Student Handbook

TAAB

THE AUSTRALIAN ACADEMY OF BUSINESS

The Australian Academy of Business

Welcome

Thank you for choosing to study with The Australian Academy of Business (TAAB).

TAAB believes that your decision to undertake study is an important one. Whether you are looking at upgrading your skills or are taking a new career path, the team here at TAAB is dedicated to supporting you in fulfilling your academic goals.

To help guide you through your study, TAAB has developed this Student Handbook. It sets out the policies and procedures that have been put in place to ensure consistency and quality.

TAAB's goal is provide you with the best training and support services to ensure that your learning experience meets and exceeds your expectations. To assist with this, TAAB has a Student Support Team as well as an assigned Trainer/Assessor as your point of contact for training and guidance throughout your time with TA AB.

As a student of TAAB, we ask that you read the following information presented in this handbook. Each page contains important information that will aide you during your time with TAAB.

We look forward to working alongside you and trust that your time with us will be rewarding.

If at any time you have any questions that you would like answered, please feel free to contact our office on 138 222 to speak with one of our friendly Student Support team members.

On behalf of myself and the team here at TAAB, I wish you all the best in your academic journey.

Professor Ashley Goldsworthy AO OBE
Chairman & Chief Executive Officer
The Australian Academy of Business

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About

The Australian Academy of Business (TAAB) is a Registered Training Organisation committed to quality learning outcomes pursued in an environment where everyone is valued and respected.

We pride ourselves on our holistic approach whilst working closely with students, employers and industry.

Vision

To be an innovative and leading edge Registered Training Organisation (RTO) in Australia

Mission

To offer an excellent learning experience that inspires our students to graduate and be the best they can be

Corporate Core Values

- ➢ Integrity
- ➢ Competence
- ➢ Commitment
- ➢ Respect
- ➢ Excellence

Supporting you through your training

TAAB is committed to providing a high standard of education and assures that all students will be supported during the training and assessment process toward completion of their chosen qualification.

The welfare and guidance of all Trainees enrolled with TAAB is a priority. Therefore, each Trainee will be appointed with a Trainer/ Assessor who will be available at all times by phone and by email.

All TAAB's Trainers/Assessors have appropriate vocational competence and technical expertise in the Training you are undertaking. You can contact your trainer/assessor at any time on any matter related to your training. In addition, TAAB office staff is available to provide information and support to clients and trainees on all administrative aspects of the training and assessment process.

Partnerships

The Australian Academy of Business (TAAB) has in place a training agreement with iEducate, an organisation located in Adelaide that facilitates face to face training for some of the diploma level courses within TAAB's scope of registration. Qualifications are issued by TAAB. *This is only applicable for students who enrolled into Diploma level courses prior to 31/12/2016.*

Student Information

Access and Equity

TAAB will ensure that the Training and Assessment Services on offer are responsive to the individual needs of clients and students whose age, gender, cultural and ethnic background, disability, sexuality, language, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes.

- TAAB will ensure that all information, materials and services relate to student and client needs and follow the principles and practices of access and equity.
- Information regarding these needs will be gathered through the enrolment and induction process.
- TAAB's services and products will follow the guidelines of equity and will remain fair, reliable and adjustable within reason.
- TAAB's services and products will be accessible by all within the community, including those with special learning needs, cross-cultural background and disability, with appropriate support provided when needed.
- TAAB will encourage input and feedback from its students and clients to ensure all products and service continue to meet their needs.
- The RTO Manager will oversee Access and Equity issues within the organisation, including opportunities for improvement.

Complaints and Appeals

TAAB will provide a fair and equitable process for dealing with customer complaints and appeals via the Complaints and Appeals Policy (refer to contents page).

Delivery Modes, Locations & Resources

Delivery
TAAB uses flexible delivery structure that includes face to face, online, work based or distance (workbook) education.
- **Face to Face:**
  - TAAB: This delivery mode includes a combination of class time (4 hours per week), supplemented with Group Skype calls, Webinars and online learning videos pertaining to that week's learning outcome. Students will be allocated time in between classes to complete activities (from the course learning material) allocated by the trainer, in conjunction with the Training Plan. Assessment dates will also be scheduled prior to the commencement of training, but will remain flexible according to the student's progress. **Currently not running face to face classes**

  - iEducate: This delivery mode includes a combination of class room trainer led theory sessions (3 days a week) and self-paced practical activities to reinforce the learning program. Students will be allocated time in between classes to complete activities (from the course learning material) allocated by the trainer, in conjunction with the Training Plan. Anticipated assessment dates will also be scheduled prior to the commencement of training, but will remain flexible according to the learner's progress. *This is only applicable for students who enrolled into Diploma level courses prior to 31/12/2016.*

- **Work based:** Following the offer of or participation in the RPL option, students who require further training and assessment will undertake the work-based training and assessment

pathway. This pathway involves students completing work relevant training and assessment activities. All work-based training and assessment combines face-to-face and/or online training with self-paced, validated learning materials to reinforce workplace learning experience.

- **Online and Distance Workbook:** Online learning allows students to access and interact with learning materials through an online learning system to achieve the assessment outcomes. Students are issued with a username and password via email so they can access TAAB's eLearning system from any computer with internet access.

    Distant workbook learning is for students who prefer access to physical materials to achieve the required assessment outcomes. Student's progress is monitored by trainers through the online student management learning system (VETtrak). Students will receive support from their trainer via email and phone, as required.

Locations

- TAAB Campus Location: 2 Palings Court, Nerang QLD 4211

    Note: There are no current set timetables. Students are welcome to come in and meet with their trainer during the working week for any tutoring or assistance with their study (prior appointment must be arranged with the trainer).

- iEducate Campus Location: Level 1, 90 King William St, Adelaide SA 5000

    Note: This is only applicable for students who enrolled into Diploma level courses prior to 31/12/2016.

- Satellite Classes will be facilitated as required and locations can vary depending on the cohorts' needs and location (dates and locations are advised in TAAB's newsletter).

Resources

TAAB will supply you with the applicable Workbooks / Online course materials, however you will need to own or have access to the following:

- Computer or laptop
- Broadband access / Internet access
- Printer/scanner or access to postal services (for workbook students)
- Email access for communication and email address (checked regularly)
- Phone (mobile or home phone for contact)
- Basic stationery items (paper, pens)

Fair treatment

TAAB holds in high esteem the rights and dignity of all and at all times adheres to the tenets of Anti-Discrimination and Equal Opportunity Laws. TAAB prohibits discrimination, bullying and/or harassment in any form and these behaviours will not be tolerated.

Feedback

TAAB encourages feedback – both positive and negative - and evaluation from stakeholders. Feedback will be sough through various means throughout your study duration and after you graduate. The information gained is a valuable guide for TAAB to better maintain course quality and relevance in delivery. You will also need to complete the national Quality Indicator questionnaire as you complete the course.

Governing bodies

TAAB will comply with all Commonwealth and state regulatory and legislative requirements.

Information and materials

TAAB will provide accurate, relevant and current information to prospective & current students. TAAB reviews all information regularly, through its version control policy, to ensure accuracy and relevance.

Prior to enrolment, TAAB supplies students with information about:
- Course information including vocational outcomes
- Fees and charges (including refunds)
- Opportunities for RPL / credit transfers

Information safeguard

TAAB will maintain accurate, confidential and secure personal information, training and financial records and will observe total discretion and confidentiality in all dealings.

Marketing

TAAB will advertise and market its training services in an ethical, informative, accurate and professional manner. TAAB will ensure that all marketing is directed towards student satisfaction and meeting the student's needs.

TAAB is committed to ensuring that it's marketing and advertising complies with AQF requirements.
- It uses the National Recognised Training logo only for qualifications within scope
- When using references or endorsements about its products and services, it ensures it has appropriate permissions.
- All marketing materials are approved by the General Manager
- The RTO identifies training and assessment services leading to AQF qualifications and/or statements of attainment separately from other training services they might provide

Language, Literacy, Numeracy & other needs

Where possible TAAB will provide for and support all those students with special needs. Where necessary and possible, facilities and extra materials will be supplied to support the learning of these students.

Recognition of prior learning (RPL)

TAAB will offer the opportunity for RPL in all qualifications. An assessor will be appointed as a support to the student during the RPL process. TAAB will provide all support materials and information related to the selected qualification to ensure the student is making the right decision.

Recognition of qualifications

TAAB will recognise qualifications issued by other Registered Training Organisations (RTO) within the Australian Qualifications Frameworks (AQF) and where possible grant Credit Transfers.

Reporting

TAAB will provide timely and accurate information to the appropriate government agencies and funding bodies.

Student selection, enrolment and induction

TAAB will recruit students in a responsible and ethical manner on the basis of access and equity. All student selection decisions will follow guidelines as set in the Human Rights and Equal Rights Legislation.

Enrolments and inductions will be carried out on an individual basis allowing for identification of individual needs.

Student support

TAAB will be available to support the needs of the student weekdays from 8am to 5pm. Calls will be returned within 24-48 hours and appointments will be made according to the student's needs where possible. TAAB will ensure the student has the facilities and correct supervision in place and support throughout the process. TAAB will provide academic support to the student throughout the duration of their study.

Training and Assessment

TAAB will deliver, monitor and review training and assessment services to ensure that the interests and welfare of all stakeholders are maintained. TAAB focuses on the needs of the student and places learning within the context of the student's workplace wherever possible. TAAB therefore offers considerable flexibility in the delivery of training and assessment services. This includes customisation of training packages, training and assessment materials, flexible modes of delivery (e.g. on-the-job, self-paced, online, workbook) and adjustment of assessment tasks to ensure fairness for all students regardless of their situation and needs.

Trainer and Assessors

TAAB will employ qualified and experienced trainers and assessors who:
- Undertake their duties with honesty, objectivity, integrity and diligence.
- Maintain competency and currency with qualification requirements
- Maintain vocational and VET knowledge currency via professional development.
- Act professionally and give the highest standards of service to students.
- Conduct fair, flexible, valid and reliable competency based assessments.
- Apply the principles of reasonable adjustment where appropriate

Unique Student Identifier (USI)

As of January 1st 2015, all students in vocational education and training (VET) required a Unique Student Identifier (USI) prior to being awarded any VET qualification or Statement of Attainment.

If you do not already have a USI and would like TAAB to apply for one on your behalf, you will need to provide current and valid forms of identification (Australian Birth Certificate, Australian Citizenship Certificate, Australian Passport, and Certificate of Registration by Descent, Drivers' Licence, Medicare Card, ImmiCard or Visa (with Non-Australian Passport - for international students). You will also need

to give consent (this is on the enrolment form) in order for TAAB is to create one for you. Alternatively you can create one yourself (www.usi.gov.au).

This USI is a national requirement and is yours for life. It is essentially an account that will hold an electronic record of any qualifications/statements of attainment you have completed. This will come in handy should you misplace your certificate, you will be able to log in to your account to access your academic transcripts. No VET qualification or Statement of Attainment can be issued to you without a verified USI against your name.

