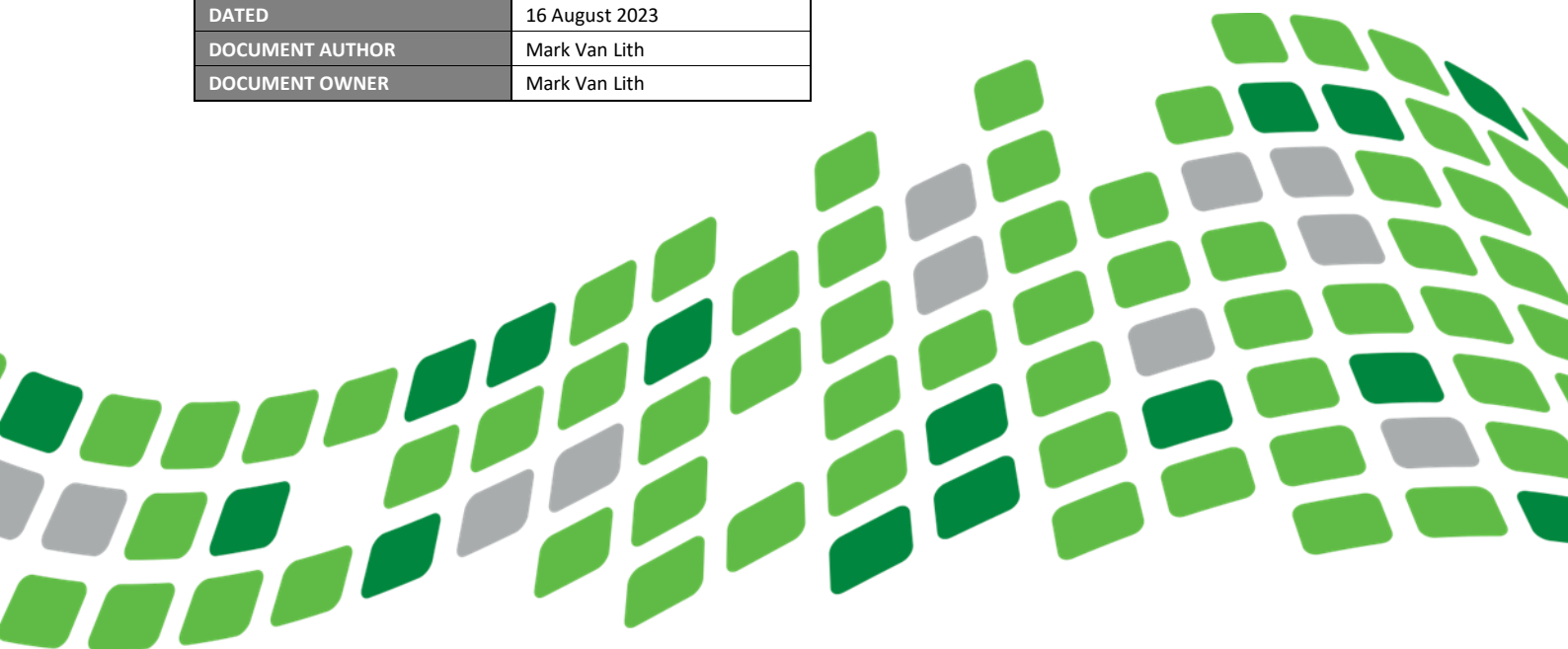


# STUDENT HANDBOOK


DOCUMENT REF	IMS-DOC-12
VERSION	2.0
DATED	16 August 2023
DOCUMENT AUTHOR	Mark Van Lith
DOCUMENT OWNER	Mark Van Lith



## Revision history

VERSION	DATE	REVISION AUTHOR	SUMMARY OF CHANGES
2.0	15/08/23	Mark Van Lith	Revised content to include all relevant policies

## Approval

NAME	POSITION	SIGNATURE	DATE
Mark Van Lith	Managing Director		16/08/2023

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## SECTION 1 INTRODUCTION

The purpose of this handbook is to provide a reference guide about ABS Institute of Management's (RTO ID: 51804 hereafter ABS Institute) training programs, policies, and procedures. It will also include our processes, roles and responsibilities to direct you through your learning experience with us.

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### ABS Institute of Management

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Thank you for considering training with ABS Institute. We are a Registered Training Organisation (RTO) registered with the Training Accreditation Council (TAC) as a Vet Regulator.

ABS Institute aims to deliver high quality, innovative and engaging training and support that is relevant to students, employers and industry. Our commitment to continuous improvement means we are constantly developing and improving resources, processes, and facilitation methods to remain current with technology and industry standards.

We offer a range of training products and services at several locations and online that can be found by visiting our website at the link: [www.absinstitute.com.au](http://www.absinstitute.com.au).

As an RTO, ABS Institute of Management is bound to comply with the Standards for Registered Training Organisations (SRTOs) 2015. Training Services provided to students follow policies and processes developed to meet the VET Quality Framework and SRTOs 2015.

### Service Commitment

ABS Institute is committed to providing quality training and assessment services to its learners. We aim to:

- Provide training and assessment services that meet industry needs and trends.
- Deliver high quality, innovative and engaging training.
- Maintain a person-centred approach.
- Foster relationships with our students, supporting them through their career.
- Provide flexible learning opportunities.
- Provide a supportive, facilitative and open learning environment.
- Ensure all training is delivered by qualified trainers and assessors with the necessary skills and experience.
- Ensure all training is continually monitored and improved.
- Maintain a healthy and effective learning environment for students.
- Produce competent and confident workers that benefit the community and industry.

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### Training Programs

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ABS Institute delivers a range of training programs, both accredited and non-accredited, which we conduct as public courses or customised for students and industry.

Our holistic approach ensures students' needs are met. Accredited programs have been approved by State and /or Commonwealth Government.

## SECTION 2 COURSE INFORMATION

### Accredited Training Programs

Accredited programs are competency based which means that training and assessment focus on the development and recognition of a person's ability to apply relevant knowledge and skills to perform workplace tasks to a specified standard.

The specific skills and knowledge required for workplace activities are set out in Units of Competency which can be structured to formulate the completion of a nationally recognised qualification. Nationally recognised qualifications are outlined in Training Packages which can be viewed at [www.training.gov.au](http://www.training.gov.au).

### Competency

It is important to note that the rules and requirements of a Unit of Competency and a qualification are applied to all students regardless of where they are, or the mode of training delivery provided. You could be a full-time student in a classroom or the workplace, or you could be applying for recognition of the skills and knowledge currently held.

