



arrowtraining

WA LEARNER GUIDE

2022

TABLE OF CONTENTS

Hello there!.....	3
Scope of Registration.....	4
Contact Us	4
Rights and Responsibilities	20
Pre-Training Review / LLN Assessment	23
Credit Transfer (CT).....	23
Recognition of Prior Learning (RPL).....	24
Learner Support, Welfare & Guidance Services	25
Unique Student Identifier	26
Disability Supplement.....	26
Withdrawal.....	28
Issuing Your Certification.....	29
Complaints and Appeals	20
Change in Services	27
Plagiarism and Cheating	27
Learner Behaviour and Discipline	28
Fair Treatment and Equal Benefits and Opportunity	29
Privacy and Personal Information	30
Learner Surveys.....	31
Competency Based Assessment	32
Who Makes the Assessment Decision?.....	33
Feedback	34
Training Delivery Modes	35
Misconduct and Disciplinary Arrangements.....	35
Access and Equity.....	36
Regulatory Authorities.....	36
Legislation	36
Open Door Policy.....	38

HELLO THERE!

Welcome to Arrow Training Services, WA!

We are delighted that you are considering embarking upon a learning journey with us.

We have been delivering innovation training solutions since 1998.

We inspire our students to imagine a brighter future. Our education programs build not only skills and knowledge but self-belief and confidence in our students so that they feel empowered to make it happen!

We believe education is powerful can transform lives.

-Education with heart

is most powerful when the focus is not only skills and knowledge but includes the entire journey from novice to expert.

“Education is the most powerful weapon which you can use to change the world.” –

Nelson Mandela

This learner guide has been developed to provide you with all the information you need in your journey with us. It covers the responsibilities and obligations we will abide by and also what expectations we have of you.

For specifics on the courses we offer, jump to;

Hospitality <https://arrowtrainingservices.com.au/hospitality-courses>

Aged Care <https://arrowtrainingservices.com.au/aged-care-course>

Business <https://arrowtrainingservices.com.au/business-management-courses>

Skill Sets <https://arrowtrainingservices.com.au/skillset>

Customer Engagement <https://arrowtrainingservices.com.au/customerengagement>

The journey towards the achievement of your qualification involves developing new skills and gaining a more comprehensive understanding of your chosen career. With increased skills and understanding, your contribution and confidence will grow. The certificate you are striving to gain is delivered within the Vocational Education and Training (VET) sector.

The VET sector provides training and education for specific vocational purposes. While primary and secondary schooling concentrates on generic skills and knowledge development and the university sector provides broad skills and knowledge for professional work or study, the VET sector caters for the majority of the population who need vocational skills for work and life. Vocational skills include technical knowledge and broad process skills. These are called competencies - that is, skills and knowledge applied in a work context.

SCOPE OF REGISTRATION

To view our current Scope, please search by our RTO number 6127 at www.training.gov.au and then click on Scope.

CONTACT US

Arrow Training Services

WESTERN AUSTRALIA

E info@arrowtrainingservices.com.au

P 1300 737 977

RIGHTS AND RESPONSIBILITIES

What are your responsibilities?

You must make every reasonable effort to:

- contribute to learning in a harmonious and positive manner irrespective of gender, race, sexual preference, political affiliation, marital status, disability, or religious belief
- comply with the rules and regulations of Arrow Training Services
- be honest and respectful, which includes not falsifying work or information and not conducting yourself in any way that may cause injury or offence to others
- be responsible for your own learning and development by participating actively and positively and by ensuring that you maintain progress with learning modules
- monitor your own progress by ensuring that assessment deadlines are observed
- utilise facilities and our publications with respect and to honour our copyrights and prevent our publication from being distributed to unauthorised persons
- respect other learners and our staff and their right to privacy and confidentiality
- attend all scheduled training or advise your trainer if you will be absent
- advise your trainer if you are having difficulties with the tasks set or you feel you need some extra help or support
- Provide your own writing material and stationery
- Direct debit set up costs, transaction and dishonour fees where applicable and any credit card fees

What are our responsibilities?

In addition to anything and everything discussed in this Learner Guide, we will work closely with you to establish your needs and deliver a training program to meet these required needs.

We will ensure that you and any other parties who may be involved in the training and assessment process are engaged in the development, delivery and monitoring of the training and assessment. This means we provide training and advice to meet the needs of all stakeholders throughout the training period.

We will also ensure that you are fully informed about the training, assessment and support services to be provided, and about your rights and obligations prior to enrolling and commencing training with us.

We will also:

- Develop and deliver a training plan aligned to the qualification you are partaking in.
- Assess the achievement of competencies including seeking your confirmation of competence, where applicable
- Provide additional learning support if required
- Provide learning and assessment resources, including, where applicable, reading material, uniform and name badge for placement

We do not currently have any third party and subcontracting agreements in place.

We are responsible for the quality of the training and assessment in compliance with these the standards, and for the issuance of the AQF (Australian Qualifications Framework) certification documentation.

Change of circumstances

Please advise your trainer or our office staff of the following:

- If you change your name, address or contact number
- If you are unable to attend assessment
- If you leave your employer (Traineeship)
- If your hours of work are reduced or changed (Traineeship)

Attendance & Absenteeism

Each course has a schedule and training timetable outlining the face-to-face training days you are expected to attend. Attendance is compulsory and we ask that you make every effort to attend training as per your course timetable.

It is important to understand there are minimum attendance requirements for our courses and in the event, you are absent you must catch these days up.

At all times we will endeavour to re-schedule missed appointments where possible.

In the event you are going to be absent please contact your trainer or the office prior to your training session.

Where you continually miss scheduled training sessions, we are obligated to advise your Job Service Agency who may investigate the matter further.