Key Policies and Procedures

PP006 Recognition of Prior Learning (RPL) Policy & Procedure

1. PURPOSE
The Australian Academy of Business (TAAB) acknowledges that, in accordance with the Standards for Registered Training Organisations (RTOs) 2015 that as an RTO, TAAB must allow for Recognition of Prior Learning (RPL) for those who have had previous formal and informal learning which when assessed achieves the required learning outcomes in order to gain competency for a unit/s or qualification.

2. SCOPE
This policy applies to TAAB staff processing enrolments, students enrolling into a course and TAAB Trainer and Assessors.

3. EFFECTIVE DATES   20 May 2016

4. LEGISLATIVE AUTHORITY
Standard for Registered Training Organisations (RTOs) 2015

5. POLICY STATEMENT

5.1   All prospective and enrolling individuals will be informed in either print or electronic form of the opportunity to apply for Recognition of Prior Learning (RPL). Students are informed of the RPL process in the Student Handbook, and are asked to if they would like to apply for RPL upon enrolment.

5.2   All students will be given the opportunity to apply for Recognition of Prior Learning (RPL) for industry or life skills. Students are advised of RPL possibilities prior to enrolment and encouraged to submit documentation upon enrolling.

6. PROCEDURE
6.1   RPL procedure is as follows:

6.1.1   Application for RPL begins upon enrolment when speaking with the Course Advisor.

6.1.2   The Course Advisor (after interview with student) will notify the General Manager of the student's intention to apply for RPL. The General Manager will assign the appropriate trainer/assessor to the student.

6.1.3   The Trainer/Assessor will provide the student with the RPL Application Kit for relevant qualification during the welcome call and explain in full detail the process and answer any questions the student may have.

6.1.4   The student, during the call will discuss with their Trainer/Assessor about which unit/s they are wishing to apply for RPL in the Application Kit.

6.1.5   Once the student and Trainer/Assessor have established the units that will be undertaken through RPL, the Training plan will be established and a fee will be given to the student and a

Pricing Agreement and Terms and Conditions will be sent out for them to read, sign and send back.

6.1.6   Upon signed receipt of this Pricing Agreement and Terms and Conditions, the student will be considered enrolled and will be given four months (with options of extensions where reasonable) to collate a portfolio of evidence as outlined in the RPL Assessment Kit.

6.1.7   The student will be required to complete and compile a portfolio of evidence as per the RPL Assessment Kit and must submit valid, sufficient, current and authentic evidence that meets the unit requirements to demonstrate competence.

6.1.8   The student may be required to undergo additional assessment such as a practical skill demonstration if evidence is not sufficient.

6.1.9   The Assessor will complete the Evidence Summary Sheet and the student will be advised in writing of the outcome and the course of Volume of learning (duration) will be adjusted as required.

6.1.10   A student wanting to appeal a decision can do so by referring to TAAB's Complaints and Appeals Policy & Procedure (available on the TAAB website and in the Student Handbook).

6.2   The RPL Assessment Kit contains all the information the student will need in understanding the RPL Assessment process.

6.3   The call with the Trainer explaining the RPL process is required to better understand the student's intentions and circumstances, and to inform them of the units that they may apply for.

Fees and Charges

6.4   The cost is calculated per unit of competency, as such pricing is confirmed upon application which the student will be informed of. It is important to note that the RPL fee is non-refundable unless under extenuating circumstances (Refer to Refund Policy & Procedure for further details).

Volume of Learning

6.5   Each course has a total year/hours duration that are aligned with national Volume of Learning (VoL) guidelines. These state that the VoL takes into account the total time required for completion of the course information. Granting of RPL will reduce the VoL for the student pending on the number of units granted as RPL.

Ongoing Improvement

6.6   The RPL process will be assessed and revised yearly and as required if earlier. The RPL process in being student centred is subject to ongoing improvement as notified from validation activities and via feedback from students and assessors using the process.

7.   RESPONSIBILITIES
Compliance, Monitoring and Review

7.1   The TAAB General Manager is responsible for ensuring compliance with and monitoring implementation of this procedure and to undertake reviews as required

7.2   The Course Advisor is responsible for advising the appropriate personnel of student's intention for RPL

7.3   The Trainer/Assessor assigned to student is responsible to explain the full RPL process to the student, supporting the student during the process and adhering to the Training Package Rules, Units of Competency Performance Criteria and the Rules and Principles of Evidence whilst marking the student's portfolio of evidence.

Reporting

7.4   The Compliance Officer is responsible for reporting to the General Manager on issues of policy document implementation, compliance, monitoring and review.

8.   RECORDS MANAGEMENT

8.1 All records relevant to this document are to be maintained as per the Student Records and Information Safeguard Policy & Procedure.

9. DEFINITIONS

Recognition of Prior Learning (RPL): is a Vocational Education and Training (VET) assessment process in which the applicant will need to prove that they have the skills, knowledge and experience essential to be deemed competent. These skills, knowledge and experiences may have been accomplished via formal / informal learning, work experience or a combination of all three.

Volume of Learning: The volume of learning is a dimension of the complexity of a qualification. It is used with the level criteria and qualification type descriptor to determine the depth and breadth of the learning outcomes of a qualification.

The volume of learning identifies the notional duration of all activities required for the achievement of the learning outcomes specified for a particular AQF qualification type. It is expressed in equivalent full-time years.

This policy relates to Standards for RTOs 2015: 1.1, 1.2, 1.12

PP012 Student Records & Information Safeguard Policy

1. PURPOSE
Student records are confidential and available to current and past students upon written request. The purpose of this policy is to ensure that student records, which can be written, printed or electronically documented, are kept in a way that ensure the records are kept secure and confidential at all times. The records will be protected against any unauthorised access to, or use of, that could result in harm or inconvenience to the student, client, employee, contractor or partner of TAAB. Compliance to this policy is in accordance with the Further Education and Training Act 2014 and the Privacy Amendment (Enhancing Privacy Protection) Act 2012.

2. SCOPE
This policy and procedure applies to all TAAB staff who create, access and maintain records of TAAB students as well as students wishing to access their records.

3. EFFECTIVE DATES   13 January 2017

4. LEGISLATIVE AUTHORITY
Further Education and Training Act 2014
Standards for Registered Training Organisations (RTOs) 2015

5. POLICY STATEMENT

5.1   TAAB will not use or disclose personal information about an individual unless that information is materially relevant and necessary for the required purposes for which it has been collated.

5.2   TAAB will take all practical steps necessary to ensure that all personal information collected for the primary purpose is accurate, complete and up-to-date.

5.3   TAAB will record student data electronically on TAAB's student management system (VETtrak) as well as keeping hard copies of documents in the student's file.

5.4   TAAB will take all reasonable steps to safeguard the personal information it gathers from misuse, loss, unauthorised access, modification or disclosure.

5.5   TAAB will ensure that personal information that is no longer needed for the purpose for which it was collected will be disposed of safely (any physical copies held will be shredded).

5.6   TAAB will keep student results for 30 years to enable reissue of original certification and or Statement of Attainment.

5.7   A written or electronic record of all grievances handled under the Complaints and Appeals Policy and Procedure and their outcomes shall be maintained for a period of five years to allow all parties to the grievance appropriate access to these records, upon written request to the General Manager.

5.8   All student files are kept in a secure area with no access unless authorised to do so by the General Manager.

6. PROCEDURE
Records to be kept
6.1   **Marketing materials:**
       TAAB will retain, for at least five years, a record of all information given to each prospective student and will make these records available to the Minister at the time and, in the form and manner, requested by the Minister.

6.2   **Enrolment Form/Pricing Agreement and Terms & Conditions/Training Plan:**
       The enrolment form completed by the student will be kept on file as well as the Pricing Agreement and Terms & Conditions. The Training Plan is also kept on file to ensure that an accurate record of the students' needs as well as the needs of the company is easily accessible.

6.3   **Student results:**
        This is a record of the Final Assessment outcome for each Unit of Competency. It must include the Unit Code and Unit Name of the Unit of Competency. On each unit assessed there should be noted the result (Competent, Not Yet Competent, Credit Transfer or RPL) and the date of the result of the assessment. Student results will be kept electronically via TAAB's student management system (VETtrak) as well as a hard copy in the student's file.

6.4   **Qualifications/Statements of Attainment issued:**
        This is a record of Qualifications and/or Statements of Attainment issued to students gained as a result of training.

        A hard copy will be kept on the student's file, a record of it kept on The Qualifications Register (Student's full name, code and title of qualification and date of issue/sent) and a scanned copy will be saved to the student's electronic file on the student management system (VETtrak).

6.5   **Completed Assessment Items:**
        The Completed Assessment Items is the actual piece of work completed by the student. This includes the Final Assessment Requirements/Application for Assessment – Recognition of Prior Learning/Marking Sign Off sheets/attendance records for student covering each unit of competency assessed within each qualification. However, it must be sufficiently detailed to allow the auditors to form a valid opinion of the standard required. TAAB's Record of Contact sheet includes a summary of feedback given to the student and the name of the assessor. All Assessment Tools provide sufficient assessment instruction to the student.

Student Access to Records

6.6   Current and past students are entitled to have access to their student file/academic record. To facilitate access, students who request their records are to be provided with this access at the earliest opportunity. Written request to the General Manager is required before TAAB will provide access to a student's records.

6.7   Records may not be removed from TAAB premises.

6.8   Students are permitted to take notes on information appearing on their record. There is no charge for a student to access personal information however no photocopying or photography of any portion of the student file is permitted.

6.9   All student files remain the property of The Australian Academy of Business and are to be retained to comply with regulatory requirements.

6.10   Should a student identify that there is an error with the personal information TAAB has on file, a request to revise the information can be made. Amendments will be made within 14 days from the error being identified and verified and notes will be left on the student's hard file as well as on TAAB's student management system (VETtrak).

6.11   Written requests should be sent to:
        General Manager
        The Australian Academy of Business
        PO Box 950
        NERANG QLD 4211

Storage Requirements

6.12   All student results and copies of Qualifications/Statements of attainment issued (in a format that can be reproduced) must be kept secure for an archive period of 30 years and confidential information must be safeguarded at all times.

6.13   Completed student assessment items will be retained for 7 years after completion of a Qualification/course or until after the appeal period has expired. After this period, only the assessor's completed marking guide/criteria/observation checklist as detailed are retained.

6.14   A master copy of all assessment instruments/tools/procedures must be retained for 7 years. Student results may be electronic or hard copy. If kept electronically a backup of all records stored electronically must be kept. If only electronic records are kept, the mechanism by which the material can be retrieved must be retained.

6.15   Information about a student must not be disclosed to a third party without written consent from the student, or parent/guardian.

Transfer of Student Results & Records in the event that TAAB ceases to operate

6.16   Should TAAB cease to operate, it must, within 14 days of ceasing, forward all student results including student records (name, address, date of birth, USI etc.) to the Department of Employment and Training's regional office.

6.17   The documentation is to be a complete, accurate and ordered copy of all student results/details since initial registration. The records must be in the form of a disk copy or hard copy, and include software details. Copies of qualifications/Statement of Attainment granted to students, and a list of the competencies/modules achieved for each student must also be included.

