



DOMESTIC STUDENT HANDBOOK



Australian Vocational Learning Centre Pty Ltd
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1. Welcome to AVLC

Thank you for choosing AVLC to assist you in achieving your learning goals.

The decision to undertake study is an important one. Whether you are seeking to update or upgrade existing skills, or embarking on a new career, our team of friendly and dedicated staff is available to make your learning experience unique.

To guide you through your study we have developed this Student Handbook. It sets out a range of processes and procedures that have been put in place to guarantee consistency and quality. We aim to provide you with the best facilities, teachers and support services to ensure that your learning experience meets and exceeds your expectations.

To help us maintain our high standards please take time to read this handbook. You will wish to refer to the details in this handbook during your training and it is available on the AVLC website – accessible using your student logon.

At your induction you will be provided with a 'Student Induction Record'. Complete and return the induction record to the Student Service office before your course commences.

On behalf of the AVLC team we wish you an enjoyable and rewarding study experience.

The Team at AVLC

CEO: Neil Chapple

Finance Manager: Sharon Chapple

Student Services: Velma Keti

Sarah Chapple

Teachers: Sandip Chand

Razaul Islam

Karen Kundicevic

Parveen Dahiya

2. Registered Training Organisation (RTO)

As a registered training organisation, Australian Vocational Learning Centre (AVLC) is bound to comply with the VET Quality Framework (VQF) and other requirements specified by the Australian Quality Skills Authority (ASQA).

Information on the VET Quality Framework can be found at

<http://www.asqa.gov.au/about/australias-vet-sector/vet-quality-framework.html>

3. Course Information

AVLC is registered to offer a range of nationally accredited qualifications. We provide training and assessment in the areas of Accounting, Business, Business Administration and Management.

BSB50415 Diploma of Business Administration

This course is designed to reflect the role of individuals with substantial experience in a range of settings and who are seeking to further develop their skills across a wide range of business functions.

It is also suited to the needs of individuals with little or no vocational experience, but who possess sound theoretical business skills and knowledge that they would like to develop to create further employment opportunities.

BSB50215 Diploma of Business

This course has been designed to reflect the role of individuals with various job titles including executive officers, program consultants and program coordinators.

Individuals in these roles may possess substantial experience in a range of settings but seek to further develop their skills across a wide range of business functions.

Conversely, it may also apply to those with little or no vocational experience, but who possess sound theoretical business skills and knowledge that they would like to develop to create further educational and employment opportunities

BSB60215 Advanced Diploma of Business

This course has been designed to reflect the role of individuals with significant expertise a senior administrative role who are seeking to develop expertise across a wider range of business functions.

The qualification is suited to individuals who possess significant theoretical business skills and knowledge and wish to consolidate and build pathways to further educational or employment opportunities.

BSB51915 Diploma of Leadership and Management

This course has been designed to reflect the role of individuals who apply knowledge, practical skills and experience in leadership and management across a range of enterprise and industry contexts.

Individuals at this level display initiative and judgement in planning, organising, implementing and monitoring their own workload and the workload of others. They use communication skills to support individuals and teams to meet organisational or enterprise requirements.

They plan, design, apply and evaluate solutions to unpredictable problems, and identify, analyse and synthesise information from a variety of sources

BSB61015 Advanced Diploma of Leadership and Management

This course has been designed to reflect the roles of individuals who apply specialised knowledge and skills, together with experience in leadership and management, across a range of enterprise and industry contexts.

Individuals at this level use initiative and judgement to plan and implement a range of leadership and management functions, with accountability for personal and team outcomes within broad parameters.

They use cognitive and communication skills to identify, analyse and synthesise information from a variety of sources and transfer their knowledge to others, and creative or conceptual skills to express ideas and perspectives or respond to complex problems.

FNS40615 Certificate IV in Accounting

This program is for those students with some prior knowledge or experience within the financial services industry. Students will learn basic accounting skills and how to use computer-based accounting systems. The program is particularly relevant for employees who perform office tax duties such as completing the Business Activity Statement (BAS).

FNS50215 Diploma of Accounting

This qualification reflects professional accounting job roles in financial services and other industries. Individuals in these roles apply solutions to a range of often complex problems and analyse and evaluate information from a variety of sources. They apply initiative to plan, coordinate and evaluate their own work and guidance to others within defined guidelines.

Work functions in the occupational areas where this qualification may be used are subject to regulatory requirements. Refer to the FNS Implementation Guide Companion Volume or the relevant regulator for specific guidance on requirements.

This qualification includes units that comprise an approved Tax Practitioner Board (TPB) course in Australian taxation law and commercial law. Persons seeking registration with the TPB should check current registration requirements with the Board.

FNS60215 Advanced Diploma of Accounting

This qualification is designed to reflect the role of individuals working in accounting and seeking professional identification. At this level individuals, are expected to apply theoretical and technical skills in a range of situations and to display initiative and judgement in planning activities. They have autonomy in performing complex operations and can be responsible for planning, coordinating and evaluating the work of others within broad but generally well-defined parameters.

Work functions in the occupational areas where this qualification may be used are subject to regulatory requirements. Refer to the FNS Implementation Guide Companion Volume or the relevant regulator for specific guidance on requirements.

This qualification includes units that comprise an approved Tax Practitioner Board (TPB) course in Australian taxation law and commercial law. Persons seeking registration with the TPB should check current registration requirements with the Board

10118 Diploma of Social Media Marketing (095297C)

The Diploma of Social Media Marketing is designed for those students who would like to work as digital managers and social media marketing managers. This qualification will take the student

through the fundamentals of social media marketing to an expert level, learning how to create compelling marketing content, develop a social media marketing strategy, create and promote your personal brand and manage and implement email marketing.

4. College Location

The AVLC Campus is located at:

- Level 2 & 7, 16–18 Wentworth Street, Parramatta NSW 2150

Regular public transport services – buses and trains – are available at the Parramatta transit interchange a two minutes' walk from the college.



5. Entry Requirements

All Students will be assessed on the entry requirements for the course they would like to enrol as defined in the individual course outline. Entry requirements are the informal requirements of the course and may include prior industry experience and Language, Literacy and Numeracy (LLN) skills appropriate to the employment outcomes of the qualification. A LL&N assessment is completed prior to enrolment to assist in determining if an individual requires additional support and or training prior to or during the training period. AVLC utilises the online Core Skills Profile for Adults (ACER) assessment. Further information on this LLN assessment can be found at <https://www.acer.org/>

The outcome of this assessment is not to discriminate against the participant but to assist in them in successfully completing their course. In circumstances where LL&N levels do not meet the requirements of the course, the Student may be referred to a foundation course with an external provider.

6. Enrolment Process

A completed enrolment form with any supporting documentation is required by all students prior to commencement of course. All questions must be answered, and your signature should appear in the required locations on the form.

When your enrolment is process, you will be contacted by Student Services who will conduct a verification phone interview with you to confirm your details and ask a range of questions to confirm your suitability for the course. During this interview the requirement to complete the online LLN assessment will be discussed and you will be provided with the access details to complete this assessment.

Once you have completed the online LLN assessment your enrolment will be finalised, and you will have allocated an AVLC identification number and enrolled into your qualification. You will be contacted via email with details of how to access the AVLC student portal including your login details.

Students undertaking their training online will be contact by Student Services to discuss your availability to attend an interview via video conference with Director of Studies to put together your study plan for your qualification to assist you in completing your qualification in a timely manner and to conduct their orientation into the qualification.

Students attending face to face will be provided with their course timetable and the date and time of the course orientation session when they receive their student portal log in detail.

7. Unique Student Identifier

The Unique Student Identifier (USI) is a Commonwealth reference number that gives students access to their own USI account. Each individual account will be linked to the National Vocational Education and Training (VET) Data Collection. This will allow students to see all their individual training results from all providers including all completed training units and qualifications in one space.

The USI allows for students to find, collate and authenticate their VET achievements into a single transcript. It will also ensure that students' VET records are not lost.

AVLC has provided on our application form the privacy notice if you wish use to create your USI on your behalf. If not, we will require you to provide us with your USI number for your records. If you have any questions in relation to the USI number contact Student Services or go to www.usi.gov.au

8. Orientation to the Course

Student Services will organise your orientation to AVLC. On your first day at our college you will be welcomed, and we will answer your questions and give you information about:

- Requirements to receive a qualification
- Certificates issued on successful completion of the course
- How your skills, knowledge and attitudes will be assessed
- Recognition of prior learning or recognition of current competency
- How you can appeal if you don't agree with your assessment outcome
- How you can complain if you are not satisfied with any part of the course
- How you can get extra help with your learning
- Who your AVLC staff are and their roles
- Student portal access on AVLC web site
- Emergency evacuation procedures
- Course timetable and attendance
- Course content
- Work placement arrangements if applicable
- Your obligations as a student at our College.

Students undertaking online training will have their orientation via video conference with the Director of Studies.

9. College Academic Calendar and Intakes

The academic year for AVLC is controlled by the course you are undertaking. Our academic year runs for 40 weeks' face-to-face delivery with 12 weeks leave. Our courses run for 52 weeks and student intakes are 4 times a year at the start of each term. Students are only allowed to take breaks during the public holidays and nominated AVLC holidays.

10. Course Timetables

The Director of Studies will schedule course timetables at the beginning of the year and midyear. Timetables are subject to change. Timetables will be posted approximately 2 weeks prior to the commencement of the next term. New students will receive their timetable at orientation.

Online students will receive an individual tailored study plan outline the entire qualification including timeframes for unit completion and assessment submissions.

11. Training Delivery

All qualifications offered by AVLC are available to domestic students in two formats – institution based and online.

Institution based training consists of a mix of face to face lectures, individual and group activities and discussions.

Online based training allows the student to access their training anytime it is suitable to their individual schedules. It consists of online recorded video lectures, downloadable learning materials, quizzes, online assessments and program simulation-based assessments, forum discussions.

All AVLC students will be able to access their learning materials directly from AVLC's eLearning platform via a computer or tablet at any time from the commencement of a unit study period as defined on the course timetable and until that unit has been completed.

The eLearning platform will provide a range of additional materials for students such as extra handouts, copies of recorded lectures by variety of trainers who have previously taught the same unit and quizzes to challenge their knowledge during the learning.

Similarly, institution-based students will be able to access both their formative and summative assessment activities online, so they may refer to them outside of class time.

The eLearning system has in place restrictions on what an institution-based student can do within the system when outside of their timetable hours.

12. Conduct of Assessment

Assessment is conducted in accordance with the National Assessment Principles. Assessment is competency based against the standards outlined in the units of competency in the Training Package.

It includes:

- Assessment to determine your training needs
- Assessment during the training to judge how you are progressing
- Assessment of performance at end of the units of training
- Recognition of prior learning or recognition of current competency

Assessments are conducted in a classroom and involve the collection of sufficient evidence to demonstrate you are competent.

This may include:

- Measurement of products you have made or services you deliver
- Observation of processes you carry out
- Measurement of your knowledge and understanding
- Observation of the attitudes you demonstrate.

Note:

1. Assessment activities are customised by the addition of tasks that are authentic to the workplace or the industry
2. The learning requirements and assessment tasks are no more difficult than those required during the performance of the job.
3. Reasonable adjustment to assessment activities may be made when the requirements of the unit of competency are not affected e.g. oral questions and answers may replace written questions and answers. These adjustments are made in response to identified students' needs.

Assessment methods may involve you in:

- Demonstration of practical skills
- Written and/or oral questions
- Group discussions
- Oral presentations
- Case studies

At enrolment you will be given information on the course including the units of competency incorporated in the course and the assessment activities to be completed. You are encouraged to check the development of your skills and knowledge and indicate your readiness for assessment. The outcomes of assessment are C for *Competent* or NYC for *Not Yet Competent*. Those assessed as NYC (*Not Yet Competent*) can request a re-assessment.

During the course AVLC will maintain your individual assessment records, which you can review upon request.

13. Appeals and Re-assessment

Students may appeal an 'NYC' assessment for a unit of competency or single assessment task if they believe it is incorrect and if they have met attendance requirements for the unit and submitted the necessary assessments.

Re-assessment Criteria

Appeals against an assessment may be made under the following criteria.

1. Unit requirements and assessment procedures were not published or clearly communicated to the student or were changed without notification at the beginning of or during the unit.
2. The student claims a mistake has been made in calculating the result for this unit. An appeal under this criterion does NOT usually mean that a complete re-mark of a student's paper will be required. It is a detailed check to ensure that no part of a student's performance has been overlooked by the director of studies, student services officer or trainer
3. The student can verify they had compassionate leave approved which substantially affected their performance in the unit. Therefore, the student believes that the result does not fairly reflect their competence.

Note that AVLC policy does not allow any more than one full repeat of a unit.

Appeal Process

An appeal against an assessment is a **FOUR STAGE** procedure.

STAGE 1 In-class resubmission of some or all the Assessments for the Unit

If a student believes that the result awarded for a subject and displayed on their student progress report does not fairly reflect their actual competence the student may appeal against their assessment outcome. The appeal must be made within five working days of the assessment results being made available.

Appeal forms are available at student administration or can be downloaded from the AVLC website.

Steps

1. An 'Assessment Appeal and Re-Assessment Form' should be completed.
4. The completed form outlining the basis for their appeal should be taken the Director of Studies to discuss the reasons for the result.
5. If an agreement with the Director of Studies can be reached, they may change student's result at which point the appeal is complete.

6. If no agreement can be reached the student will be referred to the class teacher with the form and a signed 'Intervention form' outlining what work must be achieved. Any unfinished work or resubmission of unsatisfactory work must now be completed within 10 working days.
7. If the teacher is satisfied with the work the assessment result will be amended and the appeal is complete.
8. If the teacher is not satisfied the original assessment will stand and the student may return to the Director of Studies and move the appeal to Stage 2.

