



STAR COMMUNITY COLLEGE

RTO Code 45190

Learner Handbook

2018 - 2019

The CEO's Proposal

As the CEO of Star Community College, I assure that all staff members will fully support the provision of quality education through efficient and responsive management. To ensure high standards in our service delivery, Star Community College has taken a student-centred approach in conformity with the Standards for Registered Training Organisations (RTOs) 2015. Star Community College recognises the salience of integrating current work-place practices with vocational training to deliver programs of the highest quality. Consequently, the delivered education and training need to be current. All trainers and assessors whom Star Community College employs have theoretical, vocational and experiential industry skills. Star Community College will make provisions for human and financial resources to support student experiences in all phases of student journey. The delivery of our scope is informed by teaching methods that are effective, novel, innovative and valid.

Our mission is to provide quality education in aged-care sector linking classrooms with the work-place. We will continue to develop highly innovative training methods to consummate this vision.

As student feedback is highly encouraged and sought after, I welcome your input and advice to ensure that the Star Community College's team adhere to the underlying philosophy of Continuous Improvement in all aspects of Star Community College operations tapping education delivery.

Arvind Pal Singh Chawla

WELCOME

The information in this booklet is there to enable the completion of your studies with Star Community College. The document provides important information to students/learners /candidates by providing guidelines about courses, enrolment procedure, fees, refunds, assessment system, issuance of qualification, complaints and appeals, legislation, student roles and responsibilities, and the RTOs obligations to students/learners. You may contact the RTO directly via email, admin@starcommunitycollege.com.au, or phone: 02 8678 6260, or refer to the website, www.star.edu.au, should you need further information. We will direct every effort in making your education experience enjoyable and stimulating. We understand the hardships involved in undertaking formal education, and this handbook outlines salient elements about student-to-RTO interactions using simple and plain language. We wish you every success in completing your studies at Star Community College.

Learner handbook is available at the RTO website, www.star.edu.au

RTO RESPONSIBILITIES

- ❖ It is the right of all students/learners to study in an environment free of any form of harassment and discrimination.
- ❖ All reports of harassment and discrimination will be treated seriously, in an unbiased, respectful and sensitive manner. Any form of harassment and discrimination is considered an unacceptable behaviour and will be dealt with accordingly. Harassment or discrimination is not to be confused with legitimate comment and advice (including constructive feedback) given appropriately by relevant training staff.
- ❖ In dealing with all complaints, the rights of all individuals involved will be respected, and confidentiality will be maintained.
- ❖ It is the intention of Star International College Pty Ltd's management that a process of discussion, cooperation and conciliation will resolve all complaints. Both the person making the complaint and the person against whom the complaint has been directed will receive information, support and assistance in resolving the issue.
- ❖ Victimisation is unacceptable. No person making a complaint or assisting in the investigation of a complaint will be victimised.
- ❖ The RTO will maintain systems for secure recordings of student enrolments, attendance, completion, assessment outcomes (including Recognition of Prior Learning), results, qualifications issued, grievances and the archiving of records.
- ❖ The RTO will maintain confidentiality of all clients' records.
- ❖ The RTO will ensure that a current copy of the accredited course curriculum/endorsed training package and information regarding the program of study, learning resources and appropriate support services are available to students/learners.
- ❖ The RTO will ensure that training and assessment occur in accordance with the requirements of the accredited course/endorsed training package, Principles of Assessment and Rules of Evidence.
- ❖ The RTO will ensure that reasonable adjustments are applied to promote fairness.
- ❖ The RTO will ensure that all clients are provided with quality training and assessment in compliance with the Standards for registered training organisations 2015, and for the issuance of the AQF certification documentation.
- ❖ The RTO will ensure that assessors and trainers have:
 - ✓ Demonstrated competencies at least to the level of those being delivered and assessed.
 - ✓ Current knowledge and skills in vocational training and learning that informs their training and assessment
 - ✓ Industry experience that is current and relevant to the particular courses/training packages or modules/units of competence that they are involved in delivering.

STUDENT RESPONSIBILITIES

Star Community College is committed to imparting quality education and training. Students/learners play a vital role as their conduct, behaviour and participation is critical to be the recipient of a quality service delivery. We request students/learners to behave in a manner that is ethical and acceptable.

Student responsibilities

- ❖ Participate in and make satisfactory progress within a program
- ❖ Be punctual
- ❖ Observe WHS guidelines
- ❖ Respect other participants and the RTO staff.
- ❖ Student/learners are to use their personal and professional judgement to conform to the general ethical principles prevalent in society as these ethical principles are too numerous to outline in this document.
- ❖ If a student is in disagreement on any topic in the class/workshop, do so with respect.
- ❖ Respect the property of the institution.
- ❖ Get to know fundamental policies and procedures tapping complaints and appeals, fees and refunds, enrolments, assessments, issuance and re-issuance of qualifications, and unique student identifiers (USI). It is the responsibility of the student/learner to read these relevant policies outlined in this document.
- ❖ Integrate feedback of trainers and assessors to foster their learning.
- ❖ Submit assessments and coursework on time and communicate with trainers/assessors in case of resubmissions or re-assessments.
- ❖ Stay up-to-date with their fees.
- ❖ Not to indulge in plagiarism, cheating, or collusion (two students/learners submitting the same work) during assessment completion.

Professional Behaviour

Star International College Pty Ltd Management encourage any trainer or staff member who is dissatisfied with the behaviour or performance of the learner has the authority to:

- ❖ Warn the student that their behaviour is unsuitable, or
- ❖ Ask the learner to leave the class, without refund or acceptance into another course, or
- ❖ Immediately cancel the class.

If the learner wishes to object or lodge an appeal against the disciplinary action taken, they have the right and opportunity to follow the Star Community College's appeals procedure.

Plagiarism

Plagiarism is the “wrongful appropriation” of another author’s “language, thoughts, ideas or expressions,” while presenting them as one’s own original work. Therefore, all learners are encouraged to acknowledge original authors/writers. Although, learners/students are encouraged to use APA Style or Harvard Style referencing, they will not be marked unfairly as long as they acknowledge original authors clearly.

Policy

Plagiarism is considered an academic dishonesty and a breach of journalistic ethics. It is subject to sanctions like expulsion. It is quite reasonable to research material in the course of undertaking assessments. All sources, however, must be clearly referenced. Star Community College's trainers/assessors take a strict approach to plagiarism and proven incidents will not be tolerated.

The RTO may use plagiarism detection tools to ascertain the authenticity of the learner's work.

Star Community College reserves the right to terminate the training and/or assessment of any student found guilty of academic misconduct such as, plagiarism, cheating, or collusion.

Bullying

Learners are not to engage in bullying. It is a maladaptive behaviour that suggests a real or perceived power over another party, or otherwise undermines a person or group, generally comprised of repeated, persistent acts over a period of time.

ENROLMENT PROCESS

Enrolment related enquiry

Once you have identified your professional learning needs, the enrolment is as easy as dropping an email or contacting the RTO staff by phone. Potential students/learners may contact the RTO via email (admin@starcommunitycollege.com.au), or phone, 02 8678 6260, with the expression of interest to enrol by completing an Enrolment Form.

All students/learners will be recruited in an ethical and responsible manner. Our Equity and Access policy and procedure ensures that client selection decisions comply with equal opportunity and other relevant legislation, regulations and standards.

Overview of Steps to Enrol

Step 1: Please contact the RTO via email, (admin@starcommunitycollege.com.au), or phone, 02 8678 6260, to enquire about our course, and your interests and the alignment of the preferred unit with your needs. In short, **the first Step** requires you to read our **Marketing Flyer** and **Learner Handbook (RTO website: www.star.edu.au)** for the Course (s). You will need to then evaluate if this course including all terms and conditions and admission requirements and course commitments are right for you.