7.   RESPONSIBILITIES
Compliance, Monitoring and Review

7.1   The General Manager is responsible for guiding the implementation of this policy and procedure.
7.2   The General Manager is responsible for ensuring implementation within their area of responsibility.
7.3   The Pre-enrolment team are responsible for accurately collating and recording student personal information.
7.4   All TAAB staff are responsible for ensuring that student information is not given out to a third party without written permission of the individual.
7.5   The Information Management Officer is responsible for storing/filing/archiving/maintaining all student record files as per this policy document.
Reporting
7.6   The Compliance Officer is responsible for reporting to the General Manager on issues of policy document implementation, compliance, monitoring and review

8.   RECORDS MANAGEMENT

8.1   Student files will be stored, archived and disposed of as per this policy document and the Record Management Policy and Procedure.

9.   DEFINITIONS

Student records: any form of recorded personal information relating to a student
Disposal: the practice of confidentially destroying records and updating the recordkeeping system with the details of destruction (day, schedule used).

This policy relates to Standards for RTOs 2015: 1-8

PP013 Complaints and Appeals Policy & Procedure

1. PURPOSE

The Australian Academy of Business (TAAB) is committed to providing a learning and working environment in which complaints and appeals are responded to promptly in writing and with maximum protection to all parties and are managed fairly, efficiently and effectively. As part of our commitment to creating a supportive and open organisational culture, TAAB is dedicated to ethical and responsible management, transparency in its decision-making processes and a visible, accessible and fair complaints and appeals process.

2. SCOPE

This policy applies to TAAB operations, staff undertaking TAAB operations, students enrolled in a program of study at TAAB, and TAAB customers and contract providers.

3. EFFECTIVE DATES   29 April 2016

4. LEGISLATIVE AUTHORITY

Standards for Registered Training Organisations (RTOs) 2015
Anti-Discrimination Act 1991

5. POLICY STATEMENT

5.1   TAAB takes client and student complaints and appeals seriously. TAAB takes a positive and pro-active approach to any complaint received. We view this as an opportunity to evaluate and improve our policies and practices, and also to gain insight into client/student levels of satisfaction. TAAB will endeavour to keep an objective and fair approach regarding any complaints and appeals.

5.2   Complaints will be received and given due consideration, with full attention to details. The objective will be to find an immediate solution and an amicable settlement for all parties concerned. Any resolution of any dispute between aggrieved parties will be addressed in an open and trusting environment.

6. PROCEDURE

6.1   The complaint resolution process is:
  a)   **Equitable**: Complaints are considered in a transparent, objective and unbiased manner, incorporating the principles of natural justice and procedural fairness
  b)   **Accessible**: Information about the complaints handling process and the means to lodge a complaint is readily accessible and available
  c)   **Comprehensive**: Relevant circumstances and information surround a complaint are investigated to the level warranted by the severity of the complaint
  d)   **Responsive**: Timeframes for investigating and resolving complaints are set and monitored
  e)   **Accountable**: Appropriate monitoring of complaints through regular reporting of complaints received and action taken. The complaints handling process is reviewed regularly
  f)   **Confidential**: Anonymity is preserved where requested. Complainants will be informed where this may limit the extent to which a complaint can be investigated.

What is a Complaint?

6.2   A complaint arises when a student/client is not satisfied with an aspect of TAAB's service (including any third parties providing services on behalf of TAAB) and requests action to be taken to resolve the matter.

Lodging a Complaint
Informal Approach (Concerns)

6.3   Complainants are encouraged, wherever possible, to resolve concerns or difficulties directly with the person(s) concerned. If there are apprehensions about raising the matter with this person it should then be discussed with the General Manager. TAAB expects that in most cases, the discussion of the concern with the complainant(s) will result in a prompt resolution. If an informal approach to dealing with the complainant's concerns does not lead to an acceptable resolution, the complainant can pursue a more formal process by lodging a written complaint.

Formal Complaint

6.4   Formal complaints must be submitted in writing via contact@taab.edu.au or to the General Manager. Whilst not necessary, it is preferred that this be on a Complaints Form which is available upon request through a staff member.

6.5   The complaints process will commence within 10 business days upon the receipt of the written complaint and all reasonable measures will be taken to finalise the process as soon as practical.

6.6   When lodging a complaint, the student/client must provide a description of the complaint in detail including relevant information such as names, dates and course code (if relevant) and any documentation such as emails. They must also indicate what actions they have already taken to resolve the complaint and indicate the outcome they are seeking. If a complaint lacks sufficient information, it may not be possible for TAAB to pursue the matter.

6.7   It is in the interest of the complainant and other parties that a complaint is lodged generally within 60 days of the adverse experience occurring. Unreasonable complainant behaviour will be managed in a professional manner by the General Manager. There are five types of unreasonable conduct - being unreasonably persistent; unreasonable demands; unreasonable lack of cooperation; unreasonable arguments and unreasonable behaviour.

6.8   The complaint will be entered into the Complaint and Appeals Register regardless of the avenue taken by the student/client to lodge the complaint.

Anonymous Complaints

6.9   Written, anonymous complaints received through other means will be accepted by TAAB. The fact that a complaint is anonymous does not prevent corrective actions or decisions being implemented, however, it may be difficult to pursue matters without the cooperation of the individual making the complaint.

Investigation of Complaints

6.10   TAAB endeavours to address all complaints promptly. The General Manager or delegated officer are responsible for investigating student complaints. Complaint handlers will make and keep full and accurate records of the informal and informal complaint handling process. Where applicable the record should include, but not be limited to:
- The complaint's name
- Meeting notes
- The issue(s)
- Discussion with relevant stakeholders
- The investigation process
- The finding of fact
- The analysis process

- The outcome; and
- Whether or not the complaint was resolved to the complainant's satisfaction

As part of the investigation process, a complaint investigation plan will typically involve the following actions:
- Identifying the issues
- Identifying the timeframes to decide the matter
- Identifying who is going to be interviewed and the sources of evidence required to sustain or not sustain the allegation
- Discussion and interviews with the complainant, TAAB personnel and third parties (where relevant) and examining relevant laws, policies and procedures
- Analysis of all relevant information obtained
- Formulation of findings and any recommendations for the decision-makers consideration; and
- Preparation of a report on the results of the investigation or the outcome of the complaint, including if it was resolved during the process or withdrawn by the complainant.

The report should typically address the following matters to the extent each matter is relevant in a particular case:
- The complainant's issues(s)
- A concise summary of the material facts and circumstances of the matter, and relevant legislation, policy and procedures
- Persons interviewed and/or consulted and relevant information obtained
- Results of any relevant research and finding of facts
- Analysis of the complainant's issue(s) to the extent necessary
- The outcome of the investigation, and
- If the complaint is sustained, any recommendation/s to TAAB to redress the complainant's grievance, whether by way of benefit to the complainant and other affected persons (if any) and/or systemic improvements to the TAAB administrative practice.

6.11 The investigation involves confirming the facts indicated by a student/client on the complaint form, investigation allegations and seeking confirmation of the circumstances from all parties involved. The officer will seek responses to any allegations from individuals involved, which is consistent with the principles of procedural fairness.

6.12 In circumstances which facilitate discussion between parties to a complaint, and it is considered the most practical and effective form of resolution, the student/client may be accompanied and assisted by a support person. A support person may be another student, family member or staff member. A support person may not be a legal representative.

6.13 TAAB employees, contractors and partners will ensure that they have no conflict of interest or bias in relation to any party to the complaint, and that there is no perception by the parties that they have a conflict of interest or bias. If a person in authority does not believe they can handle the complaint in an impartial way, they will exclude themselves from the process, and refer the matter to their Supervisor. If one of the parties to the complaint believes that the person in authority has a conflict of interest or bias, they should refer the matter to that person's supervisor.

6.14 When TAAB functions are outsourced, the contract or terms of engagement will stipulate how student's/clients complaints are to be dealt with by the external organisation/party.

Complaint Outcomes

6.15   While it may not always be possible for students/clients to receive the outcome they seek, TAAB is committed to ensuring that substantiated complaints are upheld and corrective actions and decisions implemented.

6.16   The range of options for redress in the event a complaint is substantiated will be commensurate with the severity and complexity of the complaint. Possible remedies to a complaint may include:

- An apology
- Change of decision
- Change of policy, procedure or practice, or
- Correction of misleading or incorrect records
- Full or partial refund

6.17   In situations involving students, in which their conduct has interfered with the rights of others, or is in breach of regulations covered by the Student Code of Conduct, a range of disciplinary actions exist in this policy.

6.18   In situations involving staff members where actions or behaviors are considered to be misconduct or serious misconduct, the TAAB employment agreements outline procedures for investigation and disciplinary action.

6.19   Timely and reasonable feedback on the outcome of an investigation into a complaint, and the reason for the decision made, is provided to the complainant. The outcome will be recorded in the Complaint and Appeals Register. The student/client may receive the investigation outcome in the form of a written statement, if required.

6.20   If any complaint or appeal process results in a decision that supports the complainant, TAAB will implement the decision, and/or corrective and preventative action required, as soon as administratively practicable and will advise the complainant of the outcome.

What is an appeal?

6.21   An appeal arises when a client/student is not satisfied with a decision that TAAB has made.

Review/Appeal Mechanism

6.22   Should a student/client not believe that the process has led to a satisfactory resolution the student/client may request the General Manager to review the information, processes and outcomes (this is done by lodging an Appeals Form, which is available upon request or on the TAAB website). Possible outcomes may include, the General Manager:

- Returning the matter to the relevant staff member for review, or
- Upholding the original decision and providing a detailed explanation to the student/client, or
- Determining, in consultation with the Chief Executive Officer, the most appropriate action including the formation of a Complaints Review Committee.

6.23   The avenue of review of the decision is only available for matters under the Complaints and Appeals Procedure and must be lodged by the student/client within 20 working days of receiving the initial; written outcome of their complaint. If there are exceptional circumstance as to why the review request is not lodged with in the stated time, the General Manager may apply discretion in accepting the request.

Assessment Appeals

6.24   Should a student not be satisfied with the outcome of an assessment they may appeal the decision within 5 working days of receiving the assessment outcome using the Appeals form and sending to contact@taab.edu.au

6.25   The student's assessment is to be reviewed by a different Assessor and the results of the review of will be summarised on the Appeals Form.

6.26   Where an appeal is granted and the student is found competent, a new assessment outcome is issued and validated by the General Manager.

6.27   Where an agreement cannot be reached, the General Manager may employ an independent and external assessor to review the evidence. This may require the student undertaking the assessment again and providing evidence of their competency to the appointed assessor.