STAGE 2 Formal Re-assessment with an Alternative Assessor

1. To sit for a formal re-assessment, the student must return with both their appeal form signed by the class teacher to see the Director of Studies.
2. The Director of Studies will now complete an intervention strategy and counsel the student on their performance.
3. The student will be notified of the date for re-assessment and advised that there is a fee of \$100.00 for this stage.
4. The student must now present themselves on that date with their signed appeal and intervention forms to the nominated assessor who will provide an alternative assessment and a due date which will be no more than 10 working days later.
5. If the re-assessment is marked as competent the student record will be adjusted at which point the appeal is complete.
6. If the student does not attend on the re-assessment date without providing 24 hours' notification to the college or submits work that is still not yet competent the assessor will note this on their forms and return them to the Director of Studies.
7. The student will now report to the Director of Studies to have the appeal moved to Stage 3.

STAGE 3 Re-sit of Unit

1. Within seven days of being notified that their result remains not yet competent the student must report to the Director of Studies
2. Depending on the circumstances, the student may be allowed to complete a re-sit of the entire unit.
3. The Director of Studies will assign the student to a teacher and nominate a date on which the re-sit will commence and a date by which all assessments must be submitted.
4. A \$250 fee applies to re-sits.
5. If the re-sit and submission of work is completed within the dates provided and the work assessed as competent the student record will be adjusted at which point the appeal is complete.
6. If the assessment remains as not yet competent the appeal form will be signed and returned to the Director of Studies and student will be subject to a review of their entire term progress.

STAGE 4 Review of Student Progress

This review will be undertaken by the Director of Studies and may result in the student

- Being required to repeat the term if they are not competent (NYC) in three or more subjects

Important notes about the Appeals Process

1. Appeals against results must be lodged with the Director of Studies no later than five working days after the results have been released.
2. All appeals must be based on one or more of the criteria listed in the AVLC policies and procedures.

3. The student then has 10 working days to complete a Stage 1 re-submission
4. A further 10 working days can complete the Stage 2 re-assessment
5. A specific time will be nominated to complete a re-sit
6. All against assessment outcomes must be made on the prescribed form
7. Students will be unable to do re-assessments if they have failed three or more subjects within a three-month period. In this circumstance the student must repeat the term and pay for a full re-sit of all unit.

14. Intervention Strategies

If a student is **at risk** of not making satisfactory course progress, the Student Services Officer will establish a support program, which may include one or more of the following:

- Attending tutorials;
- Attending counselling
- Receiving assistance with personal issues which are influencing progress
- Receiving mentoring
- Being placed in a suitable alternative subject within a course or a suitable alternative course
- A combination of the above and a reduction in course load.

A record of the intervention measures implemented will be kept in the student's file and a copy will be supplied to the student.

15. Address and Contact Details

Students must provide residential addresses to the educational provider. The Change of Contact Details Form is available in reception. It is important to notify Student Services (admissions@avlc.edu.au) in person within seven days if you change your address, phone or email contact details. Alternatively, you may log into the student portal and adjust your details there.

16. Learner Support

The learning support strategies used by teachers at AVLC include:

- Pre-teaching technical terminology.
- Demonstrating procedures.
- Providing opportunities for 'hands-on' experience and practice.
- Ensuring individual support and advice to students.
- Encouraging students to work at their own pace.
- Where necessary inviting students to record training session on an audiotape.
- Providing written learning material and illustrations to reinforce the learning.

Students with learning difficulties beyond our areas of expertise are referred to external specialist agencies.

The Director of Studies and the Student Services Officer are available to discuss and support you with any concerns you may have during your studies with us. Feel free to talk to them about your adjustment to student life and study and any other problems that may affect your studies. They will advise or refer you appropriately.

17. Evaluation

As part of our continuous improvement procedures you will be asked to complete a Course Evaluation. This is your opportunity to provide us with feedback on the course, the teachers and assessors, the course administration, the training facilities, the training activities, resources and materials and the assessment procedures. Your comments enable us to make sure that your expectations are being met and to improve our services.

18. Facilities and Equipment

Facilities and equipment is set-up, checked and maintained regularly to ensure effective and efficient operation. Students have access to necessary instructional and assessment facilities, materials and equipment.

Training facilities include:

- Fully resourced lecture rooms
- Suitable training equipment set up safely and securely
- Adequate acoustics, ventilation and lighting
- Amenities for meal breaks
- Toilet facilities
- Accessible references and resources
- Computers with access to the Internet

In the event of a planned relocation of the College we will notify both ASQA and our students at least three weeks prior to the relocation-taking place. This notification will provide details of our new address, a map of how to get there and other details relevant to the relocation and student studies during this transition period.

19. Morning/Afternoon Tea and Lunch Facilities

Lunch and morning tea facilities are available for use during breaks. Please keep this area clean and tidy.

20. Fees and Refunds

Up to date information about fees and refunds are included in the letter of offer and are outlined in our pre-enrolment information. Fees and refund information provided to students include:

- The total amount of all fees including tuition fees, administration fees, materials fees and any other charges.
- Payment terms, including the timing and amount of fees to be paid, any non-refundable deposit or administration fees and any fees for additional services.
- Refund Policy.

Fee information is also included in course outlines for each of the courses that is offered by AVLC.

Student fees

To ensure that student fees are protected, AVLC will not require students to pre-pay fees of more than \$1,500.

Unless otherwise specified, course fees are inclusive of the cost of all training and assessment materials. Any optional textbooks and materials that may be recommended but not required for completion of the course are not included in course fees and will be an additional cost should you wish to purchase such materials.

There is a \$100 fee for re-assessment as per AVLC's re-assessment policy conditions. Once a student has completed an assessment and is found Not Yet Competent, the student has the right to attempt

the assessment a further two times. If after the third attempt, the student is assessed as Not Yet Competent, the student will need to re-enrol into the unit.

Terms and Methods of Payment

Course fees can be paid in one lump sum or in instalments. Details of the options for payment are included with student's confirmation of enrolment. All fees must be paid by the date specified.

If for any reason a payment is unsuccessful, AVLC will contact you to resolve the outstanding payment. AVLC will endeavour to resolve any outstanding payment via alternative methods or instalment schedules within reasonable time frames to assist you during any financial difficulties.

Please be aware that if you are unable to remit outstanding payments within a reasonable time frame, this may affect your participation in the course.

Refunds

Our refund policy is included in the written agreement that you are required to sign to indicate acceptance of the offer of enrolment and all the terms and conditions specified,

Students will receive a full refund of fees paid and there will be no administration charge in the following circumstances:

- The course is cancelled
- The course is rescheduled to a time and location that is unsuitable for the student
- A student is not given a place due to the class being full
- A student can demonstrate that circumstances beyond their control led to withdrawal, for example, illness or death of a family member. The student will need to provide documentary evidence such as a medical certificate or death certificate

In all other circumstances, if you withdraw from the course:

- Within 10 working days of the course commencing, the course will be 100% refundable, less a \$100.00 administrative fee.
- Less than 10 working days prior to course commencement, you will receive 50% of fees paid.
- After course commencement, no refund is payable.

Requests for refunds (as per the refund policy indicated above) are to be submitted in writing via email to admissions@avlc.edu.au or by post. Students should include their full name and address, as well as their date of birth and the course code and title. Students should also provide reason(s) for the refund, bank account details for refund payment deposit and any documentary evidence such as a medical certificate where the withdrawal relates to health issues.

Refunds will be deposited into the student's nominated bank account within 15 working days of the request.

AVLC acknowledges it has a responsibility to protect the fees paid by students in advance of their training and assessment services being delivered. AVLC is a member of the Australian Tuition Assurance Scheme (ASTAS) run by the Australian Council for Private Education and Training (ACPET). The ASTAS scheme ensures we are looking after our students by taking out insurance to protect against non-delivery or cancellation of programs.

Where possible, should a course be cancelled, we guarantee to make all reasonable attempts to complete your program by transferring you to a similar or equivalent program either with AVLC or another RTO.

21. Student Card

To obtain a student card, you will need to have your photo taken by student services. You will then be issued with a student card within a week. The student card can be used as a concession card at museums, theatres, cinemas etc. They are not valid on public transport in Sydney.

22. Media Release

AVLC may take your photo and it may appear in electronic media (may include but not limited to: webpage, Facebook, newsletters, student cards) for the promotion of AVLC. When such an occurrence happens AVLC will first gain your permission to use your image in such a promotion.

23. Student Support Services

AVLC supports students to adjust to study, to achieve their learning goals and to achieve satisfactory progress towards their learning goals and to achieve satisfactory progress towards meeting the learning outcomes of the course.

AVLC assists students to adjust to study and, including through the provision of an age and culturally appropriate orientation program that includes information about:

- Student support services available to students in the transition to life and study in a new environment
- Legal services
- Emergency and health services
- Facilities and resources
- Complaints and appeals processes

AVLC provides the opportunity for students to participate in services, or provides services designed to assist students in meeting course requirements.

AVLC provides the opportunity for students to access welfare related support services to assist with issues that may arise during their study, including course progress, attendance requirements. These services are provided at no additional cost to the student. If AVLC refers a student to external support services, AVLC will not charge for a referral.

AVLC has a documented Critical Incident Policy together with procedures that covers the action to be taken in the event of a critical incident, required follow up to the incident, records of the incident and action taken.

AVLC will designate a member of staff or members of staff to be the official point of contact for students.

AVLC has sufficient staff personnel to meet the needs of the students enrolled in the College.

AVLC ensures that the staff members who interact directly with students are aware of the obligations of AVLC and the potential implications for students arising from the exercise of these obligations. This information is communicated to staff through inclusion in staff meetings and through inclusion of the policies in the AVLC policies and procedures manual.

List of External Counselling Services and Assistance

Problem	Website	Phone no.
Alcoholism	www.aa.org.au	1300 222 222
Anxiety (including phobias & Obsessive-Compulsive Disorder)	www.ada.mentalhealth.asn.au	9879 5351
Anxiety	www.beyondblue.org.au	1300 224 636

Asthma	www.asthmansw.org.au	1800 278 462
Consumer credit and debt	www.cclcnsw.org.au	1800 007 007
Australian Sikh Association	www.asainc.org.au	9622 6994
Christian Church Parramatta	www.pcc.org.au	9630 3892
Crime stoppers (report crime anonymously)		1800 333 000
Crisis counselling (Wesley Mission)	www.wesleymission.org.au	9951 5522 13 11 14
Depression	www.depressiondoctor.com	
Depression (National Initiative)	www.beyondblue.org.au	1300 22 4636
Disabilities	www.ideas.org.au	1800 029 904
Domestic violence	www.domesticviolence.nsw.gov.au	8745 6999 or 1800 656 463
Drug addiction: Narcotics Anonymous	www.na.org.au	1300 652 820
Drug addiction (Christian help)	www.naranon.com.au	8004 1214
Drugs and mental health	www.thewaysidechapel.com	9581 9100
Families and friends with mental illness	www.arafmi.org/	1800 655 198
Eating disorders	www.nedc.com.au	1800 334 673
Eczema	www.eczema.org.au/	1300 300 182
Emergency services (police, fire, ambulance)		000
Epilepsy	www.epilepsy.org.au/	1300 374 537
Family planning information	www.fpnsw.org.au	1300 658 886
Gambling Counselling (Wesley)	www.gamblinghelp.nsw.gov.au	1800 858 858
G-Line (gambling)	www.iolgr.nsw.gov.au	1800 633 635
Gay and lesbian counselling line	www.liferesolutionblacktown.com.au	1300 485 194
Grief support	www.nalag.org.au	9489 6644
Hepatitis C	www.smarthealth.me	1800 900 430
Hindu Temples	www.hindunet.com.au/australian_temples.html	9687 1695
HIV/AIDS	www.acon.org.au	1800 063 060
Australian Multi Lingual Services	www.alms.com.au	1300 308 983
Legal information and advice	www.lawaccess.nsw.gov.au/	1300 888 529
Mental health advice	www.mentalhealth.asn.au/	9339 6000
Muslims Mosques	www.ldca.org.au	9738 7700
Poison Information Centre	Health.act.gov.au	131 126
Police Assistance Line (non-emergency)	www.police.nsw.gov.au	131 444
Police Parramatta	www.police.nsw.gov.au	9633 0799
Pregnancy counselling	www.pregnancysupport.com.au/	1300 792 798
Rape Crisis Centre	www.nswrapecrisis.com.au/	1800 424 017
Relationship counselling	www.interrelate.org.au/	1300 736 966
Schizophrenia	www.sfnsw.org.au/	1800 985 944
Smoking – Quit line	www.icanquit.com	13 78 48
Suicide Prevention	www.lifeline.gov.au	13 11 14
Victims of crime support	www.victimsservices.justice.nsw.gov.au	1800 633 063
Westmead Hospital	www.westmeademergency.org/index.html	9845 5555

Women's refuge referral service	www.dvnsw.org.au	1800 65 64 63
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24. Trainer Qualifications

AVLC trainer all either hold the relevant qualifications or have extensive and current industry skills and experience to meet the requirements of the relevant National Training Package and Standards for RTO's 2015. These include:

- Qualifications in Business, Management and Accounting
- Qualifications in Training and Assessment (current)
- Over three years' experience in the relevant related industry sector
- Current ongoing industry and vocational professional development

25. Learner Support

The learning support strategies used by teachers at AVLC include:

- Pre-teaching technical terminology.
- Ensuring individual support and advice to students.
- Encourage the students to work at their own pace within the given timeframes provided per the student timetable for a one-year completion.
- Where necessary inviting students to record training session on an audio-tape.
- Providing written learning material and illustrations to reinforce the learning.

Students with learning difficulties beyond our areas of expertise are referred to external specialist agencies.