Step 2: After examining the Marketing Flyer **and** Learner Handbook (1st STEP) on RTO website potential learners or students are required to complete the **Enrolment Form (2ndSTEP)**. It is that simple.

Steps 3: Once, you complete the Enrolment Form by providing accurate information, our staff will assess you on various admission requirements of the Course. Enrolment Form will also allow us to know about your language, literacy and numeracy and your support needs.

See Section on Qualifications on Offer to learn about various aspects of the course.

NOTE: *Copies of identification documents, testamurs or transcripts must be certified by a Justice of Peace.*

- Once the enrolment is processed, the student/learner will receive their payment invoice, learner materials, time-table, work-placement details, trainer/assessor details for regular contact and support related information.
- Processing of enrolment can take up to 14 calendar days.

QUALIFICATION ON OFFER

CHC33015 – CERTIFICATE III IN INDIVIDUAL SUPPORT



This qualification reflects the role of workers in the community and/or residential setting who follow an individualised plan to provide person-centred support to people who may require support due to ageing, disability or some other reason. Work involves using discretion and judgement in relation to individual support as well as taking responsibility for own outputs. Workers have a range of factual, technical and procedural knowledge, as well as some theoretical knowledge of the concepts and practices required to provide person-centred support.

To achieve this qualification, the candidate must have completed at least 120 hours of work as detailed in the Assessment Requirements of the units of competency.

No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of publication.

OUR TARGET CLIENTS

Cohort 1

Our clients are 18 plus years old, already working in community services sector in various roles: nurses, social workers, individuals in support and similar roles looking to undertake formal nationally recognised training at **AQF level III**. The potential learner must meet the Admission Requirements outlined.

Cohort 2

Our clients are 18 plus years old Unskilled job seekers looking to work in community services sector in various roles: social workers, support work and similar roles and wanting to study nationally recognised training at **AQF level III**. The potential learner must meet the Admission Requirements outlined.

ADMISSION REQUIREMENTS

1. Applicant must be 18 years or older.
2. Learners are required to have proficient language literacy and numeracy (LLN) skills. Learning, reading, writing, oral communication and numeracy (for the Qualification). Individuals will be assessed for this requirement during enrolment phase.
3. Learners need to be able to complete work-placement of at least 120 hours of direct support work in at least one aged care, home and community, disability or community service organisation.
4. Students must be able to attend classes at Blacktown campus and industry-based training.

DELIVERY

The Qualification is delivered via classroom, self-paced and workplace as per the following arrangements:

- a) Face-to-face delivery (All units)
- b) Self-paced learning (All units from 2 text books, Learner Guide)
- c) 120 hours of direct support work in at least one aged care, home and community, disability or community service organisation
- d) Industry-based training by our trainer (Star Community College partners with multiple workplaces to provide its students training and exposure to the industry)

MATERIALS

- ❖ All students/learners will be provided student workbooks and relevant course handouts.
- ❖ Sufficient copies of 2 text books will be made available. However, the students are encouraged to buy the resource as the Texts will be a valuable addition to our tools even during your career in aged-care.
- ❖ Students/learners will receive access to supplementary materials wherever applicable.
- ❖ Students/learners will have access to supplementary resources. These resources are available for borrowing (ask RTO staff).
- ❖ Other forms will be sent along with Delivery Plans
- ❖ Instructions about operating Skype

CLASS ROOM DELIVERY ADDRESS

- Suite H, Level 1, 111 Main Street | Blacktown, NSW 2148

INDUSTRY-BASED TRAINING

- Industry-based training address will vary from student to student as per contextual factors (student availability, location, convenience).

DELIVERY

Also, qualification will be delivered as **Stand-alone** units.

TRAINING DURATION

At Star Community College, this course will be delivered in 30-weeks (3 day per week).

1. Mandatory work placement and evidence of log

Students enrolled in the qualification program will need to undertake a minimum of 120 hours of direct support work in at least one aged care, home and community, disability or community service organisation. If the student has access to their own workplace, the work-placement is to be approved by Star Community College before the student can commence required placement hours. Students without workplace will be allocated a placement by Star Community College at no additional cost. All students are to Log their work placement including the duties / tasks undertaken as per our log-Book.

QUALIFICATION UNITS

Total number of units = 17

- ❖ 7 core units
- ❖ 10 elective units:

Unit Code	Unit Title	Delivery A = Classroom B= Self Paced C = 120 Work-placement D = Industry-based training
CHCCCS015	Provide Individualised Support	A, B, D
CHCCCS023	Support Independence and well being	A, B, C, D
CHCCOM005	Communicate and work in health or community services	A, B, D
CHCDIV001	Work with diverse people	A, B, D
CHCLEG001	Work legally and ethically	A, B, D
HLTWHS002	Follow safe work practices for direct client care	A, B, D
HLTAAP001	Recognise healthy body system	A, B, D
CHCAGE001	Facilitate the empowerment of older people	A, B, C, D
CHCHCS001	Provide home and community support services	A, B, D
HLTAID003	Provide first aid	A, B
CHCAGE005	Provide support to people living with dementia	A, B, D
CHCCCS011	Meet personal support needs	A, B, D
CHCCCS025	Support relationships with carers and family.	A, B, D
CHCDIS007	Facilitate the empowerment of people with disability	A, B, D
CHCDIS003	Support community participation and social inclusion	A, B, D

CHCDIS002	Follow established person- centred behaviour support.	A, B, D Simulation Responding to at least 1 critical incident relating to adverse behaviour in accordance with individualised behaviour support plan and organisation s policies and procedures
CHCDIS001	Contribute to ongoing skills development using a strengths-based approach.	A, B, D

ASSESSMENT METHODS

Star Community College integrates range of assessment methods ensuring that assessment meets principles of assessment and learners have variety of options to demonstrate their skills and knowledge.

- a) Theory Questions / Answers
- b) Practical demonstration by students
- c) Case Study based skills and knowledge tasks
- d) Simulation-based assessments
- e) Role-Play based skills and knowledge tasks
- f) Third-party evidence
- g) Recognition of Prior Learning (RPL)

ASSESSMENT SYSTEM

- ❖ Star Community College training and assessment strategies are informed by our regular engagement with the aged-care sector and industry, ensuring that our learners receive training that is indicative of current industry standards.
- ❖ Assessment is competence based. Learners are required to complete required assessment tasks which collectively reflect the requirements of the unit(s) of competency and current workplace practices and trends.
- ❖ Assessment is continuous throughout the duration of the unit(s) of competency.
- ❖ If learners' work is assessed to be not competent, additional educational and special support (e.g., additional trainer contact is offered through Skype, individual meetings etc.) will be afforded, and reasonable adjustments will be applied in special circumstances. Also, learners will be given the opportunity to re-submit their work at no additional cost.
- ❖ Feedback and information regarding the learner's competence and study progress will be provided by Star Community College trainer/assessors.
- ❖ Ongoing support is available to all learners and will be provided as soon as the need is identified.

AWARD

Learners obtaining a '**satisfactory**' result for all assessments for the relevant Qualification will achieve the nationally recognised award for: **CHC33015 - Certificate III in Individual Support**.

FEES / REFUND POLICY

The Qualification offered by Star Community College has a specific fee. The fee is the maximum fee that will be charged to the student / learner /candidate.

