



Handbook for Students and Prospective Students

Australian Centre for Advanced Studies

Version 2.0

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Welcome

Thank you for choosing ACAS as your registered training provider and allowing us to play a role in your learning journey.

You will be enrolled in one of our many programs and colleges so will need to be familiar with our policies and procedures. If you study under an ACAS member college, the policies in this handbook have precedence over any policies issued by the member college. If you have any concerns, please feel welcome to contact us at the ACAS office.

We pride ourselves on professional, flexible learning. In partnership with your local college we are striving to provide you with the best experience possible to attain your learning goals. We hope you are looking forward to your learning and making a lot of new friends along the way. We are here to help you make the most of your learning.

I look forward to hearing of your achievements and providing support where I can. I trust you will enjoy your time with us and wish you every success in your learning.

Ross Woods, Acting Principal
Australian Centre for Advanced Studies

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Introduction

The purpose of this handbook is to provide you with a quick reference about training programs, policies and processes, roles and responsibilities guiding you through your learning experience with ACAS.

About ACAS

ACAS is a Registered Training Organisation (no. 50392), and is incorporated as a non-profit educational charity.

ACAS has a range of “member colleges” across Australia, all offering qualifications under the auspices of ACAS. They are many different kinds of organizations, such as non-profit organizations, companies, and schools. For the purposes of this handbook, they are all called “member colleges.” Other terminology also varies; for example, the person in charge of a program might be called “Principal,” “program director,” “course controller,” “VET coordinator,” or simply “teacher.”

ACAS and its member colleges are required to comply with the Standards for Registered Training Organisations 2015 (SRT0). Training services provided to students follow ACAS policies and processes developed to meet the SRT0 and related requirements. ACAS is responsible for the quality of programs and issues all qualifications and other graduation documents.¹

The ACAS centre’s role is to support and advise member colleges, run records, admissions and graduations through the central database, maintain quality and compliance systems, oversee policy, provide some kinds of resources, and maintain government relations.²

ACAS member colleges provide a range of customised training programs for students and industry. Each tends to reflect the context, ethos and training needs of its member colleges. Our training is designed to suit student needs, course type, and learning styles. Many of our training programs are embedded within industry workplaces, while some are in schools. Consequently, many ACAS courses are only available to employees or students in those organizations.

When ACAS directly offers courses itself (i.e. not through a member college) the procedures are essentially the same.

Service commitment

ACAS aims to deliver high quality, innovative and engaging training that is relevant to students, employers, and industry. Our commitment to continuous improvement means we are constantly developing and improving new resources, processes and facilitation methods to remain up to date in technology and industry standards.

¹SRT0 5.2.c.

²SRT0 4.1.f.

ACAS is committed to providing quality training and assessment services to its students. We aim to:

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

Admissions

Check the course information³

First, read course information carefully. Look at the particular version of the course you want, because the same course can vary according to the particular local purpose or group of students. Consequently, the same course can vary in course length, the way it is taught, and the electives offered.

Read this handbook

Second, read as much of this handbook as is helpful to you now. It will give you general information about policies and regulations. Some is essential for applicants, and some will probably be relevant only after you have enrolled.

About Recognition of Prior Learning (RPL)⁴

If you have learned through experience and have applied for your course, you are entitled to simply apply for the assessment. However, you should provide a prima facie case for RPL so that you don't have to pay for something that is unattainable.

Meet the person conducting admission

Meet the person conducting admission either individually or in a group briefing. Ask questions about the course and any related information you feel you need. You should be satisfied that you understand enough about the course when you start.

Assessed for suitability

You will be assessed for suitability for the course.

1. *Prerequisites*. If the course has prerequisites, you will be assessed as to whether you meet them. In some cases, you will need documentation.⁵
2. *Language, Literacy and Numeracy (LLN)*. Each course requires a minimum level of language, literacy, and numeracy skills. If a course has LLN entry requirements, the member college will assess your LLN skills upon entry.
3. *Support needs*. Some applicants might be admissible but need extra support. For example, they might need support for disability, LLN, study skills, or emotional needs.⁶

The person conducting admission may assess in any way appropriate for the context, for example⁷:

- Check whether the student is already working in the environment of the qualification for which they will be trained.
- Interview supervisor
- Interview student
- Check recent written work
- Check relevant courses that the student recently completed

³ SRTO standard 4.

⁴ SRTO standard 1.12.

⁵ Compliance with Training Package.

⁶ SRTO 1.7.

⁷ The SRTO requires that the RTO "determine" needs but not necessarily to give tests.

- Deliver a standard test.

Special needs

An admissions process cannot identify some kinds of special needs (e.g. dyslexia, dyscalculia, and epilepsy). If you have any special need that might adversely affect your ability to successfully participate in the course, it is your responsibility to inform the person conducting admissions before you apply. Admissions personnel are not usually qualified to diagnose them. The person conducting admissions will assess your situation and whether adjustments can enable you to successfully complete the training.

Trainers and assessors may make appropriate concessions for students' issues where they do not compromise the requirements of their course and the integrity, equity and fairness of assessment.

Make sure you have a Universal Student Identifier (USI)⁸

If you are Australian and don't already have a USI, get one from <https://www.usi.gov.au/>

If you are exempt from the USI, the results of your training will not be accessible through the Australian government and will not appear on any authenticated VET transcript prepared by the Registrar.⁹

Apply

Your admissions officer will give you a course enrolment code. Go to the webform on the ACAS website and fill it in. You will be asked for some kinds of personal data that the accreditor requires that ACAS collect.