Recruitment to AVLC is carried out in an ethical manner in accordance with Access and Equity principles

Your teachers:

- Recognise the cultural diversity of all students
- Ensure equal treatment of all students
- Encourage full participation and assist all students to achieve the course outcomes
- Provide equal access to resources
- Refer students with specific learning problems to appropriate agencies

26. Recognition of Prior Learning (RPL/Recognition of Current Competency (RCC)

If you believe you already have the skills and knowledge required to demonstrate competency you can request RPL/RCC. It does not matter whether you acquired your skills and knowledge through informal learning, work experience and/or life experiences.

To request RPL/RCC you will need to:

- Read your course information and talk to the Director of Studies if there is anything you need explained.
- Collect and complete the Request for Recognition of Prior Learning form from the office.
- Check your skills and knowledge for each unit of competency.
- Collect your evidence to show your competence. Your evidence must be valid (as described in the unit of competency), sufficient (enough), current (up-to-date) and authentic (your own work).
- List the types of evidence you have for each unit of competency.

- Present your evidence and the list of evidence to the Director of Studies for assessment.

The assessor may ask you to undergo a challenge test. You will be provided with a written report on the outcomes of assessment of your application for RPL, which you will be required to counter sign. This report will be filed in your personal file.

AVLC does not charge for the processing of the RPL application. A fee does apply to make an application for RPL. However, if a student is granted RPL there will be no reduction in the total course fee

On successful completion of all units of competency you will be issued with a full AQF qualification and transcript of competencies achieved.

If you do not complete the entire course of study a Statement of Attainment will be issued for successful completion of individual units of competency.

In line with the requirements of the Standards for RTO's 2015 all AQF qualifications and or statements of attainment will be issued within 30 calendar days of completion of the qualification. AVLC will inform you once the documentation is ready for collection via one of the following methods – SMS, Phone, Email or Letter. If fees are outstanding at time of issue AVLC will retain the documentation until all outstanding fees have been paid.

27. Records Maintenance

It is an Australian Government requirement that we keep records of each student's current residential address (as supplied by the student), the student's full name, date of birth, nationality, the start and completion day of the student's course, attendance and academic performance, details of payments received. We must also keep a record of the reason for a student's termination of studies if this situation occurs.

Your records are confidential and available to you on request. Records of attendance, assessment outcomes and qualifications issued are kept accurate, up-to-date and secure.

Information provided by the students to AVLC may be made available to the Commonwealth and State Agencies for purposes of auditing and compliance with regulatory requirements.

We keep a record of your results for a period of 30 years.

Student information is not disclosed to anyone outside of AVLC without the student's consent. Student records are confidential and available only to the student upon request in hard copy and available always via the student portal.

Students can access their records at any time via the student portal. The portal provides access to the students' personal details, current academic progress, record of attendance, college notices.

28. Legislative and Regulatory Requirements

AVLC is bound by and operates within the following legislative and regulatory requirements:

- VET Quality Framework (VQF):
 - Standards for Registered Training Organisations 2015
 - Fit and Proper Person Requirements
 - Financial Viability Risk Assessment Requirements
 - Data Provision Requirements
 - Australian Qualifications Framework
- National Vocational Education and Training Regulator Act 2011
- Student Identifiers Act 2014
- Student Identifiers Regulations 2014
- Human rights and Equal Opportunity Commission (HREOC) Act 1996
- Commonwealth Affirmative Action (Equal Employment for Women) Act (1986)

- Commonwealth Racial Discrimination Act (1975)
- Commonwealth Industrial Relations Act (1998)
- Commonwealth Sex Discrimination Act (1984)
- Commonwealth Industrial Relations Reform Act (1993)
- Commonwealth Racial Hatred Act (1995)
- Commonwealth Disability Discrimination Act (1993)
- NSW Anti-Discrimination Act 1977
- Copyright Act 1968
- Equal Opportunity Act
- NSW Work Health and Safety Act (2011)
- NSW Work Health and Safety Regulation 2011
- NSW Workers Compensation Act
- NSW Anti-Discrimination Act 1977

Copies of these are in the main office and can be accessed at any time. Also available at web site www.austlii.edu.au and www.legislation.nsw.gov.au additional information on the VET Quality Framework is available at www.asqa.gov.au/about/australias-vet-sector/vet-quality-framework.html

29. Work Health and Safety

AVLC guarantees to meet its duty of care to staff, students and visitors by providing a healthy and safe environment in which to study. AVLC enthusiastically complies with the Work Health and Safety Act 2011 as administered by Work Cover Authority of NSW (<http://www.workcover.nsw.gov.au>)

Your teacher will talk to you about emergency evacuation procedures during the first lesson. In an emergency, you are to make your way quickly and calmly to the nearest exit and meet your teacher and other students in front of the building for a roll call check.

No Smoking is allowed in any area of the College. If you wish to smoke, you must leave the premises.

A First Aid Kit is in the staff area of the college.

You are responsible for:

- Always conducting yourself in a safe and healthy manner.
- Ensuring the prevention of injury and disease to yourself, your teachers and your fellow students.
- Identifying and reporting to your teacher any possible hazards from equipment, facilities and the environment.
- Avoid from smoking.
- Avoid from drinking and/or eating in the classrooms.

30. Anti-discrimination

AVLC is committed to providing a fair and equitable College for its students and visitors. Any discrimination or harassment of staff, students or visitors because of their sex, pregnancy, race, colour, nationality, ethnic or ethno-religious background, marital status, physical or intellectual or psychiatric disability, homosexuality or age will not be tolerated.

You are responsible for:

- Ensuring non-discriminatory or harassing behaviour always to other students, staff or visitors to the College.
- Reporting any discriminatory behaviour or harassment to your teacher.

31. Equal Employment Opportunity

Staff recruitment at AVLC is conducted equitably in accordance with the principles of EEO.

AVLC is committed to its staff remaining up-to-date with current trends in Business sectors and in training and assessment. Staff members are encouraged to identify their training needs and to negotiate arrangements for addressing these needs.

32. National Vocation Education and Training Regulator Act 2011

National Vocational Education and Training Regulator Act 2011 is the Act that established the Australian Skills Quality Authority. The Act also provides for Standards for VET Accredited Courses, which are in addition to the VET Quality Framework. In NSW the enabling legislation is Vocational Education and Training (Commonwealth Powers) Act 2010. AVLC complies with these Acts, which provide a national jurisdiction a wide range of powers.

33. Access and Equity

AVLC provides equal access to training and delivery services for local and international students. Where possible, we conduct flexible training to meet specific needs of individual students.

The student enrolment form requires students to self-assess their English language capabilities and to indicate any special needs for the course.

The learning support strategies used by teachers at AVLC include:

- Pre-teaching technical terminology.
- Demonstrating procedures.
- Providing opportunities for 'hands-on' experience and practice.
- Ensuring individual support and advice to students.
- Encouraging students to work at their own pace.
- Where necessary inviting students to record training session on an audiotape.
- Providing written learning material and illustrations to reinforce the learning.

Students with learning difficulties beyond our areas of expertise are referred to external specialist agencies.

Recruitment to AVLC is carried out in an ethical manner in accordance with Access and Equity principles

Your teachers will:

- Recognise the cultural diversity of all students
- Ensure equal treatment of all students
- Encourage full participation and assisting all students to achieve course outcomes
- Provide equal access to resources
- Refer students with specific learning problems to appropriate agencies

Should you have any access and equity issues you may approach your teacher in the first instance. If you do not wish to do so you should contact the Director of Studies.

34. Student Responsibilities/Code of Behaviour

While you remain a student at AVLC it is your responsibility to:

- To conduct yourself in a safe and healthy manner.
- To behave in a manner, prevents injury and disease to you, your teacher and fellow students.

- To identify and report to your teacher any possible hazards from equipment, facilities and the environment.
- To comply with and assist in the College's emergency procedures.
- To cease from smoking anywhere in the College building
- To cease from drinking and/or eating in the workrooms.
- To attend class regularly and punctually.
- To comply with the Assessment Information outlined in the Student Handbook
- To discuss any complaints or grievances with your teacher or College Director of Studies.
- To ensure no discriminatory, harassing or bullying behaviour always to other students, staff, work placement supervisors or visitors to the College.
- To report any discriminatory behaviour, harassment or bullying to your teacher, workplace supervisor or Director of Studies.
- To cease from unacceptable behaviour including the use of bad language, alcohol and drugs
- To cease from the use of devices, this may disrupt classes. E.g. mobile phones.

Students who choose not to comply with the Code of Behaviour will be given a verbal warning in the first instance, a written warning in the second instance and dismissal in the third and final instance.

35. Complaints and Appeals

AVLC provides a process for complaints and appeals to be heard and actioned. All complaints and appeals received by AVLC will be viewed as an opportunity for improvement.

Despite all efforts by AVLC to provide satisfactory services to its students, complaints may occasionally arise that require formal action and resolution. The following procedure provides students with the opportunity to have any issues relating to a substantiated complaint or appeal resolved and resolutions reached that are designed to satisfy all parties involved. This complaint and appeals process will be at no cost to the student.

Complaints and appeals come in two different types – Academic and Non-Academic as defined below.

- **Academic Complaint and Appeals:** Refers to a complaint and/or appeal about an academic matter, which may include, and it is not limited to complaints regarding course progress and or attendance, assessment outcomes or training delivery.
- **Non-Academic Complaint and Appeals:** Refers to a complaint and/or appeal about a non-academic matter, which may include but is not limited too operational, racial or sexual discrimination, unfair treatment, physical or verbal abuse, refusal of admission, non-payment of fees, and incorrect advice given prior to enrolment.

Compliant Procedure – Informal Process

Where it is possible all non-formal attempts shall be made in the first instance to resolve complaints. This may include advice, discussions, and general mediation in relation to the issue. Any member of AVLC staff can be involved in this informal process to assist in resolving issues but once a student has placed a formal complaint / appeal the following procedures outlined below must be followed.

General Complaints

Any student, potential student, or third party may submit a formal complaint to AVLC with the reasonable expectation that all complaints will be treated with integrity and privacy. There is no cost for the complaints process unless it is referred to an external third party who may charge for their services in relation to the complaint resolution.

A student wishing to submit a formal complaint and or appeal can do so by completing the 'Complaints and Appeals Form' and outline their case providing as many details as possible and supporting evidence if available. The 'Complaints and Appeals form' is available from reception at AVLC and online at www.avlc.edu.au.

All formally submitted complaints or appeals are submitted to the Director of Studies. It is their responsibility to deal with the complaint in the first instance. Complaints are to include the following information:

- Submission date of complaint
- Name of complainant;
- Nature of complaint;
- Date of the event which lead to the complaint
- Supporting evidence (if applicable);

Once a formal complaint is received it is to be entered in the 'Complaints and Appeals Register' which is monitored by The CEO regularly. The information to be contained and updated within the register is as follows:

- Submission date of complaint
- Name of complainant;
- Description of complaint / appeal
- Determined Resolution; and
- Date of Resolution.

A student may be assisted or accompanied by a support person regardless of the nature of the complaint throughout the process always. Students can present their case in person

Once a complaint has been filed and logged in the 'Complaints and Appeals Register' the Director of Studies shall notify the CEO of the complaint and provide any further documentation related to the matter.

The Director of Studies will then refer the matter to the appropriate staff to resolve or make a decision on the complaint within 10 working days and keep the complainant informed of any decisions or outcomes concluded, or processes in place to deal with the complaint.

Once a decision has been reached the Director of Studies will inform all parties involved of any decisions or outcomes that are concluded in writing within 20 working days. Within the notification of the outcome of the formal complaint the students shall also be notified that they have the right of appeal. To appeal a decision AVLC must receive, in writing, grounds of the appeal. Students are referred to the appeals procedure.

The CEO will ensure that AVLC will act immediately on any substantiated complaint. If the internal or any external complaint handling or appeal process results in a decision that supports the student, AVLC must immediately implement any decision and/or corrective and preventative action that is required and advise the student of the outcome.

Copies of all documentation, outcomes and further action required will be placed into the 'complaints and appeals register' by the Director of Studies and on the students file.

AVLC will always follow the principles of fairness and natural justice when dealing with all complaints

Appealing a Decision

All students have the right to appeal decisions made by AVLC where reasonable grounds can be established. The areas in which a student may appeal a decision made AVLC may include:

- Assessments conducted
- Deferral, suspension, or cancellation decisions made in relation to the student's enrolment
- Or any other conclusion / decision that is made after a complaint has been dealt with by AVLC in the first instance.

To activate the appeals, process the student is required to complete a 'Complaints and Appeals Form' which is to include a summary of the grounds the appeal is based upon. The reason the student feels the decision is unfair is to be clearly explained and help and support with this process can be gained from student services.

The Director of Studies shall then determine the validity of the appeal and organise a meeting with all parties involved in the matter and attempt to seek resolution where appropriate. The process for all formally lodged appeals will begin within 10 working days of the appeal being lodged.

The CEO shall ensure that AVLC acts on any substantiated appeal.

Where an appeal has been lodged it will be defined into one of the following categories and the appropriate procedures followed:

General Appeals

- Where a student has appealed a decision or outcome of a formal complaint they are required to notify AVLC in writing within 20 working days of the grounds of their appeal. Any supporting documentation should also be submitted with the appeal.
- The appeal shall be lodged through Student Administration and a Student Services Officer shall ensure the details of the appeal are added to the 'Complaints and Appeals Register'.
- The Director of Studies shall be notified and shall seek details regarding the initial documentation of the complaint and shall make a decision based on the grounds of the appeal.
- The student shall be notified in writing of the outcome with reasons for the decisions, and the 'complaints and appeals register' updated. The student shall also be provided the option of activating the external appeals process if they are not satisfied with the outcome. The student is required to notify AVLC if they wish to proceed with the external appeals process.

Assessment Appeals

For additional information on assessment please refer to the separate Assessment Appeal and Re-assessment policy and procedure.

External Appeals

If a student is still dissatisfied with the decision of AVLC, the student may wish to escalate the matter. AVLC will refer the student to the following external mediation service:

LEADR

Association of Dispute Resolvers

Level 1

13 – 15 Bridge Street

Sydney NSW 2000

Ph.: 02 9251 3366

Email: leadr@leadr.info

Alternatively, students may wish to lodge an appeal or complaint with the relevant government body as outlined below.