Each Unit of Competency is made up of the following:

- Elements (Essential outcomes).
- Performance Criteria (performance needed to demonstrate achievement of the element).
- Foundation Skills (language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance).
- Performance Evidence (to demonstrate that the student can achieve the standard, meeting all the specified performance criteria).
- Knowledge Evidence (to demonstrate essential knowledge required to effectively complete tasks outlined in the elements and performance criteria of the unit, manage tasks and manage contingencies in the context of the work role) and
- Assessment Conditions (these conditions describe the conditions under which a student must demonstrate this, including any specific requirements for resources, trainers and assessors and the context for assessment).

To be deemed Competent in any Unit of Competency you must be able to provide evidence of the required performance and knowledge to complete work tasks to the standard that is required in the workplace. Skills need to be demonstrated in a range of situations and environments (which could include simulated applications in a learning environment) over a period of time.

### Evidence

Evidence is the material proof that you have performed the specified competency or task to the required standard. Your evidence requirements will be determined by the Unit of Competency, employability skill requirements, industry expectations, government regulations, and your qualifications and current experience. Evidence can take many forms and you will be required to present more than just one piece of evidence.

Assessment tools that we will provide to you set out the exact requirements for evidence for each unit/module.

Examples of evidence could include one or more of the following:

- Specific assessments tasks set by your Assessor.
- Observation reports.
- Certificates and awards.
- Examples of work completed or special projects.
- Current licenses.
- Position descriptions and performance reviews.
- Third party reports.

- Question responses.
- Tests.

Your evidence must also demonstrate the following:

- That you can do the job or task to the required standard.
- Understand why the job should be done in a particular way.
- Handle unexpected issues or problems.
- Work with others 'in a team'.
- Do more than one thing at a time, e.g., perform the task and be aware of the occupational health and safety requirements.
- Know the workplace rules and procedures.

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## Assessment

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Assessment is an integral part of your learning if you wish to complete successfully and gain certification.

The assessment process will be explained at orientation and throughout your program. Assessors will also be available to you if you have any questions.

Assessment is the process of collecting evidence and making judgement on whether competency has been achieved to confirm that an individual can perform to the standards expected in the workplace and as expressed in relevant competency standards.

Throughout the training program you will be assessed to see if you have gained the necessary skills and knowledge to achieve the qualification. Your trainer/assessor is required to ensure that the assessment tasks you undertake meet the national principles of assessment and rules of evidence (see below for more information).

Various assessment tasks /activities may be involved including, but not limited to:

- Observation of performance.
- Assignments.
- Written activities.
- Written / oral questioning.
- Oral presentations.
- Workplace performance.
- Projects.
- Case studies.
- Role plays/ simulations.
- Demonstration of skills.
- Online assessments (Activities/Assignments).
- Portfolio of evidence.

Certification will only be given to students who successfully complete all assessment requirements for a course.

ABS Institute is required to meet stringent quality requirements in the conduct of all assessments. Therefore, we have carefully constructed and developed assessment resources to meet these quality requirements whilst remaining user friendly for students.

### Principles of Assessment

Assessments will be conducted in accordance with the following principles of assessment.

Valid	<p>Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner.</p> <p>Validity requires:</p> <ul style="list-style-type: none"> <li>• Assessment against the unit/s of competency and the associated assessment requirement covers the broad range of skills and knowledge that are essential to competent performance.</li> <li>• Assessment of knowledge and skills is integrated with their practical application.</li> <li>• Assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and</li> <li>• Judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessments requirements.</li> </ul>
Reliable	Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.
Flexible	<p>Assessment is flexible to the individual learner by:</p> <ul style="list-style-type: none"> <li>• Reflecting the learner's needs.</li> <li>• Assessing competencies held by the Learner no matter how or where they have been acquired; and</li> <li>• 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.</li> </ul>
Fair	<p>The individual learner's needs are considered in the assessment process.</p> <p>Where appropriate reasonable adjustments are applied by the RTO to consider the individual learner's needs.</p> <p>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</p>

### Rules of Evidence and Assessment

ABS Institute is required to ensure that all evidence provided by students, as proof of their competency, meets the following "rules of evidence".

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.



### Course Assessment

There will be assessment tasks (ie: Activities/Assignments) set for each course regardless of the learning mode. Assessment activities and expectations will be explained to students and are outlined within learner / assessment resources.

Many courses require assessment to be completed after the course, as workplace performance is essential in competency-based learning.

### Presentation of Assessments/ Assignments

- All assessments should be typed.
- Handwritten assessments are accepted; however, handwriting must be clear and easy to read.
- Assessments must be completed and submitted by the due date. ABS Institute does not accept responsibility for any lost assignments. **Please ensure you keep a copy of your assignment prior to submission.**
- All assignments/activities should be signed and dated by the student.
- We endeavour to assess all assessments within 10 working days of receipt.
- Students are entitled to one resubmit assessments. If the re-submissions are still deemed Not Yet Competent student may be offered the opportunity to re-submit at a fee. No further re-submissions are allowed.

### Assessment results

Students have access to their own learning account which will indicate assessments undertaken and the units of competency that the individual has attained.

Results of assessment are available through your student login account if using our online LEARN (Canvas) training management system or will be sent via e-mail direct. Assessment results are always confidential and will not be given to any other party unless a written request signed by the student is received in advance.

### Reasonable adjustment

Students with disabilities are encouraged to discuss any 'reasonable adjustments' to learning and assessment processes which they consider would be necessary or assist them in the performance of their studies.

Careful consideration will be given to any requests for reasonable adjustment of this nature, and, where reasonably practicable, such adjustments will be made. There may however be circumstances where it will not be reasonable or reasonably practicable for the ABS Institute to accommodate or where other adjustment may be more appropriate. Reasonable adjustments cannot compromise the integrity of competency-based training and assessment.

### Extensions for Assessment

It is expected that all assessment tasks are handed in on the due date. Should you require additional time to complete an assessment you must communicate with your assessor and apply for an extension.

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## Issuance of Certificates Policy

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ABS Institute has implemented the following policy to ensure consistency and accuracy in the issuance of Statement of Attainments (SoAs) and Certificates to ensure the RTO is compliant with the AQTF and in line with the AQF. The RTO will only issue Certificates and SoAs for courses that are within the RTO's scope of registration.

### Policy Statement

To comply with the relevant state legislation, the RTO will certify a student by issuing the appropriate Certificate once the student has attained all the skills and knowledge required from the course they have enrolled into. For learners who enrol into part of a course or do not

complete the whole course, a Statement of Attainment may be issued stating only the units that have been completed and assessed as competent.

As per legislative requirements, the RTO will issue the student its qualification / SoA within 21 days of being deemed competent and once all monies owed have been paid.

### **Types of Certifications**

In general, four types of certificates are issued by ABS Institute of Management. Certificates can only be awarded by ABS Institute of Management in accordance with our approved qualification scope.