Pay fees

Pay any fees due on application:

1. The maximum you can be asked to pay in advance at any time is \$1500.¹⁰
2. The fees for RPL are the same as tuition unless informed otherwise.
3. When students pay fees to a member college, students do not pay ACAS directly. The member college is responsible to pay ACAS.
4. These fees are kept under review.
5. Fees are payable in Australian dollars.
6. Fees differ between member colleges. See the website page for details.
7. If you do not pass an assessment on the second attempt and need to be assessed again, you must pay again for the next assessment.
8. There are no fees for units for which the student has been exempted, annual renewal fee, or viewing student's own file.
9. Scholarships are not normally available, and the granting of any scholarships is completely at the discretion of ACAS.
10. If you enroll for only part of the qualification, the fee is calculated pro rata on the number of units.
11. Some qualifications have pre-requisites that must be assessed for admission. If the pre-requisites are separate units, the fees are on a per unit basis (pro rata as above).
12. Some sites have administration fees (e.g. change enrollment, late fees). You may only charged fees that have been disclosed to you before you apply.

⁸ SRTO 3.6.

⁹ SRTO 3.6 (c).

¹⁰ SRTO 7.3.

Transfer credit¹¹

ACAS recognises the qualifications and Statements of Attainment issued by other institutions under the Australian Qualifications Framework (AQF) This includes Registered Training Organisations (RTOs) as well as other institutions under the AQF, such as universities. It exempts students from being assessed again for the unit/s.

ACAS accepts transfer credit on condition that they are evidenced by graduation documents. ACAS reserves the right to authenticate transcripts with the Registrar of the issuing institution. Direct recognition is applicable when a Statement of Attainment or qualification provided by a student has the same national competency codes as those that form part of the training and assessment program within which the student is enrolled or is intending to enroll. Other units may be suitable as electives.

Students are required to inform the person in charge of their program.

There are no fees for transfer credit.

Induction

When you are admitted, you might go through an induction process, depending on the program. For example, full-time campus students often need more induction than distance and single-unit students. Students learning on the job and already in the workplace might have already done organizational induction. In any case, you should familiarize yourself with ACAS policies that might affect you. When it is provided, induction is given either before or during the first training session of each course and is the responsibility of the person in charge of the course.

Language, Literacy and Numeracy (LLN)

As most of ACAS' courses are held within the work environment, students usually hold employment/ volunteers positions that require higher level of Language, Literacy and Numeracy skills than is required by our courses.

If you need to improve your literacy and numeracy skills, please ask staff for advice on appropriate actions. See also:

- Reading Writing Hotline
<http://www.readingwritinghotline.edu.au/> 1300 655 506
- Adult Migrant Education
<https://www.education.gov.au/adult-migrant-english-program-0>
- Your local public library

¹¹ SRTO 3.5.

Student rights and responsibilities

The following standards for etiquette and behaviour help foster a positive learning environment for all students.

Assessment

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

Assessment malpractice

Assessment malpractice includes cheating, collusion and plagiarism. ACAS regards the integrity of assessment as critical to its professional responsibilities as an RTO and strives to ensure the assessment processes are not compromised. Assessment malpractice may result in disciplinary action.

Cheating

All assessments must be 100% your own work. For example, copying from another person's work and submitting it as your own is cheating.

Collusion

Collusion is the presentation of work that is the result in whole or in part of unauthorised collaboration with another person or persons. It is your responsibility to ensure that other students do not have opportunity to copy your work.

Plagiarism

You must follow referencing guidelines if you take another person's idea and put it into your own words. Plagiarism is taking someone else's writings or ideas without referencing. It includes:

- Copying from a published work (including the internet) without referencing.
- Presenting work that has been copied in whole or in part from another person's work or from any other source including the Internet, published books, and periodicals.
- Systematic re-wording or changing key nouns and verbs.

Attendance

Attendance at training sessions and your work placement (as required for industry standard practice) is crucial if you are to complete your training requirements.

1. Student attendance in class is important to successful completion of learning and assessment outcomes.
2. In tuition classes, attendance is required at a minimum of 80% of class sessions, unless students are informed in writing otherwise at the commencement of the unit.
3. ACAS is entitled to deem students to have withdrawn if their attendance is below the minimum requirement.
4. If you are absent from class, it is your responsibility to catch up on any work missed.
5. Students in extenuating circumstances may apply in writing for a waiver of the 80% minimum.

6. The waiver is not automatic upon submission of an application and the program administrator may refuse the application.
7. The waiver may have conditions, including substituting requirements equivalent to those missed.

Change of personal details

Students are required to ensure their personal details recorded with ACAS are up-to-date at all times. Should your circumstances or details change, please inform the person in charge of your program.

Punctuality

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

Behaviour

You will be expected to treat staff and fellow students with respect and observe any etiquette in this handbook or requested during the course by a trainer/assessor. You will be expected to:

- Behave appropriately in a mature and professional manner at all times
- Follow workplace standards of behaviour
- Take responsibility for your own learning and behaviour during training and assessment
- Help ensure a positive environment and learning experience
- Treat facilities and equipment with due care and respect
- Respect the rights of others, and
- Treat others in a fair and non-discriminatory way.

Misconduct includes:

- Any offensive conduct or unlawful activity (e.g. theft, fraud, violence, assault)
- Interfering with another person's property
- Removing, damaging or mistreating property or equipment
- Cheating, plagiarism, and collusion
- Interfering with another person's ability to learn by disrupting training
- Breaching confidentiality
- Disruptive behaviour
- Using inappropriate language
- Serious negligence, including WHS non-compliance
- Discrimination, harassment, intimidation or victimisation
- Being affected by drugs or alcohol and being unfit to participate in learning activities
- Inappropriate language and actions
- Harassment, bullying and intimidation of staff or fellow students.

Disciplinary processes

Instructors and assessors retain the right to implement discipline processes for student misconduct.

Deliberate assessment malpractice will normally result in an assessment result of unsatisfactory for the assessment activity.

Other breaches of discipline normally result in the students being given a verbal warning or being asked to justify why they should be permitted to continue participating. Further

disciplinary processes include removal from the training environment, suspension from the training room, expulsion from the training room, and expulsion from the course.