For details and information on lodging a complaint with ASQA please see <http://www.asqa.gov.au/complaints/make-a-complaint---overseas-students/make-a-complaint---overseas-students-1.html>

Continuous improvement

This policy is reviewed regularly through internal audits and external reviews. AVLC will amend this policy when an improvement is identified. Any changes will be distributed to every person who is applying for enrolment, students, staff and other clients of AVLC.

Staff Awareness and Training

All staff is trained in this policy and procedure at induction, on professional development days (held at least 2 times a year) and when changes to the policy and procedures are made.

36. Student's Responsibilities

All students are expected to maintain high standards of academic honesty and integrity. Academic misconduct is defined as attempts by students to cheat, copy, plagiarise or otherwise act dishonestly in undertaking an assessment task or assisting other students to do so. Students are considered guilty of cheating if they seek to gain advantage by unfair means such as copying another student's work, or in any way misleading a lecturer or tutor about their knowledge, authenticity, or the amount of original work they have done.

Examinations

- Students must not help or receive assistance from other students
- Students must not request the loan of or lend materials or devices to other students
- Students must not bring any materials into the examination room other than those specified for that examination
- Students must not use computer software or other devices during an examination other than those specified.

A student may be excluded from a final examination in a unit for any of the following reasons:

- Unauthorised absence from class.
- Failure to meet unit requirements, for example non-submission of assignments or failure to attend class or mid-semester tests.
- Academic misconduct
- General misconduct (see below)
- Fees outstanding

Other Assessment Tasks

- Students must not copy or paraphrase any document, audio-visual material, computer-based material from another source except in accordance with the conventions of the field of study
- Students must not use another person's concepts, results or conclusions and pass them off as their own
- In cases where the assessment task is intended to be individual work not group work, students must not prepare an assignment collaboratively and then submit work that is substantially the same as another student's assessment.
- Students must not ask another person to produce an assessable item for them.

37. AVLC's Responsibilities

Procedural Fairness

1. Students must be treated fairly, with dignity and with due regard to their privacy
2. Students are to be regarded as innocent of the alleged misconduct until they have either admitted to it or been found by proper inquiry of the student conduct committee to have behaved so.
3. Past misconduct is not evidence that a student has behaved in the same manner again.
4. Each case is dealt with on its own merits and according to its own circumstances, with the proviso that in the first instance of misconduct will be assessed more kindly than subsequent instances of misconduct.

Penalties

1. Penalties imposed will consider the nature and the extent of the misconduct
2. Penalties imposed will consider the students' stage in the course
3. Penalties imposed will consider the conventions of the field of study
4. A student's second offence is penalised more severely than their first offence and a third offence will result in exclusion from AVLC.
5. The following penalties may be imposed: a warning, receiving zero for an assessment event, failing the unit, exclusion from AVLC.

Notification and Appeal

1. Students must be notified in writing of penalties because of academic misconduct
2. The grounds for appeal are:
 - Procedural irregularities, and/or
 - Factual errors on which the decision was based, and which were of such magnitude as to invalidate the decision
3. Appeals must be lodged in writing with student services within 20 days of the date of the student being notified of the consequence such as the case of exclusion for misbehaviour,

General Misconduct

Students are expected to respect other students, staff and property so that learning and teaching can take place freely, safely and without impediment due to the misconduct of others.

General misconduct is where a student: acts dishonestly; harasses other students or staff; interferes with students or staff; prevents or disrupts learning; disobeys/fails to comply with contractual or legal requirements; misuses, damages or steals AVLC' property or the property of others; alters/defaces AVLC' documents or records; prejudices the good name of AVLC, or otherwise acts in an improper manner.

AVLC will report all criminal acts committed by its students to the relevant authorities.

The following examples indicate the kinds of behaviour, which constitute student misconduct. They are for illustrative purposes and are not intended to be exhaustive. Student misconduct occurs when a student

- a. Contravenes any rules or acts;
- b. Prejudices the good name or reputation of AVLC;
- c. Prejudices the good order and governance of AVLC or interferes with the freedom of other people to pursue their studies, carry out their functions or participate in the life of AVLC;
- d. Fails to comply with conditions agreed in the contract;
- e. Wilfully disobeys or disregards any lawful order or direction;

- f. Refuses to identify him or herself when lawfully asked to do so by an officer of AVLC;
- g. Fails to comply with any penalty imposed for breach of discipline;
- h. Misbehaves in a class, meeting or other activity under the control or supervision of AVLC, or on AVLC' premises or other premises to which the student has access as a student of AVLC;
- i. Obstructs any member of staff in the performance of their duties;
- j. Acts dishonestly in relation to admission to AVLC;
- k. Knowingly makes any false or misleading representation about things that concern the student as a student of AVLC or breaches any of AVLC' rules;
- l. Alters any documents or records;
- m. Harasses or intimidates another student, a member of staff, a visitor to AVLC, or any other person while the student is engaged in study or other activity as an AVLC' student, because of race, ethnic or national origin, sex, marital status, sexual preference, disability, age, political conviction, religious belief or for any other reason;
- n. Breaches any confidence of AVLC;
- o. Misuses any facility in a manner which is illegal, or which is or will be detrimental to the rights or property of others. This includes the misuse, in any way, of any computing or communications equipment or capacity to which the student has access at or away from AVLC' premises while acting as a student of AVLC, in a manner which is illegal, or which is or will be detrimental to the rights or property of others;
- p. Steals, destroys or damages a facility or property of AVLC or for which AVLC is responsible; or
- q. Is guilty of any improper conduct.

Penalties for General Misconduct

1. Penalties imposed will consider the nature and the extent of the misconduct
2. A student's second offence is penalised more severely than their first offence and a third offence will result in exclusion from AVLC.

If the student admits to the alleged misconduct, The CEO may impose one or both of the following:

- A charge for the cost of damage to facilities and equipment
- Temporary exclusion from AVLC.

AVLC CEO may impose the penalty of permanent exclusion from AVLC in the case of physical or verbal abuse of students or staff of AVLC, repeated or severe misconduct, or in the case of criminal acts.

Notification and Appeal

1. Students must be notified in writing of penalties because of general misconduct
2. The grounds for appeal are:
 - Procedural irregularities
 - Factual errors on which the decision was based, and which were of such magnitude as to invalidate the decision
 - Appeals must be lodged in writing with the manager of student services within 20 days of the date of the student being notified of the consequence. The process will commence within 10 working days from the date of receipt of the student's appeal.

38. Critical Incident Policy

AVLC recognises the duty of care owed to its students and that planning for the management of a critical incident is essential.

A critical incident is a traumatic event, or the threat of such which causes extreme stress, fear or injury. This may include but is not limited to:

- Serious injury, illness or death of a student or staff
- Students or staff lost or injured on an excursion
- A missing student
- Severe verbal or psychological aggression
- Physical assault
- Student or staff witnessing a serious accident or incident of violence
- Natural disaster e.g. earthquake, flood, windstorm, hailstorm or extremes of temperature
- Fire, bomb threat, explosion, gas or chemical hazard
- Social issues e.g. drug use, sexual assault

Critical Incident Committee

AVLC has a Critical Incident Committee to assist The CEO in the prevention and management of critical incidents at the College, or off campus in the case of an overseas student for whom the College has undertaken care responsibilities.

The CEO is the critical incident team leader.

The Critical Incident Committee also includes:

- The CEO,
- Director of Studies
- Finance Manager

The responsibilities of the committee include:

- Risk assessment of hazards and situations which may require emergency action
- Analysis of requirements to address these hazards
- Establishment of liaison with all relevant emergency services e.g. Police, fire brigade, ambulance, hospital, poisons information centre, community health services
- 24-hour access to contact details for all relevant staff members needed in the event of a critical incident.
- Development of a critical incident plan for each critical incident identified
- Dissemination of planned procedures
- Organisation of practice drills
- Regular review of the critical incident plan
- Assisting with implementation of the critical incident plan
- Arranging appropriate staff development
- Budget allocation for emergencies

Critical Incident Plans

All critical incident plans assign responsibilities among relevant staff members; cover all the actions to be taken and timelines for doing so.

Immediate action (within 24 hours)

- Identify the nature of the critical incident
- Notification of the critical incident committee/team leader

- Implement the appropriate management plan or action strategy
- Assignment of duties and resources to College staff
- Seeking advice and help from any necessary emergency services/hospital/medical services
- Dissemination of information to parents and family members
- Completion of a critical incident report
- Media response if required (see below)
- Assess the need for support and counselling for those directly and indirectly involved

Additional action (48–72 hours)

- Assess the need for support and counselling for those directly and indirectly involved (ongoing)
- Provide staff and students with information as appropriate
- Restore normal functioning and College delivery

Follow-up – monitoring, support, evaluation

- Identification of any other people who may be affected by critical incident and access of support services for affected community members
- Maintain contact with any injured/affected parties
- Provision of accurate information to staff and students where appropriate
- Evaluation of critical incident management
- Be aware of any possible longer-term disturbances e.g. inquests, legal proceedings

Resources

The nature of critical incidents is such that resources cannot always be provided in anticipation of events. The critical incident committee uses its discretion to provide adequate resources – both physical and personnel – to meet the needs of specific situations. Staff will be reimbursed for any out-of-pocket expenses.

Managing the Media

- Manage access of the media to the scene, and to staff, students and relatives
- The CEO should normally handle all initial media calls
- Determine what the official College response will be
- All facts should be checked before speaking to the media
- If accurate information is unavailable or the issue is of a sensitive nature, explain that questions cannot be answered at this time
- Avoid implying blame or fault for any part of the incident as this can have significant legal implications
- The CEO may delegate media liaison to another member of staff.

Evaluation and Review of Management Plan

After every critical incident, a meeting of the critical incident committee will be held to evaluate the critical incident report and the effectiveness of the management plan and to make modifications if required. If appropriate this process will incorporate feedback from all staff, students and local community representatives.

39. Foundation Skills

Foundation skills are those core or essential skills we need to engage successfully in work and life. The term 'Foundation Skills' is currently used to include the core skills defined in the Australian Core Skills Framework (ACSF) as well as the employability skills identified by employers as critical for effective performance in the workplace. The core skills of the ACSF include reading, writing, oral communication, numeracy and learning. 'Employability skills' now come under a new framework called Core Skills for Work (CSfW) and incorporate skills such as problem solving, teamwork and digital literacy.

Although foundation skills are viewed as those that underpin vocational learning and skills development, they should not be interpreted as only low-level or single-level skills. There is a growing recognition that foundation skills range from quite basic, entry-level skills to very specialised or high-level skills. People are constantly challenged when trying to understand new forms of communication and information as they take on different roles throughout their personal and working life.

40. Core Skills for Works

The Core Skills for Work Developmental Framework (CSfW) was developed by the Australian Government and describes performance in a set of non-technical skills, knowledge and understandings that underpin successful participation in work as an employee, or as someone who is self-employed, or as a volunteer.

The non-technical skills covered by the CSfW are relevant to all those undertaking work, not just those entering the workforce for the first time. The skills can continue to develop across the span of an individual's working life, depending on the industry, occupation and job role.

The CSfW was designed as a framework for conceptualising and articulating skills, knowledge and understandings that underpin work performance over time, and as a resource for guiding development of learning products that support the development of these skills, knowledge and understandings.

The Framework describes performance in ten skill areas, grouped under three skill clusters.

Cluster 1 - Navigate the World of Work

- Manage career and work life
- Work with roles, rights and protocols

Cluster 2 - Interact with others

- Communicate for work
- Connect and work with others
- Recognise and utilise diverse perspectives

Cluster 3 - Get the work done

- Plan and organise
- Make decisions
- Identify and solve problems
- Create and innovate
- Work in a digital world

Key Features of the CSfW

A Developmental Approach

The CSfW describes performance in each of the **ten Skill Areas** across **five stages of performance** – Novice, Advanced Beginner, Capable, Proficient and Expert.

There are characteristics of performance that distinguish each stage of performance. However, in general, as an individual progress from the novice stage through to later stages of development, their reliance upon explicit ‘rules’ governing action (e.g. instructions, processes, procedures, guidelines, models,) and systematic approaches to work tasks decreases, and their understanding of implicit ‘rules’ (e.g. conventions, expectations), use of judgement and more flexible, intuitive approaches increases. Progress through these stages is influenced by practical experience, reflection, motivation and support.

Context Dependency

The CSfW recognises the context dependency of skill development and performance. Not only does the context influence the specific skills required by an individual and stage of performance at which they required, it also influences the extent to which an individual can demonstrate the skills they possess.

This is most evident when an individual move into a new context (e.g. a new role, organisation or industry/field, or from study into paid employment). While they do not ‘lose’ their skills, their ability to apply them will be diminished for a period until they understand the new context.

Influencing Factors

The CSfW also acknowledges the context-dependency of work performance by identifying several factors that impact upon the development and demonstration of skills. These factors may relate to an individual, a workplace, or a combination of the two, or may be external factors (such as health issues or access to reliable transport) that have an impact on work performance. (See Figure 1

Describing Performance in the CSfW

Each skill area in the CSfW is broken down into several focus areas. These represent the priority aspects to be considered.

Performance features are used to describe the kinds of things someone knows, understands and can do at each stage of performance in each Focus Area. Although not intended to be treated as a finite list of capabilities, they capture the key characteristics that distinguish one Stage of Performance from another.