For Traineeships, where you continually miss scheduled training sessions, we are obligated to inform an Apprenticeship Field Officer who may investigate the matter further.

Extension

If you require extra time, over and above the nominal duration of the training plan, you will need to discuss this with your employer (if applicable) and your Trainer.

For traineeships, your Employer can apply for an extension via your Australian Apprenticeship Centre.

We will make all reasonable provisions, such as scheduling extra training sessions and providing extra coaching and support, to ensure you complete within the specified duration of your training plan.

Leaving Employment (Traineeship)

If you leave your employment prior to completing the structured training, we will offer to continue training to you outside of the workplace so that you can achieve the specified qualification.

Suspension (Traineeship)

At times it may be necessary to suspend a training contract for a specified period of time due to instances such as, but not limited to; illness, changes in work demand or extended leave. For traineeships the training contract can only be suspended with the permission of the Apprenticeship Centre. Your employer will be required to complete a form and apply for the suspension.

Deferral (Public Courses)

At times it may be necessary to defer your training for a specified period, due to unforeseen circumstances, such as illness, changes in work demand or extended leave. You will be required to notify us of the intent to defer your training, either directly to your Trainer written or verbally or, by phoning the head office or via email:

- info@arrowtrainingservices.com.au

Practical Placement

Practical Placement allows you to put all the skills and knowledge into practice through placement with a real life employer. To record your hours, duties and be signed off by your trainer you will be supplied with a Practical Placement Logbook. This will be given to you by the Practical Placement Team during a scheduled Practical Placement session, including any additional information specific to your course's practical placement.

Prior to commencing your practical placement, you will be required to demonstrate a satisfactory level of skills and understanding through theory based activities.

We will secure one (1) placement position for each eligible individual.

Where a second or subsequent placement is required, the student will be required to source this placement themselves.

A Practical Placement Agreement is a mandatory requirement for all Practical Placements. The agreement is signed by the student, RTO and the host employer prior to the commencement of practical placement.

Aged Care Qualifications Require a National Police Check is a mandatory pre-requisite for Practical Placement. All participants must investigate the application processing times to ensure they receive the assessment notice in plenty of time prior to the practical placement.

In order to work or volunteer in an Aged Care Facility an individual must not have one of the following police records:

- A conviction of murder
- A conviction for sexual assault
- Or a conviction and a sentence to imprisonment for any form of assault

Disclosable court outcomes, outstanding charges and other matters indicate that the participant has a police record. If these records are not considered to be a form of any of the above listed the participant will not be automatically excluded from work placement as a result. We will no longer represent you and arrange your placement, this will become your responsibility.

If a participant has a medical condition that will impact upon the placement requirement of the qualification, a medical clearance certificate from a medical practitioner will be required.

For further information on the requirements for your course, please refer to specific course information or speak with your Trainer.

PRE-TRAINING REVIEW / LLN ASSESSMENT

The pre-training review gathers information on your expectations of the training program, previous experience, current competency, as well as any special needs. Identifying your individual learning needs is an important step in providing you with appropriate support.

To ensure fair and equitable training and assessment, a Language, Literacy and Numeracy (LLN) assessment is conducted for each individual learner. This is not a test, but simply a method to gather information on your LLN requirements, as well as any special needs. Identification of your individual learning needs is an important step in providing you with appropriate support and making sure we train and assess you the way that best suits YOU.

The LLN assessment will indicate whether you;

- Meet the levels required to undertake your desired qualification or,
- You do not meet the level required but you will be able to complete the program with some support or reasonable adjustment or,
- You don't meet the levels required yet and need further skills to ensure you have language, literacy and numeracy skills at a level that will be required to successfully participate in the program

The LLN is not a reflection of your ability; it is a tool to gauge whether this program style is suitable for you.

CREDIT TRANSFER (CT)

We accept and provide credit to learners for units of competency and/or modules (unless licensing or regulatory requirements prevent this) where evidenced by the below:

- AQF certification documentation issued by any other RTO or AQF authorised issuing organisation; or
- Authenticated VET transcripts issued by the USI Registrar

We will determine eligibility for Credit Transfer by mapping the unit/s covered in the already acquired Qualification or Statement of Attainment with the unit/s included in your chosen qualification. Where a direct correlation exists a Credit Transfer will be granted. This will mean that you will be exempt from completing that unit/s.

Applying for Credit Transfer is as simple as presenting us with your original Qualification and/or your Statement of Attainment, so that we can verify and take a copy for your learner records.

There is no charge for the application of credit transfer and there will be a reduction in course fees.

RECOGNITION OF PRIOR LEARNING (RPL)

Recognition of Prior Learning is the acknowledgment of any skills or knowledge you have obtained outside of the formal education and training system.

We look at skills or knowledge you may have obtained through life and work experience, paid or unpaid work as well as skills you may have gained through your interests and hobbies.

We take what you have accomplished throughout your life and compare it the qualification or unit/s in which you are enrolled. If we find that your current skills and knowledge cover off the required competencies, then brilliant – we will issue you your qualification. If we find that there are some gaps in your skills and knowledge you may need to complete some additional training to get you up to speed.

This means that you may not need to complete formal training and assessment for qualifications or unit/s that you have been granted RPL for, how good is that?

The beautiful thing about RPL is that:

- You won't need training for the skills and knowledge you already have, therefore the amount of formal training session you attend may be reduced
- You may be qualified quicker as the time taken to complete your qualification may be shortened
- You won't ever have to utter the words 'But I already know this' to your trainer as they will have determined what you know and can move you onto new and exciting stuff

There are rules, regulations and processes you need to follow though. Your trainer will make the final assessment decision on whether you are 'competent' or 'not yet competent' in the RPL process, so you need to provide sufficient evidence and information to the assessor(s) as they need to make an accurate assessment decision.