Star Community College operates as a '**fees for service**' training business. All clients will be required to pay fees as per the following criteria:

FEES & CHARGES FOR CHC33015 - CERTIFICATE III IN INDIVIDUAL SUPPORT

Course Detail	Enrolment Fee (Non-refundable)	Specialisation Tuition Fee	Material Fee	Payment Plan Negotiable
CHC33015 Certificate III in Individual Support Specialisation (Ageing + Home & Community)	\$150	\$1050	\$150	Yes
CHC33015 Certificate III in Individual Support Specialisation (Disability or Ageing)	\$150	\$650	\$150	No
CHC33015 Certificate III in Individual Support Specialisation (Ageing + Disability + Home & Community)	\$150	\$1350	\$150	Yes
RPL Fees (Any Specialisation)	\$50	\$600	NA	NO

Calculations for **Total fees** for qualification: (Enrolment fees + Material fees + Tuition Fees as *per each specialisation*). Payment plan can be negotiated with the RTO administration wherever specified. It is noteworthy that Star Community College does not accept pre-paid tuition fees more than \$1500 in advance.

AND

- ❖ No withdrawal fee is applicable.
- ❖ No re-submit fee applies.
- ❖ No re-assessment fee applies.
- ❖ No fees apply to the issuance of the statement of attainment.

Qualification reissuance fees

When the student requests a new copy of his / her certification, the fees of \$65 apply.

Fee information is also available via:

- ❖ Star Community College's, 'Marketing Brochure' available on the website: www.star.edu.au
- ❖ Direct email from Star Community College, admin@star.edu.au

Fees for the gap training

- ❖ The RTO's fees/refund relevant to the training delivery model is applicable during gap training.

Refund Structure

Refunds

Note: Refund request needs to be submitted in written or by email. Request time will be calculated based on time when request is submitted. If refund request received after hours by email that will be consider in next working day's request.

1. Please refer to the student handbook for information on refunds.
2. A non-refundable administration/enrolment fee of \$150 must be paid, (\$50 for RPL) prior to course commencement, to confirm place into a course.
3. Administration/ enrolment fees are not refundable and cannot be transferred to another student.
4. Refunds is allowed in the following circumstances:
 - Participants have overpaid
 - Participants enrolled in training that has been cancelled by Star Community College.
 - If the participant withdraws from a course or program due to illness or extreme hardship as determined by Star Community College.
 - If the participant withdraws two weeks before commencing training.
5. Refunds are calculated as:
 - $\text{Refund} = \text{total fee} - \text{administration fee} (\text{number of commenced and / or completed units} \times \text{unit cost})$
6. No refunds will be issued after commencement of the course.
7. Students are responsible for safe storage of their certificates and Statements of Attainment. If a student requires a reissue of their Certificate or Statement of Attainment, an administration of \$65 will be charged.
8. The RTO will adhere to the **STATE CONSUMER LAW**, where cooling off period be observed.

Information is provided prior to enrolment or the commencement of training and assessment, whichever comes first, specifies the student's rights as a consumer, including but not limited to any statutory cooling-off period (where applicable) and the student's right to obtain a full refund for services not provided by the Star Community College in the event the:

- ❖ Arrangement is terminated early, or the RTO ceases its operations
- ❖ Star Community College fails to provide the agreed services.

Note: Enrolment Fees including the prepaid tuition fees is refunded in full under two scenarios:

- Star Community College fails to provide the agreed services.
- Subject to the state consumer law.

NATIONAL RECOGNITION / CREDIT TRANSFERS

Credit transfer is available for completed past studies from other registered training organisations. Learners are advised of the process of applying for credit transfer and assisted by the RTO trainer/Assessor during the application process. This information is also contained in the Enrolment Form that learners will complete prior to their enrolment.

RECOGNITION OF PRIOR LEARNING (RPL)

Recognition of prior learning (RPL) is the acknowledgement of skills and knowledge gained through life and work experience and previous training. We have the expertise to support experienced participants to have their existing skills and knowledge recognised. The candidate's skills and knowledge will be assessed and validated, and where appropriate, unit(s) of competency will be awarded, reducing the amount of formal training required to be undertaken. The recognition of prior learning procedure will be made known to candidates at the time of enrolment. If you can demonstrate competence through provision of sufficient, current, valid and authentic evidence of work experience, life skills, RPL formal assessment, and study or via other evidence, then you may be granted RPL for that unit(s) of competency.

STUDY PATHWAYS

- ❖ CHC43015 Certificate IV in Ageing Support
- ❖ CHC43115 Certificate IV in Disability

Note: Star Community College does not offer pathway qualifications currently.

EMPLOYMENT PATHWAYS

Employment pathways can include assistant in nursing, care assistant, care worker, community care worker, community house worker, community support worker, in-home respite worker, personal care assistant, personal care worker, support worker, home care assistant, disability service worker.

Assessment submission

After completing required assessment tasks, students/learners may submit completed assessments in person, or alternatively via post by addressing it to Star Community College. The completed assignments can also be submitted via email (refer to 'Learner Assessment Guide').

Course changes

Course and unit (s) content, scheduling, and resources are subject to occasional change. However, all students/learners will be notified of such changes before the commencement of their training. If the changes are due to the competency being superseded, transition period is allowed for students/learners undertaking the unit and the unit of competency will not be advertised for further enrolments. Students/learners are to contact Star Community College for further information prior to their enrolment.

Fees Change

Once the Learners complete the Enrolment Form and signs the form, the course fees **are not** subject to any change.

SUPPORT SERVICES

Student support policy

Star Community College will assist all Learners in their efforts to complete training programs by all methods available and reasonable. Star Community College will determine the support needs of individual Learners (i.e., via Enrolment Form) and provide access to the educational and support services necessary for the individual student to meet specific requirements of training packages. Star Community College will continue to develop strategies to make support available where gaps are identified. Learners are encouraged to talk with their available first point of contact, by informing the RTO about difficulties they face.

As Trainers are considered first point of contact for learners, they are responsible for ensuring that all Learners are aware they can contact their trainer/assessor if learners are experiencing difficulties with any aspect of their studies. Staff will ensure Learners have access to the full resources of Star Community College to assist them in achieving the required level of competency.

In the event, the learner is experiencing personal difficulties, training staff will encourage the student to contact Star Community College who will provide discreet, personalised and confidential assistance as per the nature of the difficulties.

In the event, the learner's needs exceed the capacity of the support services Star Community College can offer, learners will be referred to an appropriate external agency. Extensive information regarding support agencies, resources and services may be sourced externally. Star International College Pty Ltd staff members will assist Learners to source appropriate support.

Once identified, the RTO will deploy its available support by initiating contact with the student. The student will be individually guided through his/her learning.

The following support will be available to learners:

- ❖ Although, all students/learners are offered one-to-one feedback with their trainer/assessor on regular basis, additional feedback is also arranged if the learner needs that support.
- ❖ Also, students/learners can avail additional trainer contact during Skype, Goggle Hangouts and via the RTO Facebook page.
- ❖ Students/learners can utilise 'peer discussions' facilitated through the Facebook page.
- ❖ Access to supplementary business resource upon request.
- ❖ RTO trainers will regularly maintain phone contact with identified learners.
- ❖ Access to subject matter experts within business industry (e.g., provision of guest speakers during some class-room training).
- ❖ Support to access external services e.g., counselling, financial advice etc., (will be done on a case-to-case base). Learners may access counselling services by contacting:
- ❖ Endeavour Wellness Blacktown, Westpoint Shopping Centre, Suite 605, Level 6, Westpoint Office Towers, Alpha St, Blacktown NSW 2148, Australia
- ❖ APS Clinical Psychologist, 2/30 Campbell St, Blacktown NSW 2148, Australia
 - Phone: 02 2 9651 6645
- ❖ Blacktown Psychological Services, 16 Valda St, Blacktown NSW 2148, Australia
- ❖ Phone:02 9671 5078
- ❖ Off-campus help is also provided using web technology, to assist with the competency progress.

- ❖ Although, all learners are required to have access to a computer, learners are provided access to computers on campus.