Further Options

6.28   If all internal procedures have been followed, but the student/client does not feel the problem has been resolved or does not feel they have been dealt with fairly, external options are available. Where the TAAB decision internal complaint process upholds a decision to restrict, suspend, cancel or terminate the enrolment of a student, TAAB will maintain the student's enrolment while the internal appeal process has not been exhausted. Upon exhaustion of the internal appeal process, students may lodge an external complaint with the State Ombudsman or other external body. Unless advised by the State Ombudsman that an appeal has been lodged with that office, TAAB will proceed to take action to uphold a decision to restrict, suspend, cancel or terminate the enrolment of a student 20 days after the exhaustion of the internal appeal process.

6.29   The student/client has a right to access the external appeal processes at minimal or no cost. Such external bodies include:
   - Australian Skills Quality Authority (ASQA) - www.asqa.gov.au/complaints/make-a-complaint—domestic-students/make-a-complaint—domestic-students1.html
   - The Human Rights and Equal Opportunity Commission – www.hreoc.gov.au
   - The State Equal Opportunity Commission (in relation to the application of policies and procedures and administrative processes) – www.adcq.qld.gov.au
   - Office of the Information Commissioner – www.oaic.gov.au
   - Commonwealth Ombudsman – www.ombudsman.gov.au

6.30   Use of an approved dispute resolution procedure does not limit the right of the student/client to pursue other legal remedies. TAAB cooperates promptly with other agencies to resolve complaints in a timely manner.

7.   RESPONSIBILITIES
Compliance, Monitoring and Review

7.1   The General Manager is responsible for:
   - Ensuring TAAB has the culture and capability to continuously improve its operations in managing complaints and appeals;
   - Coordinating the operational aspects of the complaints and appeals process and to receive complaints and appeals via:
     o   Call forwarded by the Pre enrolment or Student Support staff
     o   Customer Feedback forms
     o   Emails and correspondence forwarded
     o   Direct informal (verbal) complaints

- Development of TAAB procedures and work instructions as required for complaints and appeals process;
- Ensuring compliance with and monitoring implementation of this procedure and to undertake reviews as required.

7.2   The General Manager is responsible for:
- Ensuring all Pre Enrolment staff are fully informed and comply with the operational work instructions for complaints and appeals

7.3   Student Support staff are responsible for directing students/clients to their preferred method of feedback.

7.4   The Compliance Officer is responsible for maintaining the Complaints and Appeals Register in accordance with the procedure.

7.5   All TAAB staff who receive an information (verbal) complaint should attempt to resolve the issue in an informal manner, however, if this is not possible the complainant should be directed to follow a formal complaint process, sending them the Complaints form or alternatively make an appointment with the General Manager.

8.   RECORDS MANAGEMENT

8.1   A written record (which may be kept electronically) of all complaints handled under this procedure and their outcomes shall be maintained for a period of five years to allow all parties to the complaint, appropriate access to these records (available upon written request to the General Manager).

8.2   The complaint or appeal will be part of the student's record and held securely by the Information Management Team in locked filing rooms. For further details on how confidentiality is maintained within recordkeeping, see the Student Record Management Policy & Procedure. For staff member's, the record will become part of their employee file held securely by the General Manager.

8.3   Notes outlining complaints and appeals and their outcomes are to also be entered onto the student's electronic file on the Student Management System (VETtrak) and the Complaints and Appeals Register.

This policy relates to Standards for RTOs 2015: 6

PP021 Privacy Policy

1. PURPOSE

The purpose of this policy is to ensure the privacy of all clients/students and employees/ trainers /partners of The Australian Academy of Business (TAAB) and to comply with the Privacy Act 1988, including the 13 Australian Privacy Principles (APP) as outlined in the Privacy Amendment (Enhancing Privacy Protection) Act 2012.

2. SCOPE

The policy applies to all students, employees and contractors.

3. EFFECTIVE DATES   27 April 2016

4. LEGISLATIVE AUTHORITY

Privacy Act 1988

Privacy Amendment (Enhancing Privacy Protection) Act 2012

5. POLICY STATEMENT

Open and transparent management of personal information

5.1   TAAB will publish this policy on its website.

5.2   The policy will be included in TAAB's student handbook, staff handbook and made available on request.

Anonymity and pseudonymity

5.3   Individuals have the option to not identify themselves when dealing with TAAB, for example when requesting information on a course, website enquiries or anonymous complaints/feedback.

5.4   Individuals who wish to undertake nationally recognised training with the RTO will be required to disclose information of a personal nature as outlined in this policy.

Collection of solicited personal information

5.5   TAAB will collect information you provide on enrolment into a nationally accredited course or on commencement of employment with TAAB. TAAB may also collect information you provide on websites, enrolment forms, course materials and assessments.

5.6   TAAB may sometimes collect information, with your consent, from your employer, a job services provider or other organisations where students may engage in placement for training and assessment purposes.

5.7   TAAB collects information of a personal and sometimes sensitive nature. Information TAAB collects may include: Full name, date of birth, residential address, contact details, demographic information, ability/disability, employment details, educational background, indigenous background, concession status language, literacy and numeracy skills and educational/course progress. TAAB may also collect information on your next of kin or parent/guardian.

Dealing with unsolicited personal information

5.8   TAAB only collects, uses and stores information which is directly related to the provision of training and assessment (for students) and information directly related to the employment or engagement of contractors (for employees and contractors).

5.9   Information which is received that is not related to training and assessment or employment with TAAB is destroyed in a safe and secure manner.

Notification of the collection of personal information

5.10   Students and employees are notified when information is collected or sourced from third parties. Such notifications are expressed in enrolment forms, assessment tools and other written documents or implied in circumstances such as workplace observations.

Use or disclosure of personal information

5.11   TAAB only uses information for the provision of training and assessment and is required to disclose this information to a number of organisations such as:

- Registering bodies such as ASQA
- Government funding bodies in each state and territory and/or Commonwealth Government;
- Apprenticeship Centres;
- Employers and Job Services Providers;
- External auditors and our consultants;
- The Australian Taxation Office; and
- Other entities required by law and in accordance with the Privacy Act 1988.

5.12   TAAB will not disclose any personal or sensitive information to a third party without written approval of the student or employee, except for the direct provision of training and assessment or in emergency and life threatening situations.

Direct Marketing

5.13   Your personal information will never be sold to any marketing company or third party.

5.14   TAAB may use your personal information to market directly to you only for the provision of further training and assessment with TAAB.

5.15   TAAB will only use your information if you have provided consent to use your for this purpose and you have opted-in to this type of communication.

Cross-border disclosure of personal information

5.16   TAAB will not disclose your personal information to any entity outside of Australia unless you have provided your express written consent.

5.17   All records will be kept in Australia.

Adoption, use or disclosure of government related identifiers

5.18   TAAB is required to collect, in some circumstances, government related identifiers. TAAB will not use these identifiers for any reason or purpose except for the explicit reason it is required (E.g. Concession numbers, Tax File Numbers, Drivers Licence Number, Unique Student Identifier etc.) and will not use these numbers as an identifier of individuals.

5.19   TAAB will only disclose government related identifiers where required by law or express consent has been given to disclose this information.

Quality of personal information

5.20   TAAB collects information and ensures it is accurate, up to date and complete.

5.21   TAAB will take all reasonable steps to ensure that the information provided from individuals is correct and any third party information received can be verified for accuracy, currency and completeness.

Security of personal information

5.22   All personal and sensitive information is kept safe and secure at all times, only people who are authorised may access this information.

5.23   Personal and sensitive information is protected from unauthorised access, interference, misuse, loss, modification or disclosure.

5.24   Destruction of personal and sensitive information is carried out by commercial document destruction companies or secure shredding or secure electronic deletion.

Access to personal information

5.25   Individuals may request copies of information which is kept about them at any time free of charge. TAAB may charge for printing and postage in some circumstances.

5.26   All requests for access to personal information must be in writing and the individual must be able to identify themselves and verify their identity prior to any information being disclosed.

5.27   All requests must be made to:

General Manager
The Australian Academy of Business
PO Box 950
NERANG QLD 4211

Correction of personal information

5.28   Individuals who feel that the information the RTO uses and stores is inaccurate or incomplete may request to have the information updated and corrected. Such corrections must be in writing.

Commonwealth Assistance

5.29   Personal information for students applying for VET FEE-HELP assistance will be assessed by TAAB to confirm entitlement. The information may be required to allocate a Commonwealth Higher Education Student Support Number (CHESSN). The personal information will only be disclosed to the Department of Industry who will store it securely in the VET FEE-HELP IT system (HITS)

6.   RESPONSIBILITIES

Compliance, Monitoring and Review

6.1   The TAAB General Manager is responsible for ensuring compliance with and monitoring implementation of this procedure and to undertake reviews as required. The General Manager is responsible for handling and securing all Staff Records.

6.2   Staff members handling personal information from students must adhere to this policy document.

6.3   The Information Management Officer is responsible for the storing, securing, archiving and disposing of student records.

Reporting

6.3   The Compliance Officer is responsible for reporting to the General Manager on issues of policy document implementation, compliance, monitoring and review.

7.   RECORDS MANAGEMENT

7.1   All information is to be held in individual student of staff files with locked and restricted access. Electronic data is to be held via restricted, password protected computer access (this includes the student management system: VETtrak).

7.2   Staff information is held and stored by the General Manager and student information is held and stored by the Information Management Officer.

7.3   All information is disposed of when no longer required – refer to Records Management and the Student Records and Information Safeguard Policies & Procedures.

8. DEFINITIONS

Australian Skills Quality Authority (ASQA): The national regulator for vocational education and training (VET). ASQA regulates courses and training providers, ensuring nationally approved quality standards are met.

Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS): is a national data standard that ensures consistent and accurate capture and reporting of VET information about students.

National Centre for Vocational Education Research (NCVER): A national research, evaluation and information organisation for the vocational education and training (VET) sector in Australia, jointly owned by the Commonwealth, state and territory ministers responsible for VET.

Personal Information: Is information or an opinion about an identified individual, or an individual who is reasonably identifiable: whether the information or opinion is true or not; and whether the information or opinion is recorded in a material form or not.

Quality Indicator Data: Is the data compiled together to create an annual summary report of a RTOs performance against the learner engagement, employer satisfaction and competency completion quality indicators which must be submitted to ASQA.

Registered Training Organisation (RTO): is an organisation providing Vocational Education and Training (VET) to students, resulting in qualifications or statements of attainment that are recognised and accepted by industry and other educational institutions throughout Australia.

Unique Student Identifier (USI): is a reference number made up of numbers and letters. Creating a USI is free. It creates a secure online record of your nationally recognised training that you can access anytime and anywhere, and it's yours for life.

VET Quality Framework: is aimed at achieving greater national consistency in the way RTOs are registered and monitored and in how standards in the (VET) sector are enforced.

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.

Vocational Education and Training (VET): is that part of tertiary education and training which provides accredited training in job related and technical skills.

> This policy relates to Standards for RTOs 2015: 2.3, 2.4, 3.4, 3.6, 4.1c, 5.1, 5.2, 5.4, 6.1, 6.2, 6.5, 7.5, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6

PP023 Refunds Policy & Procedure

1. PURPOSE

This policy sets out the circumstances under which students of The Australian Academy of Business may claim a refund and the process for handling refunds.