It's an easy process: your dedicated Trainer will conduct the formal recognition of prior learning in the same way as an assessment, involving various types of evidence collection. If RPL is granted, this reduces the amount of formal training required to complete the qualification.

There is a \$250.00 application fee that covers initial assessment of RPL requirements. Further assessment (if applicable) will be charged at \$60.00 per hour. Please note that approval from the individual will be sought prior to commencing any further RPL assessment.

Please do not hesitate to ask for assistance in the RPL process, we are more than happy to help!

LEARNER SUPPORT, WELFARE & GUIDANCE SERVICES

We aim to provide all learners with a positive learning journey. We are committed to you and ensuring that you receive all the support required to enable you to develop your competence.

If any of our learners require additional support over and above the scheduled face to face training sessions and allocated practice activities, this is provided. This support can mean:

- extra one on one session(s),
- attending the course multiple times,
- simply a little extra encouragement.

The learning journey for those that require extra support, learning or time, is always given at no additional cost.

We closely monitor the progress of each individual learner to ensure that we provide each and every learner the best chance of a positive outcome. Assistance extends during class time as well as during practical placement.

In the event that a learner presents with challenges that is outside of our expertise, we can refer learners to a range of services and professional bodies and associations including personal and career advisory/counselling services. These can include;

- > The Reading and Writing Hotline <https://www.readingwritinghotline.edu.au>
- > Alcohol & other drugs services in specific to your state of training <https://adf.org.au/help-support>
- > Beyond Blue <https://www.beyondblue.org.au>

Any costs associated with accessing these services are the student's responsibility

Where possible, we will endeavour to refer you to counselling or advisory services. If any costs are involved, it will be discussed with you prior to enrolment.

ENROLMENT

We enrol you once you have been provided with accurate and comprehensive information. Our induction and enrolment process that follows intends to provide an opportunity for both us and you to exchange information. It is our aim to place you in a confident and informed position prior to the training program unfolding.

After you have attended our induction session, please take the time to fully consider your personal circumstances, the course you are about to commence and the agreement you have signed. If you change your mind and do not wish to go ahead and commence your course, please advise us in writing.

UNIQUE STUDENT IDENTIFIER

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

We will ensure that:

- We verify with the Registrar, a Student Identifier provided to us by a Student before using that Student Identifier for any purpose
- We will only issue a qualification or statement of attainment to a Student that has a verified Student Identifier
- Where a Student does not have a Student Identifier, we can assist the Student in creating a USI
- The security of Student Identifiers and all related documentation under our control are upheld

For more information about the Student Identifier scheme please visit <http://www.usi.gov.au/Students/Pages/default.aspx>

DISABILITY SUPPLEMENT

The purpose of the Disability supplement is to provide additional information to assist with answering the disability question of your enrolment form.

Disability in this context does not include short-term disabling health conditions such as a fractured leg, influenza, or corrected physical conditions such as impaired vision managed by wearing glasses or lenses.

If you indicated the presence of a disability, impairment or long-term condition, please select the area(s) in the following list:

1. Hearing/deaf

Hearing impairment is used to refer to a person who has an acquired mild, moderate, severe or profound hearing loss after learning to speak, communicates orally and maximises residual hearing with the assistance of amplification. A person who is deaf has a severe or profound hearing loss from, at, or near birth and mainly relies upon vision to communicate, whether through lip reading, gestures, cued speech, finger spelling and/or sign language.

2. Physical

A physical disability affects the mobility or dexterity of a person and may include a total or partial loss of a part of the body. A physical disability may have existed since birth or may be the result of an accident, illness, or injury suffered later in life; for example, amputation, arthritis, cerebral palsy, multiple sclerosis, muscular dystrophy, paraplegia, quadriplegia or post-polio syndrome.

3. Intellectual

In general, the term 'intellectual disability' is used to refer to low general intellectual functioning and difficulties in adaptive behaviour, both of which conditions were manifested before the person reached the age of 18. It may result from infection before or after birth, trauma during birth, or illness.

4. Learning

A general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span. Problems in self-regulatory behaviours, social perception, and social interaction may exist with learning disabilities but do not by themselves constitute a learning disability.

5. Mental illness

Mental illness refers to a cluster of psychological and physiological symptoms that cause a person suffering or distress and which represent a departure from a person's usual pattern and level of functioning.

6. Acquired brain impairment

Acquired brain impairment is injury to the brain that results in deterioration in cognitive, physical, emotional or independent functioning. Acquired brain impairment can occur as a result of trauma, hypoxia, infection, tumour, accidents, violence, substance abuse, degenerative neurological diseases or stroke. These impairments may be either temporary or permanent and cause partial or total disability or psychosocial maladjustment.

7. Vision

This covers a partial loss of sight causing difficulties in seeing, up to and including blindness. This may be present from birth or acquired as a result of disease, illness or injury.

8. Medical condition

Medical condition is a temporary or permanent condition that may be hereditary, genetically acquired or of unknown origin. The condition may not be obvious or readily identifiable, yet may be mildly or severely debilitating and result in fluctuating levels of wellness and sickness, and/or periods of hospitalisation; for example, HIV/AIDS, cancer, chronic fatigue syndrome, Crohn's disease, cystic fibrosis, asthma or diabetes.