Language, Literacy and Numeracy (LLN): The RTO conducts a Enrolment Form prior to enrolling participants in the competency to determine LLN needs. Although, this cohort of learners is expected to demonstrate proficient LLN skills, LLN assessment will take place prior to course commencement to assess an individual's skills and capabilities and relevant educational support will be facilitated by the trainer. Students/learners may visit the website, <http://www.australiancurriculum.edu.au/generalcapabilities/literacy/introduction/introduction>, to enquire about their nearest LLN support centre.

Flexible delivery and reasonable adjustments

Star Community College recognises that some people are better suited to learning via teaching methods not usually obtained in the traditional classroom setting. With some minor adjustments to teaching and assessment methods, the learner who is experiencing difficulty in learning and achieving the desired results in the traditional setting may show considerable improvements.

The staff and management of Star International College Pty Ltd respect these differences among Learners and will endeavour to make any necessary adjustments to their methods in order to meet the needs of a variety of Learners. For example, the inability to complete a written assessment will not be interpreted as a sign of incompetence, provided the learner can verbally demonstrate competency.

Acceptable and reasonable adjustments to teaching and assessment methods may include, but are not limited to; having a trainer read assessment materials to Learners, having the learner's spoken responses to assessment questions recorded or allowing the learner to sit for an assessment alone in a different room. In the case of disability, the RTO will provide reasonable adjustments according to its policy on reasonable adjustments and individualised access plan will be formulated.

Star International College Pty Ltd staff will pursue any reasonable means within their ability to assist Learners in achieving the required competency standards. In the event that the learner's needs exceed the capacity of the support services Star Community College can offer, they will be referred to an appropriate external agency. All additional support may incur cost to the learner.

Learner Feedback

Upon completing each unit of competency, learners are encouraged to provide their feedback about their learning experience at the RTO by way of completing the *Learner Feedback Form*. Your feedback is voluntary. However, we insist that you provide your feedback to inform our practices relating to training and assessment as it will benefit you in turn.

Trainers & Assessors

- ❖ The RTO trainers and assessors are the first point of contact to determine whether a student requires academic and non-academic support.
 - ❖ This support may include providing:
 - Language, Literacy and Numeracy (LLN) support
 - Changing the modality of assessments if learner has a disability (See reasonable adjustment policy)
 - additional tutorials, Skype support sessions, Google hangouts discussions
- The RTO trainers and assessors are required to pay attention to learning difficulties that some learners might experience.

- ❖ The RTO conducts enrolment assessment (i.e., a self-assessment as part of the enrolment process) to determine support needs of learners. However, if a learner is not identified during pre-enrolment information gathering due to personality reasons, trainers/assessors must bring this to the attention of the CEO soon they notice that learner may need additional support.

- ❖ The RTO will also conduct Language literacy and numeracy assessment to determine required LLN levels to complete the units.
- ❖ Trainers and assessors are to provide students with information that Students/learners may visit the website, <http://www.australiancurriculum.edu.au/generalcapabilities/literacy/introduction/introduction>, to enquire about their nearest LLN support centre.
- ❖ If a learner is identified with LLN related support, the RTO is unable to enrol students, however, if a learner can demonstrate LLN skills at a further point and after seeking LLN related help from external resources, the RTO will provide the learner another opportunity to sit LLN assessment.
- ❖ The RTO is unable to enrol students who do not meet LLN requirements. However, if a student has a disability, the support is provided as per the RTO policy on reasonable adjustments and an access plan is put together.
- ❖ Trainers / assessors are to invite students for off-campus discussions and support.
- ❖ Trainers and assessors are to provide extra optional support to students who are going through difficulties.
- ❖ Trainers / assessors are to use Skype and Google Hangouts to provide Webinar support.
- ❖ All support provided will be documented in the student file.

Reasonable adjustments

Reasonable adjustment means adjustments that can be made to the way in which evidence of learner performance is collected. Whilst reasonable adjustments can be made in terms of the way in which evidence of performance is gathered, the evidence criteria for making competent / not yet competent decisions (and / or awarding grades) will not be altered in any way. The RTO has the reasonable adjustment policy in place.

Reasonable Adjustments are measures or actions to assist a student with a Disability to participate in learning, teaching and assessment on an equivalent basis to other students that are determined as reasonable.

- Whether an adjustment is reasonable will be determined in accordance with the Disability Standards for Education. This will involve taking into account all the relevant circumstances and interests, including the student's Disability; the effect of the proposed adjustment on the student and on anyone else affected, including STAR COMMUNITY COLLEGE, staff and other students.

- Notwithstanding the above, an adjustment is not reasonable if it would:

1. Compromise the integrity of the program or course or assessment requirements and processes; or
2. Remove or bypass any Inherent Requirements.

Making decisions about reasonable adjustment: Once information has been shared, decisions about reasonable adjustment should be made collaboratively with the learner, trainers, and the student support teams, e.g., CEO. Sometimes, when it is difficult to identify evidence of need or where the impacts are more complex, teaching staff may seek further advice from external experts.

There are specific needs that STAR COMMUNITY COLLEGE might consider during the decision-making process tapping reasonable adjustments.

- Writing
- Reading
- Hearing
- Communicating with others or getting ideas across
- Moving or manipulating objects
- Paying attention/staying on track
- Sitting for long periods
- Moving around the learning environment
- Remembering/retention
- Dealing with frustration.

Sometimes a learner is unable to meet the inherent requirements of the course, even with reasonable adjustment. For example, Occupational Health and Safety requirements can preclude learners' participation in some core course activities. If the course is not suitable for the particular learner, RTO will offer counselling about alternative training and career path options.

See the Reasonable adjustment policy for detailed information.

Access Plan

The Access Plan refers to the formal written statement prepared by the participants' nominated trainer and assessor in consultation with the Manager, RTO. The Plan outlines the impact of a student's Disability and the Reasonable Adjustments applied to enable the student's equitable access to learning, teaching and assessment.

- An Access Plan will be prepared by the student support service in consultation with the student. The Disability Service may consult with the course trainers or other appropriate faculty staff in order to determine whether a proposed adjustment would be reasonable.

Non-academic support

Referring students to external services. Support to access external services e.g., counselling, financial advice etc., (will be done on a case-to-case base). Learners may access counselling on their own cost by contacting: Endeavour Wellness Blacktown; Address: Suite 605, Level 6, Westpoint Office Towers, Alpha St, Blacktown NSW 2148; Phone:1300 958 517, or some other health professional of their own choice.

LEARNER HANDBOOK

Information on RTO policies and support is provided to all learners via learner handbook prior to or at the same time of enrolment.

All students are provided with a copy of the learner Handbook prior to enrolling with the RTO.

The handbook contains information on:

- ❖ Services, facilities and resources available to students
- ❖ Student support policy across 5-phases of student journey
- ❖ Fees and refunds
- ❖ Complaints and appeals
- ❖ Reasonable adjustments
- ❖ Access plan
- ❖ Flexible delivery
- ❖ Assessment Policy
- ❖ Legislation related information
- ❖ Simulated learning
- ❖ Training locations
- ❖ Fees and refunds
- ❖ Student obligations
- ❖ Support during course transition

STUDENT SUPPORT AS PER 5-PHASES OF STUDENT JOURNEY

Star Community College's Staff will support students across all 5 phases of student journey via all possible mechanisms guided by our Student Support Policy.

Phase 1 - Marketing and recruitment

During the first Phase, the RTO provides accurate information about courses and services. Also, we are here to promptly support you by clarifying marketing information in respond to your queries.

Phase 2 -Enrolment

Star Community College ensures that you have required skills (e.g., language, literacy, numeracy, prior education, life experience) to undertake and complete the course. To do so, we will obtain relevant information during *pre-enrolment* phase.