Dress & hygiene requirements

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

- Neat, comfortable clothing in the classroom environment
- Appropriate work attire, including personal protective clothing (PPE) for training in workplace or simulated environments
- Appropriate footwear
- When working in close proximity with others, please take care with your personal hygiene (clothing, hair, deodorant etc.).

Evaluation and feedback

ACAS values all feedback from students as it helps us to continuously improve our services. Students are encouraged to provide feedback, both positive and constructive. ACAS has feedback forms but you can also give feedback in other ways. Thank you in advance for your comments.

Student support services¹²

ACAS understands that personal limitations might affect students' ability to do their course.

- Ask the person in charge of your program for guidance on course content, as well as effective learning and study strategies.
- Applicants and students may be referred to external support services if they have special needs, or require additional support to do training. Some services will be free of charge while other may incur fees to the student. Please check with the person in charge of your program about any fees payable.

Centrelink and government payments¹³

Full-time ACAS students might be eligible for one of the following Centrelink payments:

- Austudy
- Youth allowance
- Newstart
- Abstudy
- CentrePay

If you would be eligible, ask the person overseeing your admissions process. When you are admitted, ACAS will issue you an enrollment letter. Take the letter to your local Centrelink office, and they will process your Centrelink application.

Centrelink might also help pay for your training. Payments are often based on asset tests and may also be determined based on the number of study hours. You should discuss your own personal circumstances and opportunities with your local Centrelink office.

ACAS students are not eligible for VETFeeHelp.

Making the most of your training

Take responsibility to make the most of your ACAS course by learning as much as you can:

- Attend all training sessions and complete all required reading and learning activities;
- Prepare well in advance of each training session;
- Be a willing participant;
- Work with fellow students;

¹² SRTO 1.7.

¹³ SRTO 4.1.k.

- Respect other people's opinions;
- Ensure you have a clear understanding of the assessment requirements;
- Take responsibility for the quality of evidence that you submit to the assessor;
- Read as much as you can on the topics of each unit;
- Keep track of your progress;
- Complete and submit all assessment tasks on time, using clear and concise language;
- Contact your trainer/assessor if you do not understand a training or assessment activity.

Units and assessment

In Australian vocational education, nationally recognised programs are based on competencies. This means that students learn to apply relevant skills and knowledge to perform workplace tasks to a specified standard.

Qualifications and units

Qualifications consist of compulsory units and elective units. Many nationally recognised qualifications and units can be viewed at www.training.gov.au.

Like any Registered Training Organisation (RTO), ACAS can only award qualifications according to its approved scope, that is, the range of qualifications ACAS is approved to offer at any one time.

The rules and requirements of a unit and a qualification are applied to all students regardless of where they are, or the methods of training and assessment. They are the same for a full-time student in a classroom, a student learning in a workplace, or an applicant for recognition of current skills.

The specific skills and knowledge are set out in units (“Units of Competency”). Most units comprise the following parts:

- A title and a unit code
- Any pre-requisites (if applicable)
- Elements (a list of things you must be able to do)
- Performance criteria (criteria for each element)
- Required knowledge and skills.

Many units have a list of employability skills that describe the non-technical skills that are important for effective and successful participation in the workforce. Each qualification has specific employability skills listed under the following headings:

- | | | |
|-------------------|-----------------------------|---------------|
| • Communication | • Initiative and enterprise | • Learning |
| • Teamwork | • Planning and organizing | • Technology. |
| • Problem solving | • Self-management | |

Course delivery

ACAS ensures the following resources are in place:

- Trainers and assessors who are qualified in training and assessment and in the specialist field that they train and assess. They have practical experience and maintain their currency in industry.
- Course materials appropriate to the methods of delivery and assessment requirements
- Copyright clearances
- Appropriate equipment and facilities.

ACAS training and assessment methods must meet specific quality requirements and are chosen to best suit the unit of competency, while also considering students’ learning styles. The training is often on the job but usually includes a blend of on and off-the-job methods.

Trainers use various training methods (called delivery methods) according to the kind of skills to be learned. They may include, but are not limited to:

- workplace based training
- practical demonstrations
- audio/visual presentations
- group participation/ discussions
- trainer/facilitator instruction
- practical activities
- self-paced activities
- individual projects
- case studies.

Reasonable adjustments

Students with disabilities are encouraged to discuss with their trainers and assessors any 'reasonable adjustments' to learning and assessment processes that they consider would be necessary in the performance of their studies.

Where reasonably practicable, trainers and assessors will make adjustments. In some circumstances, however, it will not be reasonable for the assessor to accommodate the student or where another adjustment may be more appropriate. Reasonable adjustments cannot compromise the integrity of the training and assessment.

Evidence

To be assessed as competent in a Unit of Competency, students provide evidence of the required skills and knowledge to complete work tasks to the standard that is required in the workplace. *Evidence* is proof that you have performed the specified competency or task to the required standard. Evidence can take many forms and you will be required to present more than just item. Examples of evidence include the following:

- Specific assessment tasks set by your assessor
- Observation reports
- Certificates and awards
- Examples of work completed or special projects
- Current licenses
- Position descriptions and performance reviews
- Third party reports
- Tests
- Question responses

Evidence requirements are determined by the unit of competency, employability skills, industry expectations, government regulations, and your qualifications and current experience.

Skills need to be demonstrated over a period of time in a range of situations and environments, which could include simulated applications in a learning environment.

Your evidence must also demonstrate the following:

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

Your assessor will give you *assessment tools*, which are documents that set out the exact evidence requirements for each unit. They have been carefully developed to meet stringent quality requirements, as well as be user friendly to students. In most cases, they have been modified to better suit the work environment they are being applied.