WITHDRAWAL

In the unlikely event that you need to withdraw from your program, please contact the head office via phone, alternatively contact your trainer directly or you can email head office at:

info@arrowtrainingservices.com.au

When requesting to withdraw, be sure to include the following details;

- Your full name
- Best contact number
- Course Name and Location
- Date of withdrawal
- Brief reason as to why you are withdrawing from the program

Arrow Training Services care about your learning journey and understand that from time to time your circumstances may change and this can impact your engagement. We are here to work with you in order to get you back on track so you can still complete your course. We will contact you to discuss your engagement and to provide individual support. After failure to respond to our contact or to return to formal training after a period of non-engagement, you will be considered as a withdrawal and we will process this accordingly.

ISSUING YOUR CERTIFICATION

Once you have successfully completed all of the assessment requirements for your program, you will be issued with a Certificate. If you only partially complete your program, then you will be awarded with a Statement of Attainment; which only outlines the unit/s of competency that you have successfully completed.

When can I expect to receive my certification?

All certificates will be issued by us within 21 calendar days of you successfully completing your training program, given the below requirements have been met;

- All units have been successfully completed and assessed as competent; AND
- All tuition fees have been paid in full; AND
- You have a verified USI

All statements of attainment will be issued by us within 21 calendar days of you withdrawing from your training program, given the below requirements have been met;

- At least one unit has been successfully completed and assessed as competent; AND
- All tuition fees have been paid in full; AND
- You have a verified USI

What if I need my certification reissued?

We are happy to issue a Certificate or Statement of Attainment (SOA) upon request at a charge of \$50, should you have misplaced your original or require another copy.

Please contact:

Arrow Training Services info@arrowtrainingservices.com.au 08 9444 4120

Ensure the below details are included to confirm your identity:

- | | |
|------------------|-----------------------------|
| ▪ Full Name | ▪ Qualification you studied |
| ▪ Date of Birth | ▪ Year of Completion |
| ▪ Contact Number | ▪ Current address |

COMPLAINTS AND APPEALS

You may find a time when you don't agree with an assessment decision, the way training has been conducted or any aspect of our business.

You may wish to lodge a complaint or appeal a decision and that's OK! We are here to help support you through this process.

We take the stance that complaints and appeals gives us the opportunity to enhance and improve the quality of our services. Therefore, we welcome and encourage feedback from our students, employers, members' of the community, stakeholders, contractors and our staff.

We commit to processing each complaint and appeal professionally and fairly.

- We will treat all complaints or appeals in a fair, constructive and timely manner
- We will handle complaints or appeals professionally and confidentially
- We will attempt to satisfies all parties with a resolution to a complaint or appeal

What is a complaint?

A complaint is an expression of dissatisfaction with an action, product or service provided by our RTO. Complaints may be received from students, employers, members of the community, stakeholders, contractors or our staff.

Complaints about a particular incident should be made within ninety (90) calendar days of the incident occurring.

What is an appeal?

An appeal is where a student, employer, member of the community, stakeholder, contractor or a staff member may dispute a decision made by our RTO. The decision in question may be an assessment decision or may be about any other aspect relating to our operations.

Appeals must be made within thirty (30) calendar days of the original decision being made.

Where we consider more than 60 calendar days are required to process and finalise the complaint or appeal, we will:

- a) inform the complainant or appellant in writing, including reasons why more than 60 calendar days are required
- b) regularly update the complainant or appellant on the progress of the matter.

An independent third party may be appointed to be involved in the resolution of a complaint or appeal where it is deemed necessary. Internal complaints and appeals process will be implemented at no cost to the complainant.

While a complaint or appeal is in progress, the student/trainee is entitled to continue training and will not be disadvantaged.

How do I lodge a complaint?

Step 1 – Let's Talk

If you have any concerns or are dissatisfied with us in anyway, please talk directly to your Trainer or any staff member from our team.

In the event you would like to speak with someone other than your Trainer, please call our office and speak with the **State Manager**. We would love the opportunity to resolve any issues you may have.

Phone: 1300 785 802

If you would like to make a formal complaint, please proceed to **Step 2**

Step 2 – Lodging a Formal Complaint

To make a formal complaint in writing either complete the Complaints and Appeals Submission Form attached or send a letter attention to our State Manager.

- > **Via email:** info@arrowtrainingservices.com.au
- > **Via post:** VIC - 6/85 Bardia Avenue, Seaford Vic, 3198
WA – Level 2, 87-89 Guthrie St, Osborne Park WA 6017

The below details should be included with your submission:

- > Your full name, address and contact details; including mobile and email
- > What course you are enrolled in and the course location
- > Details of the complaint; what are the circumstances surrounding the issue
- > Person or persons involved; witnesses that could support your case
- > Any evidence; including dates or documentation

Step 3 – Formal Complaint Received

Our State Manager will record your complaint on the Complaints and Appeals Register upon receipt. A **Complaints acknowledgement** email will be sent within 7 days to advise you of our receipt of the complaint.

Step 4 – Investigating the Complaint

Our State Manager will investigate the complaint, examine evidence received and schedule meetings with required parties where necessary. We strive to resolve all complaints **within 21 days** of receipt.

If a meeting with the complainant is required, we will ensure the below:

- > Will be offered to bring a support person
- > Minutes of the meeting will be documented
- > Where the complainant is unavailable to attend a meeting, we will conduct a phone conference
- > Where the complainant declines to attend a meeting, a formal response will be decided in their absence

Complainants have the right to access advice and support from independent external agencies / persons at any point of the complaints process.



Step 5 – Formal Complaint Outcome

Once a decision has been reached, our State Manager will inform all parties of any decisions or outcomes that are concluded **within 7 days** of the final decision.

This will be in writing via the **Complaints Outcome** email or letter. Within the notification letter the complainant will be advised:

- > The reason for the outcome decision
- > The right to appeal the outcome



Step 6 – Closing the Complaint

The State Manager will update and close the complaint in the **Complaints and Appeals Register**. All correspondence and evidence obtained will be securely filed into the individual complaint folder.