- **Qualification** – issued under the Australian Qualification Framework (AQF) for nationally recognised training. Full qualifications can only be issued once the student has been deemed competent across all the relevant units of competency making up the qualification.
- **Transcript of Results** – accompanies a qualification issued under the Australian Qualification Framework (AQF) for nationally recognised training. This document supplements the qualification listing all units of competency achieved for the qualification.
- **Statement of Attainment (SOA)** – issued under the Australian Qualification Framework (AQF) for nationally recognised training. Issued when a student is deemed competent in a unit or a cluster of units of competency. Minimum achievement for a SOA is one unit of competency. You can request a SOA at any time during your training.
- **Certificate of Attendance** – for non-nationally recognised training. Issued when a student attends a short course which is not within the Australian qualifications framework (AQF). To receive a Certificate of Attendance, the student must have a satisfactory attendance rate.

Certificates will only be posted to students at their nominated postal address as shown in their student login account or on their Enrolment Form. The onus is on the student to ensure their address details are correct.

Certificates will not be sent to other parties, without the expressed prior written permission from the student. Duplicate or replacement copies of certificates incur a fee.

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### **Course Delivery**

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ABS Institute ensures the following resources are in place:

- Trainers and Assessors with appropriate qualifications, and experience.
- Course materials appropriate to the methods of delivery and assessment requirements.
- All necessary copyright authorisations.
- Appropriate equipment and facilities.

Training and assessment methods used by ABS Institute of Management meet specific quality requirements and are chosen to best suit the unit of competency, while considering the learning style of the student. The provision of training often includes a blended approach with a combination of on and off-the-job methods.

Several delivery methods may be used throughout the training to help you achieve the necessary skills. Learning is a partnership that involves participation from all involved.

Delivery methods may include, but are not limited to:

- Practical demonstrations
- audio/visual presentations
- group participation/ discussions
- trainer/facilitator instruction
- practical activities

- self-paced activities
- individual projects
- workplace based training
- case studies

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**Delivery Modes** *(options)*

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There are several delivery methods used to deliver training. Your training program will use one or many of these methods. The training delivery modes are explained below:

**Off-the-job**

Training occurs at a time other than during your working hours and a place convenient for all participants. Off-the-job training commonly involves a group of participants who attend training regularly where the trainer moderates the learning pace.

**On-the-job**

Training occurs in the workplace and involves real workplace situations. Your trainer will use learning activities such as practical demonstration of skills and role-plays to assist you in your learning. On-the-job training provides participants with interaction and problem-solving opportunities.

**One-on-one**

One-on-one training involves the trainer instructing the participant in their learning. One-on-one training may include a number of methods to assist learning such as written work, case studies and practical demonstrations.

**Group training sessions**

This type of training requires participants to meet as a group at a scheduled time and location. Participants will be guided through the training session by the trainer and will engage in activities such as role-plays, group discussions and brainstorming exercises.

**On-line**

On-line training delivery requires the participant to use e-mail and the Internet to access resources and information. The trainer will instruct the participant in using websites relevant to the particular unit of competency.

**Self-paced learning**

This type of training involves the trainer providing the participant with learning materials such as workbooks, reading materials, and other learning resources. The participant will use these resources to pace their learning in each of the units of competency.

**Flexible delivery**

Flexible delivery focuses on learning rather than teaching and to provide the best possible learning experience for the student. This means that the student has greater control over what, when and how they learn.

ABS Institute offers various forms of delivery to accommodate the varying needs of students. Modes of delivery available for most courses include classroom (face-to-face) environment, workplace-based, correspondence, online, Recognition of Prior Learning (RPL) or a combination of these.

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**Language, Literacy and Numeracy**

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Each Training Package sets a minimum requirement in language, literacy and numeracy skills of participants, with which the ABS Institute must abide.

ABS Institute makes appropriate concessions for language, literacy and numeracy issues of students where these concessions do not compromise the requirements of the relevant Training Package and the integrity, equity and fairness of assessment. Where there are entry requirements for courses e.g. literacy in English and numeracy, these are clearly stated in pre-enrolment and enrolment information.

Advice is given to all students on appropriate actions if there is a need to update literacy and numeracy skills. ABS Institute may be able to assist in providing this additional development prior to completing your enrolment into vocational skills.

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## **Skills Recognition Policy**

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Recognition is the collective term and includes:

- Recognition of prior learning (RPL).
- Recognition of current competency (RCC).
- Credit transfer (CT); and
- Mutual Recognition (MR).

All students can apply for recognition. This means that you can submit evidence for a Unit(s) of Competency and have it assessed by a qualified Assessor without completing the training. We believe that no learner should be required to undertake a unit of competency for which they are already able to demonstrate satisfactory achievement of the performance outcomes, as stated in the endorsed training package or nationally recognised course.

ABS Institute aims to maximise the recognition of a learner's prior skills and knowledge whilst at all time maintaining the integrity and standards of the defined learning outcomes of the specific qualification or course of study. Students who consider they already possess the competencies identified in all or part of any course/qualification offered by ABS Institute may seek recognition. If you think you have the necessary knowledge and skills to match a Unit(s) of Competency or a qualification at the required standard, you need to contact our office to obtain the information you need to complete an application.

### **Definitions, Terms and Acronyms**

Recognition of Prior Learning (RPL): An assessment process that assesses the individual's skills and knowledge, regardless of how and where these skills may have been obtained, to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes or standards for entry to, and/or partial or total completion of, a qualification.

Recognition of Current Competence (RCC): applies if an individual has previously successfully completed the requirements for a unit of competency or module and is now required (eg: by a licensing authority) to be re-assessed to ensure the competence is being maintained. In this case no extra skill or competencies are nationally recognised.

Credit Transfer (CT): assesses the initial unit or subject that an individual is using to claim access to, or the award of credit in, a destination unit or module. The assessment determines the extent to which the client's initial unit or subject is equivalent to the required learning outcomes or competency outcomes in the destination unit or subject. This may include credit transfer based on formal learning that is outside the Australian Qualifications Framework (AQF). Credit transfer may be in the form of exemption, transfer of credit and course conversion.

### **Recognition Process**

Recognition is a method of assessing if you have evidence of competency for a particular unit of competency that you are enrolled in. It is important to remember that Recognition is an **assessment process** not an assumption of competence and is the determination, on an individual basis, of the competencies obtained by a student through:

- previous formal training

- work experience, and/or
- life experience.

Recognition therefore determines the subsequent advanced standing to which the student is entitled in relation to a course/qualification. The focus of Recognition is what has been learned rather than how, where or when it was learned. Recognition focuses on both the demonstration of competence and the currency of that competence to industry standards.