Assessment

Assessment is an integral part of your learning if you wish to successfully gain certification. The assessment process will be explained at the start of your program, and assessors will also be available to answer your questions.

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

To graduate with a qualification, you must successfully complete all assessment requirements for the course. During your course, you will be assessed to see if you have gained the necessary skills and knowledge to achieve the qualification. Your assessor is required to ensure that your assessment tasks meet the national principles of assessment and rules of evidence (see below for more information).

Assessors use various kinds of assessment tasks including, but not limited to:

- Observation of performance
- Assignments
- Written activities
- Written or oral questioning
- Oral presentations
- Workplace performance
- Projects
- Case studies
- Role plays/ simulations
- Demonstration of skills
- Online assessments

Principles of assessment

Assessments must comply with the following principles of assessment.

Valid

Any assessment decision of the RTO is justified, based on the evidence of performance of the individual student. Validity requires:

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

Reliable

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

Flexible

Assessment is flexible to the individual student by:

- Reflecting the student's needs;
- Assessing competencies held by the student no matter how or where they have been acquired; and

- Drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.

Fair

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

Rules of evidence and assessment

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

Valid

The assessor is assured that the student has the skills, knowledge and attributes as described in the unit and associated assessment requirements.

Sufficient

The assessor is assured that the quantity of good assessment evidence enables an assessment judgement to be made.

Authentic

The assessor is assured that the evidence is the student's own work.

Current

The assessor is assured that the evidence demonstrates current competence. Assessment evidence must be from the present or the recent past.

Course assessment

Each course contains assessment tasks and expectations, which are outlined within the assessment resources, and the assessor will explain them to you and answer your questions.

In some workplace-based courses, students do assessments in the workplace after the training course.

Assessment results

Assessors provide students with assessment results as soon as is practical. We endeavour to assess all assessments within ten working days of receipt. Assessment results are always confidential and will not be given to any other party unless the student submits a signed written request.

Your assessor will examine the evidence that you present and then give an assessment result, which will be either:

- Competent (C) - you have been deemed competent against all the requirements of the unit/s
- Not Yet Competent (NYC) - you have not yet demonstrated competence in all requirements.

If you receive a NYC in the initial assessment, you are entitled to one re-assessment. No further re-submits are allowed. If you still want to get that unit (or units), you must re-enroll again, paying the full course fee of the unit(s).

Please ask your assessor for advice if you have any concerns.

Extensions for assessment

Students should hand in all assessment tasks on the due date. If you need extra time, you must apply to your assessor for an extension.

Graduation and graduation documents

ACAS awards qualifications under the Australian Qualification Framework (AQF) for nationally recognised training (aqf.edu.au). Full qualifications can only be issued once the student has been deemed competent for all the units of competency making up the qualification.

In general, ACAS issues three types of graduation documents:

- *Qualification*. A qualification states that the student has graduated with a certificate or diploma.
- *Record of results*. This accompanies a qualification and lists all units of competency achieved for the qualification.
- *Statement of Attainment (SOA)*. Issued when a student is deemed competent in one or more units of competency but not a whole qualification. You can request a SOA at any time during your training.

Graduation documents are normally distributed to students via their member college. In some cases, they can be posted to students at their nominated postal address as shown in their student records. The onus is on the student to ensure their address details are correct.

As a requirement for graduation, ACAS may require that the Member College has paid ACAS all relevant fees.¹⁴

Duplicate or replacement copies of graduation documents

Students and former students may use the prescribed form to apply to ACAS for duplicate or replacement copies of graduation documents. A fee is payable.

Verification of graduation documents

Former students can authenticate graduation documents by emailing ACAS and citing the relevant details. Other parties may also ask for verification of graduation documents (e.g. other RTOs, students' employers.) No fee is payable.

¹⁴ SRTO 3.3.

Recognition of Prior Learning: Credit for experience

ACAS can recognize your current abilities regardless of how they were acquired; ACAS does not refuse assessment because you didn't sit the classes. And if you pass the assessment, you are not differentiated in any way from those who sat through classes and the credentials are exactly the same; you can earn a recognized qualification or a Statement of Attainment.

All students may apply for recognition. This means that you can submit evidence for a unit (or units) and have it assessed by a qualified assessor without doing the training. ACAS allows full recognition of a student's prior skills and knowledge as long as it maintains the integrity and standards of the ACAS course of study.

ACAS can recognize your current abilities regardless of how they were acquired; you can be assessed for what you have learned through:

- experience on the job
- in-service training and professional development
- your own reading
- involvement in charity, church or other community organizations
- any other informal way of learning
- unaccredited schools, or,
- Foreign schools.

This is called Recognition of Prior learning (RPL), and all units offered may be assessed this way. You must be able to show that your skills are current, and that you have the necessary knowledge and understanding. You are assessed according to the same criteria as students taking classes, and this will sometimes require written work.

Its advantages are:

- It might save you time
- It gives maximum recognition for what you have learned in a recognized credential or statement of attainment.
- It uses recognized standards.

How much credit will you get?

This will depend greatly on what you have done and whether it fits an existing qualification. It will also depend on the fields of study included with the ACAS's accredited scope and expertise. There is no limit to the amount of experience-based credit you can use for a qualification; it can be the whole qualification. If you do not meet all requirements, you will still receive a nationally recognized Statement of Attainment for all units in which you have been successful.

Ask and talk

If you think you have the necessary knowledge and skills, please contact the head of your program or admissions officer who will inform you how to apply and what you must do. Tell us what you might have learnt so far, where you feel your career is going, and how you might get there.

Different ways of doing RPL

It is normal to have more than one way of assessing students for RPL, and the ACAS assessor will guide you.

In every case, the ways in which you are assessed (the mode of assessment) must suit the skills being assessed. Some ways are faster, less paper driven, and require little preparation. Others are quite the opposite. In any case, you should have a current job description, Curriculum Vitae, and references. The onus is on the student to document and present evidence to the satisfaction of the assessor.