1 A novice performer	2 An Advanced Beginner	3 A Capable performer	4 A Proficient performer	5 An Expert performer
Has little or no experience of the Skill Area on which to base actions. Is highly reliant on explicit ‘rules’ (e.g. instructions,	Has some practical experience of the Skill Area and is beginning to recognise patterns (e.g. routines, regular	Has sufficient practical experience of the Skill Area to identify patterns and organising principles and establish	Has considerable practical experience of the Skill Area in a range of contexts and is moving from reliance on externally	Has extensive practical experience of the Skill Area, with both a big picture understanding and an eye for relevant fine

<p>processes, procedures, and models), guidance and support and priorities determined by others, to guide activities.</p>	<p>responses, links and connections) that help understanding and influence action.</p> <p>Is still reliant on explicit 'rules' and on assistance to identify priorities, but can apply these more autonomously in familiar, routine situations.</p>	<p>priorities for action.</p> <p>Can comfortably apply the explicit and implicit 'rules' associated with familiar situations.</p> <p>Adopts a systematic, analytical approach to tasks, especially in unfamiliar situations.</p>	<p>prescribed rules to recognition of principles that guide actions.</p> <p>Organises knowledge and practical experience as patterns, concepts and principles, which makes it possible to assess, and respond to situations in an increasingly intuitive and flexible way.</p> <p>Reverts to analysis and seeks guidance when making important decisions.</p>	<p>detail.</p> <p>Operates fluidly, intuitively and flexibly in highly complex situations, drawing on knowledge and practical experience organised into highly refined patterns, concepts and principles.</p> <p>Uses a combination of informed intuition and analysis in different situations, recognising that 'it all depends'.</p> <p>Will often reconceptualise approaches and practices to produce more effective outcomes, while also recognising which rules and principles are always applicable.</p>
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Additional information on Core Skills for Work can be found at <http://industry.gov.au/skills/ForTrainingProviders/CoreSkillsForWorkDevelopmentalFramework/Pages/FeaturesOfTheFramework.aspx>

41. Information on Vocational Education & Training

What is VET?

VET stands for Vocational Education and Training – that is, study and/or practical training that develop the skills and knowledge that people need for employment.

What is the VET Sector?

The VET sector is the part of the education system that provides courses and training programs related to employment. The other components of the education system are the Colleges sector, the higher education sector and the adult and community education sector. There are connections between the qualifications in the different sectors, and it is possible for a person to have what they learned in one sector recognised in another sector.

The VET sector includes the TAFE (technical and further education) system and Private Colleges and institutions and can also include businesses that provide on-the-job training for their employees known as Enterprises. As well as the VET providers, it includes organisations such as those whose role is to ensure that the needs of industry and government are addressed, design courses or training programs, conduct assessments, or manage apprenticeships and traineeships.

Under National Recognition when a VET provider is registered and the qualifications it offers are based on Training Packages or accredited courses, the qualifications will be recognised anywhere in Australia by other RTO's.

VET Quality Framework

The VET Quality Framework is aimed at achieving greater national consistency in the way providers are registered and monitored and in how standards in the VET sector are enforced.

The VET Quality Framework comprises:

- **Standards for RTO's 2015**
- **Fit and Proper Person Requirements**
- **Financial Viability Risk Assessment Requirements**
- **Data Provision Requirements**
- **Australian Qualifications Framework**

While all the new standards and requirements under the VET Quality Framework are consistent with those that have previously existed, there are some small changes.

These new national arrangements for ASQA applicants/RTOs introduce some new terminology. For instance, the VET Quality Framework replaces references to the Australian Quality Training Framework (AQTF). The requirements also recognise ASQA as the body responsible for registration and compliance arrangements

Standards for RTO's 2015

The Standards for RTO's 2015 will be used by ASQA as an instrument in protecting the interests of all students undertaking vocational education and training in Australia.

The Standards for RTO's 2015 are now the standards guiding nationally consistent, high-quality training and assessment services in the vocational education and training system

Fit and Proper Person Requirements

The Fit and Proper Person Requirements are designed to ensure that key RTO personnel have the characteristics and principles necessary to ensure the delivery of high-quality services and outcomes for VET graduates.

These requirements are set to protect and inspire confidence in the VET system, and to safeguard Australia's reputation as a premier provider of VET (both locally and internationally).

Financial Viability Risk Assessment Requirements

The Financial Viability Risk Assessment Requirements aim to ensure that an applicant or RTO has the necessary financial resources to operate as an ongoing concern and deliver quality training and/or assessment services throughout the registration period.

Data Provision Requirements

The Data Provision Requirements outline the requirements for applicants and registered training organisations (RTOs) to capture and provide data to ASQA.

The data required relates to registration and performance information, including quality indicator data and information derived from the Australian Vocational Education and Training Management of Information Statistical Standard (AVETMISS).

The AVETMISS national data standard is the standard for VET providers operating in Australia that ensures consistent and accurate capture of VET information about students, their courses, units of activity and the qualifications reported. AVETMISS is the mechanism for national reporting in the VET system.

The Data Provision Requirements require relevant applicants and RTOs to show that they have adequate systems to capture and report on this data against the agreed quality indicators.

Australian Qualifications Framework

The Australian Qualifications Framework (AQF) is the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework.

It was developed to meet the need for an overall system of qualifications to support reforms in vocational education and training. The AQF was introduced throughout Australia in January 1995.

- Rationalises college qualifications, industry qualifications, vocational and academic qualifications into a single system of twelve qualifications
- Supports flexible education and training pathways between Colleges, TAFE institutions, private training institutions and universities, training in the workplace and lifelong experience
- Recognises that the Colleges sector, the vocational education and training sector and the higher education sector each have different industry and institutional linkages

There are fourteen qualifications in the AQF:

Senior Secondary Certificate
of Education

Certificate I* Associate Degree

Certificate II* Bachelor's Degree

Certificate III* Graduate Certificate

Certificate IV* Graduate Diploma

Diploma* Master's Degree

Advanced Diploma* Doctoral Degree

The qualifications marked * are most commonly issued in the vocational education and training sector.

Australian Skills Quality Authority (ASQA)

The Australian Skills Quality Authority (ASQA) was established as the National VET Regulator in July 2011 under the following legislation:

- National Vocational Education & Training Regulator Act 2011
- National Vocational Education & Training (Consequential Amendments) Act 2011
- National Vocational Education & Training Regulator (Transitional Provisions) Act 2011

The Legislative Framework:

- Gives ASQA the power to audit an RTO at any time, and
- Gives ASQA the power to apply sanctions (including applying conditions to, suspending or cancelling a registration), and
- Allows providers to seek a review of ASQA decisions.

ASQA regulates Registered Training Providers according to the Standards for NVR Registered Training Organisations 2011 (SNRs), from January 2015 these will be superseded by the Standards for Registered Training Organisations (RTO's) 2015. All training organisation's applying to register, or RTOs applying to extend their Scope, will have their applications assessed against these standards. Non-compliance can incur a range of actions (including fines, suspension of registration and closure).

ASQA's regulatory approach is based on risk assessment. This analysis is informed by:

- The Risk Assessment Framework (s.190 of the National Vocational Education and Training Regulator Act 2011)
- Structured Risk Assessments of initial, renewal and Scope applications
- Advice from auditors on trends in non-compliance
- Feedback from industry regulators and associations
- Complaints data
- Information provided by Australian, State and Territory governments, and
- Analysis of data, including data on Client and employer outcomes, and visa data.

ASQA has a range of powers including the application of sanctions and prosecutions involving civil and criminal penalties, to effectively regulate training providers.

Types of Sanctions

ASQA may:

- Amend or shorten registration or accreditation
- Impose conditions on a registration or an accreditation

- Issue directions under the legislation for an organisation to take specific steps or refrain from doing certain things
- Suspend or cancel registration or accreditation
- Issue infringement notices as an alternative to prosecution
- Prosecute organisations that breach the legislation.

Registered Training Organisation is a Training Organisation (including TAFE colleges), which is registered by a State or Territory recognition authority to issue Australian Qualifications Framework qualifications and statements of attainment.

Only Registered Training Organisations (RTO's):

- Can issue qualifications and statements of attainment that are recognised nationally
- Can use the AQF and NRT logos in accordance with their relative guidelines
- Are listed on the national training database (TGA – training.gov.au)
- Can be approved to provide courses to overseas students studying in Australia and listed on the commonwealth register of institutions and courses for overseas students (CRICOS)
- Are eligible to tender for public funding for vocational education and training.

An organisation that is not registered may offer training or assessment services, but it cannot issue nationally recognised qualifications. However, it could form a partnership with an RTO, which could issue the qualifications on its behalf.

Scope of Registration refers to the products and services that a training organisation is registered to provide. RTO's provide:

- Either training and assessment products and services or assessment products and services only
- Products and services up to a specified qualification level that are based on training packages and/or accredited vocational education and training courses where there are no relevant training packages

VQF Compliance Audits

ASQA will audit a training organisation when it applies to ASQA to:

- Become registered as a training organisation
- Renew its registration
- Vary its scope of registration by adding qualifications and/or courses

ASQA will audit RTO's if it receives a complaint against them. ASQA will not process any application from a training organisation for registration or for variation to scope of registration if there are any complaints outstanding against that organisation.

ASQA may also initiate an audit at any time during an organisation's period of registration to monitor ongoing compliance with the VQF or as a strategic industry audit such as auditing all RTO's with TAE40110 on scope.

The purpose of a compliance audit is to confirm an organisation's claim that it has processes in operation that meets the requirements of the VQF. An organisation will be given reasonable opportunity to demonstrate compliance with the standards.

There are two types of audits used to evaluate compliance with the VQF: desk audits and site audits. ASQA conducts a desk audit to evaluate your organisation's application and the documents requested. A site audit is conducted to evaluate your organisation's processes in operation on its premises, and to confirm the details given to ASQA in the documents supporting your application. The scheduling of a site audit is at the discretion of ASQA.

Depending on the circumstances, there are two outcomes from a compliance audit:

- A recommendation made to ASQA, and/or
- Improvement requests made of the organisation

The compliance audit may be a full audit against the VQF or may focus on components of the VQF. The audit may include all or a sample of the qualifications and/or courses applied for and the sites where these will be delivered. ASQA will determine the scope of the compliance audit.

The training organisation will need to provide sufficient evidence to enable the auditors to form a view that the requirements of the VQF have been met. The auditors exercise their professional judgment when considering the relevance and significance of the evidence provided by your organisation against the standards.

At the end of the audit process the auditors will discuss their findings and give you a copy of the written audit report. If the standards of the VQF have been met, the report will contain a recommendation to ASQA.

Training Packages

The introduction of Training Packages is a key feature of the National Training Framework. Registered Training Organisations (RTO's) are expected to bring their existing courses into line with Training Packages, and new courses may only be accredited if they do not duplicate Training Package qualifications.

A Training Package encompasses Competency Standards that represent the full range of skills and knowledge required by an employee in the industry covered by the Training Package. Each Competency Standard is divided into discrete components called Competency Units.

Competency standards, as defined by industry, are packaged into combinations to form various qualifications aligned to the Australian Qualifications Framework (AQF). A Training Package also incorporates assessment guidelines designed to ensure that judgments about an individual's performance against the competency standards are valid, reliable and fair.

Competency standards, qualifications and assessment guidelines are the endorsed components of a Training Package. In addition, support materials may be provided to assist with the delivery of training and assessment. Learning strategies provide information on how training programs may be organised in workplaces and training institutions.

Assessment resources are evidence gathering tools and other information provided to assist RTO's and workplaces to develop consistent and effective approaches to conducting assessments in a wide range of contexts. Professional development materials provide the trainer with resources to support them in the implementation of the training package and the delivery of training.

The support materials may be developed by individual RTO's to suit their own customers. Alternatively, nationally recognised training materials (e.g. Learner's Guides, Assessor's Guides) are available from Industry Skills Councils.

Competency Based Training and Assessment

Competency Based Training and Assessment involves strategies designed to maximise the potential for a student to demonstrate that they can perform all workplace related tasks as outlined in the competency units. Consequently, the delivery and assessment strategies used should also maximise student ability to perform these tasks.

Delivery

Delivery should be designed to assist students with:

- Performing work related tasks
- Managing several different tasks within a job (task management)
- Responding to irregularities and breakdowns in routine (contingency management)
- Dealing with the responsibilities and expectations of the work environment (job/role environment skills) including interacting with others

Delivery in a competency environment should be varied and flexible and adopt various student focused strategies which optimise student involvement e.g. demonstrations, presentations, calculations, group work, research, fieldwork, guest lecturers etc.

Assessment

The main aim of assessment in a competency environment is to allow the student to demonstrate their ability to perform tasks that are related to realistic work practices. Assessment tasks should be varied and flexible and adopt strategies designed to maximise student performance e.g. demonstrations, presentations, calculations, group work, researched assignments, case studies, applied questions.

For further specific information on assessment in relation to the individual training package refer to the assessment guidelines document from that package.

Accessing the Student Portal

AVLC maintains and provides all students access to the student portal via the AVLC web site <http://www.avlc.edu.au>

This portal provides all students with information on current progress and course results, attendance levels, their current recorded details, timetable, payment information, course materials, AVLC documents including forms and provides a section for feedback and complaints from students.

The log into the student portal is available on the AVLC web site from the top of any page on the right-hand side as indicated by the red circle.