It is important to note; the onus is on the student to document and present evidence to justify a claim for recognition and present their case to the satisfaction of the Assessor. Any documents that you provide to support your claim of competency must be the originals rather than copies. Your original documents will be photocopied and handed back to you. It is also expected that any evidence submitted is your own and if any part of the work is the work of others, that this is formally acknowledged and advised.

### **Recognition Decision**

Regardless of the type of evidence that you submit, Assessors must be confident that the evidence meets the following criteria:

- Full requirements of the Unit of Competency(s).
- Any regulatory requirements.
- Authenticity - that it is your own evidence and can be authenticated.
- That you can perform the competency consistently and reliably.
- Is at the standard expected in industry and set out in the Australian Qualification Framework (AQF).
- Sufficiency - there is sufficient evidence to make a judgment.

ABS Institute of Management is committed to ensuring that all judgments made by Assessors against the same competency standards are consistent. Your Assessor will examine the evidence that you present and then make a judgment on that evidence which will be either:

- Competent (C) - you have been deemed competent against all the requirements of the Unit/s of Competency.
- Not Yet Competent (NYC) - you have not yet demonstrated competency to all requirements.

Your assessor will advise you what you can do if you receive a NYC for your assessment task. If you are deemed NYC in your initial assessment, you are allowed a second attempt. However, if you are deemed NYC in the second attempt, you will be required to re-enrol. Please talk to your assessor if you have any concerns.

### **Mutual Recognition**

ABS Institute recognises the AQF qualifications and Statements of Attainment issued by other Registered Training Organisations (RTOs). This is commonly referred to as Mutual Recognition or Credit Transfer. Mutual recognition is applicable when a Statement of Attainment or qualification provided by a student has the same national competency codes as those that form part of the training and assessment program within which the student is enrolled or is intending to enrol. Students are required to formally apply for Mutual Recognition. With Mutual Recognition students are not required to undertake learning in the unit/s again, the student is exempt.

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### **Special Needs**

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Students intending to enrol for training with the ABS Institute are requested to advise us if they have any physical or other impairment (e.g., English language, literacy or numeracy difficulties, dyslexia, etc) which may adversely affect their ability to successfully undertake training and assessment, prior to enrolment.

Students with disabilities or impairments are encouraged to discuss with the Managing Director or Training Manager any 'special needs' and/or 'reasonable adjustments' to the

study environment which they consider are necessary or would assist them in the performance of their studies.

The Managing Director or Training Manager, in collaboration with the student, will assess the potential for the student to successfully complete the training which may include flexible delivery options to optimise the ease and benefit of the student's learning.

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### **Trainer and Assessors**

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All Trainers and Assessors are qualified in training and assessment and the vocational area which they are delivering. They have practical experience and maintain their currency in industry.

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## SECTION 3 YOUR RIGHTS AND RESPONSIBILITIES

ABS Institute conducts training courses at various venues to suit student needs, course type, and learning styles. The following student etiquette guidelines will help foster a healthy learning environment for all students.

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### Assessment

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All assessments must be submitted by the due date. If you are having difficulty completing an assessment, you should discuss it with your trainer/assessor well in advance of the due date. This way the trainer/assessor may be able to offer support or grant additional time. Please note there may be conditions or penalties to gaining an extension.

#### Assessment malpractice

Assessment malpractice includes cheating, collusion, and plagiarism.

ABS Institute regards the integrity of assessment as critical to its professional responsibilities as an RTO and therefore strives to ensure the assessment processes are not compromised.

- **Cheating** - all assessments must be 100% your own work. Cheating or the use of another person's work and submitting as your own is cheating and will not be tolerated.
- **Collusion** - collusion is the presentation of work, which is the result in whole or in part of unauthorised collaboration with another person or persons. It is your responsibility to ensure that other students do not have opportunity to copy your work.
- **Plagiarism** - copying from a published work (including the internet), without referencing, will not be tolerated. This includes presentation of work which has been copied in whole or in part from another person's work or from any other source such as the Internet, published books, and periodicals. This includes systematic re-wording or changing key nouns and verbs.  
You must follow referencing guidelines if you take another person's idea and put it into your own words.

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### Attendance *(for classes, appointments and coaching/mentoring)*

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Attendance in training and for any face-to-face tuition is recorded at each occasion. These records are required for both learning and health and safety reasons as well as to support funding or other compliance requirements.

Student attendance in class is paramount to successful completion of learning and assessment outcomes. Students are expected to be in attendance for all training sessions.

It is expected that students arrive to class on time and remain for the full duration. Should it be necessary for you to leave a class early you must advise the trainer/assessor before the class commences.

All classroom sessions are designed to provide students the essential knowledge and skills required for relevant units of competency. It is expected however that students will undertake additional reading and research. If you are absent from class, it is your responsibility to catch up on any work missed. If you are going to be absent from a scheduled class or activity, please advise your trainer/assessor or ABS Institute administration personnel. Other arrangements can be made, including self-paced learning or alternative training dates.

#### Punctuality

As a courtesy to other learnings and the trainer/assessor, all students must be punctual throughout the training day, including returning from breaks. Punctuality shows respect and is essential to avoid disruption to other students and the trainer/assessor.

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## Behaviour and Dress Code

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Students are expected to behave appropriately in a mature and professional manner. They should take responsibility for their own learning and behaviour during training and assessment. Misconduct will not be tolerated.

### Misconduct includes

- Any offensive conduct or unlawful activity (e.g. theft, fraud, violence, assault);
- Interfering with another person's property.
- Removing, damaging, or mistreating ABS Institute property or equipment.
- Cheating/plagiarism.
- Interfering with another person's ability to learn through disruptions during training.
- Breach of confidentiality.
- Inappropriate language.
- Serious negligence, including WHS non-compliance.
- Discrimination, harassment, intimidation or victimisation.
- Being affected by drugs or alcohol and being unfit to participate in learning activities.

### Respect for others

It is expected that the behaviour of all persons in the learning environment ensure a positive learning experience. Respect for other students and the trainer/assessor is expected.

ABS Institute always retain the right to remove disruptive students from the training environment.

- You will be expected to treat staff and fellow students with respect and observe any student etiquette requirements which appear in this handbook or requested during the course by a trainer/assessor.
- Inappropriate language and actions will not be tolerated.
- Harassment, bullying and intimidation of staff or fellow learners will not be tolerated.
- Treat facilities and equipment with due care and respect.
- You are required to respect the rights of others and treat others in a manner which is fair and non-discriminatory.

### Dress code

Students are to be well presented and appropriately dressed during all training. Dress requirements include:

- Neat, comfortable clothing in the classroom environment.
- Appropriate work attire, including personal protective clothing (PPE) for training in workplace or simulated environments.
- Appropriate footwear must always be worn.
- Since you will be working closely with others, care with your personal hygiene (clothing, hair, deodorant etc) is requested.