Unless informed otherwise, you will be assessed on the job (it is required for most ACAS qualifications anyway), and the assessment tools will be the same as those used for tuition students.

Consider these examples:

- A *practicum placement* gives an opportunity for the student to show what he/she can do in a workplace over an extended period. However, the student must already have access to a suitable workplace.
- The *workplace walkaround*. Show your assessor around your workplace and explain what you do. The assessor can ask questions and get you to show how to do things.
- The *workplace demonstration*. Show your assessor how you do a task in your workplace and explain what you do. The assessor can ask questions.
- A *challenge test* is best for knowledge components. It is a comprehensive interview on what you have done, and is often given by a panel of at least two people. It is best done at your workplace where you can orient your panel to what you actually do and use any workplace documents that may be helpful.
- A *verified CV*. A the student might write a CV with a list of recent jobs, and assemble them to address all unit outcomes. The assessor can then independently verify the tasks and the standard at which they were done.
- A *detailed reference*. The assessor might get a detailed reference from the student's supervisor, and structure it to address unit outcomes.
- A *portfolio* is a collection of documents that show that you have met the current standards. ACAS then verifies the portfolio and assesses you. It is most useful where your role involves keeping records. (See chapter 4.)

Steps in RPL

Step 1. Reflect on your experience

What have you already learnt through your life and work experience? What have you done? At a more personal level, some people (especially those who have been out of the workforce for a while) might need to look at their self-esteem, confidence, and fears.

Step 2. Discuss the requirements with an admission officer

At this stage, you should discuss what you have done have done with an admissions officer. As there are many options, you might need advice to select the qualification or statement of attainment that is right for you, and the units that suit what you have learnt. Please be aware that your ACAS assessor can assess only a limited range of units.

As you go, discuss the requirements and relate them to your particular situation, identify any skill gaps, and decide out if or how you might fill them.

Step 3. Evaluate

Present a prima facie case for RPL so that you don't pay for something that is unattainable.

Step 4. Apply to ACAS

Get an enrollment number for your admission officer, fill in the online application form, and pay fees. When you have been accepted, your ACAS admissions officer will guide you.

Step 5. Describe what you have learnt

Describe what you have learnt verbally, and write it in your CV form and/or self-assessment form. You might benefit from discussion with an ACAS assessor.

Then revise and polish this document so it is more useful for the assessment process. For example, you may want to expand on important topics and give less space to those that cannot be verified.

Step 6. Take the assessment

Take the assessment in the form set by the assessor.

Step 7. ACAS processes your assessment

ACAS will inform you of any other assessment requirements. This will normally include an interview and/or a reference directly from your organization. It will not be an ordinary reference but will refer specifically to unit requirements.

ACAS verifies your portfolio, assesses you, and then issues you an assessment. This is the final assessment unless you have chosen to take extra units by later on. If deficiencies are minor, the assessor may permit adjustments but will not conduct a full second assessment. You can appeal if you think the assessment result is unfair.

Step 8. Graduate

Receive your graduation diploma, transcript, advanced placement, or admission into a higher qualification.

How to gather and assemble a portfolio

If your assessor will assess you through a portfolio, gather your documents that help show that you have met the requirements. Then assemble them in order so that the assessor can understand them easily.

Assessments of some practical skills might also require an onsite visit to your workplace.

Gather existing documents

Gather your portfolio of documents that indicate that you have met the competencies. You will normally need two separate items for every skill in each unit you wish to take. However, this guideline can vary in some circumstances. Some units specify more and a few units may require only one. In some cases, the interview might count as one of the items, but you would be unwise to depend on it.

However, the assessor may ask for more evidence if he/she identifies risks in the assessment or if the portfolio is not yet conclusive.

It should include a comprehensive Curriculum Vitae that emphasizes factual details relating to the units that are being assessed. If you do not already have a CV, please use the form provided. (MSWord).

The list of examples below will guide you to consider what relevant documents you already have, although it would be very unusual for anybody to have all examples below. Don't worry if you don't have something, just submit what you have.

Documents will be photocopies or certified copies. Assessors may ask to see originals.

Examples:

1. Your current job description, if relevant.
2. Other job descriptions of recent positions you have held.
3. Written work:
 - a. subject descriptions of courses you have taken
 - b. notes of courses you have taught
 - c. manuals
 - d. reports you have written
 - e. essays
 - f. letters
 - g. periodical articles you have written
 - h. contracts you have written
 - i. plans you have developed
 - j. policies and procedures you have written
 - k. etc.
4. Appraisal or assessment results from acceptable organizations (e.g. professional associations, Overseas Qualifications Unit).
5. Records of other education. (You could get exemption or transfer credit for relevant units.) Records include transcripts, qualifications or statements of attainment. If records include codes, then you need to provide the legend to interpret codes. For example, does D mean Distinction or fail (lower than C)?

If records were not nationally recognized, then you should also provide unit descriptions, handbook statements and any assignments you have done. (The assessor will inform you if more detail is required.) Note: Nationally Recognised Training under the Australian training sector is automatically recognized at no fee.

Supporting documents that are relevant to the units you are applying for:

1. brochures for the organization you work in
2. professional licenses and memberships
3. instructor's certificates
4. achievement awards
5. employers references on letterhead
6. client references
7. references or reports of supervisors, instructors, or responsible authorities
8. auditor's or inspector's reports
9. advertising brochures for programs you have run
10. professional development courses
11. your performance management records
12. brochures for performances you have given
13. etc.

Standards used to benchmark your performance. These may be used in audits, quality management and/or performance appraisals:

1. policies and procedures
2. strategic plans
3. professional standards
4. quality frameworks
5. ISO standards

Note: In the case of music performance, recordings can only be used to indicate readiness for live assessment. The sound is normally processed by a technician and cannot be used to assess competence. A series of live performances is necessary.