Phase 3 - Support and progression

The information obtained via pre-enrolment phase will also allow us to know about your training and support needs. Your trainer will be mindful of your needs during training and conducting assessment. We will ensure that complaints and appeals are recorded, acknowledged and dealt with fairly, efficiently and effectively.

Phase 4 - Training and assessment

Star Community College ensures that only qualified trainers and assessors provide you with relevant training and assessment. We have ensured that our training is sufficient, appropriate, valid and well-spaced before we assess you. Our trainers and assessors have mapped specific text-books at the level of each unit of competency to ensure your self-paced learning outside classrooms and also in the workplace. Furthermore, for situations involving contingencies (e.g., critical incidents), our trainers will use Simulations to ensure that you have realistic exposure to these rare situations. Our assessment activities are fair and well explained and students are given helpful feedback so that you can improve and take these skills to your workplace.

Phase 5- Completion

We will ensure that learners receive AQF Certification in a timely manner. Completed and submitted work will be assessed within **30 calendar days**, and feedback will be provided, and final statement of attainment (or AQF certification if the whole qualifications is completed) upon completion will be issued in **30 calendar days** of the learner being assessed as meeting the requirements of the training product.

AQF CERTIFICATION ISSUANCE

Only, when the client is deemed competent and full payment has been received (including RPL), the relevant AQF certification will be sent out to the client within 30 calendar days after the completion of the training program.

PLEASE NOTE that once Star Community College receives the student's assessment task, marking time can be up to 30 calendar days. In the case of RPL, the duration of the marking process varies depending on the client's individual circumstances. If the assessor requires further information, they will contact the student.

TRAINING AND ASSESSMENT

Star Community College is committed to delivering high quality training and assessment services that meet the expectations of their students/learners. To ensure this, the RTO has implemented processes for data collection and analysis within its operations that ensure the continuous improvement of training and assessment. Continuous improvement measures in this area respond to the results of data analysis and involve all internal and external stakeholder groups.

The quality and continuous improvement policy and procedure defines the methods of data collection and analysis. To provide high quality outcomes to their clients and students/learners, Star Community College ensures that strategies for training and assessment are developed with effective consultation with industry, potential learners and stakeholders.

PRINCIPLES OF TRAINING AND ASSESSMENT

Training and assessment strategies developed by Star Community College will adhere to the following principles:

- ❖ Training and assessment strategies are developed for each unit of competency that will be delivered and assessed. Each strategy provides a framework to guide learning requirements and the training and assessment arrangements of each training product – the macro level requirements of the learning and assessment processes.

- ❖ All competencies will require the development of a training and assessment strategy.
- ❖ Each training and assessment strategy will be developed in consultation with industry representatives, trainers, assessors and key stakeholders
- ❖ Training and assessment strategies will reflect the requirements of the relevant training package and will identify target groups
- ❖ Training and assessment strategies will be validated annually through the internal review procedures and industry consultation.

Quality training and assessment principles

Star Community College will apply the *Principles of Assessment and the Rules of Evidence* to achieve positive outcomes.

Principles of assessment

To ensure quality outcomes, assessment should be:

- ❖ Fair
- ❖ Flexible
- ❖ Valid
- ❖ Reliable

Fair

The individual learner's needs are considered in the assessment process.

Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs.

The RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary. Learners have access to the appeal form online through RTO website, www.star.edu.au

Appeal forms will also be provided along with the Learner Assessment Guides.

Flexible

Assessment is flexible to the individual learner by:

- ❖ Reflecting the learner's needs;
- ❖ Assessing competencies held by the learner 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.

Valid

Assessment is valid when the process is sound and assesses what it claims to assess. Validity requires that:

- ❖ 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 learner could demonstrate these skills and knowledge in other similar situations; and
- ❖ Judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements

Reliable

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

Rules of Evidence

These are closely related to the principles of assessment and provide guidance on the collection of evidence to ensure that it is:

- ❖ Valid
- ❖ Sufficient
- ❖ Authentic
- ❖ Current

Valid

The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.

Sufficient

The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency.

Authentic

The assessor is assured that the evidence presented for assessment is the learner's own work.

Current

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. This is particularly relevant to RPL.

Assessment Policy

Star Community College acknowledges the critical role that assessment plays in determining the competency of students/learners. In developing the assessment (including RPL) for the units of competencies, the RTO ensures:

- ❖ Student has up to 1-year to finish the Qualification including the work-placement (if applicable) component. If student took longer than 1-year period, additional fee may be applicable.
- ❖ We will ensure that assessment meets principles of assessment (See the section, Training and assessment).
- ❖ We will also ensure that the evidence provided by you meets the rules of evidence (See the section, Training and assessment). Students are to submit their original work (i.e., authentic work and not plagiarised).
- ❖ Compliance with the assessment guidelines from the relevant training package and unit of competency.
- ❖ Assessment leads to a statement of attainment under the Australian Qualifications Framework (AQF).
- ❖ Assessment complies with the principles of competency-based assessment and informs the student of the purpose and context of the assessment.
- ❖ Evidence collected conforms to the rules of evidence.
- ❖ The application of knowledge and skills is relevant to the standard expected in the workplace, including skills for managing work tasks, contingencies and the job environment
- ❖ Timely and appropriate feedback is given to students/learners.
- ❖ Assessment complies with Star Community College's access and equity policy.
- ❖ All students/learners have access to re-assessment on appeal.
- ❖ Appeals will be resolved within 30-days.
- ❖ Once the client is deemed competent and full payment has been received (including RPL), the relevant AQF certification will be sent out to the client within **30 calendar** days after the completion of the training program.

Star Community College implements an assessment system that ensures that assessment (including Recognition of Prior Learning) complies with the assessment requirements of the relevant training package or VET accredited course. Star Community College recognises that each unit of competency contains

assessment requirements relating to: performance evidence, knowledge evidence and assessment conditions outlined by the relevant training package.

SIMULATED ENVIRONMENT

Star Community College ensures that the training is delivered to the standards of a real workplace environment. Our assessment and training assimilate workplace environment at the RTO facility, by which students/learners are required to complete a variety of assessment tools. The RTO will utilise simulations to train and assess learners. The RTO assessors have relevant instructions to carry out simulations. During formative assessment, Students/learners will also respond to case-studies and practical tasks, giving meaningful and realistic learning opportunities. Your trainer and assessor may carry out simulations during on the job training.

What is a Simulated environment?

A simulated environment involves the candidate completing or dealing with a task, activity in an off the job situation that replicates the workplace context and scenarios. Simulations allow recreating realistic workplace situations for instances where real performance is difficult or not ethically or legally possible. For example, situations such as difficult customers, abuse and emergency situations cannot be carried out in reality due to various issues outlined. Hence, learners are trained using simulated environments. Simulated environment could involve high fidelity virtual platforms. In developing simulations, the emphasis is not so much on reproducing external circumstance but on creating situations where you to demonstrate:

- ❖ Skills and knowledge
- ❖ Core skills such as decision making and problem solving
- ❖ Workplace practices such as effective communication
- ❖ Other skills and performance evidence related to the unit of competency or accredited unit you are undertaking

For example, some of the resources used to simulate environments in aged-care and for the delivery and assessment of this unit are the following:

- ❖ Computers with fast internet
- ❖ Assessor in the role of carer, patient, supervisor etc.
- ❖ Individualised plans
- ❖ Case-studies
- ❖ Workplace scenarios
- ❖ Textbooks
- ❖ Student Workbooks
- ❖ Access to real workplace
- ❖ Microsoft Word
- ❖ Assessor Guide (assessor instructions)
- ❖ Learner Assessment Guides

RECOGNITION OF PRIOR LEARNING

Recognition of prior learning means recognition of competencies currently held, regardless of how, when or where the learning occurred. These competencies may be attained through any combination of formal or informal training and education, work experience or general life experience. In order to grant RPL, the assessor must be confident that the student is currently competent against the endorsed industry or enterprise competency standards or outcomes specified in Australian Qualifications Framework relevant to the unit. The evidence may take a variety of forms and could include previous certification, formal RPL assessment, references from past employers, testimonials from clients and work samples. The assessor must ensure that the evidence is authentic, valid, reliable, current and sufficient.