### Mobile phones

All phones must be turned off during training, as a courtesy to the Trainer/assessor and other students. In an emergency where you need to be contacted, please advise your trainer/assessor so that arrangements can be made.

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## Breaks

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Your trainer will advise of timing for all breaks. Typically, though the following break times have been allocated, however they may vary:

- **15 minutes** duration for - Morning and afternoon tea breaks
- **30 minutes** duration for - Lunch breaks



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### **Change of personal details**

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Students are required to ensure their personal details recorded with ABS Institute are always current. Should your circumstances or details change please update your record through your student login account.

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### **Disciplinary Processes**

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ABS Institute may implement student discipline processes should a student be found to be acting inappropriately, due to misconduct or assessment malpractice.

Any breaches of discipline will result in the person being given a 'verbal warning'.

Further disciplinary processes may include:

- The student being asked to justify why they should continue to participate in the learning group.
- Suspension from the training room.
- Expulsion from the training room; or
- Expulsion from the Training course.

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### **Duty of Care**

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Under Workplace Health and Safety legislation, students have a duty of care to maintain a safe environment for both them and their fellow students.

Should you be involved in an accident which results in personal injury and/or damage to equipment or facilities, notify your trainer/assessor immediately.

If you have a personal health condition which may become critical while attending training, please advise us before commencing the course. All information will be treated in strict confidence and is only needed so ABS Institute can provide support or treatment should an emergency arise.

Emergency procedures and exit plans must be followed.

You have a duty to:

- Protect your own health and safety and to avoid adversely affecting the health and safety of any other person.
- Not wilfully or recklessly interfere or misuse anything provided by ABS Institute in the interests of health, safety and welfare.
- Cooperate with health and safety directives given by staff of ABS Institute.
- Ensure that you are not affected by the consumption of drugs or alcohol.

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### **Evaluation and Feedback** *(inc Learner Surveys)*

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ABS Institute values all feedback from students as it assists us to continuously improve the products and services we offer. Students are encouraged to provide us with feedback, both positive and constructive. We will have forms available to complete at the end of training.

During your program with us you may receive a survey from the National Centre for Vocational Education and Research (NCVER) and /or invitation to participate in a department endorsed project and/or annual outcome survey. You may also be contacted by the Department (or authorised persons) for audit purposes. These surveys and correspondence are used to gather important data and provide a picture of employment and further study outcomes following training, as well as what learners thought about their training experience.

We also collect Quality Indicator Surveys from our learners regarding their experience with our programs.

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## Learner Support services

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ABS Institute understands that there may be times when personal issues may affect your ability to undertake your training. We have identified a number of support services for students who have special needs or require additional support and assistance to undertake or complete their learning.

### Coaching, Mentoring, Advice & Guidance

ABS Institute can provide students with mentoring, coaching, advice sessions and guidance on course content, as well as effective learning and study techniques.

### Centrelink

Centrelink may be able to assist you with some support for your training. Payments are in many instances in accordance to asset tests and may also be determined based on the number of hours undertaken.

You should discuss your own personal circumstances and opportunities with your local Centre link office.

### Language, Literacy Numeracy

Discuss with us your options for further language literacy and numeracy development.

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## Learning Materials

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Students receive training and /or assessment materials online via our Learning Management System (Canvas) which will be confirmed at enrolment.

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## Making the Most of your Training

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It is very important to make the most of your training opportunity. Please note it is your responsibility to do this. To optimize your own learning and successful completion, undertake to do the following:

- Attend all training sessions and complete all required reading and learning activities.
- Prepare well in advance of each training session.
- Be a willing participant, work with fellow learners and respect other people's opinions.
- Ensure you have a clear understanding of the assessment requirements.
- Take responsibility for the quality of evidence that you submit to the Assessor.
- Keep track of your progress.
- Complete and submit all assessments on time, tasks using clear and concise language.
- Be willing to contact your trainer/assessor if you do not understand the training activity or assessment task.

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## Security

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Do not leave laptops, handbags or other valuables unattended. Although the building may be reasonably secure, you are ultimately responsible for your own belongings. ABS Institute accepts no responsibility for any belongings which may be stolen or go missing.

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## SECTION 4 POLICIES AND PROCEDURES

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### Access and Equity Policy

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ABS Institute is committed to promoting, encouraging, and valuing equity and diversity with respect to its students and to providing them with a positive learning environment to achieve success. We will ensure services offered are provided in a fair and equitable manner to all students, free from bias.

ABS Institute abides by equal opportunity principles, providing access to the benefits of training and assessment to all students regardless of gender, pregnancy, race, marital status, age, family/carer responsibilities, culture, linguistic background, disability, political conviction or religious belief.

All students have equitable access to training resources and facilities, support services and information, trainer and assessors, learning and assessment materials and opportunities.

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### Appeals Policy

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ABS Institute ensures that students have access to a fair and equitable process for appeals against assessment decisions. An appeals and reassessment process are an integral part of all training and assessment pathways leading to a nationally recognised qualification or Statement of Attainment under the Australian Qualifications Framework (AQF).

- Students have the right to lodge an appeal against an assessment decision if they feel they were unfairly treated during an assessment, and/or where they feel the assessment decision is incorrect and they have grounds for an appeal.
- The principles of natural justice and procedural fairness are adopted at every stage of the appeal process.
- The appeals policy is publicly available on our website in this Student Handbook.
- The appellant can provide detail of their appeal either verbally and/or in writing.
- All appeals must be lodged within 7 calendar days of the date of the assessment result notification to the student.
- If the appeals process fails to resolve the appeal or the appellant is not satisfied with the outcome of the appeal, the matter will be referred to an independent third party for review, at the request of the appellant. All costs incurred for the third-party review will be advised to the appellant.
- Every appeal is heard by a suitably qualified independent assessor or panel, who will be asked to make an independent assessment of the application.
- All appeals are acknowledged in writing and finalised as soon as practicable.
- ABS Institute may charge a fee for the appeals process where an external assessor is engaged. Should this be the case, all costs incurred will be advised to the appellant.
- If the appeal will take more than 60 days to finalise, we will inform the appellant in writing providing the reasons why more than this is required. The appellant will also be provided with regular updates on the progress of the appeal.
- ABS Institute strives to deal with appeal issues as soon as they emerge, to avoid further disruption or the need for a formal complaint process.
- All appeals will be handled 'In-Confidence' and will not affect or bias the progress of the participant in any current or future training.