The following documents should be included:

- > Copy of the Complaint Submission Form or written application
- > Copy of the Complaints Acknowledgement letter or email
- > All evidence and correspondence
- > Meeting minutes
- > Copy of the Complaints Outcome letter or email

How do I lodge an appeal?

Step 1 – Lodging an Appeal

To make a formal appeal either complete, the Complaints and Appeals Submission Form attached or send us a letter, attention to our State Manager.

- > **Via email:** info@arrowtrainingservices.com.au
- > **Via post:** VIC - 6/85 Bardia Avenue, Seaford Vic, 3198
WA – Level 2, 87-89 Guthrie St, Osborne Park WA 6017

The below details should be included with your submission:

- > Your full name, address and contact details; including mobile and email
- > What course you are enrolled in and the course location
- > Details of the complaint; what are the circumstances surrounding the issue
- > Person or persons involved; witnesses that could support your case
- > Any evidence; including dates or documentation



Step 2 – Formal Appeal Received

Our State Manager will record your appeal on the Complaints and Appeals Register upon receipt. An **Appeals acknowledgement** letter or email will be sent within 7 days to advise you of our receipt of the appeal.



Step 3 – Investigation the Appeal

Our State Manager and State Coordinator will identify the nature of the appeal and select the appropriate course of action from below. We strive to resolve all appeals **within 21 days** of receipt.

If an appeal is in respect to an assessment, an independent third party assessor will conduct a reassessment. The appellant will be given the opportunity to formally present his/her case.

If the appeal is in respect to disputing a complaint outcome other than an assessment, then the appeal will be scheduled to be heard by an independent person or panel – providing the appellant with the opportunity to formally present his/her case.

If a meeting with the appellant is required, we will ensure the below:

- > Will be offered the opportunity to bring a support person
- > Minutes of the meeting will be documented
- > Where the appellant is unavailable to attend a meeting, we will conduct a phone conference
- > Where the appellant declines to attend a meeting, a formal response will be decided in their absence



Step 4 – Formal Appeal Outcome

Once a decision has been reached, our State Manager will inform all parties of any decisions or outcomes that are concluded **within 7 days** of the final decision. This will be provided in writing via the **Appeals Outcome** letter or email.

Where an appeal is found to be sustained, we will take whatever action is needed to ensure that the issues regarding the complaint/appeal are addressed so that it does not reoccur – part of the **continuous improvement** process. Such action may include counselling of employees or contractors, where necessary.



Step 5 – Closing the Appeal

The State Manager will update and close the appeal in the **Complaints and Appeals Register**. All correspondence and evidence obtained will be securely filed into the individual appeal folder.

The following documents should be included:

- > Copy of the Appeal Form or written application
- > Copy of the Appeals Acknowledgement letter
- > All evidence and correspondence
- > Meeting minutes
- > Copy of the Appeals Outcome letter or email

COMPLAINTS AND APPEALS SUBMISSION FORM

Submitting:	Complaint <input type="checkbox"/>	Appeal <input type="checkbox"/>
Submission Date:		Evidence Attached: YES <input type="checkbox"/> NO <input type="checkbox"/>
Full Name		
Contact Number:		Email Address:
Current Address:		
Course Studying:		Course Location:
Preferred Contact Method:	Phone <input type="checkbox"/>	Email <input type="checkbox"/>

Please outline the details of your complaint or appeal:

This image shows a full page of blank, lined paper. It features approximately 20 horizontal blue or grey lines spaced evenly apart, typical of notebook paper. The lines extend across the entire width of the page, leaving small margins at the top and bottom. There are no vertical lines, text, or other markings on the page.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

☐ Yes ☐ No

> **Via email:** info@arrowtrainingservices.com.au
> **Via post:** VIC - 6/85 Bardia Avenue, Seaford Vic, 3198
WA – Level 2, 87-80 Guthrie St, Osborne Park WA 6017

National Complaints Hotline:

The National Training Complaints Hotline is a national service for consumers to register complaints concerning vocational education and training. The service refers consumers to the appropriate agency/authority/jurisdiction to assist with their complaint. Consumers can register a complaint with the National Training Complaints Hotline by:

- Phone: 13 38 73, Monday–Friday, 8am to 6pm nationally.
- Email: skilling@education.gov.au

For more information about the National Complaints Hotline, refer to the following webpage:

<http://www.industry.gov.au/skills/nationaltrainingcomplaintshotline/Pages/FrequentlyAskedQuestions.aspx#>

Australian Skills Quality Authority (ASQA):

Complainants may also complain to Century Group RTO's registering body: Australian Skills Quality Authority (ASQA).

However, ASQA will only use the information you provide to inform its regulatory approach and will not contact Century Group on behalf of the complainant or act as their advocate. For more information, refer to the following webpage: <http://www.asqa.gov.au/complaints/make-a-complaint---domestic-students/make-a-complaint---domestic-students1.html>

CHANGE IN SERVICES

From time to time there may be a need for us to advise you of changes to services, we have agreed to provide that may affect your experience. We will ensure that you are advised as soon as practicable. Below are some examples:

- A change in ownership of our RTO
- Any changes to, or new third party arrangements we put in place for the delivery of services to you
- Change of trainer
- Change of address
- Change of training location

PLAGIARISM AND CHEATING

You are expected to complete all assessment ethically and without plagiarism, collusion or cheating. Plagiarism and cheating involves using the work of another person and presenting it as your own. Any of the following acts constitutes plagiarism unless the source of each quotation or piece of borrowed material is clearly acknowledged;

- Copying out part(s) of any document or audio-visual material (including computer-based material)
- Using or extracting another person's concepts, experimental results, or conclusions
- Summarising another person's work

- An assignment where there was collaborative preparatory work, submitting substantially the same final version of any material as another learner

If one of our staff member's suspects that you are plagiarising or cheating, they are required to report this to the State Manager immediately. You will be managed through the disciplinary procures which may require you attend disciplinary meetings, submit your assessment again, or for repeated acts, you may be asked to withdraw from the course. After discussion, if the State Manager agrees that the case warrants more than a warning, then you will be informed in writing of the nature of the act and you will be given an opportunity to respond in writing.