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

Star Community College's Recognition of Prior Learning Process

Recognition of Prior Learning (RPL) is an assessment process that assesses an individual's formal, non-formal and informal learning to determine the extent to which the individual has achieved the required learning outcomes, competency outcomes, or standards for gaining recognitions for competencies.

The recognition of prior learning (RPL) process will be offered to and explained to all relevant students/learners. All students/learners will have access to Star Community College's RPL policy through this Learner handbook. The candidates may obtain information prior to their enrolment.

Students/learners who believe they have already obtained current skills and knowledge that would otherwise be covered in the unit of competency for which they intend to attain, should apply for RPL before or at the time of enrolment (i.e., Tick RPL Enrolment on the Enrolment Form). The student's skills and knowledge will be assessed and validated, and where appropriate, units of competency acknowledged, and face-to-face training reduced. *The RTO has Enrolment Form to ascertain RPL.* When the learner and the RTO trainer/assessor have identified RPL, the candidate will proceed with RPL process. The candidate will be provided all necessary information about the completion of RPL assessment and documentary evidence required.

Star offers recognition of prior learning (RPL) to all eligible candidates only.

Prospective students will be made aware of the RPL policy and process prior to enrolment in to the program, via discussions and the Student Handbook and Star International College website and are encouraged to apply if they believe that they may be eligible.

Recognition of Prior Learning (RPL) Process:

Star has the RPL Process to ensure that RPL meets the principle of assessments and rules of evidence. The RPL process is outlined in detail on the RPL Policy on Recognition of Prior Learning (RPL).

RPL STEPS are the following in this Sequence:

STEP 1

The Candidate completes **the Enrolment form** and indicate to seek RPL assessment for his/her knowledge and skills. The candidate also provided documentary evidence as required by **Enrolment Form**.

STEP 2

The Admin staff assesses the information provided by the Student via Enrolment Form documents.

STEP 3

The Admin staff appoints the Assessor to initiate the assessment whether the Candidate is eligible for RPL Assessment for elected unit (s). Student has to communicate with the Assessor from here onwards.

STEP 4

The Assessor Maps your provided evidence (resume, Work experience, skills, knowledge, Qualifications, references) with Individual unit of competency.

STEP 5

The RTO assessor identifies the Gaps – Gaps can be seen as skill and / or knowledge gap that is not yet addressed by the evidence / information provided by the Candidate.

STEP 6

At this point, the assessor has good knowledge whether your existing evidence is sufficient to gain RPL for the unit. If not, the assessor invites the Candidate to provide further evidence (references, portfolio) to address the gap (s).

STEP 7

After you have provided all evidence that you could provide for the skills and knowledge relevant for the unit of competency, our assessor conducts the final assessment. The Candidate is to remember that each step involves the assessment of Gaps and ways of gaining more evidence by the RTO Assessor.

STEP 8

Assessor marks you (RPL Achieved) for the unit (s) that you were able to provide complete evidence meeting the accepted rules of evidence. The assessor evidence mapping needs to meet principles of assessment. If RPL is achieved by you at Step 8, the next step (Step 9) is not necessary.

STEP 9

If any evidence is still not addressed by you (candidate), the Assessor identifies the final GAP, and asks the Candidate to sit the Star's unit-based assessment tools ONLY for the GAP Identified. Star has assessment tools for all unit (s) of competency in its entire scope of registration.

RPL TIPS FOR CANDIDATE

- ❖ RPL assessment is conducted at the level of each unit of competency (not Qualification)
- ❖ More evidence is better
- ❖ Start with a robust CV and Original copies of your qualifications achieved.
- ❖ Each phase of RPL Assessment invariably involves GAP Assessment and mapping.
- ❖ RPL assessment is a cumulative process of collecting evidence. So, keep on submitting more and more evidence.

CREDIT TRANSFER

Credit transfer is a simpler process than RPL as it refers to the transferral of academic credit obtained by students/learners through participation in units of competency or national training package qualifications with other RTOs, towards those unit of competency (ies) that are offered by Star Community College Credit transfer is granted on the basis that the credit validates the student's competency within the relevant qualification / unit of competence. CT is assessed at unit of competency level. Credit transfer of the unit of competency (ies) is available to all students/learners enrolling in any competency (ies) offered by Star Community College. We ask you to complete **the Enrolment Form** to ascertain credit transfers.

STUDENT PROGRESS

Learners have the right to request information about or have access to their own individual records. Star International College Pty Ltd trainers and assessors or administration staff will provide the requested information or access. Learners also have the right to request a hardcopy of their own individual file that can be supplied as a printout from records retained within the student data management system.

Please feel free to ask your Star Community College's trainer and assessor or administration staff at any time for a printout of your progress.

COMPLAINTS & APPEALS

Star Community College has a defined complaints and appeals process that will ensure Learners' complaints and appeals are addressed fairly, effectively and efficiently. Furthermore, learners, trainers, assessors, other RTO staff and stakeholders will have a public access to Complaint and Appeal forms and policies and procedures. Additionally, all learners will be provided appeal forms with the "Learner Assessment Guide" to ensure that learners have necessary forms to appeal against assessment decisions and procedural matters. Complaints and Appeal forms along with policies and procedures are also available on the RTO website, www.star.edu.au. Furthermore, all complaints and appeals are documented in complaints and appeals registers respectively.

Star International College Pty Ltd. strives to ensure that learners are satisfied with their learning experience and outcome. In the unlikely event that this is not the case, all Learners have access to rigorous, fair and timely complaint and appeal processes. All complaints and appeals will be reviewed as part of the continuous improvement process and where corrective action has been highlighted while achieving resolution during RTO monthly meetings, it will be implemented as a priority.

All complaints will be reviewed at Star Community College during monthly management meetings. Continuous improvement procedures may be actioned when the complaint / appeals procedure results in identification of factors appropriate for improvement to internal operations. When the initial causative factor of the complaint identifies a problem with the current Star Community College policies and / or procedures, the continuous improvement procedure will ensure changes are made to prevent reoccurrence of the problem.

Note: *All complainants/appellants are to follow the appropriate code of conduct and procedures whilst communicating with the relevant staff.*

The RTO implements complaints and appeals policy rigorously and by utilising detailed procedures below:

- ❖ The Complaint Form
- ❖ The Appeal Form
- ❖ Complaint & Appeal Feedback Form
- ❖ Complaint Register
- ❖ Appeal Register
- ❖ Corrective Action Report
- ❖ Continuous Improvement Register
- ❖ Complaint & Appeal Policy and Procedure

COMPLAINTS

All formal complaints must be submitted in writing (i.e., by filling out the Complaint Form). Star Community College has ensured that complaints forms are easy to read and complete.

Information obtained through the complaint form allows the RTO to manage and respond to allegations involving the conduct of:

- ✓ The RTO, its trainers, assessors, RTO staff and other parties involved
- ✓ A learner of the RTO

The RTO will respond to all complaints within 30 calendar days of receipt.

The RTO Manager will convene the complaint committee. The complaint committee will consist of a panel of members with no previous involvement or vested interest in the outcome of the particular complaint. Members of the committee should include:

- ✓ A representative of Star Community College's management
- ✓ A Star Community College's training staff member
- ✓ A person independent of Star Community College

Although, the complaint committee will have an independent member, the RTO will provide an independent review (i.e., external to the RTO) for the complaint if requested in writing.