## Grounds of appeal

Valid grounds for an appeal against an assessment decision (where the trainee feels the assessment decision is incorrect) could include the following:

- The judgement as to whether competency has been achieved and demonstrated was made incorrectly,
- The judgement was not made in accordance with the Assessment Plan.
- Alleged bias, lack of competence or wrong information from the assessor regarding the assessment process.
- Alleged inappropriate assessment process for the competency.
- Faulty or inappropriate equipment; and/or
- Inappropriate conditions.

## Appeal Process

Should a student have an assessment appeal or wish to appeal a decision made they will need to complete and submit an Appeals Notification Form found on our website under Forms & Templates and submit to [feedback@absinstitute.com.au](mailto:feedback@absinstitute.com.au) for assessment.

## Appeal Outcomes

Appeal outcomes may include:

- a) Appeal is upheld; in this event the following options will be available:
  1. The original assessment will be re-assessed, potentially by another assessor.
  2. Appropriate recognition will be granted.
  3. A new assessment shall be conducted/arranged.
- b) Appeal is rejected/ not upheld; in accordance with ABS Institute assessment policy the student will be required to:
  1. undertake further training or experience prior to further assessment; or
  2. re-submit further evidence; or
  3. submit/undertake a new assessment.

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## Complaints

ABS Institute has a fair and equitable process for dealing with student complaints.

All students have the right to express a concern or problem they may be experiencing when undergoing training. The following is an outline of our Feedback Policy & Procedure (including complaints).

### Principles

- Complaints are treated seriously and dealt with promptly, impartially, sensitively and confidentially.
- Complaints will be resolved on an individual case basis, as they arise.
- All students have the right to express a concern or problem and/or lodge a complaint if they are dissatisfied with the training and assessment services that they have been provided (including through a third party) or the behavioural conduct of another learner.
- All complaints are acknowledged in writing and finalised as soon as practicable.
- The complaint resolution procedure is based on the understanding that no action will be taken without consulting the complainant and respondent, using a process of discussion, cooperation and conciliation.
- The rights of the complainant and respondent will be acknowledged and protected throughout the complaint resolution process, including the conduct of separate interviews initially.
- In the interest of confidentiality, the number of people involved in the resolution process will be kept to a minimum.

- Final decisions will be made by the Managing Director ABS Institute or an independent party to the complaint.
- The complaint resolution procedure emphasises mediation and education while acknowledging that in some instances formal procedures and disciplinary action may be required.
- If the complaints process fails to resolve the complaint or the complainant is not satisfied with the outcome of the complaint the matter will be referred to an independent third party for review, at the request of the complainant. All costs incurred for the third-party review will be advised to the complainant.
- If the complaint will take more than 15 working days to finalise ABS Institute will inform the complainant in writing providing the reasons why.
- Victimisation of complainants, respondents or anyone one else involved in the complaint resolution process will not be tolerated.
- All complaints will be handled as Staff-In-Confidence and will not affect or bias the progress of the student in any current of future training. The rights of the complainant and respondent will be acknowledged and protected throughout the complaint resolution process.

### **Lodging a Complaint**

Should you wish to lodge a complaint, a formal or informal approach should be made by the student to the trainer/assessor/Managing Director.

Students can access forms to submit feedback via links at the bottom of our Home Page on the ABS Institute website.

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### **Course Fees**

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ABS Institute has developed a fair and equitable process for determining course fees, refunds and payment options.

#### **Flexible payment options**

ABS Institute accepts various methods of payment for course fees. Payment for courses can be made in cash or via Credit Cards and Direct Deposit which may incur a surcharge.

Course fees are payable in advance and enrolments are considered tentative until payment is received.

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### **Cancellation & Transfers**

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#### **Enrolment cancellation / withdrawal / deferral / amendment**

Students who wish to withdraw/cancel/defer/amend their course are required to complete a Refund Request Form if fees are involved. Forms are available on our website.

#### **Student Transfers**

- a) **Transfer to another "Course date"** – Students can transfer to another course date, providing they make a request in writing a minimum of one week in advance. The transfer is subject to course availability.
- b) **Transfer to another "Course"** – Should a student wish to transfer to another course, they need to make the request in writing a minimum of one week in advance. The transfer is subject to course availability.
- c) **Transfer to another "Delivery mode"** – Should a student, enrolled in a course, wish to transfer to another "delivery mode" for the same course they are able to do so providing they make a request in writing a minimum of one week in advance. An administration fee may be applicable for transfers to another course delivery mode. The transfer is subject to course availability. Should a student wish to transfer to another delivery mode

and does not provide written notice at least one week in advance, the student forfeits the full course fee.

- d) **Transfer to another “Student”** – Prior arrangement no later than one week prior to the course. An administration fee is applicable for all transfers to another student.

**RTO Cancellation of courses**

ABS Institute reserves the right to cancel a course if insufficient enrolments are received prior to course commencement. Students already booked in these courses will be notified. If a course is cancelled, a full refund of all monies paid by a student for the course will be made within seven (7) days. ABS Institute has financial safeguards in place to ensure that all pre-paid fees are available for refund in the case of cancellation by ABS Institute.

**Refund Policy**

Payment of all refunds, to students who are entitled to a refund, are in accordance with the following refund policy.

ABS Institute will strive to maintain its highly competitive fee structure, as well as its fair and equitable refund policy.

- a) Payment of all refunds is made within one week (seven days) of application for refund.
- b) Regarding all withdrawals, ABS Institute will firstly encourage a student to enrol on another course date, prior to processing refund applications.
- c) Written notification of withdrawal from a training program must be provided by a student to apply for a refund for a course. This may be via letter, email, or the completion of the refund form.
- d) There is no refund applicable where a student has commenced their course/unit.
- e) There is no refund to participants who do not obtain their qualification after assessment.
- f) There is no refund for recognition of prior learning assessments after enrolment, where Recognition resources and services have been supplied to the student.
- g) ABS Institute does not accept liability for loss or damage suffered in the event of withdrawal from a course by a student.
- h) ABS Institute provides a full refund to all students, should there be a need for us to cancel a course. In the first instance we will (where possible) provide an opportunity for the student to attend another scheduled course.
- i) If ABS Institute cancels a course, students do not have to apply for a refund, ABS Institute will process the refunds automatically.
- j) Refunds for cancellation of enrolments in individual courses are granted on a sliding scale:

Reason for Refund	Notification requirements	Refund
Student withdraws	In writing, seven (7) calendar days or more prior to the course commencement	100% of the course fee (paid by the student)
Student withdraws	In writing, less than seven (7) calendar days prior to course commencement.	Full refund but with cancellation fee of \$150
Student withdrawn by ABS Institute	After course commencement, due to inappropriate behaviour	Nil refund
Course cancelled by ABS Institute		100% of the course fee (paid by the student)

- k) Refunds for cancellation of enrolments in full qualifications are subject to the following refund formula.