Depending on your written response, the State Manager will decide whether the case of plagiarism, collusion or cheating is evident and whether any penalty needs to be issued to you. If you are found to have plagiarised, colluded or cheated, you may be required to:

1. Re-complete and re-submit the assessment
2. If your second submission is still found to contain plagiarism or evidence of cheating, then you will be withdrawn from the training program immediately

If you are not satisfied with the final outcome, you have the right to appeal the decision by following the complaints and appeals procedure as outlined in this guide.

We treat plagiarism, collusion and cheating as a serious matter and disciplinary action will be enforced if you are found to have plagiarised, colluded or cheated upon submission of your assessment/s.

LEARNER BEHAVIOUR AND DISCIPLINE

We are committed to excellence in training, education and learning. Our aim is to provide quality learning and for every learner to have an equal opportunity to learn in a supportive and encouraging environment.

We consider the following to be very important:

- Respecting each other's needs
- A safe learning environment
- Equal rights for all learners regardless of gender, race, culture, age, religion, or ability
- Response to any reasonable instruction from member of staff
- Submitting your own, original work for all evidence provided to be used for assessment decision

We therefore do not allow:

- Learners under the influence of drugs and/or alcohol
- Offensive language
- Inappropriate use of electronic equipment
- Inappropriate use of internet and social media
- Assault
- Criminal activity

- Harassment
- Cheating or plagiarism
- Damage to property

Where a learner does not comply with the learner code of conduct, we will ensure the inappropriate behaviour is dealt with in line with our policy. We may:

- Organise a discussion with the relevant learner and Student Counsellor about the inappropriate behaviour/performance
- Provide a verbal warning on the inappropriate behaviour/performance
- Develop an action plan/agreement that notes the behaviour and plan to eliminate the behaviour
- Any serious misconduct/behaviour will result in a learner being automatically expelled from the program

FAIR TREATMENT AND EQUAL BENEFITS AND OPPORTUNITY

We support the concept of equal opportunity and are committed to providing all staff, learners and potential learners with a working and learning environment which values diversity, respects differences and provides an environment that is safe, healthy, positive, supportive and free from all forms of harassment, bullying and discrimination. We will ensure that all learners and potential learners are treated fairly at all times.

When it comes to learner selection we have an open, fair and transparent procedure, based on merit for making decisions about:

- the selection, from among Potential Learners; and
- the treatment of Learners
- Training and employment services are available to all participants regardless of ethnicity, gender, age, marital status, sexual orientation, physical or intellectual impairment.
- Sexual harassment is illegal, and will not be permitted in the workplace, or in the training environment.
- Century Group Pty Ltd will treat every participant fairly and without discrimination.

Potential Learners seeking to enrol in a VET unit of study with us, regardless of their background, circumstances or eligibility for funding will be assessed for entry to study through the same published entry requirements and through the same process.

Applications can be made by completing the Enrolment Induction Pack, which includes the Pre-Training Review and LLN Assessment. The RTO assesses the application against the published entry requirements. Where the application is not complete or if further information is required to make an assessment of whether the applicant has met the published entry requirements, the applicant will be contacted and given the opportunity to provide further information during their Admissions Interview.

Applicants who do not meet the published entry requirements will be notified in writing of the reasons for non-acceptance. Unsuccessful applicants will be advised of their right to appeal the decision and how to access the appeals process.

Applicants who meet the published entry requirements will be sent a welcome letter confirming their place in their chosen course.

Century Group Pty, Ltd. T/OID 6127, who trades as Arrow Training Services encourage people from diverse backgrounds and with disabilities to apply.

PRIVACY AND PERSONAL INFORMATION

We comply with the requirements, principles and policies as set out in the Privacy Act 1988 in relation to the collection of information relating to our Learners.

Personal information will not be collected unless:

- the information is collected for a purpose directly related to Learners; and
- the collection of the information is necessary for or directly related to that purpose

Personal information will not be collected by unlawful or unfair means. Where personal information is collected for inclusion in a record or in a generally available publication we will take reasonable steps to ensure that, before the information is collected or, if that is not practicable, as soon as practicable after the information is collected, the Learner concerned is generally aware of:

- the purpose for which the information is being collected;
- if the collection of the information is authorised or required by or under law the fact that the collection of the information is so authorised or required; and

Under the Data Provisions Requirements 2012 we are required to collect personal information about you and to disclose that personal information to the National Centre for Vocational Education Research Ltd (NCVER), to the Victorian Department of Education and Training and The Department of Training and Workforce Development (WA).

Where we solicit and collect personal information for inclusion in a record or in a generally available publication it will take reasonable steps to ensure that:

- the information collected is relevant to that purpose and is up to date and complete; and
- the collection of the information does not intrude to an unreasonable extent upon the personal affairs of the Learner

We will ensure that a Learner's personal information is protected by such security safeguards as it is reasonable in the circumstances to take, against loss, against unauthorised access, use, modification or disclosure, and against other misuse.

We will ensure that if it is necessary for a Learner's personal information to be given to a person in connection with the provision of a service to our RTO, everything reasonably within our power will be done to prevent unauthorised use or disclosure of that personal information.