Check

Before you start assembling your portfolio, check that you have proved that you have adequately addressed all requirements. If you are in difficulty, check with your coordinator.

Assemble your portfolio

You need to show the assessor clearly how your documents relate to the specific unit requirements.

1. Putting your CV first, sort all other documents into logical order, either chronologically, or by subject area or by kind of document.
2. Prepare an index listing all documents. This will be placed at the beginning of your portfolio.
3. Number each document. In the case of your CV, you will normally need to give each section its own number, as each might be relevant to different units.
4. Make a list of units.
5. Next to each unit, put a number of the document that shows you have that particular skill.
6. Then put it all in the following order:
 - a. A cover sheet with your name and date of submission
 - b. A list of all documents
 - c. A list of unit with reference to other documents
 - d. Your detailed CV
 - e. Then all other documents
7. Clip the portfolio together and submit it. Do not use plastic sleeves.
8. It is strongly suggested that you keep a copy of your own in case the submitted copy is lost in the mail.

6

Your consumer rights¹⁵

As a consumer, students are entitled to:

1. Receive the services under the conditions advertised, including in this handbook in any authorized literature or undertaking by ACAS or its member colleges.
2. Receive refunds according to the schedule of refunds (*q.v.*).
3. Complain about unfair treatment to consumer affairs
(<https://www.wa.gov.au/service/business-support/consumer-protection>)

As a consumer, you are also obligated to act according the standards and procedures described in this handbook and in any authorized public literature or undertaking by ACAS and its member colleges.

You can only be charged fees that have been disclosed to you beforehand.

ACAS will notify you of any change if it might affect services to you, for example:

1. a change in the strategic direction
2. a change in the majority of board members
3. any changes to third party arrangements.¹⁶

¹⁵ SRTO 5.3.

¹⁶Cf. *Users' guide to the Standards for Registered Training Organisations (RTOs) 2015* Version 2.2, October 2019. P. 19.

Fees and refunds¹⁷

When students are entitled to a refund, payment of all refunds follows the policy below. ACAS seeks to maintain its highly competitive fee structure, as well as its fair and equitable refund policy.

1. When students are enrolled in a member college, the member college is responsible to pay the refund.
2. Refunds apply only to amounts actually received by ACAS or the member college.
3. Refunds are based on individual units taken by the student at the time. When units are clustered¹⁸, the refund applies to the cluster.
4. Payment of all refunds is made within one week (seven days) of application for refund.
5. Neither ACAS nor the member college accepts liability for loss or damage suffered in the event of a student's withdrawal from a unit or a course.
6. All students are entitled to a full refund if ACAS or a member college cancels a course or fails to provide it as offered. Students do not have to apply for the refund. However, students will, if possible, be offered an opportunity to attend another scheduled course.
7. No refund will be payable to students who are suspended or expelled. They will remain liable for all fees due including any late fees.
8. Refunds will be paid only to the party that originally paid the fees unless a written authorisation is made otherwise.
9. This policy represents the minimum entitlements on refunds to students. Individual member colleges may add entitlements to increase refunds.
10. Non-refundable application fees are not refundable under any circumstances.
11. Refunds for cancellation of enrolments in individual units are granted on a sliding scale:

Reason for Refund	Notification requirements	Refund amount
Course is cancelled	N/a	100% of the course fee paid by the student
Student withdraws	In writing, eight (8) days or more prior to the course commencement	100% of the course fee paid by the student
Student withdraws	In writing, within seven (7) calendar days and more than 24 hours before course commencement.	75% of the course fee paid by the student
Student withdraws	Less than 24 hours before course commencement.	25% of the course fee
Student withdraws	Unit has already commenced	Nil refund

Commencement dates:

- Correspondence courses: The date that training materials were posted to the student.
- Online students: The date that the student is given online access.
- Commencement date for a classroom-based unit is the first day of the course.

¹⁷ SRTO 5.3.ii.

¹⁸ "Clustered" means that two or more units are combined into one "subject." It is used when unit requirements overlap and when instruction and/or assessment of multiple units is integrated.

Appeals and Complaints

Appeals¹⁹

ACAS ensures that students have access to a fair and equitable process for appeals against assessment decisions.

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

Grounds for appeal

Valid grounds for an appeal against an assessment decision could include the following:

1. The judgement as to whether competency has been achieved and demonstrated was made incorrectly
2. The judgement was not made according to the Assessment Plan
3. Alleged bias of the assessor
4. Alleged lack of competence of the assessor
5. Alleged incorrect information from the assessor regarding the assessment process
6. Alleged inappropriate assessment process for the particular competency
7. Faulty or inappropriate equipment, and/or
8. Inappropriate conditions.

Appeal outcomes

Appeal outcomes may include:

1. If the appeal is upheld, the following options will be available:
 - a. The student's work will be re-assessed, perhaps by another assessor.
 - b. Appropriate recognition will be granted.

¹⁹ 5.2.d.i. 6.

- c. A new assessment shall be conducted/arranged.
2. If the appeal is not upheld, the student will be required to do the following to be awarded the unit:
 - a. do further training or get more experience before further assessment, or
 - b. re-submit further evidence, or
 - c. submit a complete new assessment, or
 - d. repeat the unit afresh.

Complaints²⁰

ACAS has a fair and equitable process for dealing with student complaints. Students' complaints may be against the trainers, assessors or other staff of ACAS or a member college, or another student.