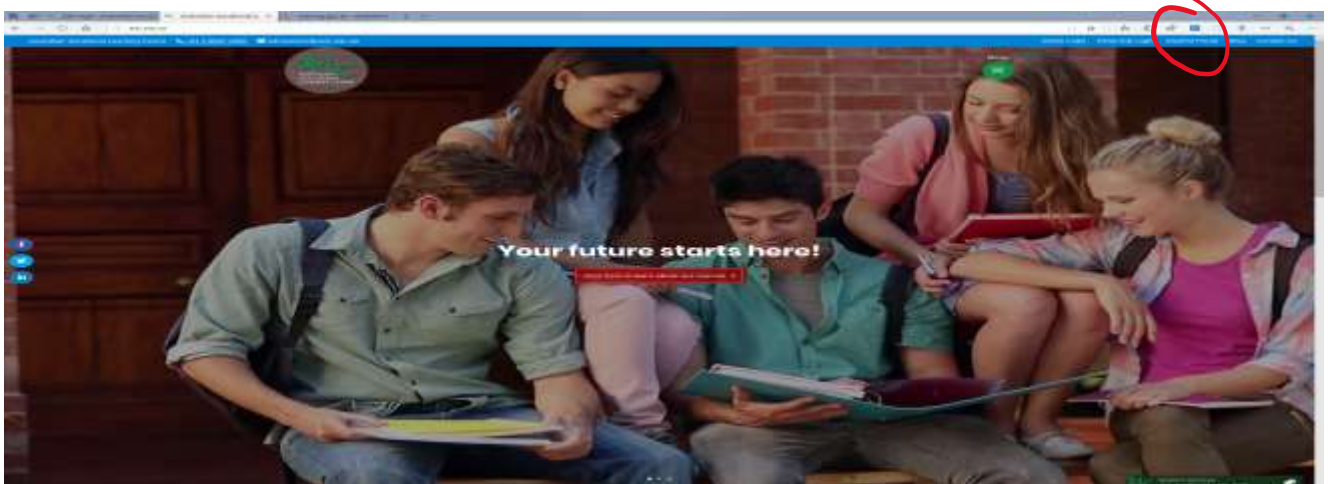


Figure 1 - AVLC Home Page

Click on "Student Portal" and this will take you to the main log in screen.

The main log in screen (as shown above) allows not only current AVLC students to login into RTO Manager but also staff and agents. From this screen you can click on 'Course Information' and this will provide you with a list of all AVLC courses available, course duration, and tuition fees.

The next tab for Download Document provides access to various publicly available AVLC documents including a copy of this student handbook.

The student application tab will take you to the section where potential students are able to complete an online application to become a student of AVLC or complete a previously commenced application.

The Agent registration tab provides an area for potential Education Agents to apply to represent AVLC. The Agent list tab provides a list of all current Education Agents who represent AVLC and their current contact details. *(Note: This section relates to International Students Only)*

To log into the student portal from the main log in screen this can be achieved through two different ways.

1. Click on the 'Login' located on the far right to the page (as highlighted in blue in Figure 2). This will open a separate log in window as shown in figure 3
2. Click on 'Username' on the far right of the web page (as highlighted in red on figure 2).

To log in via either method click on 'Username' and type in your AVLC student number then press TAB and in the 'Password' field type in your password. Your password is either the one provided when you commenced your studies at AVLC or the one you have selected to use.

Once you have done this click on the login button (highlighted below in purple). This will take you to the main page of the student portal.

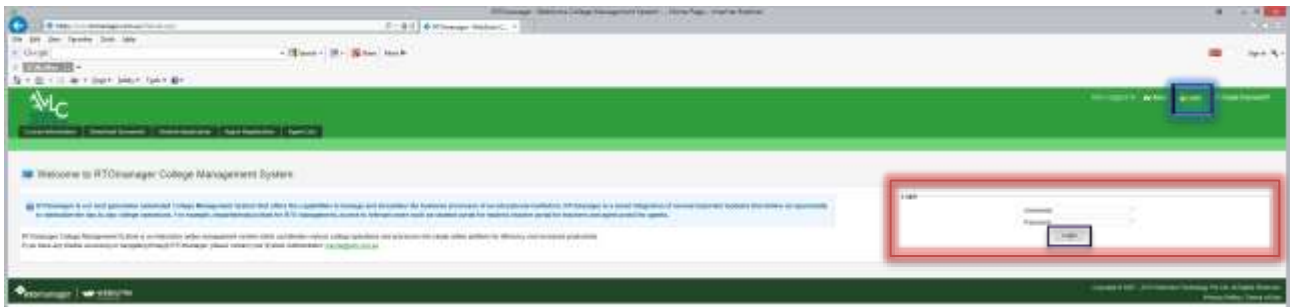


Figure 2 RTO Manager Welcome Page

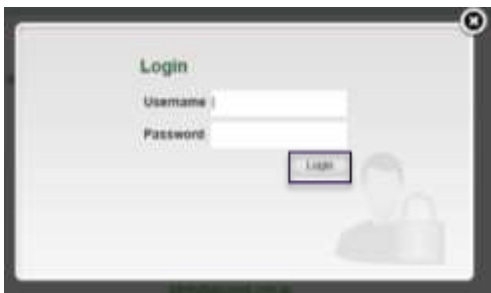


Figure 3 Pop Up Log in Window

Shown below in figure 4 is the main portal screen. From this screen you can:

- Edit your profile and personal details
- Change your password
- View and download any available documents including this student handbook
- View and download course materials
- Check your attendance
- Check and confirm your timetable and view your academic progress and results
- Use and create a to do list
- Enrol into classes online
- Request your USI via AVLC

- View any warning letters
- Provide feedback and lodge complaints
- Check payment information including outstanding amounts owed.



Figure 4 Main Student Portal Screen

To edit your profile, you can either click on the profile menu and select 'Edit Profile' or click on the 'Profile' button on the main screen.

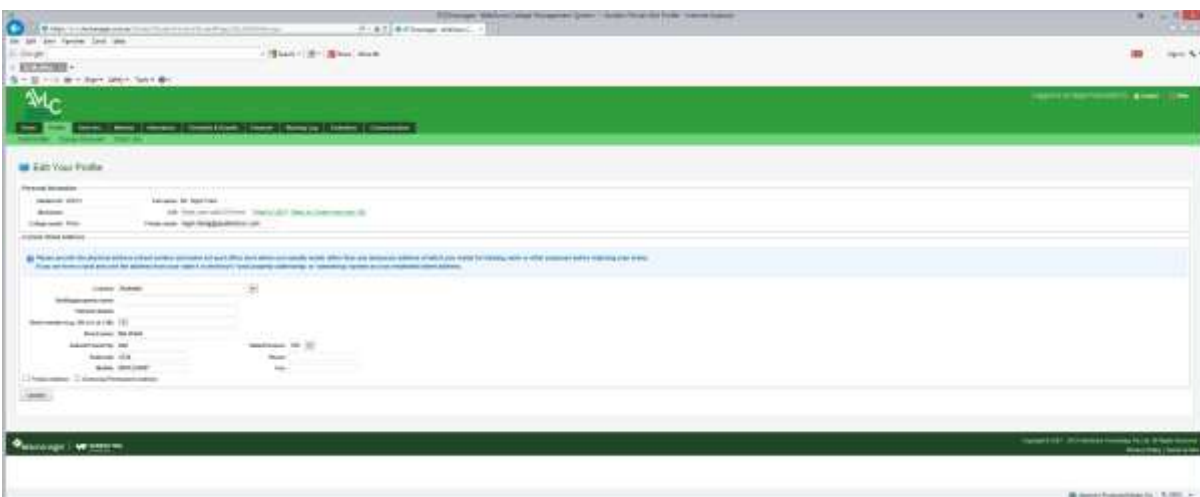


Figure 5 Edit Your Profile

Within this screen you can check and adjust your details including adding your USI number if you have it.

By clicking on 'Postal Address' and 'Overseas/Permanent Address' you are able to add these details as well as updating your current address.



Once you have completed updating your details click **Update**. Once the system has completed updating your details you will receive a confirmation message in green as shown below.



From the 'Edit Your Profile' screen or menu you can also select either 'Change Password' or 'OSHC Info'. The 'Change Password' screen will allow you to change your current password and will also require you to put in a security question and answer in case you forget your password. This will enable the password to be retrieved once you have answered the question correctly.



Figure 6 Change Password Page

The OSHC info page will display information on your current Overseas Health Care status. *(Note: This section relates to International Students Only)*



Figure 7 OSHC Info Page

To return to the main screen at any time press the home tab.

The 'View Doc' tab will take you to the area that allows you to download and view all AVLC documents like student handbook and general forms. You can only access documents that have set up by AVLC to be accessible for students.



Figure 8 View Doc Page

To download a document from this page the following procedure is to be followed:

1. Click on the directory listed. This will take you to the listing for this directory.



2. From the list select the document you want to view. Once click on the document the following screen will appear.



3. You can select to open the document or save it to your computer from viewing later.

The Material screen allows you to view and or download Course Materials uploaded by your Trainer or AVLC staff for the subject that you are studying. This is specifically related to only course materials for the subject you are currently enrolled in. To access course materials can do this by pressing the 'Materials' button on the main screen or selecting the 'Material' tab. To view or download documents from this section you must follow the same procedure as for that in the 'View Doc' section.

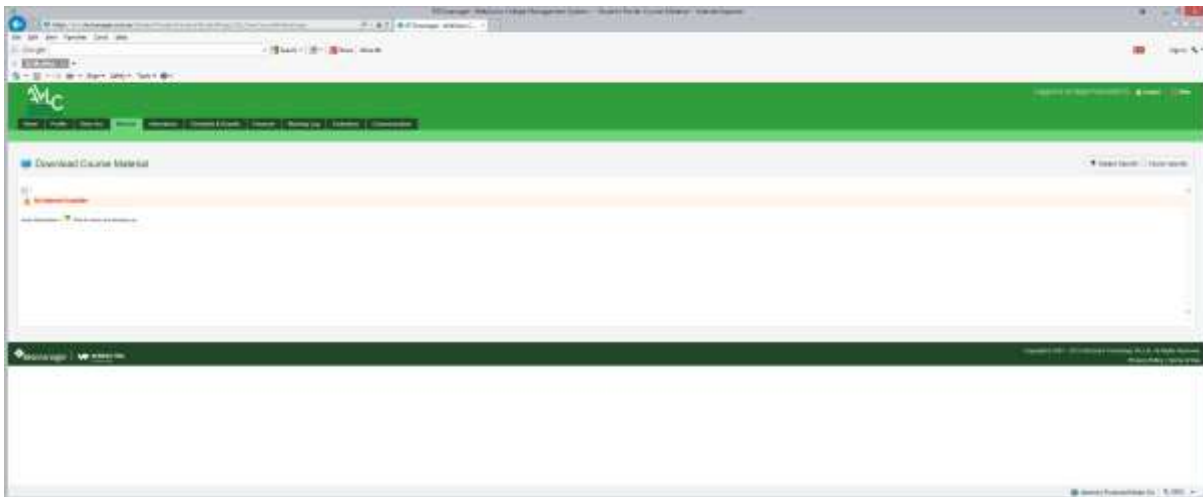




Figure 9 Download Course Material

From any screen you can click on the 'Attendance' tab. This will take you to the attendance screen. From this screen you can view records of your attendance for each qualification enrolled in and by semester and term. You can also view your weekly or total attendance by simply clicking  or  icons located on the right-hand side of the page.

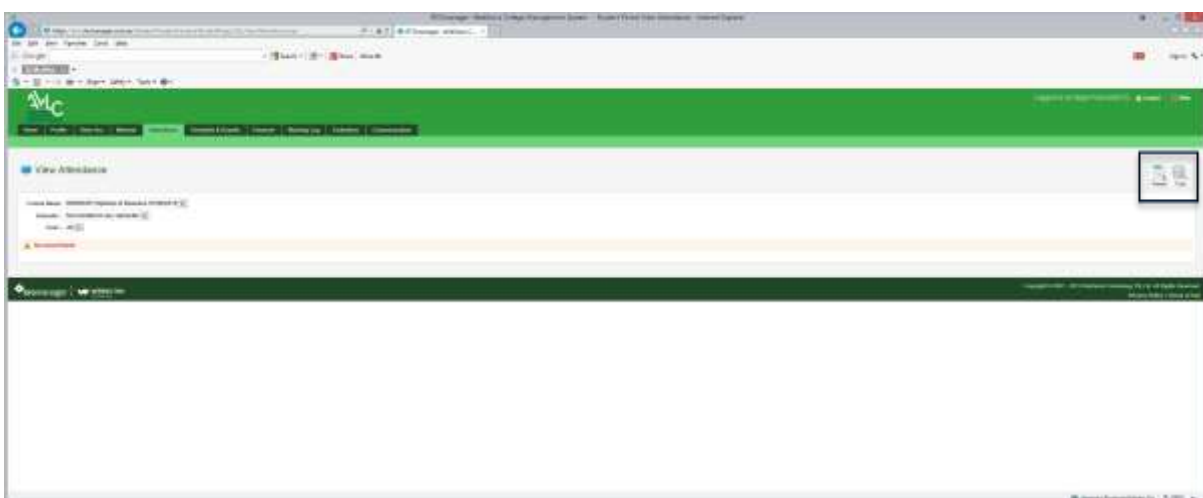


Figure 10 Attendance Page

Clicking on the 'Timetable & Results' Tab will take you to the screen where you are able to:

- View your weekly timetable
- Monthly timetable
- View by semester and week

- View academic progress via the results page
- View your current study plan

To view your current time table:

1. Select the relevant course
2. Select view type weekly or monthly
3. Select semester
4. Select week as required
5. Click on [View Timetable](#) to see timetable.