We will maintain a record setting out:

- the nature of the records of personal information kept by the RTO

- the purpose for which each type of record is kept
- the classes of individuals about whom records are kept
- the period for which each type of record is kept
- the persons who are entitled to have access to personal information contained in the records and the conditions under which they are entitled to have that access
- the steps that should be taken by persons wishing to obtain access to that information

We will not use a Learner's personal information without taking reasonable steps to ensure that, having regard to the purpose for which the information is proposed to be used, the information is accurate, up to date and complete. We will not use a Learner's personal information except for a purpose to which the information is relevant.

We allow Learners to apply for and receive a copy of their personal information or records that we hold in relation to that Learner. There is no additional cost for learners to access their record. If you would like to do so, please email our office at:

info@arrowtrainingservices.com.au

Where a learner considers their personal information to be incorrect, incomplete, out of date or misleading, they can request that the information be amended. Where a record is found to be inaccurate, a correction will be made. Where an individual request that a record be amended because it is inaccurate but the record is found to be accurate, the details of the request for amendment will be noted on the record.

We will not disclose a Learner's personal information to a person, body or agency (other than the individual concerned) unless:

- the individual concerned is reasonably likely to have been aware that information of that kind is usually passed to that person, body or agency
- the individual concerned has consented to the disclosure
- We believe on reasonable grounds that the disclosure is necessary to prevent or lessen a serious and imminent threat to the life or health of the learner or of another person
- the disclosure is required or authorised by or under law
- the disclosure is reasonably necessary for the enforcement of the criminal law or of a law imposing a pecuniary penalty, or for the protection of the public revenue

Where personal information is disclosed for the purposes of enforcement of the criminal law or of a law imposing a pecuniary penalty, or for the purpose of the protection of the public revenue, we shall include in the record containing that information a note of the disclosure.

A person, body or agency whom personal information is disclosed, will not use or disclose the information for a purpose other than the purpose for which the information was given to the person.

LEARNER SURVEYS

During your program with us you may receive a survey from the National Centre for Vocational Education and Research (NCVER) and /or invitation to participate in a

Department endorsed project and/or annual outcome survey. You may also be contacted by the Department (or authorised persons) for audit purposes. This may include:

- ASQA
- Department of Training and Workforce Development (WA)
- Department of Education and Training (VIC)

These surveys and correspondence are used to gather important data and provide a picture of employment and further study outcomes following training, as well as what learners thought about their training experience.

We also collect Quality Indicator Surveys from our learners regarding their experience with our programs. If you wish to view a copy of our survey results you can access these on our website.

COMPETENCY BASED ASSESSMENT

Assessment is the process of collecting evidence and making judgments on whether competency has been achieved. The purpose of assessment is to confirm that an individual can perform to the standard expected in the workplace, as expressed in the relevant endorsed industry or enterprise competency standards.

Being competent simply means demonstrating that you have the knowledge, skill and attitude to perform a job to the required standard. The way you demonstrate your competence is via the collection of evidence.

The Training Package for Assessment and Workplace Training defines evidence as;

'...information gathered which, when matched against the performance criteria, provides proof of competence. Evidence can take many forms and be gathered from a number of sources.'

We have developed a variety of assessment tools and tasks, which help to gather evidence relevant to the units of competency, included in your training program and ensure judgements of competency, are fair and consistent. Examples of evidence below;

Observation

In many of the units, your Trainer will be able to gather evidence of your competence by observing you completing tasks. Your Trainer will have an 'observation checklist' and will judge your performance against this checklist as you are observed. Don't worry you will be provided with a copy of the checklist prior to being assessed and will have plenty of time to practice.

Oral Questioning

Oral questioning is where your Trainer will be asking you a number of questions directly related to the unit of competency you are being assessed on. You will be advised during the commencement of training that oral questioning will be part of your assessment for that particular unit. This will give you ample time to prepare yourself.

Work Sample

A work sample refers to a document you have developed for your workplace or a document you use and complete in the workplace that relates to the unit of competency you are being assessed on. A work sample does not relate to a document that someone has created and you do not know how to use. You must be able to complete the document and explain the purpose of the document to your Trainer. For example, you may be asked to give the work sample to your Trainer, complete it in response to a 'mock situation' and explain its purpose.

Written Work

Written work can take many forms, for example, written questions, drawing pictures, diagrams and graphs. For each of the units of competency you will be provided with a workbook which will contain much of the written work. For each written activity you will be provided with instructions so that you can successfully complete each activity.

Each question must be answered providing a full description of the task or action required. To be assessed as satisfactory for written responses in assessment activities, each question must be answered correctly.

Project/Case Studies

Projects and Case studies are commonly used to assess you in many different areas in the one assessment task. Projects are generally explained at the end of the workbook and require you to engage in some research and then write a report on your findings. Case studies are often found throughout your workbook, and also require you to respond in written form. Your Trainer will collect both the projects and case study answers as evidence of your competence.

Structured Demonstration

Here you will be instructed to demonstrate to your Trainer a particular task or skill relating to the unit that is being assessed. For example, your Trainer may ask you to demonstrate the correct procedures for lifting a heavy and/or bulky item. Your Trainer will be using a 'structured demonstration performance checklist' to assess you. You will be assessed against the checklist and will be provided with a copy of the checklist prior to your assessment so that you can prepare.

Third Party Report

Your Trainer may also gather evidence of your competence in the form of a Third Party Report (if required for your course). This means a report/checklist will be provided to a Third Party, generally a workplace Supervisor for comment. For example, a Third Party Report may be provided to your supervisor in relation to personal presentation and grooming where your supervisor will be required to comment on your performance in this area.

WHO MAKES THE ASSESSMENT DECISION?