Fee Type	Description	Fee
Enrolment cancellation fee	RTO administrative processes for processing of enrolment, reporting and other administrative actions related to cancellation	\$150.00 per qualification
Unit Fee – Commenced	For all individual units commenced/attended/completed from within the qualification /Accredited course	Full Unit fee payable by the student Nil refund
Unit Fee – Not Commenced	For all individual units <b>NOT</b> commenced/attended/completed from within the qualification /Accredited course	Full Unit fee paid by the student is refunded but subject to Census or Withdrawal date.

### Commencement dates

- \*\* Please note commencement for correspondence courses is the date that the training materials were posted to the student.
- Commencement for online students is the date that online access is provided to an individual student for a particular course.
- Commencement date for a classroom-based learning mode is the first day of the course.

### Equal Opportunity Policy

ABS Institute is committed to equal opportunity policies and principles, as they affect students and employees to ensure the elimination of discrimination and harassment.

### Rights and Responsibilities

ABS Institute has a legal and moral obligation to provide equal opportunity in employment and a learning environment free from harassment for employees, contractors, and students. We are committed to providing an environment which recognises and respects the diversity of employees, contractors, and students in a work and study environment free from harassment, vilification, and bullying.

ABS Institute will:

- Ensure that employees, contractors, and students understand that these types of actions and behaviour will not be tolerated in the work/study environment.
- Request that any behaviour which could be considered harassment, vilification, or bullying cease immediately.

All employees, contractors and students have a role to play in eliminating poor behaviour by not encouraging or showing support for harassment, vilification or bullying aimed at work or study colleagues. This can be achieved by:

- Refusing to join in with these types of actions and behaviours.
- Supporting the person in saying no to these behaviours.
- Acting as a witness if the person being harassed decides to lodge a complaint.

As a student of ABS Institute, you have the responsibility to:

- Act to prevent harassment, discrimination, and victimization against others.
- Respect differences among other staff, students, and contractors, such as cultural and social diversity.
- Treat people fairly, without discrimination, harassment, or victimization.

- Refuse to join in with these behaviours.
- Supporting the person in saying no to these behaviours.
- Acting as a witness if the person being harassed decides to lodge a complaint.

### **Discrimination**

Discrimination is treating someone unfairly or harassing them because they belong to a particular group. It is against the law to discriminate against a person because of their age, sex, pregnancy, disability (includes, past, present or possible future disability), race, colour, ethnic or ethno-religious background, descent or nationality, marital status, sexuality or gender identification.

Both direct and indirect discrimination are against the law:

- Direct discrimination - means treatment that is obviously unfair or unequal.
- Indirect discrimination - means having a requirement that is the same for everyone but has an effect or result that is unfair to particular groups.

### **Harassment, Vilification and Bullying**

All employees, contractors and students have an equal opportunity to work and study.

It is against the law for employees, contractors and students to be harassed during their work or study because of their sex, pregnancy, race (including colour, nationality, descent, ethnic or religious background), marital status, disability, sexuality, HIV/AIDS status or transgender. Federal anti-discrimination legislation applies to staff, contractors and students.

#### Harassment

In general, harassment is behaviour which is unwanted and that humiliates, offends or intimidates a person, and occurs because of a person's:

- Race, colour, ethnic or ethno-religious background, descent or national identity.
- Sex.
- Pregnancy.
- Marital status.
- Disability (including physical, intellectual and/or behavioural/psychiatric disability; past, current or future disability; actual or presumed disability).
- Sexuality (male or female; actual or presumed).
- Age.

#### Vilification

Vilification is the public act of a person which incites hatred towards, serious contempt for, or severe ridicule of, a person or group of persons on the grounds of race or sexuality.

#### Bullying

Bullying behaviour can refer to the actions or behaviours of a person to another that intimidates, degrades, or humiliates the person. It may include verbal abuse, behaviour intended to punish such as isolation, exclusion from workplace activities and "ganging up". Repeated "put-downs", aggression, threats, and poorly managed conflicts of opinion may be part of bullying behaviour. It can occur between people such as managers and employees or contractors, co-workers and students.

### **Complaints**

All complaints regarding equal opportunity matters are treated seriously and investigated promptly, confidentially and impartially.

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### **Legislation**

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ABS Institute is required to operate in accordance with the law. This means we comply with the requirements of legislative and regulatory requirements. The following legislation is a list



of the Acts that we have compliance responsibilities to. They also represent obligations to you as a learner whilst training with us.

During your day-to-day work and when participating in training, you will need to be aware of the relevant legislation that may impact on your conduct and behaviour. Copies of State and Federal legislation are provided in the links next to State or Commonwealth.

#### **Commonwealth Legislation** [www.comlaw.gov.au](http://www.comlaw.gov.au)

- National Vocational Education and Training Regulator Act 2011
- Learner Identifiers Act 2014
- Work Health and Safety Act 2011
- Age Discrimination Act 2004 (Cwth)
- Disability Discrimination Act 1992
- Disability Standards for Education 2005
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- Privacy Act 1988 and Australian Privacy Principles (2014)
- Fair Work Act 2009
- Copyright Act 1968

#### **Western Australian Legislation**

- Education and Training Reform Act 2006
- Work, Health and Safety Act 2020
- Accident Compensation (Workcover Insurance) Act 1993
- Disability Act 2006
- Fair Trading Act 1999
- Working with Children Act 2005

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### **Privacy Policy**

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ABS Institute abides by the Privacy Act and respects students, staff and trainer/assessors' right to privacy. As an RTO, we are obliged to maintain effective administrative and records management systems. This involves the collection and retention of personal information from students in secure student records. Students always have access to their own records.

ABS Institute collects information from students upon initial enquiry in order to send course information and is collected at enrolment and during the provision of the training and assessment services. We may use personal information to advise students of upcoming events and training course, for marketing and research purposes. In addition, feedback on services provided through surveys is collected. This feedback assists us improve the quality of the services and training and is treated confidentially.

ABS Institute will only disclose information to other parties, as required by law, or as otherwise allowed under the Privacy Act 1988.

For further information, see ABS Institute Privacy Policy.

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### **Student Enrolment Policy**

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Enrolment in a training program can be done via our website or by contacting Administration on 1800 501588 and we will send out an enrolment form and any other requirements for the course. Simply complete an Enrolment form and send to us, either by email or post.

Enrolments must be received no later than 24 hours prior to the course commencement. Enrolment forms should be returned with payment details and deposit (if required). Enrolments will be considered tentative until payment has been received.