2. SCOPE

This policy has been developed to support and provide clear instruction and guidance to students and TAAB staff members regarding applying for a refund and the procedures that are to be followed in regard to this.

3. EFFECTIVE DATES   13 January 2017

4. LEGISLATIVE AUTHORITY

Higher Education Support Act 2003
Standards for Registered Training Organisations (RTOs) 2015

5. POLICY STATEMENT

5.1   TAAB is committed to working within a fair and transparent framework for the charging of fees, the provision of protection for fees paid in advance and the refund of payments where appropriate. Participants in TAAB training programs can ask for a refund in the event of the following:

- Services are not provided e.g. cancellation of course;
- The financial failure of The Australian Academy of Business
- The fair and reasonable non-attendance of a student e.g. sickness, family emergency. Such matters will be decided on a case-by-case basis by the General Manager; or
- TAAB will negotiate a fair and reasonable level of refund in the event of other circumstances e.g. lack of satisfaction with services offered, or where disciplinary issues have led to a student being asked to withdraw from a program.

5.2   Refunds **will not** be considered where applicants/students have supplied inaccurate information on the 'training registration and enrolment form', particularly in relation to not declaring previous qualifications, where this has an impact on eligibility for government funding.

5.3   Refunds will be paid within 28 days after TAAB receives the filled out *Application for Refund form* (available upon request) and it is reviewed. All refunds will be paid to the person named on the enrolment form unless TAAB is advised in writing by the person named on the enrolment form to pay the refund to someone else. For students under 18, refunds will be paid to the parent or guardian named on the enrolment form. Refunds will be paid in Australian dollars (AUD$) and a written statement detailing how any refund amount has been calculated will be provided.

6. PROCEDURE

Non VET FEE-HELP student

6.1   The process for a refund for a Non VET FEE-HELP student is as follows:

- Student is to request an *Application for Refund form* from TAAB (this can be done via email: contact@taab.edu.au or contact the office on 138 222 to request one to be sent out to them)
- Student is to read, fill out, sign and return the application to:
  General Manager
  The Australian Academy of Business
  REPLY PAID 86682
  NERANG, QLD 4211

  OR scan and email to: contact@taab.edu.au
- The General Manager will review the application and deliberate the outcome (this may take up to 21 days upon receipt of application) and the student will be informed of the outcome (via letter or email)

- If a refund is granted, payment will be made by electronic transfers into the student's nominated bank account and a written statement detailing how any refund amount has been calculated and provided.

6.2   Should the student be displeased with the outcome they are more than welcome to make an appeal (See Complaints and Appeals Policy).

VET FEE-HELP student (Loan no longer available – only applicable to students who enrolled and applied for VFH prior to 31 December 2016)

6.3   The process for a refund for a VET FEE-HELP student is as follows:
- In the event of a student withdrawing from a VET FEE-HELP unit of study <u>prior to the census date</u> for that VET FEE-HELP unity of study:
  a.   100% of the tuition fees paid for that VET FEE-HELP unit of study will be refunded; and
  b.   The student will not incur a VET FEE-HELP debt.
- In the event of a student withdrawing from a VET FEE-HELP unit of study <u>after the census date</u> for that VET FEE-HELP unit of study:
  a.   No refund is applicable; and
  b.   The student will incur a VET FEE-HELP debt
- A student who withdraws after the census date for a VET FEE-HELP unit of study, may apply for special consideration as per this policy document.

6.4   All applications for withdrawal must be made in writing to cancellation@taab.edu.au and include: student name, course name and reason for cancellation. Refund will be processed within 28 days of the withdrawal date.

6.5   Refer to: PP039 VET FEE-HELP Refund and Re-Credit of a FEE HELP BALANCE Policy for further details (link: http://taab.wpengine.netdna-cdn.com/wp-content/uploads/2014/10/PP039-VET-FEE-HELP-Refund-and-Re-credit-of-a-FEE-HELP-BALANCE-Policy1.pdf)

7. RESPONSIBILITIES
Compliance, Monitoring and Review
7.1   All TAAB staff members are responsible for following the procedures outlined in this policy document when dealing with students wishing to apply for a refund.

7.2   The TAAB General Manager is responsible for ensuring compliance with and monitoring implementation of this policy & procedure document and to undertake reviews as required.

7.3   The Compliance Officer is responsible for reporting to the General Manager on issues of policy document implementation, compliance, monitoring and review.

8. Records Management
8.1   All records relevant to this document are to be maintained as per the TAAB recordkeeping procedure.

9. DEFINITIONS
VET FEE-HELP: Is a loan scheme that helps eligible VET students pay their tuition fees for certain higher-level VET qualifications.

This policy relates to Standards for RTOs 2015: 5

PP024 Fees and Charges Policy & Procedure

1. PURPOSE

The purpose of this policy document is to outline The Australian Academy of Business (TAAB) fees and charges for enrolment in accredited training and assessment for Australian Qualifications Framework (AQF) qualifications.

2. SCOPE

This policy has been developed to support and provide clear instruction and guidance to students and TAAB staff members regarding the fees and charges for the training and assessment services on offer by TAAB and the procedures that are to be followed in regard to these fees and charges.

3. EFFECTIVE DATES   13 January 2017

4. LEGISLATIVE AUTHORITY

Higher Education Support Act 2003
Standards for Registered Training Organisations (RTOs) 2015

5. POLICY STATEMENT

5.1   TAAB will ensure that all prospective students are made aware of the Fees & Charges Policy and Procedures. This will be done prior to or upon enrolment via hard copy or electronically. TAAB advises of its Fees and Charges by way of course promotional materials and the TAAB website (www.taab.com.au).

Funded courses

5.2   Students (and/or their employers) engaging in training that is funded or loaned by State or Commonwealth government programs (E.g. VET FEE-HELP, Certificate 3 Guarantee or User Choice), will be made aware prior to or at the time of enrolment of the funding or loan that is being provided by the Government and of any additional fees where applicable. The Certificate 3 Guarantee program is funded by the Queensland Government.

Full Paying (Fee-for-service) students

5.3   Students who are wishing to pay upfront will receive a fee schedule pre-enrolment, the Pricing Agreement and invoice will clearly indicate the applicable charges upon enrolment.

6. PROCEDURE

6.1   Acceptable payment methods when purchasing a full course of study or module are:

- Cash
- Visa or MasterCard
- Bank or Business cheque
- Electronic Funds Transfer

Fee-for-service

6.2   Upon enrolment the Course Advisor will produce a Pricing Agreement and Terms & Conditions Payment Plan for the student to read through and sign. The initial deposit is $500 with equal monthly payments for a total of 9 months for the balance of the cost of the course.

6.3   A tax invoice will be generated and sent out upon receipt of each payment to indicate balance owed.

VET FEE-HELP (Loan is no longer available – only applicable to students who enrolled and applied for VFH prior to 31 December 2016)

6.4   No payment is required up front. (See VET-FEE HELP information for eligibility criteria, terms and conditions etc. – available on the TAAB website)

Certificate 3 Guarantee

6.5   Eligible students will pay an out of pocket expense of either $19.00 or $39.00. This is subject to whether you hold a valid Health Care Card or not. (See Certificate 3 Guarantee information for full details - available on the TAAB website). The Certificate 3 Guarantee is funded by the Queensland Government.

Reissue of a Qualification or Statement of Attainment Fee

6.5   If a student requests that their qualification be reissued, there is a $55.00 reissue fee for a full qualification and $45.00 reissue fee for a Statement of Attainment.

Non-payment of Fees

6.6   Should a student/employer fail to pay all fees and charges by the due date, the student/employer will be seen as a TAAB debtor. Failure to pay the debt within 14 days of the original due date may result in any or all of the following to occur until full payment has been made:

- Suspension of the student from participating in the course
- Loss of access to TAAB's resources, trainers or online courses.
- Loss of access to enrolment record information and academic transcripts
- Inability to graduate.
- Termination of the enrolment
- Non-issue of qualification/statement of attainment until receipt of outstanding funds

6.7   Fees not paid within 14 days of the original due date may be collected by an appropriate debt collector and any additional charges incurred for collection will also be payable by the student or employer. TAAB's reserves the right to suspend or cancel the enrolment of any student whose outstanding fees are not paid.

7.   RESPONSIBILITIES

Compliance, Monitoring and Review

7.1   Course Advisors are responsible for informing students of all applicable Fees and Charges prior to enrolment and where applicable create a Pricing Agreement for the student to read, sign and send back.

7.2   The Accounts Team is responsible for ensuring that payment is received.

7.3   The General Manager is responsible for ensuring compliance with and monitoring implementation of this policy & procedure document and to undertake reviews as required.

Reporting

7.4   The Compliance Officer is responsible for reporting to the General Manager on issues of policy document implementation, compliance, monitoring and review.

8.   RECORDS MANAGEMENT

8.1   All records relevant to this document are to be maintained as per the Records Management and the Student Records & Information Safeguard Policies & Procedures.

9.   DEFINITIONS

Fee Schedule: The price TAAB charge for the training services provided.

Pricing Agreement: An agreement between TAAB and the student regarding the pricing of the services provided and the terms and conditions this entails.

Debtor: An individual who has not paid their fees, and owe money to TAAB.

This policy relates to Standards for RTOs 2015: 5.3

PP025 Issuing Qualifications Policy & Procedure

1. PURPOSE

This document provides a consistent set of principles that The Australian Academy of Business (TAAB) will adhere to regarding the issuing of an Australian Qualification Framework (AQF) qualification, records of results and/or statements of attainment for all vocational educational and training (VET) qualifications, training products, accredited courses and/or units of competency registered on TAAB's scope of registration. In awarding a qualification or statement of attainment, TAAB will comply with the guidelines outlined in the Australian Skills Quality Authority (ASQA) Standards for Registered Training Organisations (RTO) 2015.

2. SCOPE

This policy relates to students enrolled with TAAB who meet all course requirements for the awarding of a qualification and/or a Statement of Attainment. This policy does not apply to non-AQF qualifications.

3. EFFECTIVE DATES   13 January 2017

4. LEGISLATIVE AUTHORITY

National Vocational Education and Training Regulator Act 2011
Standards for Registered Training Organisations (RTOs) 2015
AQF Qualifications Issuance Policy

5. POLICY STATEMENT

5.1   In accordance with the practices defined by ASQA in relation to the issuing, recording and reporting of AQF qualifications and statement of attainment TAAB will ensure only students who undertake a program of study with the RTO, are issued the correct certification in a timely manner and according to the requirements of the Training Package or VET accredited course.

5.2   All AQF certification documentation is issued to a student within 30 calendar days of the student being assessed as meeting the requirements of the training product of the training program in which the learner has enrolled and is completed.

5.3   TAAB recognises any AQF Qualification or Statement of Attainment issued by another RTO or authenticated VET transcripts issued by the Registrar and grants Credit Transfers (CT) or Recognition of Prior Learning (RPL) as appropriate for competencies already achieved.

Specifications

5.4   All AQF certification documentation issued by TAAB will meet the specifications of Schedule 5 of the Standards for RTOs 2015 and the AQF Qualification Issuance Policy.