Once the evidence has been collected and you feel you are ready to be assessed, your Trainer will assess you as 'Competent' or 'Not Yet Competent'. Where you are undertaking a traineeship, your assessor will consult with your employer about your competency in each unit to ensure that you are consistently demonstrating knowledge and skills to the required level in the workplace.

Our Trainers have qualifications in assessment and training and many years of industry experience in the fields they are delivering. Our trainers are responsible for making the final assessment decision for each unit of competency.

If you are assessed as 'Not Yet Competent' this may mean that not enough evidence has been provided to support your competence or that you require additional learning, training and competency development. Between yourself, your employer (if applicable) and your trainer, the options for you to become 'Competent' will be negotiated. These options may include:

- Re-assessment
- Submitting further evidence
- Undertaking further training and competency development activities and being re-assessed at a later date

Our guarantee to you is that we will give you ample opportunities for training and assessment. We will not charge you for reassessment and will make all reasonable attempts for a competency to be achieved.

Reasonable adjustment is a legislative term that, for VET, refers to a measure or action taken by an education provider to enable learners with disability to participate in education and training on the same basis as learners without disability. Its purpose is to make it possible for learners with disability to:

- participate fully, with the same learning opportunities as learners without disability
- have the same opportunity to perform and complete assessments as those without disability.

We will consider the student's needs in the assessment process and make reasonable adjustments to accommodate the student (such as providing oral rather than written assessment). Reasonable Adjustments cannot compromise the rigour of the assessment process (e.g. if there is a requirement to complete documentation in a unit of competency, oral assessment would not be appropriate).

Reasonable adjustments are those that would not cause unjustifiable hardship on the RTO.

Each task will be marked as Satisfactory or Not Satisfactory. A unit will be marked as Competent once all tasks for the unit have been marked as Satisfactory.

Where a task is marked as Not Satisfactory, the student will be provided with feedback and be given the opportunity to resubmit/re-attempt the task.

Students will receive detailed feedback for each task either in written or verbal form from their assessor.

FEEDBACK

Throughout the assessment process you will be provided with ongoing verbal feedback and encouragement with regard to your performance. Upon completion of a unit assessment you will be advised of the assessment outcome and will be either assessed as being 'Competent' or 'Not Yet Competent'. In addition to being provided with your outcome verbally, your outcomes will be documented on an Assessment Summary

Report. This Assessment Summary Report and the outcome recorded on the report are validated by both you and your Assessor (and employer if applicable).

You are also invited to give us feedback on how well you like the training, customer service, training resources and any other aspect of your course or experience with us. We see your feedback as an opportunity for improvement!

TRAINING DELIVERY MODES

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

Off-the-job

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

On-the-job

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

One-on-one

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

Group training sessions

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

Online

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

Self-paced learning

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

MISCONDUCT AND DISCIPLINARY ARRANGEMENTS

All decisions to discipline or suspend a learner for misconduct or serious misconduct will be made following our policy.

Misconduct means wilful conduct by a learner which is unsatisfactory.

Serious misconduct means serious misbehaviour of a kind which constitutes a serious impediment to the carrying out of a learner's responsibilities.

Examples of serious misconduct include:

- Theft
- Fraud
- Assault
- Serious harassment; including sexual harassment
- Learners under the influence of drugs and/or alcohol
- Criminal activity
- Weapons
- Damage to property

Any serious misconduct (as listed above) will result in a learner automatically being expelled.

ACCESS AND EQUITY

We promote the principles of access and equity through all components of training and assessment services. We have a strong emphasis in ensuring that reasonable adjustment is provided to learners who are disadvantaged or require additional assistance. Assistance can be through counselling or provided with additional support from the trainer throughout the course. We can provide different options to suit your needs and requirements.

We are committed to ensuring no matter what background you come from, you will be assisted to the best of our ability and treated equal throughout all phases of your training.

All our staff and trainers are required to comply with the access and equity requirements at all times.

We are always interested in receiving feedback on how we can better improve so if you have any suggestion as to how we can improve our performance with respect to access and equity, or if you would like further information regarding the access and equity principles, please contact the **State Manager** on **1300 737 977**.

REGULATORY AUTHORITIES

From the 1 July 2011, our regulatory body for Vocational Education and Training (VET) is the Australian Skills Quality Authority (ASQA) under the National Vocational Education and Training Regulator Act 2011. Further details are available at the ASQA website: www.asqa.gov.au

LEGISLATION

We are required to operate in accordance with the law. This means we comply with the requirements of legislative and regulatory requirements. The following legislation is a list of the Acts that we have compliance responsibilities to. They also represent obligations to you as a learner whilst training with us.

During your day-to-day work and when participating in training, you will need to be aware of the relevant legislation that may impact on your conduct and behaviour.

Copies of State and Federal legislation are provided in the links next to State or Commonwealth.

Legislation relevant includes but is not limited too;

Commonwealth Legislation

www.comlaw.gov.au

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

Western Australian Legislation

<https://www.legislation.wa.gov.au/legislation>

- Drug and Alcohol Act 1974
- Fair Trading Act 2010
- Curriculum Council (Fees and Charges) Act 2006
- Vocational Education and Training Act 1996
- Education and Training Reform Act 2006
- Occupational Health and Safety Act 1984
- Workers Compensation and rehabilitation Act 1981
- Disability Services Act 1993
- Fair Trading Act 1999
- Working with Children Act 2004

OPEN DOOR POLICY

It is impossible for you or us to foresee every potential issue that may arise in training. Our aim is to create a supportive environment of trust, encouraging disclosure of issues and being prepared to discuss options for training.

You can approach us at any time during training to continue working together towards a positive training outcome or to express any difficulties you are experiencing. If you are not comfortable approaching your trainer, please phone our office and speak with one of our staff.

Call: 1300 737 977