363 George Street Brisbane QLD 4000	Phone: 13 74 68. Monday to Friday 8am - 6pm Website: www.fairtrading.qld.gov.au
	Anti-discrimination Commission	Level 17, 53 Albert Street, Brisbane	Phone: 1300 130 670. Monday to Friday 8am - 6pm Website: www.adcq.qld.gov.au

8. APPENDIX

8.1 Application / Enrolment

8.2 Ezi Debit Payment Plan

8.3 Opportunity for Improvement

8.4 Complaint

8.5 Appeal

8.6 WHS Injury Report

8.7 WHS Hazard Report

8.8 Media Release

8.9 Change of Student Details

8.11 Access to Personal Student Records

8.12 Assessment for Recognition Application

These forms are also available from your trainer / assessor and administration.