1. Complainants must follow the ACAS complaints process before making a complaint to ASQA.
2. Students who wish to lodge a complaint may informally approach the trainer, assessor, or ACAS Principal to discuss the matter and resolve it if possible. This does not lessen their right to make a formal complaint.
3. To lodge a formal complaint, students must submit a filled Complaint Form to the ACAS Principal.
4. All students have the right to express a concern or problem and/or lodge a complaint if they are dissatisfied with the training and assessment services that they have been provided (including through a member college), or the behaviour of a staff member or another student.
5. Complaints will be resolved on an individual case basis as they arise. ACAS treats complaints seriously and acts promptly, impartially, sensitively, and confidentially.
6. All complaints are acknowledged in writing and finalised as soon as practicable.
7. Resolution will normally involve a conciliation and education process. It may involve consulting the complainant and respondent, using a process of discussion and cooperation. It can include initially conducting separate interviews.
 - a. ACAS will protect and acknowledge the rights of both the complainant and the respondent throughout the complaint resolution process.
 - b. To maintain confidentiality, ACAS will minimize the number of people involved.
 - c. ACAS does not tolerate victimisation of complainants, respondents or anyone else involved in complaint resolution.
 - d. ACAS will handle all complaints without detriment or bias to the progress of the student in any current or future training.
 - e. In some instances formal procedures and disciplinary action may be required.
8. The ACAS Principal will make the final decision, although he/she may consult others for advice.
9. If the complainant is not satisfied, the Principal will refer the matter to an independent third party for review at the request of the complainant. If the process does not find in favour of the complainant, the complainant incurs all costs for the third party review.
10. If the complaint will take more than 60 calendar days to finalise, ACAS will inform the complainant in writing giving the reasons why more than 60 calendar days are required. ACAS will also provide the complainant with regular updates on the progress of the complaint.

²⁰ 5.2.d.i. 6.

Cancellation & transfers

Enrolment cancellation, withdrawal, deferral, amendment

Students who wish to withdraw, cancel, or defer or amend their course are required to inform the person overseeing the program in writing.

Student transfers

Subject to course availability, students may transfer as follows:

1. transfer to another course date, if they make a request in writing a minimum of one week in advance.
2. transfer to another course if they make the request in writing a minimum of one week in advance.
3. may transfer to another “delivery mode” for the same course by making a request in writing at least one week in advance. For example, they might move between face-to-face delivery and online. If the notice is not provided at least one week in advance, the student forfeits the full course fee if they discontinue the first delivery mode.

RTO cancellation of courses

ACAS and the member colleges reserve the right to cancel a course if insufficient enrolments are received prior to course commencement. Students already booked in these courses will be notified. If a course is cancelled, a full refund of all monies paid by a student for the course will be made within seven (7) days.

Equal opportunity and non-discrimination

ACAS is committed to principles of access and equity, equal opportunity, and non-discrimination, as they affect students and employees to ensure the elimination of discrimination and harassment.

Access and equity

ACAS encourages and values equity and diversity with respect to its students and to providing them with a positive learning environment to achieve success. ACAS services are provided in a fair, unbiased and equitable manner to all students.

ACAS abides by equal opportunity principles, providing access to the benefits of training and assessment to all students regardless of gender, sex, pregnancy, race, marital status, sexuality, age, family/carer responsibilities, culture, linguistic background, disability, or political belief. We also do not discriminate against workplaces who for any of these reasons may have policies that may exclude certain individuals based on their workplace requirements.

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

Rights and responsibilities

ACAS has a legal and moral obligation to provide equal opportunity in employment and a learning environment free from harassment for employees, contractors and students.

ACAS is committed to providing a work and study environment that:

- recognises and respects the diversity of employees, contractors, and students
- is free from harassment, vilification and bullying and
- supports the rights of all employees, contractors and students to work and study in a safe and healthy environment free from such behaviour.

ACAS will:

1. Ensure that employees, contractors and students understand that these types of actions and behaviour will not be tolerated in the work/study environment.
2. Request that any behaviour that could be considered harassment, vilification or bullying cease immediately.
3. All employees, contractors and students have a role to play in eliminating harassment, vilification and bullying by not encouraging or showing support for harassment, vilification or bullying aimed at work or study colleagues. This can be achieved by:
 - a. Refusing to join in with these types of actions and behaviours.
 - b. Supporting the person in saying no to these behaviours.
 - c. Acting as a witness if the person being harassed decides to lodge a complaint.
4. If an employee, contractor or student feels harassed, vilified or bullied, the employee, contractor or student is encouraged to inform the person where the behaviour is unacceptable. If the employee, contractor or student feels unable to approach the person, or if the behaviour continues following their request that the behaviour cease, the Principal should be contacted.

5. As an ACAS student, you have the responsibility to:
 - a. Act to prevent harassment, discrimination and victimization against others;
 - b. Respect differences among other staff, students and contractors, such as cultural and social diversity;
 - c. Treat people fairly, without discrimination, harassment or victimization;
 - d. Refuse to join in with these behaviours;
 - e. Supporting the person in saying no to these behaviours;
 - f. Acting as a witness if the person being harassed wants to lodge a complaint.

Discrimination

Discrimination is treating someone or a group unfairly or harassing them because they belong to a particular group. ACAS is committed to not discriminate against a person or a group because of their age, gender, pregnancy, disability (includes, past, present or possible future disability), race, colour, ethnic or ethno-religious background, descent or nationality, marital status.

Harassment, vilification and bullying

All employees, contractors and students have an equal opportunity to work and study. ACAS will not tolerate behaviour that is of a harassing, vilifying or bullying nature.

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

Harassment

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

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

Harassment can occur when power is used incorrectly. Examples of harassment include:

- Intrusive or inappropriate questions or comments about a person's private life.
- Unwanted written, telephone or electronic messages.
- Promises or threats to a person.
- Physical violence or the threat of physical violence or coercion.

Vilification

Vilification is the public act of inciting hatred towards, serious contempt for, or severe ridicule of, a person or group of persons on the grounds of race, religion, gender, or social status.

Bullying

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

Sexual harassment

ACAS will not tolerate sexual harassment in the learning or work environment. ACAS deplores all form of sexual harassment and seeks to ensure that the work and study environment is free from such harassment. Implementation of this policy is the responsibility of all persons.