5.4.1   *Protocol Defining the Form of the Qualifications:*

All vocational education and training Qualifications issued under the Australian Qualifications Framework conducted by TAAB will include the following elements:

- TAAB name, logo and national provider number;
- Name of person receiving the qualification
- National code and name of the qualification;
- Date issued;
- Authorised signatory (CEO & General Manager);
- A unique certificate number
- The Nationally Recognised Training (NRT) logo
- The words, 'the qualification certified herein is recognised within the Australian Qualifications Framework',

- Where appropriate, include the words, 'achieved through Apprenticeship/Traineeship arrangements';
- Where relevant, the words, 'these units/modules have been delivered and assessed in <insert language> followed by a listing of the relevant units/modules and,
- The list of competencies achieved that formed the qualification as required by the Training Package.

5.4.2   Protocol Defining the Form of Statements of Attainment

All vocational education and training Statements of Attainment issued under the Australian Qualifications Framework conducted by TAAB will include the following elements:

- TAAB name, logo and national provider number;
- Name of person receiving the qualification;
- National code of the qualification;
- Date issued;
- Authorised signatory (General Manager);
- A unique certificate number;
- The Nationally Recognised Training (NRT) logo;
- The words, 'has fulfilled the requirements for following competencies which form part of the *<National Course code and the qualification/course name>',*
- The words, 'This Statement of Attainment is recognised within the Australian Qualifications Framework'
- Where appropriate, include the words, 'achieved through Apprenticeship/Traineeship arrangements',
- Where relevant, the words, 'these units/modules have been delivered and assessed in *<insert language>* followed by a listing of the relevant units/modules and,
- The list of competencies completed.

6.   PROCEDURE

6.1   All of TAAB students who are assessed as competent against nationally endorsed Units(s) of Competency will be issued with a Statement of Attainment or Qualification.

- A Statement of Attainment will be issued where one or more competencies are achieved but the requirements for the full qualification have not been completed.

- A Qualification will be issued upon completion of all of the requirements for that qualification

6.2   The issuing of qualifications and/or statements of attainment procedure is as follows:

6.2.1   On Completion of the course or unit of competency, the assessor will evaluate assessments and determine whether a student is competent. Once this has occurred the General Manager will be notified to review.

6.2.2   The General Manager will print out a student enrolment report to check against the units completed and the training plan to ensure the students have completed the correct units. The General Manager will also check that the student has paid the fees in full prior to the student being issued with certification.

6.2.3   All relevant information is forwarded to the Student Support Officer who enters the details of competency onto the student management system (VETtrak) against the student's name.

6.2.4   Prior to processing the paperwork, the student support officer will check that the student has a USI. If the student has provided one, this will be verified on the student management system. If not the support officer will contact the student requesting a USI as well as confirmation of the students' postal address. The student will be reminded that without a USI, TAAB is not able to issue any certification until a USI has been provided and verified.

6.2.5 Once USI has been confirmed, the student support officer will produce qualification or statement of attainment, record of results and Congratulatory letter, which are given to the General Manager to check and co-sign with the CEO.

6.2.6 Once signed, all AQF certification is issued directly to the student (not another party) via post to their last known address.

6.2.7 The time frame given for this process is a maximum of 30 days. To ensure that certification is sent out within 30 days, a report will be run on TAAB's student management system (VETtrak) every month to check completion dates of students and compare to the Qualification Register's date of Issue against that student.

Exceptions of non-issue within 30 days

6.3 It is important to note that should the student have outstanding fees, TAAB will hold the qualification/statement of attainment until receipt of outstanding funds.

6.4 Likewise, if a student does not hold a USI, TAAB will hold the qualification/statement of attainment until receipt of a verifiable USI.

Qualifications Register

6.5 In keeping with the principles of best practice and the requirements of the AQF Qualifications Register Policy for Registered Training Organisations, TAAB maintains a register of all AQF qualifications issued to graduates.

The Qualifications Register will include the following:

- Students full name
- The name of the Qualification and the national code of the qualification
- Date of Issue / date sent

In accordance with the Data Provision Requirements 2011 for Registered Training Organisations, TAAB will report on all AQF qualifications issued to graduates at the request of the National Vocational Regulator – ASQA.

7. RESPONSIBILITIES

Compliance, Monitoring and Review

7.1 The General Manager is responsible for ensuring compliance with and monitoring implementation of this procedure and to undertake reviews as required.

7.2 The Student Support Officer is responsible for following the procedures outlined in this document relevant to them.

Reporting

7.3 TAAB will report on all AQF qualifications issued to graduates at the request of AQSA and as per the requirements of NCVER.

7.4 The Compliance Officer is responsible for reporting to the General Manager on issues of policy document implementation, compliance, monitoring and review

8. RECORDS MANAGEMENT

8.1 Records of all testamur/qualifications and statements of attainment are held for 30 years and all students have access to their records of certification in accordance with legislation and TAAB's Records Management and Student Records and Information Safeguard Policies & Procedures.

8.2 All certifications are recorded on a Certificates Register located on TAAB's network system.

9. DEFINITIONS

Australian Qualification Framework (AQF): is the national policy for regulated qualifications in the Australian education and training system. It incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework.

Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS): is a national data standard that ensures consistent and accurate capture and reporting of VET information about students.

Credit: is the value assigned for the recognition of equivalence in content and learning outcomes between different types of learning and/or qualifications. Credit reduces the amount of learning required to achieve a qualification and may be through credit transfer, articulation, recognition of prior learning or advanced standing.

Credit Transfer (CT): is a process that provides students with agreed and consistent credit outcomes for components of a qualification based on identified equivalence in content and learning outcomes between matched qualifications.

National Centre for Vocational Education Research (NCVER): A national research, evaluation and information organisation for the vocational education and training (VET) sector in Australia, jointly owned by the Commonwealth, state and territory ministers responsible for VET.

Qualification: is a Formal certification in the VET sector by an RTO that a person has satisfied all requirements of the unit of competency or modules that comprise an AQF qualification, as specified by: (a) a nationally endorsed Training Package, or (b) an accredited course that provides training for that qualification.

Statement Attainment: is a Formal certification in the VET sector by an RTO that a person has achieved: (a) part of an AQF qualification or (b) one or more units of competency from a nationally endorsed Training Package, or (c) all the units of competency or modules comprising an accredited short course (meaning an accredited course that does not meet the requirements for a full AQF qualification).

Training Package: is the components of a training package endorsed by the Industry Skills Council or its delegate in accordance with the Standards of Training Packages. The endorsed components of a training package are: units of competency; assessment requirements

Vocational Education and Training (VET): is that part of tertiary education and training which provides accredited training in job related and technical skills.

This policy relates to Standards for RTOs 2015: 3 and Schedule 5

PP027 Credit Transfer Policy & Procedure

1. PURPOSE

The purpose of this policy document is to acknowledge that, in accordance with legislation, The Australian Academy of Business must recognise AQF and VET Qualifications and/or Statements of Attainment issued by any other Registered Training Organisation and/or authenticated VET Transcripts issued by the USI registrar or the Regulator.

2. SCOPE

This policy document applies to all students seeking exemption from enrolment in a particular part of a vocational course as a result of recognition of a vocational unit(s) of competency held. The qualification or statement of attainment must be current as per the training package requirements.

3. EFFECTIVE DATES   27 April 2016

4. LEGISLATIVE AUTHORITY

Standards for Registered Training Organisations (RTOs) 2015

5. POLICY STATEMENT

5.1   All prospective and enrolling individuals will be informed in either print or electronic form of the opportunity to apply for a Credit Transfer (CT). Students are informed of the Credit Transfer process in the Student Handbook, and are asked to if they would like to apply for a Credit Transfer upon enrolment. However, students are able to apply for Credit Transfer at any time.

6. PROCEDURE

Definition

6.1   A Credit Transfer (CT) is defined as the recognition of learning achieved through formal education and training. Under the VET Quality Framework, qualifications and statements of attainment issued by any RTO are to be accepted and recognised by all other RTOs. Credit transfer allows a student to be credited a unit of competency based on successful completion of the same or equivalent unit which has been previously awarded.

A Credit transfer is not and is a separate process to Recognition of Prior Learning (RPL) (See Recognition of Prior Learning (RPL) Policy & Procedure for further details).

Equivalence

6.2   If a credit transfer is being sought for a unit of competency which has a different title or code, then it is necessary to establish the equivalence between the unit held and the unit being sought. This is achieved by either confirming unit equivalence with the National Register of Qualifications (www.training.gov.au) or by comparing mapping documents contained within the training package itself.

6.3   If there is no such equivalence available, TAAB is not under any obligation to recognise the unit through credit transfer. In these circumstances, the student should be referred for recognition of prior learning in accordance with TAAB's RPL Policy and Procedure.

Guidelines

6.4   The following guidelines are to be followed when application for credit transfer is received:

- Any student is allowed to apply for a credit transfer of a unit of competency in a course or qualification in which they are applying for or are currently enrolled. However, acceptance of a credit transfer depends on equivalence and the relevant and current training package rules.
- Whilst students may apply for credit transfer at any time, they are encouraged to apply before commencing a training program. This will reduce unnecessary training and guide the student down a more efficient path of competence.

- Students may not apply for Credit Transfer for units of competence that are not included in TAAB's scope of registration.
- The student does not incur any fees for credit transfer and the student will be advised to seek recognition where the original award can contribute to a portfolio of evidence.
- Credit transfer will only be issued when the student's enrolment includes at least one other unit of competency for which the learner is participating in training or is seeking recognition.
- Students may not enrol only for credit transfer.
- Course duration (Volume of Learning) will be reduced subject to the qualifying units awarded through Credit Transfer.

Process

6.5   Process for credit transfer application is as follows:

6.5.1   When a student enquires about a credit transfer, they will be asked to post the original JP signed copy (or copies) of a VET qualification or statement of attainment relating to the unit/s they are wishing to have credit transferred (these documents may be verified by TAAB through contacting the issuing RTO).

6.5.2   The General Manager will review the application form and evidence against the National Register of Qualifications (www.training.gov.au) to establish equivalence.

6.5.3   The student will be notified and if successful advised on course adjustment to the course Volume of Learning if required.

6.5.4   If unsuccessful, the student may appeal the decision via TAAB's Complaints and Appeals Policy & Procedure.

6.5.5   All evidence will go to the Information Management Officer for filing into the student file.

7.   RESPONSIBILITIES

Compliance, Monitoring and Review

7.1   The General Manager is responsible for ensuring compliance with and monitoring implementation of this policy & procedure document and to undertake reviews as required.

The General Manager is responsible for reviewing the application form and evidence against the National Register of Qualifications to establish equivalence

The General Manager is responsible for notifying the student of the outcome.

7.2   The Information Management Officer is responsible for filing/storing all records relevant to this document as per the Student Records and Information Safeguard Policy & Procedure.

Reporting

7.3   The Compliance Officer is responsible for reporting to the General Manager on issues of policy document implementation, compliance, monitoring and review.