The complaint committee will inform all parties involved of the outcome in writing via email or in writing.

For complaints with added complexity, and for example, in the instance where the review is conducted by independent parties, the resolution may take longer, hence, all learners will be notified in writing if the resolution of complaints will take longer than 60 calendar days. Also, the reasons for the delayed temporal course of resolution will be provided in writing to the complainant. Star International College's management will maintain the complaints' register to document the course of action and resolution of all formal complaints. All complaints including feedback substantiated by the complaints procedure will be reviewed as part of the Star Community College's continuous improvement procedure.

How to lodge a Formal complaint?

It is a normal procedure that all formal complaints are lodged in writing by filling out the Complaint Form. Complaints forms are available on the RTO website, www.star.edu.au to all persons (i.e., RTO staff, trainer/assessor, the learner, stakeholder) wishing to make a complaint. If required, the RTO staff will assist you in filling out the form.

After being in receipt of the complaint form, complainants will receive an acknowledgement email that the complaint has been received by the RTO staff. Complainants will receive the final resolution outcome by way of writing within 30 Calendar days. Learners will be informed by way of writing if the resolution will take longer than 60 calendar days.

If the learner is still not satisfied with the resolution of the complaint, the learner may contact ASQA and lodge a written complaint against the RTO.

The form may be submitted to the Complaints Team, Australian Skills Quality Authority (ASQA) by way of email, feedback@asqa.gov.au. The RTO may provide further information upon inquiry in relation to this. Complainants other than learners may opt for an independent review.

APPEALS

The Star Community College's appeals process is concerned with the learner's right to request a change to decisions or processes of an official nature, usually in relation to *academic* or *procedural* matters. Assessment decisions include RPL assessment decisions too.

In the case of the learner's appeal against specific assessment decisions, the learner should first discuss the decision(s) with the relevant trainer/assessor or staff member, and requests re-evaluation. The RTO member will hear the learner's appeal, make fair judgement to the best of their ability as to whether change(s) are required, and then discuss their final decision with the learner.

If the learner is still dissatisfied with the trainer or assessor's decision, they have the right to take the appeal to the management team. The formal notice of appeal is required to comply with the following principles upon submission to the RTO management:

- The notice of appeal should be made in writing, addressed to Star Community College for referral to the management team and submitted within (14) calendar days of notification of the outcome of the assessor's re-evaluation process. The appeal form is available on the RTO website, www.star.edu.au, or it can be requested by email. Also, appeal forms are given to learners with the Learner Assessment Guides.
- The notice of appeal must be submitted within the specified timeframe otherwise the original result will stand. If the learner's appeal needs to be deferred due to emergency, such as in the case of serious illness or injury, a medical certificate supporting the case must be forwarded to the RTO management (email: admin@starcommunitycollege.com.au). The notice of deferral must be submitted within (7) calendar days of the conclusion date displayed on the medical certificate.

The appeal committee will consist of a panel of members with no previous involvement or vested interest in the outcome of the particular appeal. Members of the committee should include:

- ✓ A representative of Star Community College's management
- ✓ A Star Community College's training staff member
- ✓ A person independent of Star Community College

Although, the appeal committee will have an independent member, the RTO will provide an independent review (i.e., external to the RTO) for the appeal if requested in writing.

It is the responsibility of Star International College Pty Ltd.'s management to ensure adherence to the appeal procedure and that resolution is sought in all reasonable circumstances. This includes informing and assisting Learners with the appeal procedure and supply of appeal forms. The RTO staff is happy to assist you in filling out the Appeal Form.

All appeals will be reviewed at the monthly management meeting and, if appropriate, result in a continuous improvement process.

Continuous improvement procedures may be actioned when the appeal procedure results in identification of factors appropriate for improvement to internal operations. When the initial causative factor of the appeal identifies a problem with current Star Community College's policies and / or procedures, the continuous improvement procedure will ensure changes are made to prevent reoccurrence of the problem.

How to lodge an appeal?

Learners will receive Appeal related information and forms with the Learner Assessment Guide, and are published on the RTO website. All learners or candidates wishing to make an appeal or any other manner of objection in relation to the decision (e.g., assessment marking) of Star Community College have access to the following procedure:

STEP 1. Informal appeal:

- An initial appeal will involve the appellant communicating directly with Star Community College's assessors/trainers/relevant staff verbally or by email. Star International College's management will make a decision and discuss their judgement with the appellant and record the outcome of the appeal.
- Learners / Candidates dissatisfied with the outcome of Star Community College's decision may initiate the formal appeal's procedure.

STEP 2. Formal complaint / appeal:

- In case of formal appeal against assessment marking, all learners are required to wait at least 24 hours (cooling off period) before they can appeal the assessment decision.
- It is a normal procedure that all formal appeals proceed only after the initial informal appeal.
- The formal appeal is to be submitted in writing by way of filling out the Appeal Form,
- After receiving the written appeal, the RTO will notify learners acknowledging the receipt of the appeal via email.
- the RTO Manager will convene the appeal committee to reach a resolution.
- The RTO appeal committee will reach a decision on the appeal after careful considerations
- Learners/students/candidates will be informed in writing within (30) calendar days of lodging the appeal. If the resolution takes longer than 60 calendar days, appellants will be notified in writing by explaining reasons for the delayed temporal course of resolution.

If the appellant is still not satisfied with the resolution of the appeal, the learner may contact ASQA and lodge a written complaint against the RTO.

Or via email to: feedback@asqa.gov.au

UNIQUE STUDENT IDENTIFIER (USI)

The Unique Student Identifier (USI) scheme, enabled by the Student Identifiers Act 2014, allows Learners to access a single online record of their VET achievements. For example, if you have undertaken 2 units of competency during the last 7 months, traditionally, you were required to keep a digital/physical record of your transcripts at home. Currently, the USI system manages your record of VET qualifications online. You can simply enter your USI and password to access your records from anywhere using a computer. The scheme also allows for reliable confirmation of these achievements by employers and other RTOs. The online system provides each student with a USI. Students/learners can create their USI by completing the online form on the website, <http://www.usi.gov.au/create-your-USI/Pages/default.aspx>.

Star Community College will only issue a statement of attainment to the learner after the student /learner has provided a valid USI and the RTO has verified the USI. Alternatively, with your permission, Star International College Pty Ltd can apply for USI on your behalf.

To avoid any delays in issuing certification documentation Star International College will ensure that student's USIs are applied for and verified at the time of enrolment.

Star Community College will protect the security of all information related to USIs. Security measures are in place to protect both digital and hard-copy records from loss, damage, or unauthorised access. The RTO also ensures that the USI will not appear on AQF Certification.

NATIONALLY RECOGNISED TRAINING

Nationally recognised training is a form of training only delivered by registered training organisations (RTOs). RTOs can deliver nationally recognised training and issue nationally recognised qualifications (or statements of attainment) as per the Australian Qualifications Framework (AQF). Hence, Star Community College can issue its learners the statements of attainments that are designed to meet a standard of skills that you will need for the workplace. This means that the training you complete meets industry standards.

Recognition of Australian Qualifications Framework (AQF) certification of another RTO

Star Community College recognises all AQF qualifications and statements of attainment issued by any other RTO. If any ambiguity is detected when validating the learner's certification, Star International College Pty Ltd will seek verification from the relevant RTO before recognising the qualification or statement of attainment.

Competence-based assessments

In vocational education and training (VET), individuals are considered competent when they are able to consistently apply their knowledge and skills to the standard of performance specified by training packages. Competency based training concentrates on helping clients to develop the skills and knowledge needed to perform effectively in the workplace. Competency-based assessments are administered to measure individuals' skills and knowledge where no grades are given. Clients are assessed as '*competent*' or '*not yet competent*'. This type of training and assessment aims to ensure that individuals participating in the training have the competence to undertake their work role to the standard expected in a range of employment situations.