Sexual harassment is unlawful. The harasser may be held liable for unlawful actions and be required to pay damages. All employees, contractors and students have the right to work and study in an environment free from sexual harassment.

Forms of sexual harassment

Sexual harassment can take many forms. People often do not realise that their behaviour constitutes sexual harassment, but they must be aware that behaviour that is acceptable to one person may not necessarily be acceptable to another. Sexual harassment is any unwanted behaviour of a sexual nature by one person to another at work or in a work-related setting.

Examples of sexual harassment include, but are not limited to:

- Insensitive jokes and pranks.
- Lewd comments about appearance.
- Unnecessary body contact.
- Displays of sexually offensive materials, for example, calendars or posters.
- Requests for sexual favours.
- Speculation about a person's private life and sexual activities.
- Threatened or actual sexual violence.
- Threat of dismissal, loss of opportunity and so on, for refusal of sexual favours.
- Behaviour and appearance that is insensitive to the religious and social beliefs and identities of others.

Complaints

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

11

Privacy

ACAS abides by the Privacy Act and respects students, staff and trainer/assessors' right to privacy.

ACAS and its member colleges maintain student records that contain students' personal details, and data of any training and assessment.

Records about you are available to you. No other person/student can and will have access to your personal student file without your prior written permission. If you would like access to your personal records, simply contact the Principal or the person in charge of your course.

Your private data is confidential. Your hard copy records are kept securely and electronic data is kept on a secure electronic database. Only those ACAS personnel who need access to your file for training and assessment purposes can access it. Where personnel information is collected by a member college on behalf of ACAS then that member college must also maintain the student's information according to Privacy laws and confidentiality requirements.

As an RTO, ACAS is obliged to maintain effective administrative and records management systems. This involves the collection and retention of personal information from students in secure student records. All staff must use student information only for the purposes for which it was gathered.

ACAS collects information from students upon initial enquiry in order to send course information, and is collected at enrolment and during the provision of the training and assessment services. ACAS may use personal information to advise students of upcoming events and training course, and for marketing and research purposes. In addition, ACAS collects feedback on its services to help improve the quality of services and training.

ACAS only discloses information to other parties as required by law, or as otherwise allowed under the Privacy Act 1988.

Training arrangements

1. A training arrangement²¹ can mean:
 - a. The arrangement between ACAS and the member college
 - b. The arrangement between ACAS and a client organization
 - c. The arrangement between a member college and a client organization
2. If a training arrangement is terminated before you have completed your course:
 - a. You will be informed of the termination if you can be contacted.
 - b. ACAS will provide qualifications and Statements of Attainment for all students for whom all compliance and contractual requirements have been met.
3. If the arrangement between ACAS and the member college is terminated before you have completed your course and not all compliance and contractual requirements have been met, ACAS will not provide qualifications and Statements of Attainment or transcripts and the member college must either:
 - a. Transfer students to another ACAS member college and pay all fees, or,
 - b. Transfer students to another Registered Training Organisation and pay all fees, or
 - c. Fully refund all student fees related to those studies.

²¹ SRTO 5.3.c.

Workplace Health and Safety (WHS)

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

ACAS encourages all persons to regard accident prevention and safety as a collective and individual responsibility.

ACAS recognises the responsibility of each person in charge of an ACAS program under the Workplace Health and Safety and related regulations is responsible to ensure the health and safety of staff, students, contractors and visitors. This includes:

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

Duty of Care

ACAS is committed to taking practicable steps to provide and maintain a safe and healthy work and learning environment for all staff, students, and anybody else on the site. Specific responsibilities are shown below.

Person in charge

Each person in charge of an ACAS program:

1. Is responsible for the effective implementation and regular review of this WHS policy.
2. Must observe, implement and fulfil responsibilities under legislation that applies to WHS and endeavour to comply with relevant standards and codes of practice.
3. Must ensure that the agreed procedures for regular consultation between management and staff are followed.
4. Monitors the WHS management policies and procedures. Outcomes of WHS monitoring are used to help maintain appropriate risk controls. The effectiveness of these risk controls and this monitoring and review process is linked to ACAS Continuous Improvement processes.
5. Are responsible for ensuring that a WHS management system is implemented.

Staff, contractors, students and visitors:

1. Have a duty of themselves and others.
2. Have a responsibility to cooperate with all WHS processes.
3. Have a responsibility to comply with relevant ACAS WHS management system policies and procedures.

4. Must not bypass or misuse systems or equipment provided for WHS purposes.
5. Must report any unsafe conditions that come to their attention to the person in charge of the site.

Accidents, injuries and near misses

1. Report all incidents and near misses immediately. See your trainer/assessor or administration personnel to report any issues.
2. The person in charge of the site will ensure that the injured person receives appropriate first aid and/or medical treatment as soon as possible and will conduct an investigation to reasonably prevent a recurrence.
3. Injury management should commence as soon as possible after injury and that every effort should be made to provide suitable and meaningful duties consistent with the nature of the injury or illness, after seeking appropriate medical judgement.
4. Students and employees are expected to take care to prevent work-related injuries to themselves and to others.

Investigating incidents and accidents

1. The person in charge of the site is responsible for investigating incidents.
2. Following the report of an incident (near miss) or accident (and after first aid and other injury management processes have been implemented), the Principal will immediately investigate.
3. The process for investigations may include:
 - a. Interview all people involved in the accident or incident and witnesses.
 - b. Use the risk management approach to help identify underlying hazards that caused the incident and whether controls failed, were insufficient or were absent.
 - c. Listen to recommendations of people involved in the incident about what is required to prevent such incidents in the future.
 - d. Analyse results of investigation
 - e. Document recommended actions.
 - f. Once action is approved, communicate outcomes and planned actions.

End of document