8.   RECORDS MANAGEMENT

8.1   All records relevant to this document are to be maintained as per the Student Records and Information Safeguard Policy & Procedure.

9.   DEFINITIONS

Australian Qualifications Framework (AQF): specifies the standards for educational qualifications in Australia.
Vocational Education and Training (VET): The part of tertiary education and training which provides accredited training in job related and technical skills.

This policy relates to Standards for RTOs 2015: 1.2, 1.12, 3.5

PP038 Student Withdrawal Procedure

1. PURPOSE

The Australian Academy of Business (TAAB) understands that at times, circumstances may exist/occur that requires a student to withdraw from their course of study. The purpose of this document is to outline the process for student and staff members to follow in such situations. There is no fee incurred in the withdrawal application process.

2. SCOPE

To all TAAB students and staff members.

3. EFFECTIVE DATES   24 May 2016

4. LEGISLATIVE AUTHORITY

Standards for Registered Training Organisations (RTOs) 2015

5. PARENT POLICY

There is no parent policy for this procedure.

6. PROCEDURE

6.1   Students considering withdrawing from a course are encouraged to call and speak with a TAAB staff member so that consequences (including financial) of such a decision can be discussed, as well as other options that TAAB may be able to offer. Each student's circumstances are considered on an individual case by case basis and notes from the conversation are documented on the students' learner file on the Student Management system (VETtrak), including the time and date of phone conversation.

6.2   If the student remains convinced that they wish to withdraw, then they will be advised that a Cancellation Request email (or SMS) will be sent to them. The TAAB staff member will send the Cancellation Request email (or SMS) which includes details of the consequences (if applicable) withdrawing from the course.

6.3   Students are to send a clear email detailing the reasoning why and when the student wishes to withdraw from their course as well as their full name sent to cancellation@taab.edu.au, alternatively they can send through a letter to the following:

Cancellation
The Australian Academy of Business
PO Box 950
NERANG, QLD 4211

OR

Send an SMS Reply

6.4   Upon receipt of Student's written request, the student will be withdrawn from the course and the student will be notified via email (or SMS) within 24 hours that the withdrawal has been processed.

6.5   If no written communication is received form the student regarding withdrawal, the student will remain enrolled and will still be held liable for all fees outstanding.

Refund

6.6   Students are advised to consult the TAAB Refund Policy in regards to financial obligations.

7. RESPONSIBILITIES

Compliance, Monitoring and Review

7.1   The General Manager is responsible for ensuring compliance with and monitoring implementation of this procedure and to undertake reviews as required.

7.2   The General Manager is responsible for handling student withdrawals as outlined in this procedure document.

7.3   TAAB staff are to direct students to send through written notification of withdrawal as set out in this document.

7.4   The Student is responsible for sending written notice of withdrawal request.

Reporting

7.5   The Compliance Officer is responsible for reporting to the General Manager on issues of policy document implementation, compliance, monitoring and review.

8.   RECORDS MANAGEMENT

8.1   All records relevant to this document will be stored on the student's physical and electronic file.

This policy relates to Standards for RTOs 2015: 5

PP041 Student Support Services Policy

1. PURPOSE

The Australian Academy of Business (TAAB) provides equal access to training and assessment services for all students and where possible flexible training will be provided to ensure that the specific needs of individual students are met.

2. SCOPE

This policy document applies to all prospective and current students.

3. EFFECTIVE DATES   9 January 2017

4. LEGISLATIVE AUTHORITY

Standards for Registered Training Organisations (RTOs) 2015

5. POLICY STATEMENT

Student Support Department

5.1   A student's main contact while enrolled with TAAB, is a Student Support Department that is available to students for any enquiry or clarification they may have, during business hours.

5.2   Two to four business days after enrolment, students will receive a call by one of TAAB's dedicated Student Support staff members, who will welcome the student to the academy and reiterate that TAAB is here to help them along their study journey and that if they have any questions to contact TAAB during business hours. Students will then receive a follow up call one week after. This is to confirm that the student has been able to access their e-learning material or received workbooks and to see how they are going so far.

5.3   The Student Support Department is available Mon-Fri 8am to 5pm. Outside of these hours the student can either email: studentsupport@taab.edu.au or leave a telephone message to 13TAAB (138 222) and one of the Student Support team will contact them within 24 hours (48 hours if call/email is made on the weekend).

Academic Support Services

5.4   Trainers/Assessors are the first point of contact for students requesting academic support. If the Trainer/Assessor is not able to provide requested support, the Trainer/Assessor must immediately notify the General Manager to arrange appropriate support.

5.5   Language, Literacy and Numeracy (LL&N) support is provided for all units as part of the normal course fee (see Language, Literacy and Numeracy (LL&N) policy and procedure).

5.6   TAAB Trainer/Assessors will provide support to students by helping them in their studies and in determining an appropriate level of LL&N in resources material and making reasonable adjustments where possible (See language, literacy and numeracy policy and procedure for further information).

Learner Counselling

5.7   It is vital that students have access to a range of support during their study. Should students require assistance or counselling related to study or personal difficulties, they are encouraged to speak with their trainer/assessor or a Student Support Staff member for referral to appropriate support. TAAB can suggest access to specialised support for those who may need help.
All discussions regarding this area are kept in the strictest of confidence. It is TAAB's policy to inform all guardians and parents of any concerns, grievances or disciplinary action for students under the age of 18.

5.8   TAAB can refer to a service (or students can access themselves) such as:
- 1800RESPECT (Telephone & Online Counselling) - 1800 737 732
- Salvation Army Counselling Service 13 SALVOS (13 72 58)
- Lifeline 13 11 14

6. RESPONSIBILITIES

Compliance, Monitoring and Review

6.1   The TAAB General Manager is responsible for ensuring compliance with and monitoring implementation of this procedure and to undertake reviews as required.

6.2   All staff are responsible for: recognising the cultural diversity of all students, ensuring the equal treatment of all students, encouraging full participation and assist all students to achieve course outcomes and provide equal access to resources.

Reporting

6.3   The Compliance Officer is responsible for reporting to the General Manager on issues of policy document implementation, compliance, monitoring and review.

7. RECORDS MANAGEMENT

7.1   All records pertaining to the nature of this policy will be stored on the student's file (both electronic and physical).

This policy relates to Standards for RTOs 2015: 1.7

PP044 Assessment Policy & Procedure

1. PURPOSE

The purpose of this policy is to provide a guideline that determines whether or not a student enrolled in one of The Australian Academy of Business's (TAAB) courses has developed the required skills, knowledge and achieved the standards of performance required in their assessment to be considered competent.

2. SCOPE

This policy applies to all TAAB students and Assessors.

3. EFFECTIVE DATES   23 May 2016

4. LEGISLATIVE AUTHORITY

Standards for Registered Training Organisations (RTOs) 2015

5. POLICY STATEMENT

5.1   Quality Assessment requires an assessment plan approach that ensures that the process and documentation used allows skills and knowledge of students to be assessed using four primary elements:

1. That assessment decisions are based on the assessment of skills and knowledge required by units of competence drawn from the relevant Training Package.

2. That the target industry requirements are contextualized and integrated within the assessment (if applicable).

3. That evidence is gathered that meets the Rules of Evidence.

4. That assessment is conducted in accordance with the Principles of Assessment

6. PROCEDURE

Principles of Assessment

6.1   In the delivery of assessment services, TAAB applies the Principles of Assessment. Assessment strategies have been designed to ensure:

Validity

- Assessment against the unit/s of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance;
- Assessment of knowledge and skills is integrated with their practical application;
- Assessment to be based on evidence that demonstrates that a student could demonstrate these skills and knowledge in other similar situations; and
- Judgement of competence is based on evidence of student performance that is aligned to the unit/s of competency and associated assessment requirements.

Reliability

- Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

Flexibility

- Reflecting the student's needs; assessing competencies held by the student no matter how or where they have been acquired; and drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.

Fairness

- The individual student's needs are considered in the assessment process.
- Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual student's needs.
- The RTO informs the student about the assessment process, and provides the student with the opportunity to challenge the result of the assessment and be reassessed if ne

6.2   TAAB uses units of competence taken from nationally endorsed industry Training Packages as the primary benchmark for assessment.

Rules of Evidence

6.3   In collecting evidence, TAAB applies the rules of evidence to inform assessment outcomes. Assessment strategies have been planned to ensure:

- **Sufficiency:** The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgment to be made of a student's competency.
- **Validity:** The assessor is assured that the student has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.
- **Authenticity:** The assessor is assured that the evidence presented for assessment is the student's own work.
- **Currency:** The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

Assessment context

6.4   TAAB understands the importance of creating the right context for students during their assessment. Assessment context refers to the physical and non-physical environment in which skills and knowledge are assessed. The non-physical environment refers to things such as workplace policy and procedure and workplace culture. Many units of competence may be applied in any workplace such as skills and knowledge relating to workplace safety or leadership.

6.5   TAAB will apply the following in order to ensure that students are provided with the right context to undertake assessments:

- Information provided to students regarding the expectations of assessors in the evidence required.
- Conduct of the assessment performing real/simulated workplace tasks.
- Incorporation of industry job requirements for students to align with during realistic simulated workplace scenarios and case studies.
- Ensuring the student understands the requirements and feels ready for assessment.
- Creating assessment activities which require the students to conduct specific research relating to industry situations and occurrences.

Plagiarism

6.6   In all work students complete, they are required to reference others work that they may include in their assessments. The act of plagiarism is a breach of the original author's moral rights which is a legal requirement under the Copyright Act 1968.

6.7   Should a student's work be found to contain plagiarism the student will be required to redo the assessment work. Should the student again hand in the same plagiarised work, that unit of competency will be marked as failed and they may be required to re-enrol into that unit again and pay the required unit fee.

6.8   TAAB does not require full academic referencing, but the student must indicate reference to the work of others, both in the text and in a reference list.

Assessment Competency

6.9   All assessment tasks for the unit must be satisfactory before a competent decision can be made.

6.10   If the student does not achieve 'Competency' (C) for an assessment task, they may attempt the task again. Should they remain 'Not Yet Competent' (NYC) they will be taken through additional training. The Student can attempt the task again (3rd time) and if still remaining NYC, then this result will be entered and they may be required to re-enrol into that unit again and pay the required unit fee.

Assessment Appeals

6.11   If the student is not satisfied with the outcome of an assessment may appeal the decision within 5 days of receiving the assessment outcome by completing the Complaints and Appeal form (must request this from TAAB). Further details can be found in the Complaints and Appeals Policy & Procedure.

7. RESPONSIBILITIES

Compliance, Monitoring and Review

7.1   The TAAB General Manager is responsible for ensuring compliance with and monitoring implementation of this procedure and to undertake reviews as required.

7.2   Assessors must adhere to the Principles of Assessment, the Rules of Evidence and Assessment Context when conducting/marking a student's assessment.

7.3   The Student is responsible for ensuring that they provide work that is their own and reference any work that they use that is someone else's.