Once we receive your enrolment an appraisal or interview will be scheduled. At this interview you will do the following:

- Discuss the course in detail to confirm all requirements for training and assessment including any elective choice if relevant.
- Establish whether you are eligible for government funding (if available)
- Confirm the fees you will have to pay.
- Consider a language literacy numeracy assessment if required to determine your learning needs.
- Be informed about the requirements of a police/working with children check or other licences.

### **Tentative Enrolments**

Should enrolment numbers reach maximum, and another person wishes to enrol on a course where there is a tentative enrolment, ABS Institute will contact the tentative booking for payment confirmation or forfeiture of the tentative booking.

### **Enrolment Confirmation**

All students receive a letter/email to confirm their enrolment. Written confirmation will outline relevant details, such as venue, date, and course duration.

### **Enrolment appraisal and approval**

ABS Institute always conducts recruitment of students in an ethical, fair and responsible manner using various methods.

ABS Institute is committed to ensuring that all appraisal and approval processes are fair, equitable and consistent with workplace performance, competency level and the Training Package and program requirements. Therefore, selection into a training program is based upon the applicant:

- satisfying appropriate funding body entry criteria,
- meeting any pre-requisite qualifications or work experience, and
- meeting any age requirements that may be in place for a particular course.

Student enrolments are subject to availability of places on the training program. This is based on the maximum number of participants who can be accommodated, given room capacity, type of course, learning structures, student needs etc.

If a training program is fully booked at the time the student enquires about enrolment into that training program, they will either be placed on a "reserve" list or offered a place on a date where there are vacancies. Students on a "reserve" list are given priority should a place become available. Enrolments are strictly on a first-in, first-served basis. Students must have the appropriate level of language, numeracy and literacy.

ABS Institute shall ensure that any applicants who do not meet entry requirements are advised of any appropriate pre-entry training they may take to meet eligibility criteria.

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## **Student Records**

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ABS Institute maintains an individual student file for every student who undertakes any form of training and assessment with us. This file contains records regarding your personal details provided to us, any training and assessment undertaken and completed. This file is available to you.

In accordance with privacy laws and confidentiality requirements, your file is kept in a locked cupboard or secure SharePoint site/folder. Only those ABS Institute personnel who need to have access to your file for training and assessment purposes can access it. No other person/student can and will have access to your personal student file without your prior written permission.

If you would like access to your personal records simply contact the Managing Director.

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## Unique Student Identifier

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The Unique Student Identifier (USI) scheme, enabled by the Student Identifiers Act 2014, allows students to access a single online record of their VET achievements. The scheme also allows for reliable confirmation of these achievements by employers and RTOs.

We will ensure that;

- We verify with the Registrar, a Student Identifier provided to us by a student before using that Student Identifier for any purpose.
- We will only issue a qualification or statement of attainment to a student that has a verified Student Identifier.
- Where a student does not have a Student Identifier, we will seek approval to apply for a USI on behalf of the student.
- Where an exemption applies, we will inform the student prior to either the completion of the enrolment or commencement of training and assessment (whichever occurs first), that the results of the training will not be accessible through the Commonwealth and will not appear on any authenticated VET transcript prepared by the Registrar.
- The security of student Identifiers and all related documentation under our control are upheld.

For more information about the Student Identifier scheme please visit: [www.usi.gov.au](http://www.usi.gov.au).

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## Workplace Health and Safety (WHS) Policy

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ABS Institute is committed to providing a safe and healthy learning and work environment. The safety of our students and staff is of primary importance in all activities and operations of our organisation. We are committed to implementing, maintaining, and continuously improving work health and safety in all our facilities and operations.

ABS Institute encourages all persons to regard accident prevention and safety as a collective and individual responsibility. We recognise our responsibility under the Workplace Health and Safety and related regulations. The Managing Director has responsibility for ensuring the health and safety of staff, students, contractors, and visitors. This includes:

- Provide and maintain safe plant, equipment, and systems of work.
- Maintain the workplace in a safe and healthy condition.
- Provide adequate facilities to protect the welfare of all employees.
- Provide information, training and supervision for all staff and contractors, helping them to integrate WHS into their work areas and roles.
- Provide information, where relevant, to students, allowing them to learn in a safe manner.
- Integrate continuous improvement into WHS performance.

### Duty of Care

ABS Institute is committed to taking practicable steps to provide and maintain a safe and healthy work and learning environment for all staff, students, and contractors. Specific responsibilities are detailed below.

### ABS Institute's WHS responsibilities:

- Are responsible for the effective implementation and regular review of this WHS policy.
- Must observe, implement, and fulfil responsibilities under legislation that applies to WHS and endeavour to comply with relevant standards and codes of practice.
- Must ensure that the agreed procedures for regular consultation between management and staff are followed.
- Monitors the WHS management policies and procedures. Outcomes of WHS monitoring are used to help maintain appropriate risk controls. The effectiveness of

these risk controls and this monitoring and review process is linked to ABS Institute Continuous Improvement processes.

- Are responsible for ensuring that an WHS management system is implemented.

**Staff, contractors, students and visitors:**

- Have a duty of themselves and others.
- Have a responsibility to cooperate with all WHS processes.
- Have a responsibility to comply with relevant ABS Institute WHS management system policies and procedures.
- Must not bypass or misuse systems or equipment provided for WHS purposes.
- Must report any unsafe conditions which come to their attention to the Managing Director.

**Accidents, Injuries and Near Misses**

All incidents and near misses are required to be reported immediately. Students should see your trainer/assessor or administration personnel to report any issues. We will ensure that the injured person receives appropriate first aid and/or medical treatment as soon as possible and will investigate to reasonably prevent a recurrence.

ABS Institute is also committed to ensuring that injury management activities commence as soon as possible after injury and that every effort is made to provide suitable and meaningful duties consistent with the nature of the injury or illness, after seeking appropriate medical judgement.

Students and employees are expected to take care to prevent work-related injuries to themselves and to others.

**Investigating incidents and accidents**

The Managing Director is responsible for investigating incidents and accidents. Following the report of an incident (near miss) or accident (and after first aid and other injury management processes have been implemented) he will immediately undertake an investigation.

The process for investigations may include.

- Interview all people involved in the accident or incident and witnesses.
- Use the risk management approach to help understand the underlying hazards that caused the incident or accident and whether controls failed, were insufficient or were absent.
- Listen to recommendations of people involved in the incident or accident about what is required to prevent such incidents or accidents in the future.
- Analyse results of investigation and document recommended courses of action for evaluation by the Managing Director.
- Once action is approved, communicates outcomes and planned actions.

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**Conclusion**

Our management trainers/assessors and administration staff at ABS Institute hope that you enjoy your studies and learning with ABS Institute. We trust it will be a rewarding and beneficial experience that will assist with your personal growth. Professional development and career goals.