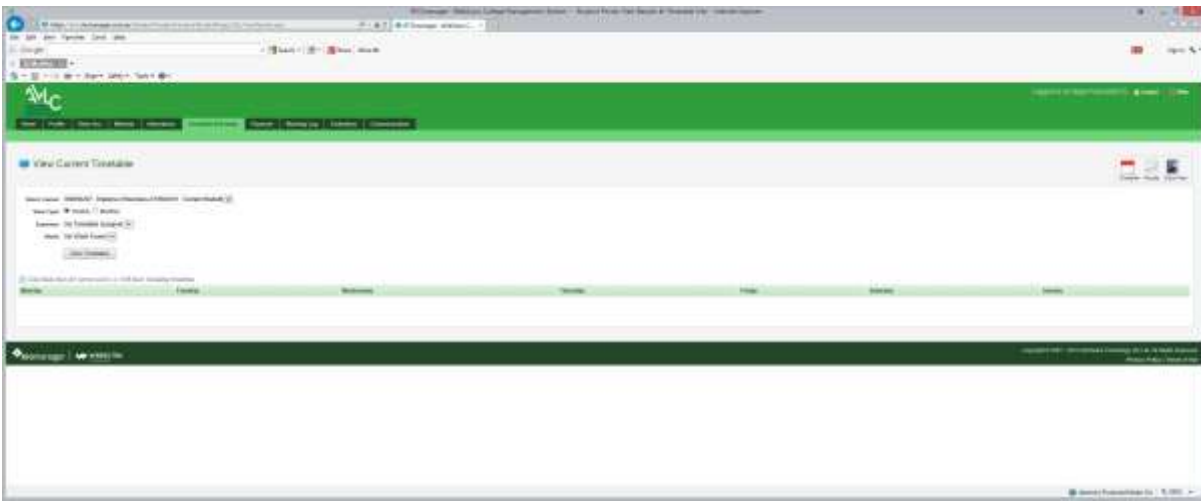


Figure 11 Timetable & Results Page

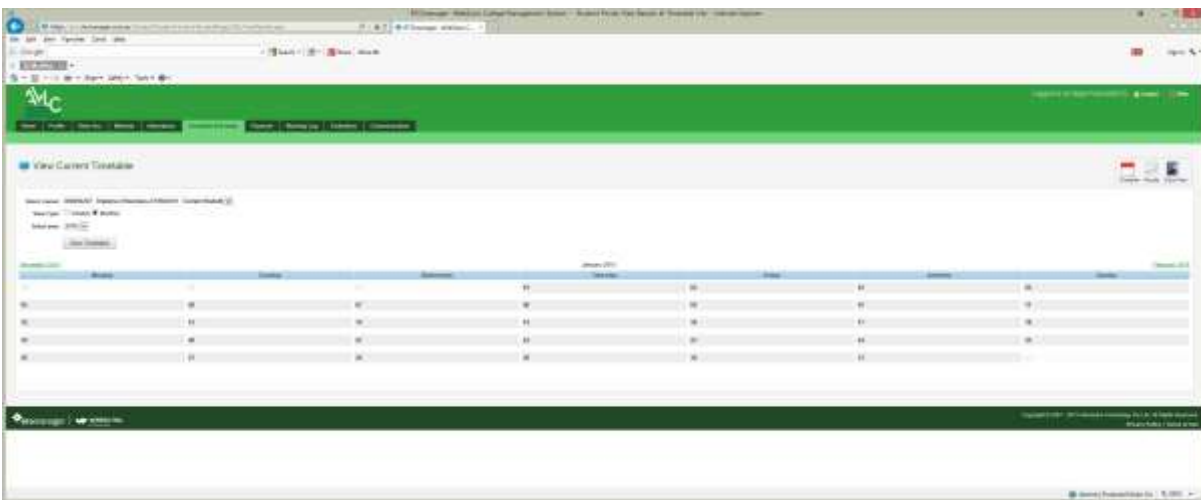


Figure 12 Current Timetable - Monthly



To view your current results and academic progress click on the [Results](#) icon on the far right of the page. This will display the results page. Select the course for which you want to view the results from. This will display all completed units and their result outcomes and those enrolled in without an outcome.

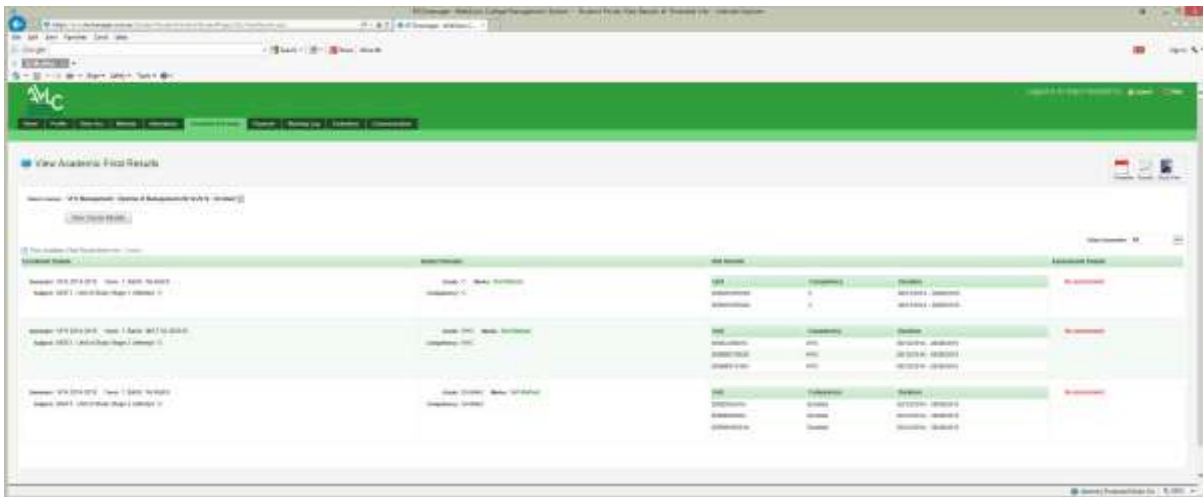


Figure 13 Academic Final Results



To view all course, you are enrolled you can click [Study Plan](#) icon located on the right-hand side of the page. This will take you to the study plan page. On this page you can view all courses you are enrolled in and you also by clicking on the Action icon a pop-up screen will appear where you can view your progress summary through a course either by Unit Completion or Subject Completion Summary. If you wish to export this information there is an icon on the right-hand side to export to Excel. To close the screen, click the red close panel icon on the RHS.

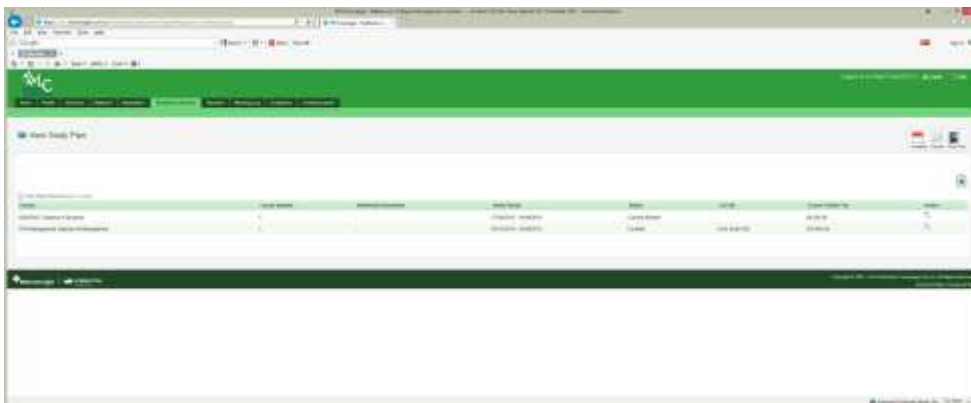


Figure 14 Study Plan

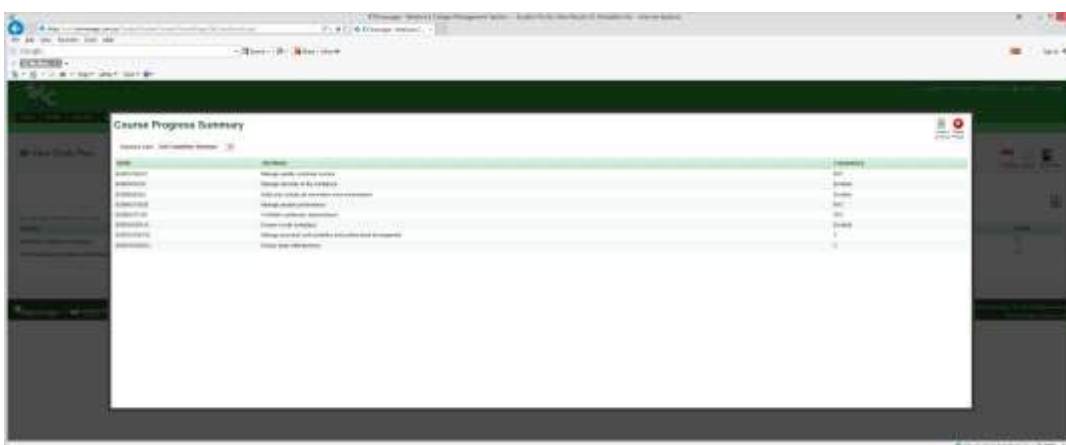


Figure 15 Course Progress - Unit Completion Summary

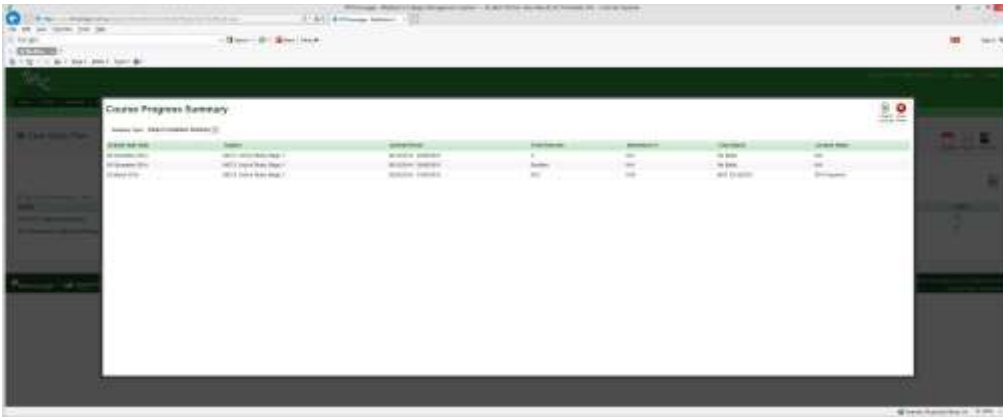


Figure 16 Course Progress - Subject Completion Summary

Clicking on the Payment tab will display the payment screen. This screen details information on all fees paid by a student per course. This information can be view either by 'Tuition Fee Payments' or Miscellaneous Payments.

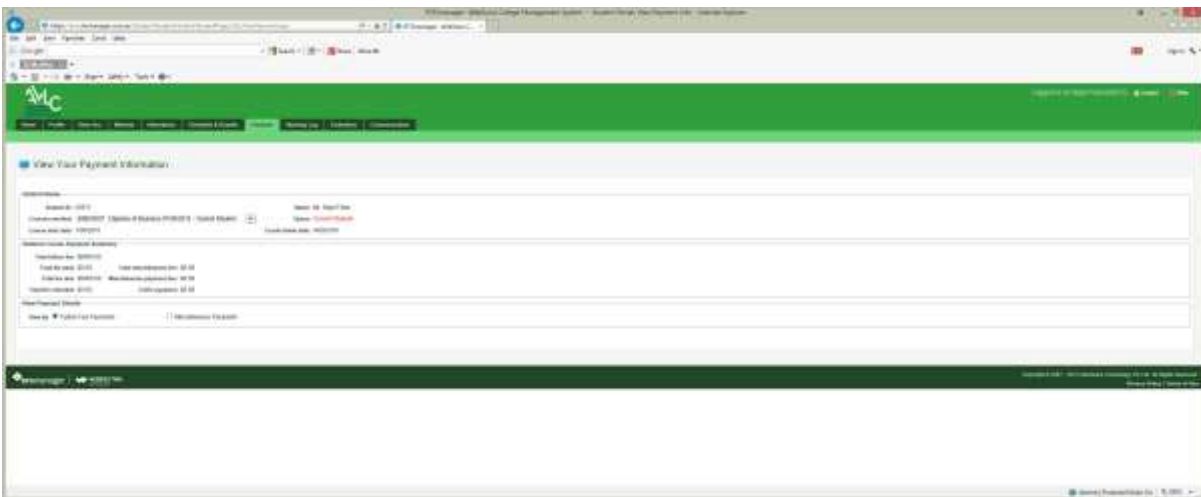


Figure 17 Payments - Tuition Fee Payments

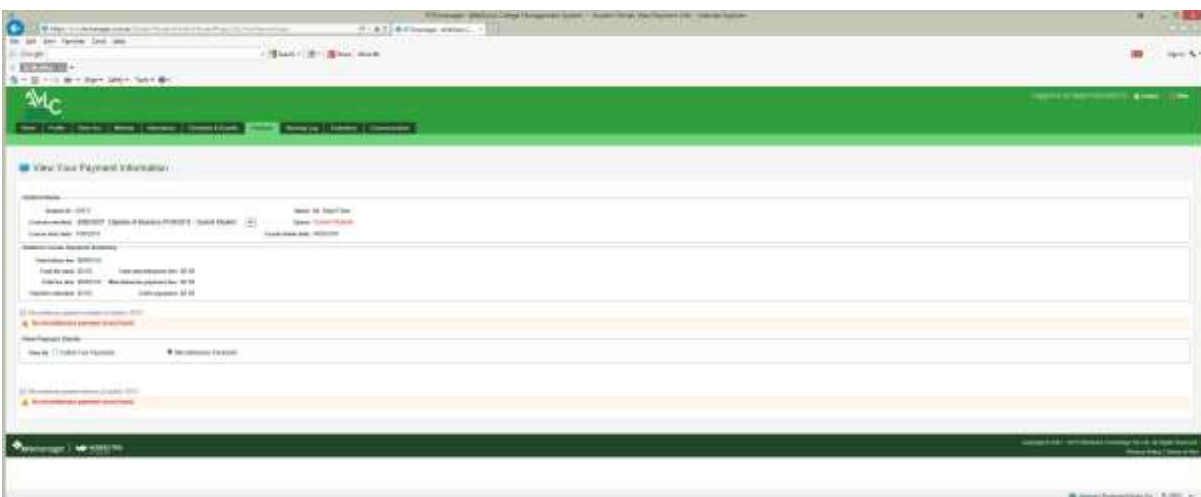


Figure 18 Payments - Miscellaneous Payments

The Warning Log Tab will show a list of all warning letters issued to a student and students are able to click on and view individual warning letters