Evidence based judgement

Each unit of competency normally comprises several assessment tasks. For a student's performance to be deemed satisfactory in an assessment task, they must demonstrate satisfactory performance in all of the assessment criteria. This means students/learners must demonstrate that they can apply the relevant knowledge and/ or skills to satisfactorily complete each task to the desired standard in every part of the assessment task.

The RTO assessor will follow the assessment criteria contained in each assessment task. That is, each task identifies what students/learners must satisfactorily complete for performance to be deemed satisfactory.

The student's performance in each assessment task is recorded as either *S - Satisfactory* or *NYS – Not Yet Satisfactory*. Student results and feedback for each assessment task is recorded using the Unit Summary Sheet. All students will be given a copy of the Unit Summary Sheet. This form is employed when providing feedback to you and issuing statement of attainment.

Evidence Collected

Evidence collected may be direct, such as observation of performance (e.g., simulated environment, role-plays, presentations), indirect, such as formal testing (e.g., questionnaires, self-assessment, reflection, case-study, work portfolio, written report) or supplementary, such as references from employers (e.g., during RPL). Evidence is used by an assessor to make a judgement about whether a student is competent. Training packages provide guidance on the types of evidence required, and further advice may be gained through moderation and industry consultation.

Note: Assessment related information is given to learners before the commencement of their studies at the level of each competency through 'Learner Assessment Guide'. This has been done for the purpose of clarity as assessment methods vary for each competency.

LEGISLATION

Following legislation may be applicable to students/learners during their studies at Star Community College. If you need specific information about a particular legislation you may contact RTO staff at your earliest convenience.

Commonwealth legislation

- ❖ Privacy Act 1988/Privacy Amendment Act 2012/Privacy Regulation 2013
- ❖ Sex Discrimination Act 1984
- ❖ Racial Discrimination Act 1975
- ❖ Age Discrimination Act 2004
- ❖ Disability Discrimination Act 1992
- ❖ National Vocational Education and Training Regulator Act 2011
- ❖ Copyright Act 1968
- ❖ Copyright Act (Digital Agenda) 2000

Important State legislation

- ❖ Disability Inclusion Act 2014 (NSW)
- ❖ Disability Act 2006 (VIC)
- ❖ Disability Services Act 2006 (QLD)
- ❖ Anti-Discrimination Act 1977 (NSW)
- ❖ Anti-Discrimination Act 1991 (QLD)
- ❖ Equal Opportunity Act 2010 (VIC)
- ❖ Work Health and Safety Act 2011 (NSW)
- ❖ Work Health and Safety Act 2011 (QLD)
- ❖ Occupational Health and Safety Act 2004 (VIC)

CONSUMER RIGHTS

Consumer protection

On 1 January 2011, the Australian Consumer Law commenced and the Trade Practices Act 1974 was repealed and replaced by the Competition and Consumer Act 2010. The Australian Consumer Law provides for:

- ❖ National consumer protection and fair-trading laws
- ❖ Enhanced enforcement powers and redress mechanisms
- ❖ A national unfair contract terms law
- ❖ A new national product safety regime
- ❖ A new national consumer guarantees law

CONTRACTUAL AGREEMENT

Learners who enrol with Star Community College by completing and signing **Enrolment Form** should be aware that they are entering into a contractual agreement once they complete and sign the enrolment form. With a view to ensuring all Learners are fully aware of their rights and obligations, Star Community College., will design agreements, enrolment forms, service agreements or similar using a logical format and simple English. This may include, but is not limited to:

- ❖ Wording that allows the perspective student to know what he / she is agreeing to

- ❖ Clearly explained disclaimers
- ❖ No misleading or deceptive behaviour
- ❖ No actions, omissions or dialogue (written or verbal) that may force or coerce the student
- ❖ Fair dealings for disadvantaged Learners

Ceasing operation

In the event, Star Community College ceases to operate, its records will be transferred to ASQA in the appropriate format and detail as specified by the Department at the time of ceasing RTO operations.

Star Community College will ensure that any confidential information acquired by the business, individuals, or committees or organisations acting on its behalf is securely stored.

RECORDS

Star Community College has a clearly documented quality administrative and records management systems in place to secure the accuracy, integrity and currency of records, to keep documentation up-to-date and to secure any confidential information obtained by Star Community College and committees, individuals or organisations acting on its behalf. Your assessment records are kept for a period of 30-years.

Data is collected and stored in accordance with the processes outlined in this document and Star Community College's record management procedures ensure timely and accurate records inform the continuous improvement processes of Star Community College. In addition, these records management procedures will ensure that all documentation providing evidence of compliance to the essential standards of registration is accurately maintained.

ACCESS & EQUITY

Star Community College is committed to practicing fairness and providing an equal opportunity for all current and potential Learners to access and participate in learning, and to achieve their learning outcomes regardless of age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location that may present a barrier to access, or any other perceived difference in class or category. Star Community College ensures that its practices are as inclusive as possible and do not unreasonably prevent any clients from accessing its services. Star International College Pty Ltd will address access and equity matters as a nominated part of operational duties.

Star Community College has developed quality management and operational framework to guide and inform all staff and Learners in their obligations regarding access and equity. Upon induction into Star Community College., all staff members are provided with copies of the policies which they must adhere to throughout all their operations as a Star International College Pty Ltd staff member. Learners are made aware of the access and equity policy via the Star Community College Learner handbook and informed of their rights to receive access and equity support and to request further information.

Star Community College's access and equity policies are in place to ensure that training opportunities are offered to all people on an equal and fair basis in all circumstances, irrespective of their gender, culture, linguistic background, race, socio-economic background, disability, age, marital status, pregnancy, sexual orientation or carer's responsibilities.

Practicing these policies will guarantee that any student who meets Star Community College entry requirements will be accepted into any unit of competency (ies). If any student or staff member have issues or questions regarding access and equity, or believes they have been treated unfairly, they will be directed to Star International College Pty Ltd management for consultation.

***PRIVACY**

Privacy Principles in accordance with Privacy Act 1988 (Privacy Act, Commonwealth) are strictly applied to all aspects of Star Community College's operations. The information that you will provide is voluntary, however, if the information is not provided, Star Community College may not be able to assist you with your enrolment, results, or about other education related products.

Confidentiality

Relates to privacy of information, ensuring that the information is only accessible to those who have the authority to access it. Within an RTO this may refer to private verbal discussions, and student assessments.

Collection

Star Community College will only collect necessary information pertaining to one or more specific operations. The student /earner will be informed as to the purpose for which details are being collected.

Use and disclosure

Star Community College will ensure student's personal information is not used or disclosed for secondary purposes without obtaining explicit consent from the student, unless a prescribed exception applies.

Data security

Star Community College will take all reasonable measures to ensure all collected Learners' personal information is protected from misuse, loss or damage, and that all data and record storage is secure from unauthorised access, modification or disclosure. All the learner's information will be protected using stringent security measures (e.g., Password protection, restricted access to those who need to have it, online backing up of data using stringent security measures)

Openness

Star Community College will maintain documentation which will detail how Learners' personal information is collected, managed and used. When the learner makes an enquiry in relation to information collected, Star International College will be able to explain what information is held, for what purpose it is held and what procedures outline the collection and use of information.

Anonymity

Star Community College will provide Learners the opportunity to interact with the business without requiring the student to make their identity known in any circumstances it is practical and possible to do so. Also, learners may choose to remain anonymous when providing their feedback about RTO services.

Copyright

Students/learners are required to seek RTO's permission prior for reproducing (e.g., electronic photocopying, recording) the intellectual property of Star Community College, or any material distributed to students/learners by the RTO to assist learning, or documents obtained that are subject to **Copyrights**.