Reporting

7.4   The Compliance Officer is responsible for reporting to the General Manager on issues of policy document implementation, compliance, monitoring and review.

8. RECORDS MANAGEMENT

8.1   All records relevant to this document are to be maintained as per the Records Management Policy and Procedure.

This policy relates to Standards for RTOs 2015: 1.8

PP049 Language, Literacy and Numeracy (LL&N) Policy and Procedure

1. PURPOSE

This policy document outlines The Australian Academy of Business (TAAB) commitment to LL&N support to all students in order to engage in their study while with TAAB.

2. SCOPE

This policy document is applicable to all prospective students and TAAB staff.

3. EFFECTIVE DATES   9 January 2017

4. LEGISLATIVE AUTHORITY

Standards for Registered Training Organisation (RTOs) 2015

5. POLICY STATEMENT

5.1   The term 'language, literacy and numeracy' refers to five core skills; learning, reading, writing, oral communication and numeracy. These five core skills have been identified by the Australian Core Skills Framework (ACSF) as the essential skills for individuals to hold to successfully complete a course or work effectively in the workplace.

5.2   Therefore, as an RTO, TAAB has in place an LL&N assessment to identify prospective student's LL&N levels to determine whether a course is suitable for the student.

5.3   The following table describes the LL&N levels from ASCF that TAAB will align its LL&N assessment with:

<table>
<tr><th colspan="6">ACSF Performance Variable Grid</th></tr>
<tr><th colspan="2"></th><th>Support</th><th>Context</th><th>Text Complexity</th><th>Task complexity</th></tr>
<tr><td rowspan="3">Five levels of performance (Exit Levels)</td><td>1</td><td>Works alongside an expert/mentor where prompting and advice can be provided</td><td>• Highly familiar contexts
• Concrete and immediate
• Very restricted range of contexts</td><td>• Short and simple
• Highly explicit purpose
• Limited, highly familiar vocabulary</td><td>• Concrete tasks of 1 or 2 steps
• Processes include locating and recognising</td></tr>
<tr><td>2</td><td>May work with an expert mentor where support is available if requested</td><td>• Familiar and predictable contexts
• Limited range of contexts</td><td>• Simple familiar texts with clear purpose
• Familiar vocabulary</td><td>• Explicit tasks involving a limited number of familiar steps
• Processes include identifying, simple interpreting, simple sequencing</td></tr>
<tr><td>3</td><td>Works independently and initiates and uses support from a range of established resources</td><td>• Range of familiar contexts
• Some less familiar contexts
• Some specialisation in familiar/ known contexts</td><td>• Routine texts
• May include some unfamiliar elements, embedded information and abstraction
• Includes some specialised vocabulary</td><td>• Tasks involving a number of steps
• Processes include sequencing, integrating, interpreting, simple extrapolating, simple inferencing, simple reflecting, simple abstracting</td></tr>
</table>

	4	Works independently and initiates and uses support from a range of established resources	• Range of contexts, including some that are unfamiliar and/or unpredictable • Some specialisation in less familiar/ known contexts	• Complex texts • Embedded information • Includes specialised vocabulary • Includes abstraction and symbolism	• Complex task organisation and analysis involving application of a number of steps • Processes including extrapolating, inferencing, reflecting, abstracting
	5	Autonomous learner who accesses and evaluates support from a broad range of sources	• Broad range of contexts • Adaptability within and across contexts • Specialisation in one or more contexts	• Highly complex texts • Highly embedded information • Includes highly specialised language and symbolism	• Sophisticated task conceptualization, organisation and analysis • Processes include synthesising, critically reflecting, evaluating, recommending

6.   PROCEDURE

6.2   Prior to acceptance of enrolment, prospective students must undertake an LL&N assessment. They must meet the following requirements:

Certificate III
• Achievement of competency in Exit Level 2

Certificate IV
• Achievement of competency in Exit Level 3

Diploma
• Achievement of competency in Exit Level 3

Advanced Diploma
• Achievement of competency in Exit Level 4

6.2   TAAB does not discriminate against prospective or current students whose LL&N levels do not meet the required level. In consultation with the student, the trainer / assessor will institute reasonable adjustment to training and assessment material (as long as it does not compromise the integrity of the assessment and still meets the Principles of Assessment).

6.3   TAAB may provide support through the following strategies based on individual needs:
• Provision of assistance alongside the training
• Provision of study buddy, mentor or coach
• Modifying learning materials where appropriate that does not compromise the integrity of the assessment
• Providing flexibility in learning and assessments delivery modes, scheduling and access to support services (e.g. assistance for hearing impaired (ACE) and sight impaired (JAWS))
• One on one tutoring where appropriate OR
• They may be advised to complete a course at a lower level before undertaking their first choice of course.

6.3   Where it is not possible to meet the student's LL&N needs, TAAB may also provide support to the prospective student by recommending external agencies and resources that may assist the student such as:

- **Commonwealth**
  The federal government provides an array of assistance programs to adults in literacy and numeracy which *may* include:
  - Free English lessons
  - Programs to improve basic speaking, reading, writing and numerical skills
  - Practitioner scholarships

  For further information: http://www.australia.gov.au/information-and-services/education-and-training/literacy-and-numeracy

- **The Reading Writing Hotline**
  The hotline provides national services for adults seeking English language, literacy and numeracy information, advice and support.
  The hotline has information on;
  - Adult reading, writing and numeracy classes held locally across Australia or via correspondence
  - Becoming a literacy volunteer
  - Adult LL&N teaching and learning resources
  - Commonwealth-funded programs for Centrelink clients
  - Commonwealth-funded English as an additional language programs for migrants
  - Literacy and numeracy for employers

  For more information visit their website: http://www.literacyline.edu.au or contact them on 1300 655 506

- **The Australian Federation of SPELD Associations (AUSPELD)**
  AUSPELD provides support to people with specific learning disabilities, such as dyslexia, and those who care for, teach and work with them. AUSPELD assists people though the dissemination of information, advocacy, research and support.
  For more information visit their website: http://auspeld.org.au or contact them on 08 9217 2500

Students are expected to cover any costs involved in order to access external support.

7.   RESPONSIBILITIES
Compliance, Monitoring and Review

7.1   The Administration Team is responsible for sending students the LL&N assessment and storing their results in the student's physical file. They must also make note of the results on the Student Management System (VETtrak)

7.2   The Trainer Assessor is responsible for working alongside students and implementing reasonable adjustment where possible.

7.3   Where reasonable adjustment is not possible the RTO is to recommend external agencies and resources as per above.

7.4   The General Manager is responsible for ensuring compliance with and monitoring implementation of this procedure and to undertake reviews as required.

8.   RECORDS MANAGEMENT

8.1   LL&N assessment results must be stored on the student's physical file and noted on VETtrak.

9.   DEFINITIONS

Language, Literacy and Numeracy refers to the five core skills: learning, reading, writing, oral communication and numeracy. These core skills are required by an individual for educational studies, community participation, and or meet workplace requirements.

This policy relates to Standards for RTOs 2015: 1.7

PP051 Student Academic Progression Policy & Procedure

1. PURPOSE

This policy document outlines the principles governing a student's progress through an enrolled course with the Australian Academy of Business (TAAB).

2. SCOPE

This policy applies to **all** students enrolled in a course offered by TAAB.

3. EFFECTIVE DATES   13 January 2017

4. LEGISLATIVE AUTHORITY

Standards for Registered Training Organisations (RTO's) 2015

5. POLICY STATEMENT

5.1   TAAB recognises that students who are at risk of not meeting academic progression requirements requires, as soon as practical, intervention and support.

6. PROCEDURE

Progression

6.1   To identify students not making academic progress or showing signs of not being able to complete a course, Trainer/Assessors will run a quarterly report generated by TAAB's student management system (VETtrak) indicating progression rate of their students. For a student to be showing positive progress it is expected that they successfully complete at least one quarter of their units every three months in the course they are enrolled in.

6.2   Unsatisfactory progress consists of:
- Not Yet Competent (NYC) awarded for a unit of study
- Insufficient progress through the course (they have not successfully completed as least one quarter of their units every three months).

6.3   If a student is progressing unsatisfactorily, the Trainer/Assessor will contact the student to discuss their progress (or lack of progress) and ways in which they can be supported. These may include:
- The suitability of the course and possible alternatives
- Opportunities for re-assessment
- Access to external support (see Student support policy & procedure or LL&N policy & procedure)
- Extending assessment dates and adjusting the student's training plan to reflect these changes
- A reduction in study load (extending the course)
- Attending face to face training (where practicable)
- Offering skype or over the phone training
- Withdrawal from the course

6.4   The agreed intervention including any planned follow up will be noted on the student management system and all required parties will be advised.

6.5   The student must show satisfactory progression within the next quarter. Should a student not show signs of progress after intervention and support has been provided, students may face disciplinary actions such as being unenrolled from the course; fees that have been paid will not be reimbursed unless under extenuating circumstances (see Refunds Policy & Procedure). The student has the right to appeal this decision.

Appeal

6.6 Students who have been withdrawn from a course of study due to not making satisfactory progress within the three months after intervention and support, may make an appeal within 10 days of receiving the notice. An appeal may be made under the following circumstances:
- TAAB's failure to record a student's competency accurately
- Compassionate or compelling circumstances
- TAAB did not implement the agreed intervention strategy and other policies according to its published policies and procedures made available to the student.

6.7 When a student lodges an appeal, the appeal will be conducted in accordance with TAAB's Complaints & Appeals Policy and Procedure.

6.8 If an appeal shows that there was an error made and the student is making satisfactory progress, the student may continue with their studies without any further intervention being required. TAAB will also offer in writing a formal apology for the error.

6.9 If the appeal shows that the student has not made satisfactory progress but there are compelling reasons for the lack of progress, ongoing support must be provided to the student.

6.10 If the appeal is unsuccessful, intervention options will be discussed with the student.

6.11 Students who are not satisfied with the outcome of an appeal to TAAB may access external appeal options as set out in the Complaints and Appeals Policy & Procedures.

7. RESPONSIBILITIES

7.1 TAAB is responsible for:
- Ensuring this policy is available on the website.
- Ensuring the implementation of this policy.
- Monitoring this policy and amending the policy as and when required.
- Establishing a communication process between students and TAAB that is open, fair and confidential.

7.2 Trainers and Assessors are responsible for:
- Monitoring student progress as per this policy and procedure.
- Providing academic support as per this policy and procedure plus TAAB's LL&N policy and procedure, Student support policy & procedure.
- Making note of the steps taken to provide support and the agreed intervention methods on VETtrak.

7.3 Students are responsible for:
- Their academic progression.
- They must advise TAAB if they feel they are not able to progress sufficiently so that they can receive the support they need.
- Participating fully in the supportive actions recommended by TAAB.

Reporting

7.4 Trainer/Assessors are to run quarterly reports to monitor student progression.

8. RECORDS MANAGEMENT

8.1 All records pertaining to student progression must be noted on VETtrak and where applicable a copy is to be stored on the student's physical file.

This policy relates to Standards for RTOs 2015: 1.7