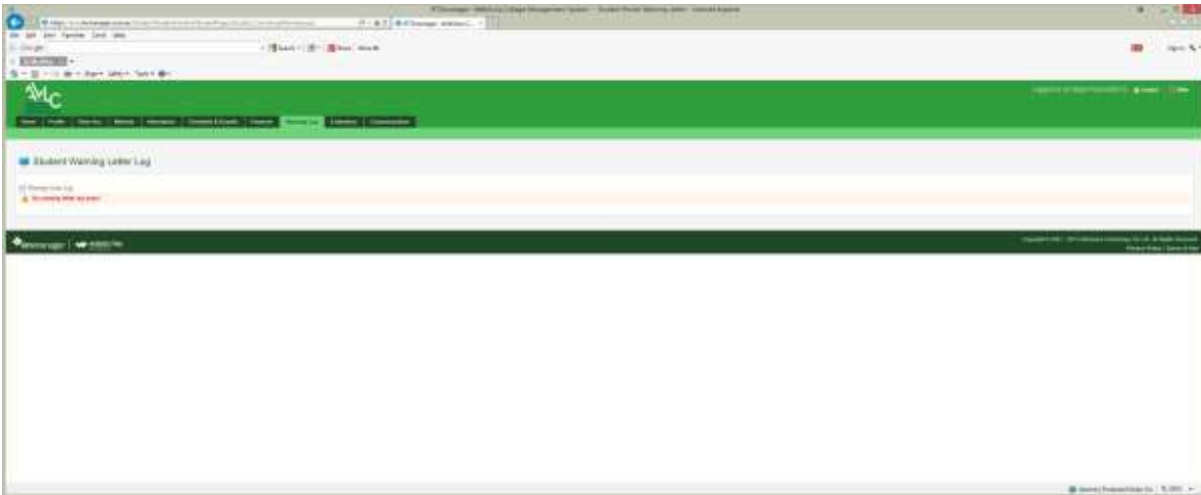


Figure 19 Warning Letter Log

The Evaluation Section allows students to fill up their own evaluation for the course/unit they are enrolled, which will help AVLC to determine whether the course/unit offered are effective and are as expected by the student. Evaluations are set up and activated for a certain period. If evaluation is activated for your login then you can submit using this section.

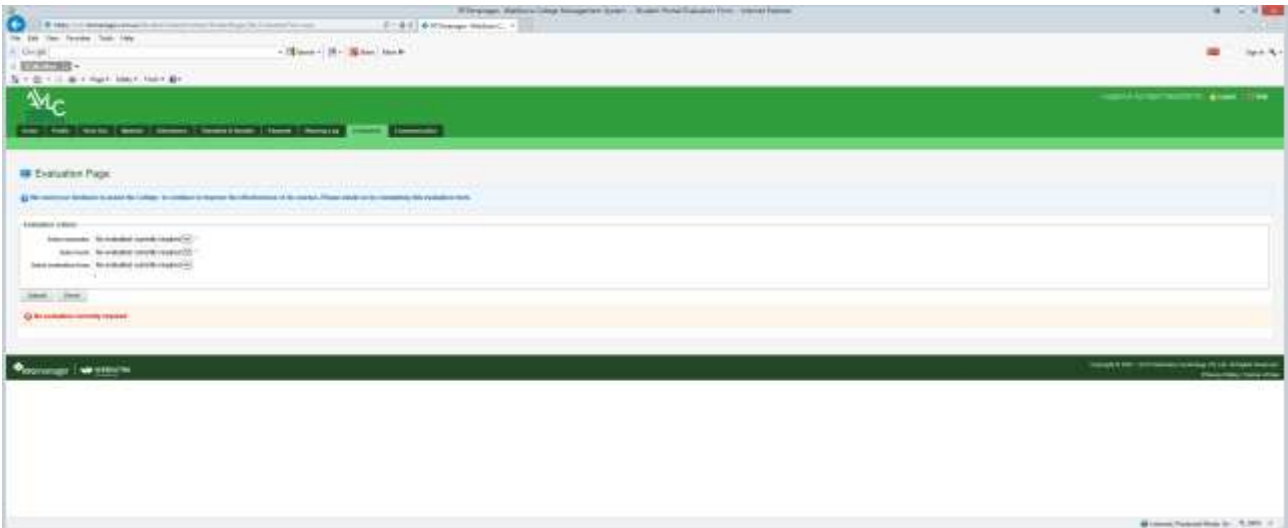


Figure 20 Evaluation Page

To submit evaluation, follow the instructions below:

In the Evaluation Criteria section select semester, term, evaluation form & course and click the corresponding radio buttons (for e.g. strongly disagree, disagree, agree & strongly agree) on the right-hand side for each question on left hand side

Once you have read all the questions and selected your answers in the form of radio buttons, click **Submit**. Your evaluation will be submitted, and you will receive a confirmation message as shown below.



Clicking on the 'Communication' Tab will take you to the 'Email Feedback/Complaint' screen.

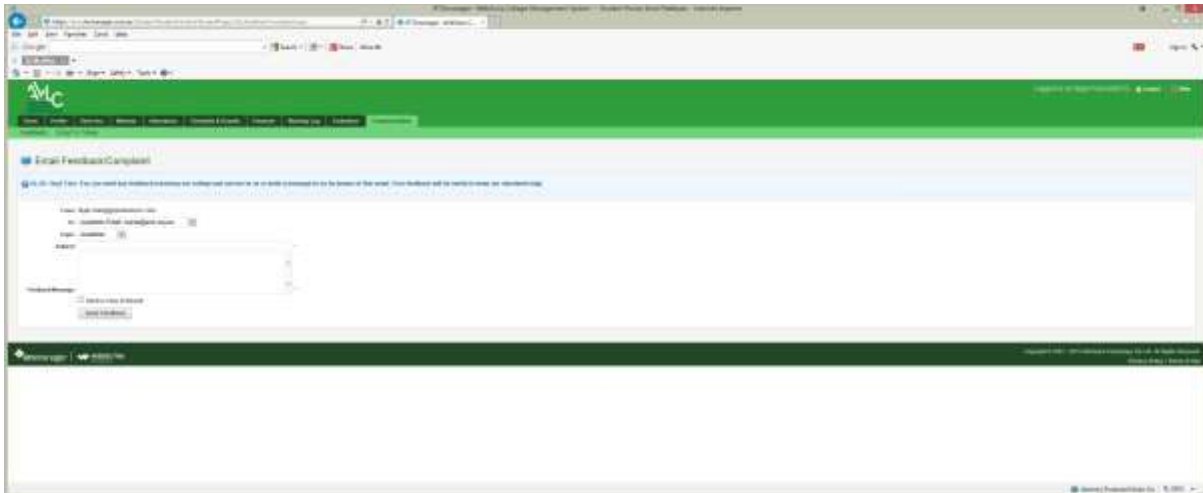


Figure 21 Email Feedback/Complaint

From this page you can send your feedback or complaint to a section or member of AVLC staff. To select who you will have the email go to select the drop-down list next to the section. The following list will appear.

From: tiger.cheng@quantumtec.com

To: Academic Email: wayne@avlc.org.au
 Accounts Email: sharon@avlc.org.au
 Admission Email: admissions@avlc.org.au
 Additional Email: wayne@avlc.org.au
 Subject: Contact Email: info@avlc.org.au
 Marketing Email: neil@avlc.org.au
 IT Email: wayne@avlc.org.au

Select from this list whom the email is going to.

Then in topic select from the list of available topics for the email. These topics are:

- Academic
- Facilities
- Administration
- Marketing
- Complaints

Type in the email Subject and then the actual message itself.

If you require a copy of the email, click on 'Send a Copy to Myself' then click [Send Feedback](#). You will receive a message which confirms that your feedback/complaint has been sent successfully.

As previously discussed in this handbook all students studying in Australia from 1st January 2015 are required to hold a USI number. On the main page of the student portal is an icon for you to send a request to AVLC to provide permission for them to create your USI on your behalf.

Clicking on the USI Request icon will take you to the USI Consent form to provide AVLC with permission to do this on your behalf you will need to complete the Birth Place Field, select the document type you are providing as evidence from the list as shown on the right-hand side of the page and upload a copy of that document to this form and then submit the information. Once you have submitting the information you will receive confirmation of its submission.

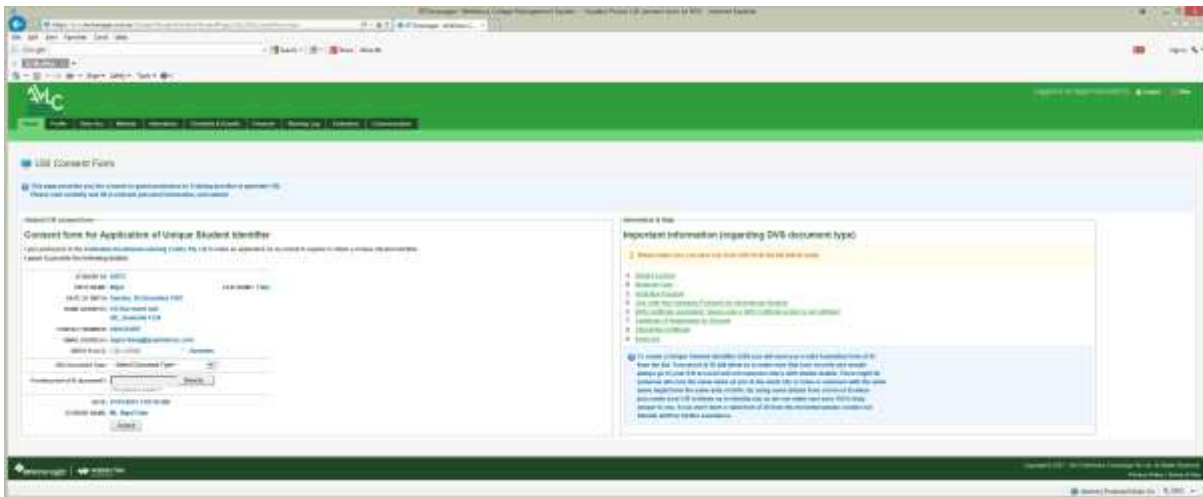
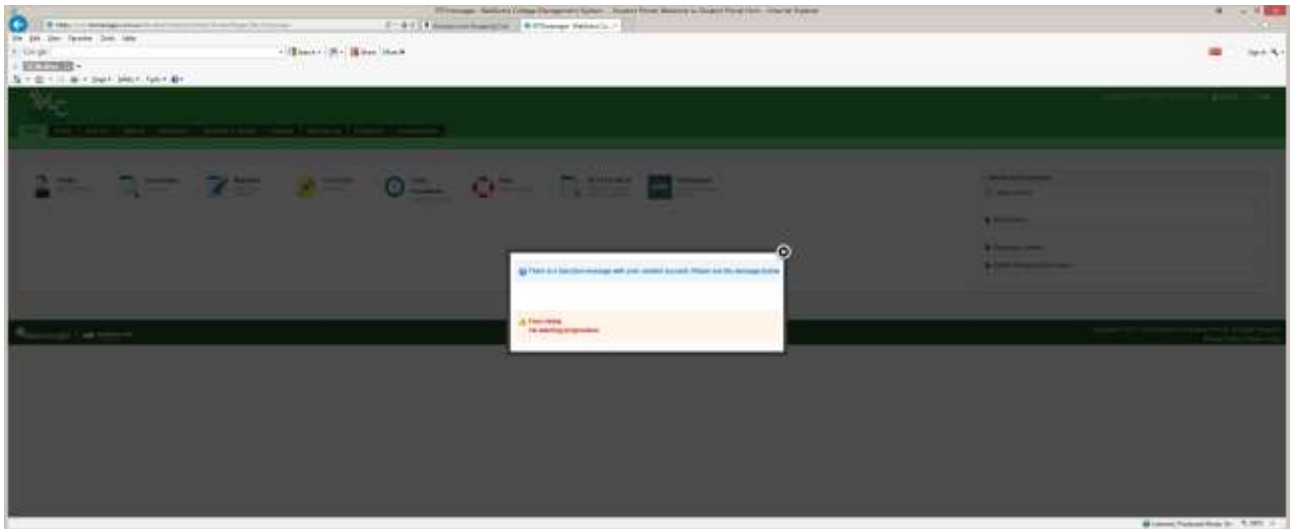


Figure 22 USI Consent Form

In situations where you may have outstanding fees on your account. RTO Manager will not allow you to enter the portal when a sanction is in place. As displayed below a sanction message will be displayed and this message will explain the sanction in place. In case of the screen below a sanction is in place due to outstanding fees. This is shown with the! To the left of the Fees owing.

Whilst a sanction is in place you are unable to enter the portal. Clicking on the X to clear the message will take you back to the main login screen. Once a sanction has been removed by Student Services you will be able to login as part normal.





Acknowledgement Declaration

I, (FULL NAME) acknowledge that I have read Australian Vocational Learning Centre pre-enrolment information, this student handbook and relevant course outline that has been provided to me either via download or via email and that I understand and agree to abide by all the terms and conditions outlined within those documents.

I understand:

- That if I am in jeopardy of breaching any of these terms and conditions AVLC will initiate a warning.
- That if I am in breach of any of these terms and conditions, my enrolment with AVLC will be cancelled.
- That I am required to maintain a satisfactory rate of academic progress by completing all required assignments, appearing for all the required assessment activities and being on time on all occasions as defined in my course timetable and study plan.
- That I will notify AVLC of any change of contact details and update said details within the student portal.
- All work including assessments that are submitted for the attainment of competency for evaluation must be my own work and that I must complete a student declaration as required in that regard.
- I am aware that a false declaration may lead to the withdrawal of a qualification.
- That I will pay all my fees including the relevant course fees on time.
- I understand that my certificate will be withheld if any applicable fees have not been paid.

.....
Student Signature

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Date